

NEW MEXICO PUBLIC EDUCATION DEPARTMENT CHARTER SCHOOLS DIVISION

2012 INTRODUCTION AND INSTRUCTIONS, APPLICATION, AND EVALUATION RUBRIC



PART A. –INTRODUCTION AND INSTRUCTIONS

INTRODUCTION

The New Mexico Charter Schools Act makes the following policy statement:

The Charter Schools Act ... is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements.

NMSA 1978 § 22-8B-1, *et seq.* Consequently, starting a new charter school in New Mexico requires proposals from applicants who are committed to and have the capacity to achieve strong educational outcomes. Through charter schools, the New Mexico Public Education Department (“NMPED”) seeks to provide families with effective, quality educational opportunities. This mission is embedded in the New Mexico Charter Schools Act regardless of whether you seek authority to operate a charter school from a local district or from the New Mexico Public Education Commission (“Commission”).

Completing this application requires dedication to an ambitious project, but most importantly, to the students who will attend the proposed charter school.

The 2012 Application Packet (“Packet”) contains three parts; the Introduction and Instructions (“A”), the Application (“B”) and an Evaluation Rubric (“C”). The Packet differs substantially from prior years’ applications in format and expectations. Please be sure that you use the most current form. The Packet is intended to guide the applicant through the steps of developing a charter school proposal.

The new Packet is a result of the recently implemented “SB446”¹ that requires charter schools’ performance to be measured according to a framework of specific criteria. New Mexico authorizers are expected to follow this framework when deciding whether or not to approve a charter school application, including charter renewals.

The Introduction and Instructions for completing the Application provides information to the applicant about the expectations of the authorizer, timelines, contact information, a glossary of terms and other logistical information. Although you are not scored based on this section, the overall ability to create a sound and easily understandable application depends in large part on following the instructions in this guide.

The Application is presented through a series of requests for information that should be responded to as completely as the applicant deems appropriate. It is important not to compartmentalize your responses, but rather to use the prompts to assist in presenting a comprehensive educational plan for a public charter school. The evaluators will be looking for a consistent message of substance that presents evidence of a thorough and thoughtful plan that is deserving of entrustment of public funds and children’s futures. Your mission and vision must be evident

¹ SB446 – is codified in the Charter Schools Act primarily in NMSA 1978 Sections § 22-8B-8 through 9.1.

throughout the Application; including all programs and your proposed budget and resource allocations.
Note: simply following the prompts, does not guarantee approval by your selected authorizer.

The Charter Application Evaluation Rubric ("Evaluation Rubric") Part "C", is the third document provided to applicants. Although you are not required to complete the Evaluation Rubric, you are strongly encouraged to use the document as guidance for understanding the authorizer's expectations and the objective benchmarks that will be applied when assessing whether to approve your Application.
NOTE: This year's Application will be evaluated and scored using the Evaluation Rubric. This score will form the basis for the Charter Schools Division's ("CSD") recommendations about your Application. The CSD will announce the scoring process after March 31, 2012.

Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented vision and mission statement that aligns all parts of the proposal;
- Demonstrated understanding of the population that the school is likely to serve;
- An educational program that is likely to be effective for the targeted population;
- Strong and diverse leadership and governance; and,
- Strong financial planning and management.

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to bridging the educational disadvantages of New Mexico's students and families.

Please note that as of July 1, 2012, the applicant and the authorizer shall enter into a contract with the governing body of the applicant school within **30** calendar days from the date the charter is approved. The charter **contract** is the final authorization for the school to commence planning and implementation activities and together with the application shall be the agreement between the school and the authorizer. Unlike in years past, it is the final execution of the contract, not a vote by the authorizing body to approve the application, which will result in authorization for your proposed school to exist. NMSA 1978 § 22-8B-9 (2011).

A Model Charter School Contract will be available for your review prior to final submission of your application and to begin the process of negotiating the terms of that agreement in expectation of final action by the authorizer. **You are not required to complete any portion of the Model Charter School Contract as part of the Application.**

INSTRUCTIONS

(The following dates are for applicants who intend to submit an application to the Commission. However, the deadline for submitting all applications is July 2, 2012, unless the applicant receives an extension from the authorizer to whom the application will be submitted.)

Form & Point of Contact	All submissions should be prepared utilizing the <u>2012 NMPED/CSD Application</u> "Application". The application and all appendices must be complete when submitted. Any questions regarding the application and the review process must be directed to Kelly Callahan, Review Coordinator, or her designee at Kelly.Callahan2@state.nm.us or (505) 827-6532. During this process, applicants are asked to first consult with Ms. Callahan about contacting other CSD or NMPED staff members for assistance and information.
Notice	Be sure that CSD has the most current e-mail address and phone number for you <i>at all times</i> . Due to the limited number of CSD staff and heavy work load, the CSD will NOT send any notices or other information by hard copy unless required to do so by

	law.
Deadlines	<p>Charter Applications may be submitted between June 1, 2012 and July 2, 2012. The deadline for receipt of all materials by the NMPED/CSD, however, is <u>Monday, July 2, 2012, by no later than close of business (5:00 p.m. Mountain Time)</u>. Applications will also be considered timely if they are postmarked four (4) calendar days prior to July 2, 2012 regardless of the date on which they are received. Faxed copies are not accepted.</p> <p>Note: Submission prior to July 2, 2012 will not commence the deadlines for review. The start of the 60-day deadline for Authorizer review will not begin until July 3, 2012.</p>
Manner of Submission	<p><u>Hard Copy/Hand Delivery</u>: Applications will be date stamped by Charter Schools Division staff on the day/time of receipt. If you submit a hard copy of your application, you must also submit a copy of the application on a CDROM or flash drive. <u>The electronic version of your documents must be submitted in pdf format. Please be sure that the page numbers of the pdf document are consistent with the hard-copy page numbers.</u> Submit Hard Copy or Hand -Delivered Applications to the Charter Schools Division, New Mexico Public Education Department, 300 Don Gaspar Avenue, Santa Fe, NM 87501 (505-827-6909).</p> <p><u>Electronic Copy/By Email</u>: Applications may be emailed to Kelly.Callahan2@state.nm.us by no later than close of business on the date stated above. <u>All electronically submitted documents must be submitted in pdf format. Please be sure to convert your document and then save it, before attaching it to an email.</u> You are strongly encouraged to create a receipt when sending your email document.</p> <p>CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (Dates to be determined. Notices will be sent by email.)	<p>Two (2) Technical Assistance Workshops will be provided by the CSD. Information provided will include:</p> <ul style="list-style-type: none"> • Review of the Instructions, Application, and Evaluation Rubric • Relevant materials and supports that may be of use in developing and completing the charter school application process • Charter Performance Contract and Framework; Authorizer expectations • Budget requirements and Federal Grant information* <p>The NEW MEXICO PUBLIC EDUCATION DEPARTMENT/CHARTER SCHOOLS DIVISION: 2012 INTRODUCTION AND INSTRUCTIONS, APPLICATION, AND EVALUATION RUBRIC will available online at: http://www.ped.state.nm.us/; go to A-Z, Charter Schools, Application.</p> <p>In addition, the New Mexico Coalition for Charter Schools will provide instruction in developing a quality charter school application. Trainings will be announced by email as soon as they are available.</p>
Review Period (July 1-August 31)	A review team will be convened to read and analyze the applications.
Capacity Interviews	The Capacity Interview will be held prior to the Commission's Community Input

(July 23-July 31)**	Hearings, which are held in the geographic location of the community the prospective school intends to serve. <u>The Capacity Interview is a critical process and the founders' key spokesperson must be available.</u> This interview will be designed to demonstrate the founding group's capacity to implement the school as planned in the Application.
Public Hearing to Obtain Community Input (August 20-August 24)**	As provided by the New Mexico Charter Schools Act, the Public Education Commission will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the Commission will use this opportunity to obtain information from the applicants that will inform the members prior to taking an actual vote.
CSD Recommendation (August 31)	The Charter Schools Division will send its recommendations to the Commission and the applicant by close of business on August 31, 2012. The recommendation will be sent by email. This recommendation will be made to approve, approve with conditions, or deny the Application.
Commission Decision Making Meeting (September 12-September 13)	The Commission will hold a public decision-making meeting to approve, approve with conditions, or deny the Applications. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the Commission and to answer questions from the Commission members. ⁺
Contract Negotiation Period (September 14 – October 15)	Charter negotiation period and final authorization by the Public Education Commission.
Final Authorization Meeting of Commission (Date to be determined)	Meeting of Commission to vote on the charter contract.

