 

CHARTER AUTHORIZER OFFICE

CHARTER TRANSFER APPLICATION Questionnaire

Please respond to the questions below in concise, narrative form. Narrative responses must be typewritten, single-spaced, and in 12-point fonts. All questions must be responded to for the application to be considered complete.

**Section 1: Mission, Vision, Values, and Goals**

1. **Describe the mission of the charter public school.
Mission**

Santa Fe South Schools strives to establish a strong foundation for lifelong learning and provides opportunities to prepare students from the Oklahoma City metro area to thrive in a complex, competitive, and culturally-pluralistic society.

The SFS Sovereign Community School will activate the next generation of indigenous leaders by engaging our youth with rigorous, culturally relevant curriculum that challenges them to understand and affirm their roles as citizens of our many Native nations.

1. **Describe how the vision, values, and goals of the charter public school relate to the mission statement.
Vision**

Sovereign Community School is born from the ideas of the Indigenous community of Oklahoma City and from them we believe first that meeting student wellness needs is foundational to our children's academic success.

We believe that rigorous and culturally relevant classroom content increases student engagement, learning, understanding and critical thinking while also elevating student consciousness about justice for our communities.

We believe that creating a space for all indigenous people to build community, fellowship and solidarity in Oklahoma City strengthens our kids, families and our nations.

We recognize that the wisdom of our Grandmothers and Grandfathers is key to realizing our mission and that by placing that wisdom foremost we will activate the next generation of holistically healthy indigenous leaders and empowered citizens of this country's first nations.

**Section 2: Organizational Structure**

1. **Describe the governance structure for the school.**Santa Fe South Schools Governance board is made up of members which represent various facets of our school community. We strive to keep a majority of members represented by parents of our learners. Other members represent higher education, business, and the legal community as well as other educational institutions. We operate as a non-profit, governed by Democratic Rules of order and abide by all Open Meetings Acts requirements. All board meetings are posted in public locations as well as on our web site. All agendas are available and the public is welcome to attend and speak at meetings with Board Chair approval. In addition, we strive to see that the majority of our Board represents the racial makeup of the students we serve.
2. **Provide a description of the method used to recruit and select the individuals in governance positions identified in this application.**The Governance Board identifies areas where particular expertise would be helpful to oversee the school operations and suggestions are made to the body for members. School leaders, community members and faculty have also nominated Board members for consideration.
3. **Provide a list of board members, if available. Include a brief biography of each member, including appropriate educational credentials and background.**Chair - Michael Brooks, attorney and Oklahoma State Senator

Vice Chair - Dr. Bill Frick - Professor, the University of Oklahoma

Vicky Primeax - Parent and co-director of Faithworks of the Inner City

Cecelia Morris - Parent

Lindsey McElvaney - Educator and community member

Jaime Ortiz - Arvest Bank loan officer, SFS graduate

Kate Sultuska - OKCPS Special Education Teacher and SCS founding Board member

More comprehensive bio’s are available upon request.

**Section 3: Finances**

1. **Provide a narrative that indicates the total amount and sources of funds expected to be available through banks, lending institutions, corporations, foundations, grants, etc., that will be used to maintain positive cash flow. Indicate which are already secured and which are anticipated and include evidence of firm commitments.**SFS Schools has an 18 year track record of utilizing state and federal funds generated by the students we serve to strongly support the financial obligations of school operation. All costs associated with personnel, curriculum, benefits, support systems and physical plant provision will be budgeted based on the per-pupil public funding allocations currently designated for public school operations. We will not budget any necessary expenditures on outside grants, donations or other sources of revenue. The single caveat is that SCS applied for, and received, a federally funded CSP grant. The balance of this grant, which provides for training, support and classroom equipment and supplies, is approximately $420,000.
2. **Detail plans for meeting financial needs if anticipated revenues are not received or are lower than the estimated budget.**SFS Schools has a healthy carryover from many years of careful fiscal management and we are confident that, should we need to, we can cover short term cash flow issues. We will not maintain a school which cannot recruit or retain enough students to adequately staff and support our academic model.
3. **Describe the treasurer or other officers or persons who shall have primary responsibility for the finances of the charter school. This individual must have demonstrated experience in school finance or the equivalent thereof.**Brooks Levonitis is our Assistant Superintendent/CFO and brings 25 plus years of finance expertise from both the private and public sector. He has current OKSDE administrator credentials including his superintendent’s certificate and has an earned MBA. Maritza Santiago, our Finance Director, has more than 20 years of accounting and AP experience and has operated with SFS for more than 10 years. Other office staff support this work as well.
4. **Attach the prior three years annual audits and any additional documents submitted to the Oklahoma State Department of Education Cost Accounting System.**Attached

 

**Section 4: Hiring Policies**

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**10. Describe the proposed process to be used to recruit, identify, and hire teachers.**

The majority of our teachers come to us each year by word of mouth. We also utilize teacher recruitment websites, and recruit from colleges of education in the region. We also partner with Teach for America, Oklahoma State School Boards Association and the Oklahoma Public School Resource Center to post vacancies. We have had outstanding applicants for our open positions and have never started an academic year with a teacher vacancy since our inception in 2001. We believe we already have the majority of staff needed for the school to operate next year and will be putting them under contract as soon as feasible, ideally July 1st.