*At the time of publishing this application, the CSD has not been awarded a United States Department of Education Charter Schools Grant ("federal stimulus grant"). The grant will not be announced until February 24, 2012 and until then, the CSD will have no information about the due date of the grant, eligible amounts, and the award announcement dates. **In short, there is no guarantee that there will be federal or state stimulus monies available for start-up charter schools in New Mexico in 2012.**

**These dates are subject to change based on conflicts beyond the control of CSD and the Commission; the number of charter applications submitted to the Commission for consideration may influence these dates as well.

+The Commission will request that every applicant agree to an extension of the 60-day statutory deadline for the final decision on the charter applications due to time constraints experienced in meeting this deadline in the past. This extension is requested to ensure that every application is given full consideration before a vote by the Commission.

GLOSSARY OF TERMS USED IN THE APPLICATION

Mission: The mission of the school states the purpose of the school and the goal of the school, and clearly translates into measurable and achievable goals, the selected curriculum, operations and all aspects of the school.

Vision: The vision is what the school hopes to look like in the future.

Goals: The stated goals must be specific, focused and detailed, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission and vision. All goals must reference a time frame by which achievement can be accomplished.

Curriculum in Charter Schools: The content of a charter school curriculum must ultimately align with the New Mexico Content Standards, Benchmarks and Performance Standards; however, charter schools may develop alternative and innovative ways of structuring and delivering their educational curriculum to meet the NM Standards. The choice of an alternative curricular approach requires that a scope and sequence be included in the Charter School application to demonstrate what will be taught at what grade levels, grade spans, age levels, or the sequence based on the alternative curriculum format. Examples of alternative curricular approaches include, but are not limited to: Expeditionary Learning; Montessori; International Baccalaureate; project-based; STEM; Waldorf; and computer-based curriculum. The curriculum should clearly align with the mission and vision.

Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans and/or other sequence;
- The knowledge, content areas and/or organizing themes within the grades levels, grade spans, age spans and/or other sequence.

New Mexico Content Standards, Benchmarks, and Performance Standards: The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state supported educational institutions to develop, deliver, and assess curriculum. The NM Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html>.

NM Standards: Refers to New Mexico Content Standards, Benchmarks, and Performance Standards.

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Content Standards, Benchmarks and Performance Standards. An alignment document — by subject and grade level — lists each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed.

Instructional Hours: Hours in which regular students are in school-directed instructional programs, exclusive of lunch.

Assessment: A valid and reliable method(s), tool(s) or system(s) to evaluate and demonstrate progress toward – or mastery of – the academic and non-academic performance goals stated in the application.

Corrective Action: Corrective action, for purposes of this application, refers to adjustments a school will make if it falls short of achieving student academic achievements expectations or goals at the individual (remediation/at-risk students AND school-wide levels.)

Remediation for students not achieving standards: Remediation, for purposes of this application, refers to a process, procedure, plan or a variety of instructional support opportunities to assist individual students who are not achieving proficiency in the NM standards or other student performance expectations.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan (IEP), a Section 504 plan, English Language Learners (ELL) Instruction, or who require access to ancillary services including, but not limited to, health, speech/language services, social work services, physical therapy, occupational therapy, etc.

Partnership: A partner organization is essential to the existence of the charter school and without which the school's mission and vision cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds and/or other resources to support the school's operation and long term existence. If the school's plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key, but replaceable through a substitute entity.

Policy: A policy, for purposes of this application, is a guiding statement that reflects the principles, rules, and/or guidelines to be adopted by the school's governing body once the charter contract is formally executed.

Procedure: A procedure, for purposes of this application, is a statement of the specific methods to be used or course of action that will be taken to implement a policy in the day-to-day operation of the school.

PART B: CHARTER APPLICATION

I. EXECUTIVE SUMMARY

This section should reflect the proposed school as identified in the Notice of Intent (NOI); however, it is expected that the statements in this Application may differ from the original NOI.

This section should be two to three pages long and address in a narrative form the following points:

- The proposed school's name and a description of the targeted student population including key demographic data (academic performance, home languages, ELL and special education populations) and targeted geographical area of the proposed school.
- Where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

- Evidence that there is a community need for a school of this nature in the location proposed. **Note:** NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if... the application is otherwise contrary to the best interests of the charter school’s projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in Section V., therefore, specific statistical information does not need to be provided here.

- The key innovative, unique and/or programmatic features the school will implement to accomplish its vision and mission (non-traditional school year, longer school day, partner organizations, etc.)

- How you project that the school will be more effective than the schools currently serving the targeted student population, and/or the founder(s)’ plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area, and provide a brief summary of any data you have to support this assumption.

TO COMPLETE THE FOLLOWING FORM, CLICK ON THE RED PROMPT AND BEGIN TO TYPE.

EXECUTIVE SUMMARY

Proposed School Name: Health Sciences Academy

Proposed School Area: Gadsden Independent School District, Dona Ana County

Description of Targeted School Population - The following demographic characteristics of the school district in which Health Sciences Academy will be located is defined by a number of particularly challenging obstacles to student academic success and high school graduation. When compared with the New Mexico State averages, 97% of the 13,600 students are of Hispanic origin as compared to 59% across the state. Most dramatically, 6,150 students are classified as English Language Learners—that is 44% in the school district compared with 14% statewide. Perhaps most significantly, 100% of the 14,087 students are classified as economically disadvantaged compared to 68% across New Mexico.

In addition, we offer the following economic data with regard to the small towns and unincorporated rural areas in the school district where the charter school will be located:

Dona Ana County is home to 37 designated Colonia Communities more than any other county in the state of New Mexico. The majority of the residents--67% in Dona Ana County are Latinos, primarily of Mexican descent. In Colonia the percentage is much higher. Dona Ana County is the 5th Poorest Metropolitan Statistical Area in the United States and 30% of the county population has completed less than eight years of school. (www.colonias.org)

DEMOGRAPHIC CHARACTERISTICS of GISD STUDENTS 2011-2012			
Student Characteristic	# of Students	School District	NM State
Hispanic Students	13,600	97%	59%

Students with disabilities	1,680	12%	14%
Students classified as English Language Learners	6,150	44%	14%
Economically disadvantaged students	14,087	100%	68%

Academic Performance of area students - GISD middle and high schools have reported levels of academic proficiency below state and national norms. In assessing the degree of educational excellence, based on AYP scores, not one of the district's middle schools, and only one of the district's high schools (the exception is Chaparral High School which is in Corrective Action) have met AYP goals in reading; indeed, nor have any middle school nor any of the three district high schools reached AYP goals in math; all other GISD middle and high schools have been classified with an R-2 designation.

Community Need - Although there is neither a hospital, nor a four-year institution of higher learning in the school district, Healthy Futures has approached and secured tentative healthcare partnerships with the nearby El Paso Children's Hospital, La Clinica de Familia, the College of Health Sciences at New Mexico State University (NMSU), as well as local community organizations and civic leaders. To date, four hundred signatures have been collected indicating support of the proposed school.

To confirm the need for such a school, we have also met with elected officials, business and community leaders, educators, parents, students, healthcare providers and social service organizations. All stakeholders support the HFI vision; they look forward to forging cooperative partnerships. When and if approved as a state authorized charter school, The Health Science Academy plans to locate along the US/Mexico border, in a high poverty area of underserved rural families. The Gadsden Independent School District (GISD) data, and demographics of the border region, suggest that four grade 7-12 and adult ELL students will be composed of a high percentage of first generation Hispanic learners.

Unique Program Features – Healthy Futures, Inc. (HFI) represents a newly formed team of educators, business leaders and healthcare professionals who have come together to create Health Science Academy (HSA) in a school district unable to raise achievement, meet AYP in math and reading proficiency assessments, year after year, at nearly every school. Our mission is to offer traditional, ELL and special education students an alternative by sponsoring the first health sciences and career focused charter school in New Mexico.