**11. Describe the responsibilities of all anticipated staff positions and describe the anticipated staffing as it relates to the governance structure of the charter public school.**

Staff positions are typical of a secondary school of similar size. We will have appropriate ratios of the following personnel: Classroom teachers, para-professionals, Special Education staff, front office secretarial staff, and site administration. All central office staff services will be provided through SFS Schools administration office. These services include Special Education, English Language Learners, Testing/Counseling, Facilities/Maintenance, Finance, and the office of the Superintendent.

**Section 5: Facilities, Grades Served, and Transportation**

1. **Provide a description of the proposed physical facility, suitability of space, and provisions for specialized space, if any.**SCS will continue to occupy the beautiful space they are currently in. Formerly the Seeworth Academy campus, it was designed as a school from when it was originally built. Situated on wonderful property, it can house up to 525 students in classrooms and support spaces. It will be fully upgraded in its electrical, IT, HVAC and paint through the support by the Walton Family Foundation who are providing financing for the purchase and deferred maintenance on the property.
2. **Describe any purchase or leasing arrangements that will be needed, and/or construction or renovations that must occur to ensure adequate facilities. Include detailed information about anticipated budget, costs, and financing arrangements.**The Walton Family Foundation is closing on the property in the next few days and will begin contract work on upgrades and deferred maintenance in the next week or so. The rental agreement will be charged on a prorated amount based on the total number of students served in a given year. The rental term is for five years, during which all rental payments will go toward decreasing the total cost of acquiring the building. The total cost to acquire the property and bring up to acceptable conditions is 3MM. The structure fundamentally provides a 0% interest loan in which all rental payments are applied to the principal. At the end of the 5 year term, permanent financing will be secured on the balance of the amount owed.
3. **Detail the proposed grade levels and/or age ranges of students to be served upon opening, along with plans for future growth.**The school will serve grade levels 5-10 for the 20-21 school year, with eventual growth planned to establish a K-12 model capable of serving all grade levels for the target population.
4. **Describe proposed arrangements for transportation of pupils, if any.**Transportation will be limited to 1-3 bus routes which will operate shuttle service to locations to the west, east and south of the school campus. This was successful in the first year of operation and will be expanded in years two and beyond. One bus has already been purchased and grant funding is available for the purchase of additional buses as necessary.

**Section 6: Measures of Effectiveness**

1. **All public schools are required to administer state mandated assessments. Indicate any** *additional* **assessments that the proposed charter public school will administer and the rationale for selecting these assessments.**SFS Schools utilizes both district developed common formative assessments and traditional classroom assessments. We also utilize the NWEA-MAP test battery to determine performance against nationally normed student populations. We will continue to test our students in math and ELA through the NWEA-MAP across our district.
2. **How will the proposed charter public school use assessment data to enhance student achievement?**We will use both the NWEA-MAP data and our bi-weekly ELA and math assessments to determine student progress toward state and national standards. We have established a district-wide goal dubbed the AOA-2023 by which we intend to see all students at or above (AOA) the national average in math and reading by the NWEA-MAP test administered in the spring of 2023.

**Section 6: Curriculum**

1. **The Educational Program is a narrative description of the school’s unique approach to delivering curriculum in order to fulfill the school’s mission and comply with the purpose of the Oklahoma Charter Schools Act (70 O.S. § 3-131). Provide an overview of the educational philosophy and instructional approaches used to deliver the program. Please include how the educational philosophy and approach will enhance student achievement. Cite any research connecting the philosophy and approach to the student population served.**Indigenous Literature Program:

 The SCS Native Literature courses are centered around the goal to critique and re envision the English language and literature. The SCS Indigenous Literature course comprises works that are written by Native American and global indigenous authors, both in the past and present.  Texts within this category display great diversity: diversity of  literary style, of authorial perspective and cultural background.  Yet, Native Literature also presents deep connectedness, as native authors explore themes that arise  from shared perspectives as well as a common historical experience and struggle for sovereignty.  In addition, Native Literature is a field in constant flux, as participants debate the exact definition of this category and seek to revive and sustain traditional literacies, including storytelling and native language texts.  For our students,  studying Native Literature is important because it allows them to develop literacies that connect to their identities and the traditions of their communities, literacies that are ultimately empowering to them as individuals, community members, and young Native American leaders.  Students will read, discuss, and write about the texts they encounter in Native Literature so that in the long-run, on their own, they will be able to recognize that reading, writing and critical thinking skills are valuable resources for leading and serving Native communities.

 Indigenous Histories Program:

Social Studies/Indigenous history at The SCS  will be a journey through the lens of Indigenous peoples. A journey that will relate course content to the cultural and spiritual context of the student. Students will recognize the value of Indigenous languages, epistemologies, and stories which will be congruent with traditional culture and synthesize this with contemporary ways of knowing and learning.  Students will speak to  the importance of Native spirituality and place the education of the student in a contemporary context (e.g. use and understanding of the visual arts, legends, oral histories, fundamental beliefs of the community, as well as college academic preparedness). Students will demonstrate confidence and poise when they speak and write. They will demonstrate a determined attitude towards academic challenges by demonstrating competence and ingenuity.  Students will understand all things consisting of spiritual energy are related and involved within cycles and will work to perpetuate healthy cycles by accessing Indigenous history. Students will think critically about important people, places, and events in order to analyze and discuss significant patterns, relationships, themes, ideas, beliefs, and turning points in Oklahoma, United States, and world history, so that in the long-run, on their own, they will be able to apply this critique and analysis to become future leaders for their community.