Health Sciences Academy calls for a maximum student enrollment of 500 Grades 7-12 day and evening students. Students will be offered a curriculum that is rigorous, relevant to student's health career goals and desire to prepare for competitive college entry, and designed graduate students with "diplomas that matter." HSA day and evening students will be instructed on why and how to create their own yearly academic and community "portfolio of progress." Grade 12 graduating classes will be expected to successfully complete HSA's version of the National Health Standards and Accountability Criteria as a key component in our health science career graduation requirements. Administrators, board members, and health care partners in concert with students and faculty will truly know the meaning of the Health Sciences Academy motto:

"Enroll the student, engage the family" - "Inscribiendo al estudiante-incluyendo a la familia"

II. EDUCATION PLAN

This section should not exceed 35 pages.

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	170	7-12	25:1
Year 2	260	7-12	25:1
Year 3	350	7-12	25:1
Year 4	440	7-12	25:1
Year 5	500	7-12	25:1
At Capacity (Enrollment Cap)	500	7-12	25:1

B. Vision. State the vision for the proposed school.

II B. VISION

Our vision is to assure that all students who enroll in Health Sciences Academy (HSA) graduate, and are prepared for challenging healthcare careers and college entrance. Our motto, "Enroll the student, engage the family"- Inscribiendo al estudiante-incluyendo a la familia, complements this vision.

Many Hispanic students from high poverty areas have the will to graduate, but often they do not have the necessary support systems- in the community, home or school to help them persist and overcome academic, economic, and social obstacles to completion high school and advance to college and high demand, well paid careers.

Ask any student whether he or she will graduate from high school, and the vast majority – 92 percent – say they expect to earn a diploma. For many of these students, the reality is much different. Only seven in 10 actually finish high school. When it comes to Hispanic, African-American and Native American students, that statistic drops to six in ten.

(<http://datacenter.kidscount.org> / Children's Alliance and Washington State Budget & Policy Center)

HSA will be a school in which everyone will be respected for their uniqueness, feels a sense of belonging, and encouraged to contribute to the benefit of the school and community.

-Each student will be challenged by a rigorous, well-balanced, standards-based curriculum.

-Each student will be actively engaged in learning at school and within the boarder community.

-Each student will be prepared for success in college and/or further study and for employment in a fulfilling career.

C. Mission. State the mission of the proposed school.

II C. MISSION

MISSION

D. Student Performance Goals. State the student performance goals that specifically relate to the mission of the school. Goals must be specific, measurable (based on identified indicators and

expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission. All goals must reference a time frame by which achievement can be accomplished.

Student performance goals that address the following are required:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in both proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment;
- (6) high school-college readiness (if appropriate);
- (7) graduation rate (if appropriate); and,
- (8) growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

II D.(1) STUDENT ACADEMIC PERFORMANCE

HSA's students will score at least 10% higher on mandated state tests in reading and math, than their cohorts in the local Gadsden Independent School District.

II D.(2) STUDENT ACADEMIC GROWTH

Beginning in 2014, 11th grade students will be expected to complete at least one semester of a health career job shadowing experience.

Beginning in 2015, 12th grade students will be expected to complete at least one semester of a health career internship experience.

II D.(3) ACHIEVEMENT GAPS IN BOTH PROFICIENCY AND GROWTH BETWEEN STUDENT SUBGROUPS

The average improvement in proficiency in math and reading will be based on both individual student benchmark and reviewed annually by teacher, parent and student. In the case of students with IEPs, a special education teacher will also participate in the annual review of achievement and goals. It will be the goal of the administration and teachers at HSA to improve the competencies of the average student by 10% per year above the benchmark competency score at the beginning of the year in math and reading.

Teachers, students and families will discuss the experiences in classroom, and the use of online tools for remediation. They will discuss the student's experience and merits of continued participation in small learning clusters, supported and managed by instructional assistants. Students will be queried as to whether they have taken full advantage of the free -before and after -school remediation, as well as used the available online remediation software in computer labs. Based on these discussions, the student learning plan (The "HCP") may be revised. Revised HCPs will be reviewed by the staff prior to approving any amendments. If plans need further refinement, the teacher, parent and student will be encouraged to revisit the issues. Focused attention to individual needs of student will build greater competency, and adapting learning strategies in the classroom, and online, will ultimately yield higher scores, sustainable academic growth and improved student motivation.

II D.(4) ATTENDANCE;

HSA's goal for student daily attendance is 90% average for all grades. Monthly prizes will be awarded the grade specific team that scores the highest monthly attendance record.

II D.(5) RECURRENT ENROLLMENT;

HSA's goal for student persistence is directly related to re-enrollment at the charter school. In cases where a student is ill for a significantly long period, or obliged to drop out of school due to pregnancy and child care issues, the faculty and student support team will find create ways to re-engage the student(s). It is expected that at least 75 % of the students, who continue to reside in the district, will return to the Academy each year.

II D.(6) HIGH SCHOOL COLLEGE READINESS (IF APPROPRIATE)

At least 75% of students will maintain and complete a portfolio of their health sciences experiences prior to graduation.

In order to confirm the mastery of core content and health career preparedness, all students will be expected to comply with the National Health Standards and Accountability Criteria.

II D.(7) GRADUATION RATE (IF APPROPRIATE);

New Mexico has some of the lowest graduation rates from high school in the country; however there is wide variation across the state. In the Gadsden Independent School District, average graduation rates are reported to be approximately 65%. HSA's goal for similar student cohorts will be to exceed the New Mexico average graduation rates by 10% beginning with the first graduation class of May 2016.

II D.(8) ACHIEVEMENT GROWTH OF LOWEST SCORING 25%.

The HSA team has reviewed the reading and math scores of special education and ELL students in the Gadsden school district. According to the statistics reported on the GISD web site, depending on the middle or high school reporting proficiency scores in math, between 5 and 13% of special education students are proficient in math; and depending on the middle or high school reporting proficiency scores in reading, between 5% and 21% of special education students are proficient in reading; depending on the middle or high school reporting proficiency scores.

The HSA goal for similar student cohorts will be to achieve at least a 20 % proficiency for these lower achieving students in math and at least a 25% proficiency for these lower performing students in reading by 2016.

E. Organizational Goals. **(Optional)** State the school's organizational goals that specifically relate to the mission of the school. Goals must be specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission. All goals must reference a time frame by which achievement can be accomplished.

II E. ORGANIZATIONAL GOALS (Optional)

ORGANIZATIONAL GOALS

F. Curriculum.

II F.(1) Describe your school's philosophical framework or particular pedagogical approach that supports the school's mission and guides instructional and curricular decisions.

The proposed enrollment cap for students in the Day School Program is 315 students, and 185 adult students in the Evening School Program, for a 500 student total enrollment cap by the 5th year.

HSA plans to enroll two types of students:

Day School Program: Traditional students enrolled in Grades 7-12 who will attend classes during the day time hours.

Evening School Program: Adult students who will attend classes during the evening hours.

The two enrollment tables describe the projected phased five year enrollment by grade level for both day and evening students:

TABLE 1: DAY SCHOOL ENROLLMENT

GRAD ES	7	8	9	10	11	12	TOTAL DAY STUDENTS
YEAR 1	40	30	30	20	0	0	120
YEAR 2	50	45	35	35	20	0	185
YEAR 3	60	50	45	40	35	20	250
YEAR 4	60	60	50	45	40	30	290
YEAR 5	60	60	60	50	45	40	315

TABLE 2: EVENING SCHOOL ENROLLMENT

ADULT STUDENTS HIGH SCHOOL	
YEAR 1	50
YEAR 2	75
YEAR 3	100
YEAR 4	150
YEAR 5	185

CURRICULUM PHILOSOPHY

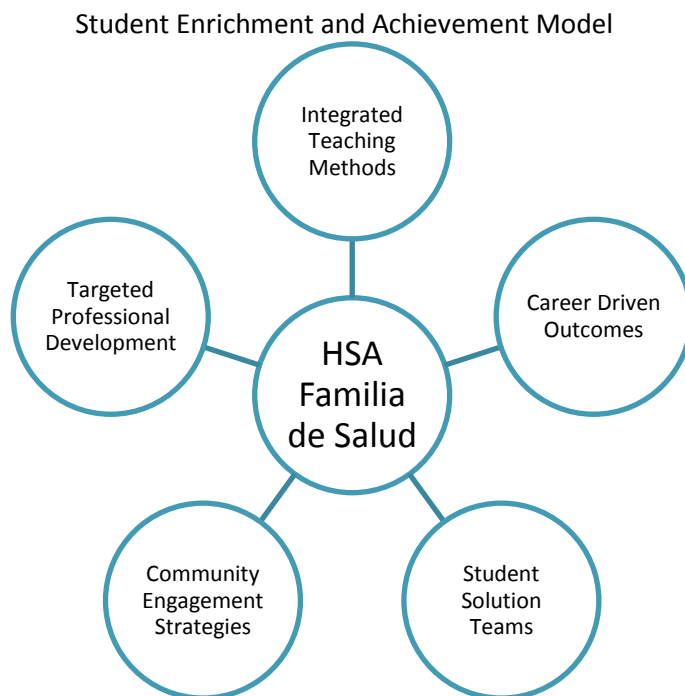
The first innovative feature of the proposed Health Sciences Academy charter school will be the focus of the academic program on preparing students for health science careers, while integrating the new

common core standards in classroom instruction and assessment. The second innovative feature is the strategy to partner with local healthcare providers, hospitals and public healthcare clinics in Dona Ana County, to provide students with internships in health science. The third unique feature will be collaborations with community colleges and universities, in order to allow students to take dual enrollment courses in science, math and related healthcare courses, not currently available for students in the Gadsden school district.