Indigenous Mathematics Program:

Eureka Math is highly rated by EdReports.org and EQuIP, can be purchased from Great Minds. It is also a K-12 math program that was designed to promote conceptual understandings of mathematics and math skills, along a continuum from early numeracy to pre-calculus and other advanced math topics. Eureka Math is complete with year-to-year pacing guides, formative assessments, and modules and units to assist teachers in identifying what students understand and are able to do at the beginning of the year, and what concepts and skill work students need at a given time. Students will understand that every problem has a solution, so that in the long-run, on their own, they will be able to express their thoughts on a solution to any problem with confidence.

 Indigenous Sciences Program:

 The SCS’s Indigenous STEM curriculum will be designed and delivered through Project-Based Learning (PBL). This is in alignment with Indigenous education in the sense that it values learning by doing and through challenges; it makes students active participants in their learning who are able to make mistakes, reflect, and grow. It also easily allows for student work to expand on state content standards in order to apply them to a local context and to grapple with Enduring Understandings and Essential Questions that are relevant to students’ cultural background. Students will have a block each day devoted to STEM. Teachers will design quarter-long thematic units using the Understanding by Design (UbD) framework. This framework guarantees that project-based learning is not just the use of projects for the sake of it, but that there is intellectual rigor and deep meaning embedded in the work. The SCS will prioritize projects that have local resonance, in which students use and explore local community, local history, and local ecology to apply content standards in an authentic context.

We will continue to refine a series of workshops resulting in the scope and sequence of Enduring Understandings (EUs) and Essential Questions (EQs) that our students should experience in order to guarantee our curriculum suits the needs of the Oklahoma City community. These EUs and EQs will form a sort of school-level set of standards that will complement Oklahoma State Standards. The EUs and EQs will also help us plan the themes and projects of our PBL curriculum so that they are relevant, authentic, and purposeful.

Additionally, unlike our other core curriculum strands,we partnered with Delta, Foss, and Pearson texts and online resources. Based on our research and conversations with school leaders and educators to-date, we will identify and purchase.Students will use scientific skills and the scientific process, so that in the long-run, on their own, they will be able to use this to research, develop new questions, answer questions, design and conduct experiments, and present their understandings and findings using qualitative and quantitative data on their own.

 Indigenous Languages Program

 All SCS students will develop a foundational knowledge of the Indigenous languages of the Americas. The initial course offering, called Indigenous Languages, is an approach to learning about languages that will be wholly unique to SCS. Our school is presented with a fascinating but difficult challenge: How does an indigenously centered school accommodate the myriad of tribal identifications across a student body of hundreds of kids when, according to estimates from OKCPS Native Student Services, there are over 80 distinct tribal identities in the student community across the district? In no other curricular strand is a solution more difficult to imagine than how we think about indigenous languages because of the unique attributes and accessibility of each language in Oklahoma and beyond. Adding to the difficulty is that we won’t know enough about the tribal identifications of our student body until well into the school development process and we don’t want to be scrambling to identify programs that fit student and family needs at the last minute.

We think the solution to this problem is to develop a foundational course or courses to introduce key concepts and context to students prior to them embarking on learning experiences with their own tribal language or languages. This course, which will be taught to all 6th and 9th graders for the first three or so years, will survey the socio-linguistic and anthropological foundations of indigenous languages of the Americas. Students will be exposed to the origin stories and distinctions between languages, will learn how indigenous languages are interconnected and evolved over time, and finally, will also learn about the destruction of indigenous languages and how tribes are taking steps to revitalize languages across the country and especially in Oklahoma.Students will learn about the sociolinguistic and anthropological development of various indigenous languages of the Americas and have a strong foundation of knowledge about the evolution, destruction and revitalization of indigenous languages in communities across the continent.

 Indigenous Wellness Program

 Our wellness curriculum is the backbone of our school culture and a key component of how we make progress toward our school mission and vision. For the first year both 6th and 9th graders will embark on the same journey through a holistic wellness program that emphasizes social, emotional, physical and cultural wellbeing. A key framework and assessment tool is the ‘Wellness Wheel’ - self-evaluative resource that identifies 12 different dimensions of wellness grouped in aforementioned wellness categories. The Wellness Wheel will frequently put students in a position to reflect on their growth and challenges throughout the course of a year and will be referenced frequently outside of wellness class across the curriculum. Additionally, our wellness program has a physical fitness, outdoors skill building and cultural component where students will learn traditional indigenous wisdom around healing, self-care and socialization. An example of the wellness wheel can be found in the appendix to the SCS application, and further resources and insights into the program can be found in the NISN resource hub referenced in the main application and the appendix resource guide.Students will live out The SCS mission, vision, and core values by operating with empathy in creating a welcoming and joyful school community.

Indigenous Culture Program

 Our Indigenous Cultures class fills a large gap for our kids. Some of our students will come from backgrounds with only slight familiarity with the details of their cultural heritage while others will come from homes with significant ties to their cultures, perhaps despite living a significant distance away from their homelands. This will be a class for both types of kids and all the kids in between. One set of students will find a safe space to learn some things about themselves they never knew and yet others will find a new level of comfort in school because they can be who they are - free from uniforms, free to express where they come from. Students will build lifelong connections with their own cultures through arts, song, dance, drumming and ceremony and build knowledge about the cultures and histories of Oklahoma’s 39 federally recognized tribes

1. **Provide a description of the curriculum that will be used. How does the curriculum align with the educational philosophy and instructional approaches used to deliver the educational program? How does it align with state and national standards?**

Indigenous Literature Curriculum

* Summarize the plot (conflict and resolution), characters, and theme of  a story
* Synthesize the main ideas of a text by annotating
* Identify textual evidence that supports the theme of a story
* Articulate the writer or storyteller’s purpose in crafting or retelling the story
* Infer that there are two types of traditional stories, creation stories and values-based stories
* Recognize that stories are collective texts that tie each of us together despite our varied experiences
* Utilize Chromebooks, Google Docs and Drive to type and share work among one another
* Interview a peer in order to elicit a story from them.
* Engage in a one-to-one conversation about a topic
* Pose questions in a one-to-one conversation
* Assess how portfolios can be useful for collecting evidence  of growth in reading, writing and thinking.
* Interpret in writing, what stories teach us about one another and ourselves
* Identify the theme of the text
* Identify examples of simile and metaphor
* Recognize imagery and the phrases in a text which build it
* Identify the tone of a passage within a larger text
* Compose a mini-essay with relevant textual evidence
* Apply sentence stems to effectively integrate textual evidence in the form of a paraphrase or quote
* Critique snippets of student discussions to identify characteristics of a good conversation
* Utilize “ways in” questions as a starting point for discussions
* Engage in weekly text-based discussions
* Articulate how stories act as guardians of physical landscapes and spaces
* Summarize an informational text
* Explain how stories perpetuate culture and sustain indigenous people
* Argue (in writing) for a cause with relevant claims and reasons to support that claim
* Identify works samples for portfolio and explain why the pieces was selected
* Analyze work samples that are selected for the portfolio
* Apply mini-essay format when responding to questions based on the text
* Articulate the author’s point of view based on the story’s plot
* Identify character attributes and explain how the character evolves over time
* Identify the protagonist and antagonist of the story
* Predict and infer what an unknown word means based on context clues
* Identify textual evidence that reveals author’s bias
* Compare and contrast features in a piece of informational text and literature
* Compose an essay that draws on information read and applied to a new situation.
* Analyze how a fictional character would respond to a real life current event, applying evidence to justify their perspective.
* Engage in weekly discussions about the text.
* Apply a critique protocol to help others revise their writing
* Describe work samples from the portfolio and synthesize how they convey individual growth.
* Establish a claim about what Native Literature is with clear reasons to support it
* Recognize examples of symbolism in a text
* Create a metaphor or analogy that describes Native Literature and the power of stories to a younger audience
* Plan and organize information so that it is accessible for the audience
* Maintain a formal style of writing in the finished product
* Navigate Weebly in order to craft a webpage that is informative and useful to the audience
* Compare and contrast books lists from SCS
* Make an inference based on an analysis of reading materials

Indigenous Histories Curriculum

Grades 5-8

* Reading, research, writing, and presenting our findings are essential skills that allow us to understand the history of our world and its people.
* It is necessary to view history through multiple perspectives, especially indigenous perspectives, in order to gain the whole truths of the past, present, and future.”
* The ways in which SCS students navigate their sovereignty on a tribal, state, and federal level.
* Cite specific textual evidence to support an opinion on the importance of treaties
* Explain the specific language in the US Constitution that defines the United States’ relationship with the Five Civilized Tribes.
* Explain the unique relationship between the United States and Indian Tribes
* Determine the meaning of the concepts: tribal sovereignty, tribal nation, government-to-government relationships, and Centennial Accord
* Using Cornell Note taking method
* Research using primary and secondary sources
* Map reading/making (cartography) Cultural Identity, Preservation of Culture, Language and Tradition in Comparison/Contrast with other civilizations throughout the Western Hemisphere.
How different colonies were created in America and why compare/contrast to other colonies in the Western Hemisphere
* Formation of town/cities past and present
* How are cultures formed?
* Various forms of trade from Wampum to NAFTA and today
* Earth, The Sun, Moon, and Stars Creation from an Indigenous Perspective
* Water (systems, creation, flow, power)
* Earth (landform creation, change, destruction cause and effect)
* Fire (destruction, global warming)
* Wind (power, global warming)
* Colonialism and Caste Systems
* Tribal Government vs. Other forms of government around the world
* Why refugees exist What are they running from?
* How culture impacts global trade

 Grades 9-10

* The student will describe the state’s geography and the historic foundations laid by Native American, European, and American cultures.
* Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.
* Compare and contrast the goals and significance of early Spanish, French, and American expeditions including the impact of disease, interactions with Native Americans, and the arrival of the horse and new technologies.
* Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.
* Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.
* The student will analyze the formation and development of constitutional government in Oklahoma.
* Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the Enabling Act on single statehood.
* Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.
* Compare and contrast Oklahoma’s state government to the United States’ national system of government including the branches of government, their functions, and powers.
* Describe the division, function, and sharing of powers among levels of government including city, county, tribal, and state.
* Identify major sources of local and state revenues and the services provided including education, infrastructure, courts, and public safety.
* The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.
* Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty
* Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty
* Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.
* Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