In addition to the full time day program, HSA plans to offer an evening program for adult community members who have not completed a high school diploma, and who may also require remedial support in math and English. These adult students will be afforded an opportunity to improve their knowledge in health sciences and build language and academic skills in a health career focus.

Student Enrichment and Achievement Model – Five Key Strands

The Health Sciences Academy Philosophy, Student Enrichment and Achievement Model is based on the weaving of five key strands to provide student, teacher and family a rewarding success oriented fabric of rigorous college preparation and health career readiness.



Descriptions of the five interwoven strands are summarized as follows:

STRAND 1. Integrated Teaching Methods

What is Unique About this Strand?

- a. Integration of common core standards with a health sciences emphasis in every subject.
- b. The blending of online tools, to permit students to visualize what it will be like to become a healthcare professional in 2020, is created by practicums in virtual medical forums and by

guiding students to create their own virtual health environments, as well as creating opportunities for student to publish their own visions about improving health professions, and share their internships experiences with peers and students across the nation. Such experiences will offer our students greater self-confidence and pride in their achievements (see Health Occupations Students of America, ArchieMD, 3Di Teams, Easy Book Deluxe, HyperStudio, Inspiration, the Amazing Writing Machine, for improving literacy and language arts, and the Khan Academy for online math remediation). Classroom hyperlinks to academic libraries as well as pre-screened sites for science, math and virtual medical school and health awareness, will be employed to amplify classroom instruction and help students improve career awareness as they design individual science and health awareness projects.

c. The educational partnerships with the NMSU College of Health Sciences, the El Paso Children's Hospital, and La Clinica de Familia, will allow students to enroll in health related college courses online, as certified teachers and instructional assistants review and challenge students to increase comprehension during online sessions. Health professionals will serve as mentors to our students as they overcome academic challenges and learn the importance of ethical conduct and develop a culture of a well-rounded health professional within the academy family.

d. Partnerships with Del Oro Dairy, El Paso Children's Hospital, La Clinica de Familia, and the new area mental health clinics, funded in partnership with NMSU, will provide students with real world health related internships and experiences that complement classroom academics.

e. Teachers of language arts, mathematics and science will be able to provide differentiated instruction for all students within each classroom by creative use of trained instructional assistants assigned to work with clusters of five or fewer students at a learning table, as well as the use of new web based materials created in concert with the Healthy Futures team.

f. All students will have access to remediation after formal classes, as well as have access to computer labs, with parental and/or staff supervision; in addition, instructional assistant support will be offered to all students on and weekdays and weekends.

How Will it Increase Student Achievement, Self-esteem and High School Graduation Rates?

a. Students achieve higher levels of subject matter competency when different modalities of instruction are made available, such as online tutorials, clustered learning groups, and support from mentors and encouragement from health care partners and professionals.

b. The integration of student centered career opportunities that complement core curriculum serves to reinforce the value of course content, improve student motivation, and validate the school mission for students.

c. Motivated and mission driven students are more likely to achieve higher attendance rates, perform better on tests, and complete assignments. Should students experience obstacles to learning, access to instructional assistants and remediation is available every day after formal classes.

d. Guidance counselors and certified special education teachers will help student, parent and teacher develop individualized educational goals that will help determine optimal instructional pathways that result in timely student graduation.

STRAND 2. Creating Career Driven Outcomes

What is Unique About this Strand?

a. The HSA team blends the knowledge of highly experienced middle, high school and college teaching professionals, including individuals who have previously founded successful charter schools, with recognized leaders in health care professions to design and customize materials and learning strategies for a diverse and underserved student population.

b. Course materials will integrate scholarly journal articles, customized problem solving challenges, with virtual medical experiments and “journeys”, alongside guided lesson plans. Classroom engagements will be supplemented with non-fiction readings derived from the disciplines of public health, science, and other health care professions, to achieve increasing student fluency in language arts, mathematics and science as each student demonstrates competencies and readiness to advance.

c. The curriculum team, in concert with the social media and technology advisors from Healthy Futures, will assist teachers to embrace and create integrated portfolios of competency prompts and batteries of questions to be used by teachers and instructional assistants in guiding the daily and weekly student progress. The use of these newly designed competency portfolios will confirm and identify the skill levels and obstacles to learning of each student, and determine the best learning modality for each student's career pathway.

d. Parents, caregivers, teachers, and administrators will have password protected access to daily attendance and achievement scores, in both English and Spanish. Should students exhibit learning challenges, remediation and other timely recovery strategies can be implemented without undue delay. In addition, parents will be taught how to ask teachers and administrators in English and/or Spanish: “Is my child learning? What can I do to help her/him learn more effectively? Is my child safe? How can I get more involved in the school? Is there a way for the school to help me advance my career?”

How Will it Increase Student Achievement, Self-Esteem and High School Graduation Rates?

a. Student-centered strategies that link academic coursework to stated career goals are more likely to result in higher achievement and student motivation.

b. The development of new materials that integrate online materials, virtual medical experiences, and support from real-world professionals will dramatize and reinforce the value of our core content for our student population.

c. The self-esteem of our students is likely to rise as they receive support and affirmation from team members at school and mentors in the field.

d. As student self-esteem grows, students are likely to be more focused, achieve higher levels of competency, and persist in their academic studies toward graduation.

STRAND 3. Student Solution Teams

What is Unique About this Strand?

- a. When students interact with counselors, coaches, mentors, instructional assistants and healthcare professionals who help them understand the link between the subject matter in the classroom and their personal goals, they will be more likely to be self-motivated and achieve higher levels of academic competency, and perform better on tests.
- b. Students are less likely to fall between the cracks when they receive educational guidance and support in small groups they often achieve at higher levels as members of a learning team.
- c. The design and creation of individual educational goals for each student will assure that the learning styles and preferences are understood by teacher, parent and student--all stakeholders will enjoy a common mission and learning strategy that they understand and choose. Should one pathway become less effective than another, all participants will have a voice in selecting a new modality.
- d. When parents see that the school really means what it says, "Enroll the Student, Engage the Family", then parents are more likely to view themselves as stakeholders in student and school success, acknowledge, and validate, the value of their child's career and academic decisions.

How Will it Increase Student Achievement, Self- Esteem and High School Graduation Rates?

- a. When students interact with their peers and teachers, as well as with respected members of the community, they are likely to gain deeper insights into the relevance of their educational experience, and conclude on a personal level that the choice for a rigorous college and career prep curriculum resonates with their inner purpose.
- b. When students feel connected to each other, to the faculty and community around them, they are more likely to feel at peace with themselves, and use their powerful energy to focus on their individual educational goals. Such focus and concentration will provide them with a greater sense of self and willingness to overcome academic obstacles and prepare for the challenges ahead.
- c. When parents observe the productive use of their child's free time, as well as the valued connections they have made in the community, they are more likely to applaud their student's academic progress and social behavior. Such reinforcement will serve to motivate and empower children in dramatic and untold ways.
- d. Students who are actively engaged with a purposeful life are less likely to exhibit destructive behaviors and more apt to focus on meaningful and personal career goals that complement the school culture of success.

STRAND 4. Community Engagement Strategies

What is Unique About this Strand?