Indigenous Mathematics Curriculum

Grades 5-8

* All students can reason and communicate proficiently in mathematics.
* All students can learn skills and how to use math vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of math.
* All students have the ability to learn to define and solve problems with reason, insight , inventiveness, and technical proficiency.
* All students have the ability to question. Explaining relationships among factors, multiples, divisors, and products.
* Making sense of problems and persevere in solving them.
* Reasoning abstractly and quantitatively.
* Constructing viable arguments and critique the reasoning of others
* Use appropriate tools strategically
* Attend to precision.
* Look for and make use of structure.
* Look for and express regularity in repeated reasoning .
* Understand why two expressions are equivalent.
* Explain fractions and decimals as numbers that can be located on the number line, compared, counted,  partitioned, and decomposed.
* Explain ratios as comparisons of two numbers.
* Explain equivalence of fractions and ratios, and use equivalence to solve problems.
* Show area and perimeter as a measure
* Explain how to find the area and perimeter of parallelograms and triangles.
* Find the surface area and volume of a three-dimensional shape.
* Explain their understanding of percentages through various contexts.
* Explain their understanding of variables, expressions and equations.
* Explain estimation as a tool for a variety of situations and develop strategies for estimating results of arithmetic operations.Distinguish data and data types.
* Will be able to explain degree of variability ( or spread)
* Explain and justify which measure would provide the most descriptive information for a given set of data.
* Plot integers on a graph
* Explain relationships of varying quantities
* Evaluate variables in expressions, equations, and inequalities

Grades 9-10

* The  strategies to persevere when problem solving
* How to find multiple strategies and choose the most efficient strategy for them to use
* There are a variety of functions that are used to model real world issues in order to make predictions
* Math is a universal language that transcends borders and allows individuals to communicate in a global and efficient way.
* Applying order of operation to solve two-variable equations
* How to plot two points on a Cartesian graph system
* Pick an input “X” and find the answer “Y”
* Be able to move between four representations
* Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph
* Interpret functions that arise in applications in terms of the context
* Create equations and inequalities in one variable and use them to solve problems
* Solve systems of equations
* Solve an exponential expression
* Graph an exponential expression
* Build a table of data using exponents
* Simplify exponential expressions
* Recognize repeating patterns and label them as arithmetic or geometric
* Differentiate between discrete and continuous graphs and when it is appropriate in real world settings
* Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (and reading these from a table).
* Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another
* Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers
* Use the properties of exponents to transform expressions for exponential functions
* Creating scatterplots
* Interpreting scatterplots
* Identifying errors in data and errors in reasoning
* Distinguish between causation and correlation
* Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations
* Take a stance,  defend claims, present findings on Major Project
* Graphing one variable quadratics
* Factoring quadratics
* Recognizing the use of quadratics to model area, perimeter, and parabolic projectiles
* Factor and quadratic expression to reveal the zeros of the function it defines
* Solve the quadratic equations in one variable

 Indigenous Sciences Curriculum

 Grades 5-8

* Energy transformations
* Forms of energy
* Engineering design process
* Electromagnetic induction
* Electrostatics
* Magnetic fields
* Electric fields
* Forces
* Create models to calculate changes in energy
* Use models to account for an object’s various forms of energy
* Design, build, and refine energy conversion devices
* Predict electrostatic forces using Coulomb’s Law
* Develop and use models to explain magnetic and electric forces
* Plan and conduct an investigationNewton’s second law of motion
* Momentum
* Systems of objects
* Newton’s law of gravitation
* Kepler’s law
* Transfer of thermal energy
* Relationships between the frequency, wavelength, and speed of waves traveling in various media
* Continental drift and plate tectonics
* Earth’s formation and early history using Indigenous story
* Earth’s internal and surface processes
* Thermal convection
* Water’s effect on the Earth’s surface Dual nature of light
* Digital information
* Effects of electromagnetic radiation
* Uses of electromagnetic radiation
* Nuclear and fusion & element creation
* Big bang theory
* Stellar life cyclesCommunicate technical information
* Develop models based on evidence
* Construct explanations based on evidence

 Indigenous Languages Curriculum

All adjusted to prospective grade level

* The development of various Indigenous languages of the Americas from pre-colonization to present day
* The history and effects of colonialism on Indigenous languages
* Language revitalization efforts in Oklahoma and beyond (Cherokee, Osage, Otoe-Missouria, Ojibwe, Hawaii, Maori, Aborigine, Sami, etc.)
* The connection between language and sovereignty
* How did languages evolve over time?
* What forces drove pre-contact indigenous language development? Post-contact?
* What is the history of your tribe’s language?
* What indigenous languages have died? How many care close to extinction?
* What does language revitalization look like? Why is it important?
* What is the connection between language and sovereignty?

 Indigenous Wellness Curriculum

 All adjusted to prospective grade level

* Students will consistently act in empathetic ways
* Students will make informed and meaningful decisions about their mental and physical health, and well-being.

	+ Students will understand the impact social media has on their wellbeing
	+ Students will utilize several coping methods in order to manage stress brought on by social media
* Students will actively create safe spaces in the school, in Oklahoma City, and online.
* Students will remain focused by engaging in cultural activities understanding and articulating how participating in their culture helps them succeed.
* Students will conceptualize short and long term goals, develop plans, take action, and reflect.
* Personal wellness is holistic (physical, emotional, intellectual, and spiritual)
* Personal wellness requires me to develop kinship with my environment (relatives, nature, elements, etc.)
* Personal wellness requires me to think, plan, live, and reflect mindfully
* Personal wellness requires me to communicate my needs and goals.
* Traditional food sources prior to colonization and the current status of those foods
* The role of food in Ceremony or traditional rites of passage
* The ceremonies, songs, and prayers traditionally accompanying harvesting and hunting; traditional hunting/food gathering practices
* The growth patterns and development changes in humans throughout life-cycle using Traditional philosophy
* Behaviors and methods for safe sex and pregnancy prevention
* Factors related to prenatal care, pregnancy and childbirth (drug risks, low birth weight, nutrition, etc.)
* Communicable and noncommunicable diseases (symptoms, causes, risk factors) and methods to prevent, reduce and treat diseases
* Practices of early detection and disease prevention (health screenings, proper diet, vaccinations, physical activity, self-exams)
* The effects of colonization, family history and lifestyle choice on personal health
* Local resources that aid in maintaining a healthy lifestyle (Zumba class, support groups, etc)
* Factors that influence choices related to current health products (culture, family, food labels, media, peers)
* The impact of the environment on personal and community health (access to recreational facilities, quality of air and water, smoke free environment)
* Healthy and unhealthy behaviors in relationships (communication skills, controlling, domestic violence)
* Strategies and/or skills to demonstrate respect for and responsibility to self and others
* Decision making processes and effective coping strategies and other refusal skills
* The effects of alcohol, drugs and tobacco use (short term, long term, psychological, physiological, spiritual)
* Treatment options for health problems (depression, obesity)
* The importance of personal hygiene
* Safety practices (fire safety, food handling, internet safety, traffic safety, etc.)
* Conduct a student-led conference
* design a personal action plan for various emergency situations
* design a personal action plan for avoiding substance abuse (counseling, journal, research paper)
* analyze the validity of current health phenomenons and practices (advertisements, food products, etc.)
* create a meal plan based on nutritional requirements
* research and present information about health issues facing the community
* plan whole school wellness events that highlight strategies

 Indigenous Culture Curriculum

 All adjusted to prospective grade levels

* Students will appreciate the endurance of cultural traditions.
* Students will engage in indigenous forms of artistic expression.
* Students will learn how to host a high quality powwow.
* Students will think critically about how indigenous culture supports good stewardship.
* Students will understand why indigenous artwork is afforded special protections under law.
* Students will understand the role of art in maintaining indigenous histories and historical records.
* How did powwow culture develop?
* How do you judge powwow drum competition?
* What is the significance of symbols and materials in powwow regalia?
* What were the original foods of indigenous cultures and how did indigenous diets evolve over time and why?
* How are songs distinctive between Northern Plains and Southern Plains cultures?
* What are the different styles of dances at Oklahoma powwows?
* What are the origins of those dances? And how do origins for the same dance differ between tribes?
* What traditional/cultural/spiritual beliefs still exist in Oklahoma today?
* What is a gourd dance and which tribes practiced it?
* What is the significance of a sweat lodge across different tribes?
* Where did the Sundance come from and which tribes in Oklahoma practice it?
* What is blood quantum and why is it different across tribes?
* What are the politics of my tribe? How does it affect governance?
* What kind of special protections are Native artists and art given and why?
* How does contemporary Indian art work to move discussion about indigenous issues?
* How do themes across the work of the most prominent Native artist’s mediums differ and how have they evolved through the 19th and 20th centuries?
* What is tribal sovereignty and self-determination?
* How does federal Indian policy impact community cohesion and the ability of tribes to sustain culture?

 

CHARTER AUTHORIZER OFFICE

1. **If the proposed program is a replication of a whole school model in use elsewhere, provide a list of the names and locations of schools in which the program has been implemented.**This program, while based on successful approaches employed by sister schools like the Native American Community Academy in New Mexico, is unique to Oklahoma and has already proven to be highly successful with students, especially those who represent indigenous communities. Early test scores showed very encouraging results after only one semester of instruction, and had the pandemic not interrupted the second semester, we expected to see even higher results by the end of the school year.
2. **Describe the ways the school will ensure high-quality services to all groups of students including: ethnic and racial minorities, students with disabilities, economically disadvantaged students, special education students, limited English proficient students and gifted and talented students.**Both SFS school district and SCS itself have a proven track record of serving all students who are enrolled. We ensure application processes present no inhibitors to any student enrolling, no matter their particular learning style. All students will be served in accordance with any applicable IEP’s, etc. When student enrollment is limited by seats in a particular grade, blind lottery admission is conducted for student determination in accordance with state and federal requirements. Certified staff support students of all special classes and situations including ELL’s, Special Education and gifted and talented.
3. **If the applicant is requesting that the school board operate the same configuration of age or grade range levels at more than one site, please present documentation demonstrating that the applicant’s proposed educational model has resulted in schools making measurable progress toward meeting their education goals.**Not Applicable at this time.
4. **If the applicant proposes to contract with an Educational Service Provider (ESP) to implement the program, provide a list of all the schools currently operated by the ESP and, if applicable, a list of schools formerly operated by the ESP which are no longer in operation or are under new management.**Not applicable

**Section 7: Assessment of Community Need**

1. **Describe the characteristics, population, and unmet educational needs of the community where the proposed charter public school will be located. Include in detail, any objective market research, surveys, or other measures of local demand for the proposed educational program.**

Our lead applicant and school design team are committed to making a positive case for

the existence of the Sovereign Community School and schools with similar ideals,

mission and vision. Our team has the deep and earnest conviction that this community

deserves this school regardless of the many virtues and challenges of our home district.

This school will exist on its merits because the ideas and values it embodies and

proselytizes are worthy, just and good for children.