- a. HSA's community partnership with the El Paso Children's Hospital, the College of Health Sciences at NMSU, Healthy Futures, the Women's Intercultural Center, civic leaders and volunteers will offer students, their families, and the surrounding community with varied opportunities to work cooperatively, such as the design and management of a community garden on the premises.
- b. The school campus, including the use of the computer lab will be open on weeknights and weekends to help parents and other community members re-focus on creating healthy lifestyles and career strategies for adults seeking new jobs. All activities will be assisted by staff and/or volunteer career coaches.
- c. The public libraries in Anthony and Sunland Park, NM house only modest collections of books and other printed materials for adults in either English or Spanish. Accordingly, Healthy Futures, in coordination with the City of Anthony, HSA intends to fund, manage and staff a community bookmobile, host an online library reference service, donate books to local libraries, as well as maintain a mobile non-fiction lending library for the benefit of local residents.
- d. The multipurpose rooms of HSA will be available for use by civic groups, prior to the school day, and after school, when appropriate.
- e. Partnerships with local dairies, hospitals, clinics and educational institutions will provide students with an opportunity to serve as school ambassadors, as well as interns and volunteers in supervised animal husbandry and health care settings.
- f. HSA teachers, staff, NMSU faculty, NMSU graduate students, and community volunteers, will collaborate with students to help inform the community about healthy life style habits, through presentations and community fairs. Students will be encouraged to design, build and donate solar energy heating and lighting devices to community and non-profit organizations across southern New Mexico.

How Will it Increase Student Achievement, Self-Esteem and High School Graduation Rates?

- a. Purposeful activity that gives students a chance to add value to their community and witness the fruits of their creativity, along with the smiles on the faces of undeserved families in their community will increase student self-esteem and reinforce the value of their academic pursuits.
- b. Interaction with caring adults, health care professionals, and the mentors who come from similar backgrounds will serve to amplify the merit of rigorous academics, persistence, and the ability to earn a coveted high school diploma and the road to a high paying health science career.
- c. Students will gain a stronger sense of purpose by sharing what they learned at HSA with others in the community. Student roles as "HSA ambassadors" will serve to reinforce self-esteem; links to care givers within the community will also build pride in school culture and community.

d. Many charter schools fail to take advantage of the important educational resources in the very community in which they live and serve. Healthy Futures has already established links with the Medical Centers of Americas Foundation, El Paso Children's Hospital, Women's Intercultural Center, the College of Health Science at NMSU, La Clinica de Familia, as well as Del Oro Dairy. (See support letters in Appendix III). These links are likely to grow and weave stronger bonds between HSA and the community. The fostering of innovative ideas from students will help them overcome challenges as they also give back to the community.

e. By creating a culture of caring, students, faculty and involved parents, HSA will provide positive and measurable proof that a hierarchy of dependency and power games has no place in a caring school culture. The HSA philosophy and attention to the surrounding community and its needs will greatly reduce or eliminate the incidence of violence and bullying, too often prevalent in the New Mexico public school environment.

STRAND 5. Targeted Professional Development

What is Unique About this Strand?

a. Professional development in both public and charter schools often focus on teaching methods in the relevant subject matter discipline of the teacher. While the HSA team encourages professional competency, we also will require that each prospective teacher demonstrate personal competency on proprietary subject matter examinations, meet minimum achievement scores, both in their chosen discipline(s) and a series of communication and social skills examinations, as well as demonstrate both written and oral competencies in English and Spanish.

b. The academic staff will be expected to use traditional materials that complement the new common core standards as well as integrate relevant health science career readings, videos, and online resources in classroom instruction, electives and remediation.

c. Faculty will interface with certified ELL teachers, guidance counselors, and real world healthcare professionals to craft creative strategies that will better engage learners and apply real world lessons, demonstrating the merit of important concepts and critical academic skills.

d. Healthy Futures will allow necessary funding for instructional assistants stipends that will provide a ratio of one instructional assistant for every five students in 7th and 8th grade language arts, mathematics and science classes. Additional funds will be made available, as needed, to pay for instructional assistants for students in grades 9 to 12, as well as for adult students attending evening classes.

e. Each teacher will have access to a battery of predefined online prompts and questions to assess and guide them in real time, with respect to each student's specific degree of comprehension of subject matter covered in lesson plans. These online prompts are expected to aid teacher, instructional assistant, administrative staff, as well as the student, in pointing readiness to progress, and/or the need for remediation, or other interventions.

f. The Healthy Futures team has budgeted for trained and dedicated professionals to help teachers and administrator shape and form the fabric; key team members will participate in the

daily activities of the charter school. These individuals will always be available to provide real time solutions when students exhibit negative behaviors or express concerns that are obstacles to their learning, or the learning of others. Our broad based and highly experienced team has demonstrated abilities to address and provide successful student solutions to social, environmental and in situ challenges.

How Will it Increase Student Achievement, Self- Esteem and High School Graduation Rates?

- a. When students see the connection between academic rigor and are offered opportunities to prepare and enter well paid challenging careers in health professions, they are more likely to achieve and overcome obstacles in the pathway to success. Both classroom and virtual supports will reinforce their worthy individual career plans.
- b. The process of confirming faculty competencies in subject matter, as well as in social and communication skills, is likely to assure that thoughtful, rigorous, well planned and meaningful instruction will occur in the classroom, and as a result students will be more likely to be challenged and passionate about their academic experiences.
- c. Online resources and real time proprietary assessment tools will allow teachers and administrators to help adapt and customize learning strategies for each student, and allow teachers to communicate with parents and caregivers about the success and obstacles that challenge and excite their children, and help them enjoy a smoother pathway toward high school graduation.
- d. When teachers are able to communicate with parents in their first language, the rapport with the family should be enriched; accordingly, the school culture is likely more vibrant for student, family and teacher, thereby complementing the learning process for all parties.
- e. The importance of embedding instructional assistants in middle school language arts, mathematics and science classes cannot be underestimated, if students are to succeed and graduate at higher rates, when the school populations are as diverse and challenged by their environment as is the case with the HSA demographic. HSA is to be situated in one of the lowest income school districts in New Mexico; a school district with some of the lowest performing schools and graduation rates in the state and nation, based on the AYP statistics and New Mexico Public Education Department reports.
- f. The blending of these five strands will offer students a clear pathway to career and college success, by help to assuring they receive differentiated and customized instruction from a complementary team of teachers, community engagement specialists and mentors from the health career community. A culture of caring, committed and community oriented professions who" enroll the student, engage the family", will assure that students from diverse populations have the highest chance of success and the motivation to become caring, productive citizens in both state and nation and family.

WHAT IS TRULY DISTINCTIVE ABOUT OUR APPROACH?

Each of these five strands offers student, teacher, parent and community a unique and rich tapestry to truly be empowered, re engaged and connected. When the five strands are blended together, they set the stage for augmented student learning, greater student self-confidence and motivation, and perhaps

as importantly, assure that by working together, Healthy Futures and the HSA family reach the goal of exceptionally high school graduation rates and health science career preparedness for all students of the Health Sciences Academy.

II F.(2) Provide research and/or data that substantiate how this philosophy/approach will help the school achieve high outcomes for students.

HSA's comprehensive middle and high school curriculum will prepare students for both college success and health science careers. Classroom instruction will be blended with relevant online supports, and health science experiences. Significant highlights of the educational plan include:

Deliver a middle and high school educational program of rigor that will provide students with the academic foundation necessary for admission to competitive college and success throughout their college experience.

Align the curriculum closely with New Mexico common core standards in each required course.

Assess student progress toward individual career goals on a regular basis, and incorporate such assessment data, when necessary, to remediate students that are at risk of falling behind in mastery of essential skills.

Beginning with Grade 7, teachers will prepare students to read and write about leading figures in health science, and when appropriate invite practicing healthcare professionals from similar backgrounds to visit and deliver guest lectures.

Enrich mathematics and science courses with problem solving materials that help student learn to address and solve health-related issues of the day.

Teachers will focus on preparing students to make oral presentations before team members, community groups, and healthcare professionals that are aligned with health science issues.

Faculty will stress the importance of inter-disciplinary inquiry, using both structured and informal connections between math, science, and health science courses.

Teachers will contextualize all coursework to include ethical and legal issues in order for students to develop critical thinking skills, ever more necessary in the 21st century.

Teachers will help students develop scientific reasoning skills in biology, chemistry, and physical science classes.