The Sovereign Community School’s target student and family population are the

thousands of Native and Indigenous families in the Oklahoma City Metro area, and

particularly those within the boundaries of the Oklahoma City Public Schools district. We

intend to enroll no more than 75 students per grade and start with grades 6 and 9,

adding both grades each year until our school is fully realized in year four with over 500

kids enrolled. Our families are diffused throughout the metro area - with only a slight

concentration on the south side of the district, and so we have no particular geographic

preference though we have an affinity for a school on the south side of the city due to

slightly higher concentration of low income families who may find a commute to the

on the other side of the city a barrier to enrollment in our school. Families on the south-side of

OKC are eager to see a school like ours and the outpouring of support we’ve seen from

the community since convening our committee over the summer has exceeded our

early projections. We believed that that a school of this type would be attractive in this

community however the initial response has exceeded even our loftiest expectations.

We also want to make clear that while most aspects of our school are tailored with the

ideas and values of the city’s Indigenous community in mind, our school will serve all

children. We believe students who don’t have an indigenous identity have a lot to gain

and learn by engaging with our curriculum and philosophy on education, student

wellness and community/nation building. We welcome all students and families who

want to develop a new perspective on the world around them framed through the eyes

of indigenous peoples here in Oklahoma but also across the Americas and indeed the

World. Our school pledges to not discriminate against any student or family on the basis

of race, ethnicity, gender identity, sexual orientation, religious preference, income,

national origin, handicap or disability, educational status, level of academic

preparedness or or proficiency with the English language.

 \*PDFs of Supplemental Support Letters from Community

1. **List and describe the existing schools (public, private, and parochial) currently in the area, serving the community, and detail the characteristics that will set the proposed charter public school apart and attract students.**The area around the school location has a few other schools. There are two other charters in the area which serve substantively different populations - KIPP and Harding Charter Prep are within a few miles. Additionally, a private school, the Academy of Classical Christian Studies is also fairly nearby. There are no nearby public schools which would be targeted to serve the specific needs of the population identified by SCS.
2. **Include a detailed description of how the proposed charter public school plans to fill the identified community needs.**

The ability to adapt and grow based on objective measures of the school’s

performance is one of the most important characteristics for success in the long term. At

SCS, we understand that by embarking upon a project to open a school committed

to culturally relevant Indigenous education, we are joining a movement in education that

is young, dynamic, and held to high standards. And as a founding team committed to

excellence, it will be important to reflect, adapt, evolve, and improve constantly--at the

level of individual students, classrooms, and the whole school. We are strong believers in

accountability and take the responsibility of educating our youth very seriously.

Continual feedback from high performing charters, district partners and leaders in the education field will be imperative throughout the school year.

Faculty​ ​and​ ​Staff​ ​Annual​ ​Review​: At the end of each school year, the administration

will lead a whole-staff reflection on annual assessment data and other important school

indicators (ie attendance, holistic well-being, behavior, family involvement, etc.). This

reflective process will involve identifying trends and underlying causes before creating

solutions or adaptations to implement in the coming school year. While the specific

corrective actions taken will need to be designed strategically to address challenges

and shortcomings we experience as a school. These may result in changes to: staffing

patterns, job descriptions, professional development plans, instructional materials,

budget priorities, schedules, and/or personnel.

It will also be important to share the school’s successes and progress with our tribal and community partners by making presentations to the community and supporters of Sovereign.

School​ ​Review​ ​Process​: The NACA-Inspired School Network (NISN) School Review is

a collaborative, multi-day opportunity to observe, reflect on, and understand the success

and progress each school has made over the course of the school year. The School

Review is the one of two parts of the NISN performance management framework, and

provides the “how” and “why” behind the simple “what” of many of the performance

outcomes (such as the QUAD results, School Report Card, School Goal

accomplishment, etc.). Through this process, we will engage almost all aspects of each

NISN school and the community it serves, creating qualitative, objective, and

evidence-based analysis so that each school is better prepared to serve students in the

future and adjust practices in real-time.

Note Regarding NWEA MAP and the QUAD Survey

Throughout this section and indeed throughout the rest of the application you’ll hear

reference to our two primary intended means of assessing school progress to mission:

the NWEA MAP exam and the QUAD Survey. MAP is a well-known and widely used

assessment that tracks student growth three times a year. Charter and traditional public

schools in Oklahoma and across the country use NWEA data to guide instruction, and

we intend to make use of the Oklahoma Public School Resource Center’s membership

discount for assessment access.

The QUAD Survey is a very different tool for school assessment. NACA and NISN

designed and implemented their own QUAD Survey many years ago to better track

progress toward some of their more ‘non-traditional’ (by typical district standards) goals

around student wellness and identity security, community engagement, and staff/faculty

satisfaction. NISN’s QUAD survey has many parts, and only a handful of questions are

given to all school stakeholders - additionally, some groups like students and parents

are surveyed more often than the others. Given that we will likely track a variety of

non-traditional goals similar to NACA, we intend to develop our own QUAD survey that

will have some overlap but also some new content.

**Section 8: Attendance and Participation**

1. **Include the proposed school calendar and school day schedule for the upcoming academic year.**Attached
2. **Briefly describe the proposed charter public school’s advertising and recruitment plans, with particular emphasis on any early intervention and/or other strategies that will be employed to maximize retention.**Early recruitment has already resulted in a three-fold increase in student pre-enrollment. Ongoing recruitment will take place through public meeting, outreach to churches, tribes and other places where students can be reached. Social media has been very successful to date and SFS schools will also recruit from among its significant waiting list. Last year, this list increased until there were approximately 1,700 who were seeking admission into our other schools, so we believe we will be able to successful recruit for the SCS campus as well.
3. **Provide that admission policy and criteria to be maintained by the proposed charter public school.**SFS schools admit all students through our open enrollment system which is available online for all applicants. Any time overall applicants exceed available seats, we employ an automatic blind lottery process for student selection. SFS Schools maintains a strict adherence to anti-discriminatory admission policies in place and well established over the past 18 years.