Prepare students who wish to be employed immediately after graduation with job shadowing, internships, and access to dual credit electives.

Students will learn the meaning of teamwork as an essential component of success in healthcare careers.

Use of innovative web-based technologies and software to amplify the academic and career based program.

II F.(3) Provide a general description/design of the curriculum to be used that supports and is aligned with the school's vision, mission, and stated goals.

Health Sciences Curriculum

Our program grounds all coursework in a context of relevance. We address each component of our program within the context of the healthcare field presenting coursework in an interdisciplinary context which makes connections for students between the skills and their significance in their future careers. HSA prepares students to be college ready in the pathways that lead to careers in healthcare, health science and health education. Internship opportunities with healthcare professionals benefit students, employers, schools and the community. It promotes the practice of positive work habits and attitudes, enhances understanding of workplace expectations, increases technical skills and participation in authentic tasks, and allows observation of demeanor and procedures of workplace professionals.

The following elements describe the various activities and programs students will participate in at various stages during the high school grades:

HEALTH SCIENCE INTEGRATED CURRICULUM PROGRAMS

GRADES 7-8: Health Education

Students undertake a study of fitness and nutrition through their own individual goal setting and personalized fitness programs.

GRADE 9: Career Awareness

Students will participate in career awareness activities designed to help them discover their individual interests, abilities, career values, and needs by exploring healthcare occupations that range from medicine, to dental hygiene, to veterinarian science. Students will also develop a general awareness of themselves, the world of work and its connection to education. Introduction to Health Careers may include supervised field trips to various medical facilities, guest speakers, small group meetings or personal interviews with healthcare professionals. Students begin identifying their pathway of interest.

GRADE 10: Career Exploration (Volunteering)

Students will participate in activities that provide an opportunity for individual examination of career options that match a student's interests and aptitudes. Students will continue exploration of health occupations as they plan, prepare, and apply to job shadow programs for the following year. Students will identify specific preparations for various occupations—skills and coursework requirements,—as well academic theories and skills for work-based situations.

For example, students will identify and develop workplace applications of grade level standards such as reading comprehension with a focus on informational materials, vocabulary and concept development, writing strategies, organization and delivery of oral communication, using fundamental counting principles to compute combinations and permutations to compute probabilities, gases and their properties, acids and bases, solutions and chemical thermodynamics. These 10th grade standards in English, Algebra II and Chemistry are just some examples of curriculum and field experience connections.

Students will also master workplace skills as they are encouraged to design, build, and test their own healthcare models and innovative health science ideas in the community

GRADE 11: Career Preparation (Job shadowing)

Students will participate in a planned program of job shadowing at a worksite relevant to their interest(s) of career pathway. These activities will integrate academic and occupational skill learned in the classroom with skills required at the worksite. Worksites may include observation at the school-based health clinic, and/or other healthcare centers and hospitals. These practicums will be coordinated with the student's academic or school based preparation and program. These supervised practical experiences will encourage students to develop responsible work practices, leadership skills, and knowledge and skills in the healthcare industry.

GRADE 12: Career Applications (Internship)

This program is a competency-based educational experience that occurs at the workplace. Students will participate

in at least one healthcare internship during the school year. Students will be placed in healthcare centers with professionals who have been trained and authorized by HSA. These supervised internships will allow students to receive hands-on experience, on-the-job training, mentoring from a professional in the field, and real-world experiences in the field of healthcare.

NOTE: The Health Sciences Curriculum will be designed to meet the requirements for Workplace Readiness for 1 credit towards graduation requirements.

Portfolio of Progress - Specifically, HSA will adapt and prepare all students to meet the expectations of the National Health Standards and Accountability Criteria. Following this model, all students, beginning in Grade 7 will develop an individual career portfolio by the time they graduate from high school that includes a number of components that professionals in the world of work expect a well-prepared high school graduate to be familiar with and to have achieved. (www.healthscienceconsortium.org).

II F.(4) Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population the school plans to serve.

Curricula Strategy	Expected Outcomes/ Rationale	References
Prepare teachers to create outcomes based lessons that conform and complement common core standards	Focus is on the core concepts that inform initial teacher preparation, and guide student's classroom instruction, whether delivered in traditional or nontraditional settings. Helps fully prepare students for their future. Establishes a clear basis for teacher evaluation, assessment and growth.	www.newmexicocommoncore.org/teachers Ped.state.nm.us/ped/CCDocuments/5ThingsCCCS.Davis.pdf Preparing Teachers for a Changing World - What Teachers Should Learn and Be Able To Do, Edited by Linda Darling - Hammond and John Bransford. National Council for the Accreditation of Teacher Education (see: Teacher Outcome Measures: Salzman, Denner and Harris, 2002). Transforming teacher education: Lessons in professional development (Sokkett, DeMulder, LePage, 2002)
Train teachers in the use of online media and tools, adapted to individual student learning strengthens, preferences, and styles.	Students will have access to resources not available in the classroom that engages them at their competency levels. Online resources will serve to compliment and reinforce small group and one to one interactions with teachers and healthcare professionals, in concert with common core standards. Digital scaffolding tools will help teachers to better connect with learners at their competency levels in real time.	Literacy Online - New Tools for Struggling Readers and Writers, by Julie M. Wood www.edtechleaders.org/Resources/Readings/UpperElem.Literacy/Wood_compute_rswriting.htm
Integrate core curriculum into year-long themes; include	Student motivation and focus will be improved when the subject matter is	See: parconline.org Partnership for Assessment of Readiness for College

health sciences materials with core courses, aligned to the new common core standards.	aligned with individual career goals and learning styles. The customized approach, and parconline.org, will help students know where they are and if they are on track to graduate, as well as I better prepare students for chosen careers and/or rigorous college entry. “If a small school has a theme, then all courses in the school must contribute to the these: English vocabulary and documents from theme, Math applications and solutions from theme, History and geographic connection with theme, arts and music related to theme...and grade-level theme-based projects combine skills.”	and Careers ITI: The Model, Integrated Thematic Instruction (Susan Kovalik and Assoc. 2004). Professional Development for Cooperative Learning (Brody, Celeste, and Davidson, 1998) Constructivism and the Five E's : The Biological Science Curriculum Study, 1997) www.nchste.org Essential Conditions for High School Reform, John DeBeck 2007
Enroll students with learning disabilities into age and grade appropriate classes, supported by instructional aides, in concert with the IEP designed in accord with special education teachers.	When students with disabilities are enrolled in classes with other students all students learn more effectively and are likely to reach their core competencies more willingly and easily. Special issues may be dealt with by special education teachers during one- to-one interactions.	www.newmexicocommoncore.org/teachers/pages/view/76/students-with-disabilities/3/ dsq-sds.org/article/view/1374/1541 www.schools.nsw.edu.au/studentsupport/programs/disability.php Intelligence Reframed: Multiple Intelligences for the 21st Century (Gardner 1999). Joining Together: Group Theory and Group Skills (Johnson and Johnson 2000). The Impact of Group Processing on Achievement in Cooperative Learning Groups (The Journal of Social Psychology Yager, Johnson and Snyder 1986). Promoting Social Success: a Curriculum for Children with Social Needs (Siperstein 2003). Instructional Assistants, Class Size and Academic Achievement (Lapsley, Daytner, 2002).
Assess competencies of first generation English speakers and adult learners, prior to their entry into formal classrooms and/or ongoing ELL classes. In addition provide them with remediation prior to start times of evening classes and/or after day classes and on weekends.	There is a direct connection between readiness of first generation students and their needs for remediation as these characteristics relate to persistence and student success. Accordingly, we must recognize as students gain the skills and knowledge needed to succeed, persistence on tasks increases. Further, we must recognize there is a direct relationship between academic and social involvement and student persistence and success, and student support networks play an important and vital role in the processes of learning.	www.newmexicocommoncore.org/teachers/pages/view/25/english-language-learners/3/ Helping at Risk Students Meet Standards: A synthesis of evidence-based classroom practices (Barley, Lauer, Apthorp et al, 2002) Summary of Empirically Tested Theoretical Perspectives in the Literature on Community and Technical College Student Persistence (Seppanen, 2007). Which comes first in second language learning—motivation or autonomy? (Shinge, 2007)
Provide opportunities to earn	Students will gain college readiness	Benefits of dual credit programs,

dual credits in health care courses, offered online by community college and university partners and facilitated by instructional aides who have subject matter expertise.	skills as well as be able to complete either community college or 4-year degrees in less time and at lower cost.	www.cnm.edu/dualcredit/professionals/index.php
Offer students in grades 9-12 opportunities to participate in health care internships with healthcare partners.	Serve to validate the students' career choice and give them a greater sense of confidence that they have the skills and determination to enter their career of choice Also serves to motivate confirm the links between rigorous coursework and preparation and readiness for the workplace.	Health Science Consortium - www.nchste.org Costs and Benefits in Vocational Education and Training, Kathrin Hoeckel http://www.oecd.org

II F.(5) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level the school plans to serve. Insert Course Scope and Sequence as Appendix "A".

Curriculum Focus on Graduation Completion: HSA's educational plan is for students at HSA to take courses needed and approved, to meet high school graduation and entrance requirements to colleges and universities. The second component of the HSA educational plan prepares students to smoothly transition into any program of post-secondary education in the area of health sciences. With this focus, the school's thematic concentration on health sciences and health careers will be integrated in classes and serve as a basis for team teaching and student projects that incorporate different coursework. HSA will also meet all state academic standards applicable to charter schools and will offer at a minimum the number of hours of instruction as required by the State of New Mexico.

The curriculum at HSA will be based on the following tenets:

CURRICULUM TENETS	OBJECTIVE
Standards-based, advanced, and rigorous	The curriculum is based on the New Mexico content standards in all subject areas.
Delivered by highly qualified bilingual educators	The majority of our students are likely to come from first generation Hispanic families. By selecting bilingual teachers they will be able to communicate more effectively with both student and parents.
Designed for students to meet and exceed entrance requirements for area colleges and universities	Each student's program will be designed to earn a high school diploma and to fulfill requirements to pursue post-secondary studies.
Learned in a context of health sciences, health careers, and health education	The school's health science focus will guide in facilitating collaboration among teachers and in the design and delivery of an integrated curriculum
Engaging, meaningful, and individualized to meet students' need	The scope and sequence of coursework will be individually tailored to meet the student's interests and needs. Students will be instructed in ways to support their academic progress, and mentored to support personal growth.

II F.(6) If the curriculum is not fully developed (beyond the scope and sequence and/or courses), provide a timeline outlining the curriculum development process during the school's planning year.

Curriculum development will begin in October of 2012. Review and completion of the scope and sequence of courses with integration of health science themes, will be developed by June 2013, to enable professional development workshops and training for teachers which will begin in July 2013.

II F.(7) What will the school do between the charter approval and the school's opening to develop the instructional program, and who will do it?

HSA's team of educational and healthcare professionals will develop a comprehensive curriculum to include unit and lesson plans, resource references, assessment tools, and technology applications that will complement the mission and goals of HSA.

The Curriculum Review Committee will include Dr. Forester-Cox, Dr. Glenn Kharkongor, Dr. Nevins, Dr. Karin Wiburg, and Dr. Julie Wood. (Brief CVs included as Appendix P.)

II F.(8) Provide a timeline for alignment of the curriculum with NM State Standards, if alignment has not been completed at the time the application is submitted.

HSA's comprehensive curriculum development plan will align the curriculum with New Mexico's standards and benchmarks. Curriculum development will be completed no later than July 2013.

G. Graduation Requirements.

II G.(1) Identify the school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements.

HSA students will be placed on track to acquire the credits needed for graduation in New Mexico, and for admission to competitive colleges.

HSA will offer the following credits – meeting the requirements for graduation in New Mexico.

Graduation Requirements – 24.5 Credits (Freshman - 2013. Graduating Class - 2017)	
English	4 credits: English I, English II, English III, English IV
Mathematics	4 credits: Algebra I, Algebra II, Geometry (one unit = or > than algebra 2)
Science	3 credits: (2 w/lab) Biology, Chemistry, Physics
Social Science	3.5 credits: US History & Geography, World History & Geography, Government & Economics, NM History
Physical Education	1 credit
Health Education	1 credit (may be completed in middle school)
Career Cluster	1 credit (career cluster, workplace readiness or language other than English)
Electives	7.5 credits
One of the above units must be honors, Advanced Placement, dual credit, or distance learning. To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.	

The table below outlines a suggested course sequence for Grade 9-12 students to complete the minimum graduation requirements. The schedule is flexible and will be adapted to meet the course needs of students who transfer to HSA in higher grades, and based on the number of credits they have already completed. The Health Sciences curriculum which will be part of every HSA student's schedule is included in the Course and Scope included as Appendix A.

Suggested Course Taking Pattern									
Grade	English	Math	Science	Social Science	Physical Education	Health Education	Career Cluster	Electives / AP/DC/DL	Total
9	1	1	1	1	0.5	0.5		1.5	6.5
10	1	1	1	1	0.5			1.5	6
11	1	1	1	1			0.5	1.5	6
12	1	1		0.5			0.5	3	6
Sub-total	4	4	3	3.5	1		1	7.5	24.5

II G.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support the school's mission, and ensure student readiness for college or other postsecondary opportunities. **BE SURE TO INDICATE ANY WAIVER SOUGHT IN SECTION III K. BELOW, BY REFERRING TO THIS SECTION.**

HSA will request the right to increase and exceed the State's graduation requirements in order to maintain a rigorous college preparatory health science curriculum plan. HSA will continue to require 24.5 credits for graduation as required for all students starting high school in 2013. However, in addition student will be required to take health science career courses each year of enrollment at HSA. (See Health Science Curriculum.

H. Instruction.

II H.(1) Provide an overview of the instructional strategies and methods the school will implement that support and are aligned with the school's mission, vision and educational plan, and are directly relevant and/or necessary to successfully implement the curriculum.

(Taken from STRAND 1 – Integrated Teaching Methods, What is unique about this strand?)

a. Integration of common core standards with a health sciences emphasis in every subject.

b. The blending of online tools, to permit students to visualize what it will be like to become a healthcare professional in 2020, is created by practicums in virtual medical forums and by guiding students to create their own virtual health environments, as well as creating opportunities for student to publish their own visions about improving health professions, and share their internships experiences with peers and students across the nation. Such experiences will offer our students greater self-confidence and pride in their achievements (see Health Occupations Students of America, ArchieMD, 3Di Teams, Easy Book Deluxe, HyperStudio, Inspiration, the Amazing Writing Machine, for improving literacy and language arts, and the Khan Academy for online math remediation). Classroom hyperlinks to academic libraries as well as pre-screened sites for science, math and virtual medical school and health awareness, will be employed to amplify classroom instruction and help students improve career awareness as they design individual science and health awareness projects.

c. The educational partnerships with the NMSU College of Health Sciences, the El Paso Children's Hospital, and La Clinica de Familia, will allow students to enroll in health related college courses online, as certified teachers and instructional assistants review and challenge students to increase comprehension during online sessions. Health professionals will serve as mentors to our students as they overcome academic challenges and learn the importance of ethical conduct and develop a culture of a well-rounded health professional within the academy family.

d. Partnerships with Del Oro Dairy, El Paso Children's Hospital, La Clinica de Familia, and the new area mental health clinics, funded in partnership with NMSU, will provide students with real world health related internships and experiences that complement classroom academics.

e. Teachers of language arts, mathematics and science will be able to provide differentiated instruction for all students within each classroom by creative use of trained instructional assistants assigned to work with clusters of five or fewer students at a learning table, as well as the use of new web based materials created in concert with the Healthy Futures team.

f. All students will have access to remediation after formal classes, as well as have access to computer labs, with parental and/or staff supervision; in addition, instructional assistant support will be offered to all students on and weekdays and weekends. will serve as mentors to our students as they overcome academic challenges and learn the importance of ethical conduct and develop a culture of a well-rounded health professional within the academy family.

II H.(2) Provide an explanation of how these methods/strategies are effective with your target population.

(Taken from Strand 1 – Integrated Teaching Methods, How Will it Increase Student Achievement, Self-esteem and High School Graduation Rates?

a. Students achieve higher levels of subject matter competency when different modalities of instruction are made available, such as online tutorials, clustered learning groups, and support from mentors and encouragement from health care partners and professionals.

b. The integration of student centered career opportunities that complement core curriculum serves to reinforce the value of course content, improve student motivation, and validate the school mission for students.

c. Motivated and mission driven students are more likely to achieve higher attendance rates, perform better on tests, and complete assignments. Should students experience obstacles to learning, access to instructional assistants and remediation is available every day after formal classes.

d. Guidance counselors and certified special education teachers will help student, parent and teacher develop individualized educational goals that will help determine optimal instructional pathways that result in timely student graduation.