 

CHARTER AUTHORIZER OFFICE

**30. Describe the proposed methods that will be utilized to ensure a high level of parent participation and community involvement in the proposed charter public school.**

Parent and community engagement is a huge part of why our school will be successful.

SCS should be a physical place where Native community organizations and individuals

can come and meet, activate and organize themselves. To do that, we need a robust

and perpetual community outreach effort not just to support the families who use our

space but to also encourage any and all organizations that want to work with Native

families and communities to host events and use our space for more than just a school.

Given the role of community engagement in the design of the school, it’s safe to

assume that engagement doesn’t stop once the school opens. We anticipate forming a

variety of community partnerships for the mutual benefit of our school families and the

partnering organizations. For instance, we would bring the OKC Indian Clinic to help us

think through our student health center, we would work closely with tribal community

associations on events, meeting and ceremonial spaces, we can partner with the OKC

Pow Wow Club to help us think through our extracurricular offerings around dances and

drumming. OKC has a vibrant Native community of professionals and resources we can

draw on to innovate in and out-of-school programming.

Parents are probably the most important stakeholders after students when it comes to

how we think about our school and its role in the community. We want our parents

engaged with their own children’s education, and we anticipate instilling a obligatory

parental service requirement at our school that asks parents or guardians to contribute

a few hours each semester of their time and/or effort in service to our school. We will

organize a parent’s committee that will share reports with our school board on a

continuous basis, and we will encourage attendance at our school board meetings on a

regular basis to keep parents involved. Additionally, as noted in the previous section on

our Academic Plan, our school will assess itself using a QUAD Survey geared towards

parents, surveying the group 2-3 times per year.

Lastly, the school board will, as a matter of routine, develop its own ongoing processes

for seeking parental input and school satisfaction and this input will be one of the

measures to help us self-evaluate our own school board and school leader quality.

**Section 9: Prior Charter Experience**

**31. List the name(s) and role(s) of all principal organizer(s) of the charter school.**

**SFS Development, Inc.**

Board/Leadership – Chris Brewster, President; Brooks Levonitis, Vice-President; Vacant, Member

**Santa Fe South Schools, Inc.**

Board

Michael Brooks, President; Dr. William C. Frick, Vice-President; Vicky Primeaux, Secretary;

Cecilia Morris, Member; Lindsey McElvaney, Member; Jaime Ortiz, Member; *SCS rep Kate Sultuska*

Leadership – Central Office

Chris Brewster, Superintendent

Brooks Levonitis, Assistant Superintendent/CFO

Marianne Stephens, Chief Academic Officer

Brian Crittenden, IT Director

Lisa Souza, Director of Counseling, Reporting, and Testing

Monica McFarlin, Director of Special Services

Rodney Littlejohn, ELL Director

Brian Hinson, Athletic Director/Federal Programs Coordinator

Josh Tracey, Director of Maintenance

Leadership – Sites

Mary Mazariegos, High School Head Principal

Chris McAdoo, Pathways Middle College Head Principal

Daniel Buckmaster, Middle School Head Principal

Kim Figueroa, Penn Elementary Head Principal

Carma Barlow, Hills Elementary Head Principal

Meg Wheeler, Spero Elementary Head Principal

Heidi Avery, ECC Head Principal

Vacant, Spero ECC Head Principal

*Matt Wilson, Sovereign Community School Head Principal (Pending)*

**32. Briefly describe the applicant’s track record, if any, in operating a charter school.**

Santa Fe South Schools, Inc., has successfully operated charter schools since its inception in 2001. Beginning with one site, one grade, 120 students and 7 teachers - we have grown to 8 sites, more than 300 faculty and staff and 3,600 students. We have had a strong record of financial stability, academic growth and close adherence to regulations applying to public charter schools. Our community continues to support us tremendously, with huge waiting lists each year for spaces in our schools. Our relationships with Higher Education, businesses, churches, and local non-profits are established and healthy. SFS Schools are the largest bricks-and-mortar charter district in the state, and one of the strongest in the country, approaching nearly 20 years of service to our families.

**33. Describe any outside contractual relationships that would be necessary to ensure the continuous effective operation of the charter public school.**

In addition to the contract for the property lease/acquisition, we will need contracts in place for all normal school operations. These are too numerous to list here, but include curriculum, teacher training/support, financial oversight, audits, authorizer and other educational vendors. We also have contractual relationships for food service provision and some student support services like speech therapy, hearing/vision screening. A comprehensive list for school operations can be drawn up if requested.

**Section 10: Charter School Training**

**34. Attach the documentation that the applicants have completed the charter school training pursuant to the Oklahoma Charter School Act Written Application Requirements, 70 O.S. §3-134(B).
(ATTACH DOCUMENTS TO THE END OF THE APPLICATION)**

**Section 11: Conclusion**

**35. Present any other information you believe to be relevant or compelling in support of your application.**

Despite a very challenging first year of operation, SCS remained true to its core values, placing the students they served above all else. Their academics were very strong and the community they built in a short time has proven to be even stronger. Numbers for next year are up approximately 400%, even given the uncertainty of their present financial circumstance. Given the strength that the SFS District brings in managerial, financial and logistical expertise and experience, and the passion and deliberate approach to the alignment of the curriculum and approach to the target student population, it is highly likely that SFS SCS will be a successful school of choice for Oklahoma learners.