II H.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

A unique feature of the instructional configuration will be learning clusters that will allow for differentiated instructional capabilities as needed. That is, in each classroom, student seating will be configured to allow for individual learning, or small group team activity, with the support of one to three educational assistants to the Lead Teacher. As student demographics change, the facilities will be adapted to evolving student and programmatic refinements.

We offer differentiated instructional strategies for students of varying ability levels while holding all students accountable to the mastery of essential skills. We offer appropriate placement, small group instruction, tutoring support, multiple opportunities for mastery, and technological support to facilitate the learning process.

I. Special Populations. Describe the school's overall plan to serve students with special needs, including those with Individualized Education Programs (IEPs), students with Section 504 plans, and English Language Learners.

(1) Special Education:

II I.(1)(a) Explain the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

PLAN FOR SPECIAL EDUCATION STUDENTS

Students with disabilities who attend public charter schools and their parents retain all rights including the right to a free appropriate education in the least restrictive environment. Additionally, these students can expect access to appropriate special education and related services.

HSA will be guided by the Individuals with Disabilities Act, the American with Disabilities Act, and the NM Special Education Scope and Standards in implementing appropriate programs and services for its special education students.

Also in keeping with the New Mexico State IDEA Advisory Panel:

-HSA will promote adequate services and support for students with disabilities, in order for them to benefit from the general education curriculum and improve results on state-wide assessment.

-HSA will advocate for special education students as valued and fully engaged members of the school, classroom, and all learning environments to increase academic and social learning outcomes for all students.

Since access to general education curriculum and special education supports and services is crucial for students with special needs, HSA will deliver programs through teams headed by credentialed and licensed special educators with expertise in inclusive practices. As far as possible, special education students will participate in learning activities in the general classroom, but with additional support from instructional assistants present in each classroom. It is the goal of HSA to provide these support services in the least restrictive environment. The special education teacher will monitor these students periodically and provides support to the teacher outside the classroom.

The National Center for Educational Outcomes reports that "Students with disabilities continue to demonstrate the capacity to succeed in the general curriculum with appropriate specialized instruction,

supports, and accommodations, and that students with a variety of learning profiles are continuing to demonstrate greater capacity to acquire and express all levels of knowledge than was previously anticipated.

II I.(1)(b) Describe how the school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in their IEPs.

IEP STUDENTS

While most students with special needs may have been identified before Grade 7, HSA will follow the state guidelines for referral for testing. A student's responsiveness to intervention will be crucial in preventing the need for special education referrals, and for collecting and analyzing data for the purposes of improving instruction, assessing progress, and measuring responsiveness to intervention. An IEP will be developed for students who qualify for special education supports and services. Every student with an IEP will be supervised by the special education director who will ensure that written plans are fully implemented, and will be the primary communicator with the student's family.

II I.(1)(c) If applicable, describe the school's plan for graduating students with special education needs.

More and more educators and school districts recommend the moving of special needs students into general education classroom, and limiting the use of self-contained classrooms that serve only special education students. Studies continue to show that special education students perform better when in closer contact with their peers.

HSA believes in inclusive learning and at HSA all students will learn together in general classrooms; however, our use of high ratios of instructional assistants to classroom lead teachers will ensure that all students' educational needs are being met, while also lowering the incidence of class disruption.

Small school size, high adult-student ratio in the classroom, caring staff and teachers will contribute to the support that every student at HSA will receive. This we believe will lead to high graduation rates for all students, including students with special educational needs.

II I.(1)(d) Describe the school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how the school plans to provide ancillary staff support.

HSA has made provision for two full time ESL teachers as we expect that a high number of students will be ELL students; a part time certified special education teacher and a part time guidance counselor.

We shall include students with special needs, or disabilities, in the least restrictive learning environment. Our school will be uniquely qualified to adapt learning strategies that provide special needs students with appropriate tools to advance their competencies, while learning with other grade level peers, because:

1. Our 7th, 8th, 9th, and 10th grade classrooms will be configured to accommodate small learning clusters, with no more than 5 students in a cluster, supported by instructional assistants and managed by a certified teacher. This format will allow individualized instructional support, and offer students the capability to work independently online to raise competencies.
2. Students will also have the freedom and incentives to participate with team mates to solve problems in learning clusters, and collaborate on projects and presentations that reflect student content readiness.

3. Remediation for all students will be available before or after the normal school day, in both the computer labs and in small group tutorial sessions.

4. Adult students with special needs will also have the opportunity to receive remediation to build skills to master their competency based programs of study.

(2) Students with Section 504 Plans.

II I.(2) Describe how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

HSA will ensure that all students with disabilities enrolled, regardless of the severity of their disability are identified and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990 as applicable.

HSA will use the NMPED “Student Assistance Team Manual” for guidance in providing student support. Teachers will be instructed to implement the three tiered approach to support student learning, as recommended in the manual, and outlined briefly below:

1. A classroom teacher observes that a student shows signs of academic difficulty with little or no academic gains.

2. The teacher independently implements Tier I interventions for six weeks. The teacher monitors and documents the student’s performance.

3. If the student continues to underachieve, the student is referred to the Student Assistance Team for Tier II interventions for another 4-6 weeks. The teacher completes a referral form. The Student Assistance Team in coordination with the teacher plans additional instruction and support.

4. Performance of the student is monitored and document by the Student Assistance Team. If the student continues to demonstrate academic deficits, the student may be referred for additional academic screening or psychological/behavioral testing.

5. A parent may make a written request for an evaluation for special education services for their child. Parents must be informed in writing of the school’s decision to evaluate or not.

A consultant with extensive special education experience is on the HSA planning team, and will guide HSA’s implementation of support services for special education students.

(3) English Language Learner (ELL) Students.

II I.(3)(a) Explain how the school will identify English Language Learners.

English Language Learners will be identified through the Home Language Survey, which will be completed by all students entering the school. This information will be recorded in the student’s permanent record. Once a student is identified as having a primary home language other than English, the student will be assessed for English proficiency, and determined whether the student qualifies for ELL services. Students identified as ELL will be reported to NMPED, and coded as such in the student

database. ELL identification must take place within the first month of the school year. Students will be assessed annually for English proficiency.

HSA anticipates that the majority of the adult students who attend the Evening School Program may be identified as ELL students. ELL students are re-classified as “fluent” when they have sufficient English skills to learn in a regular classroom with extra assistance and perform in academic subjects at approximately grade level.

II I.(3)(b) Explain how the school will provide services/supports to identified students.

ELL students will be supported through assessment, standards-based curriculum, differentiated instruction, and individualized reading intervention remediation classes held every day after the regular school day. During class teachers will engage students by using thematic planning. Manipulatives, visuals, graphic organizers, shared readings, note taking, and interactive communications are just a few ways teachers will create an educational environment that fosters language acquisition through content-based lessons. Small group instruction will also be provided in each subject area as content teachers and instructional assistants work together to ensure learning.

ELL Program Overview

The instructional program for ELL students will be based on assessment data and student experience, and aligned with state standards. HSA teachers will provide adaptations in content instruction to ensure comprehensibility and authentic access to the core curriculum.

These include:

- Primary language instruction and/or support at the appropriate level of challenge where possible; partnering with a bilingual student; content materials in the primary language for student to access course information; and bilingual dictionaries
- During and after school coaching with a teacher, instructional assistant, or fellow student at the same or more advanced level of content knowledge
- Explicit teaching of key content vocabulary through labeling of pertinent diagrams, charts, equations, etc.
- Frontloading language needed to engage in upcoming content lessons

In addition, HSA teachers will use effective instruction which includes instructional feedback: Frequent, clear, and supportive feedback of efficacy with specific direction on next instructional steps, as well as, partnering in regular data analysis of their own work using quality work criteria for self-assessment.

ELL students will have the opportunity to participate in remediation classes after the regular school day has ended.

II I.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Students with Low Literacy and/or Content Knowledge and Strong Oral English Many of New Mexico’s English Learners include long-term residents who have already had many years of schooling in the United States. They bring a great deal of oral English fluency, but many are struggling readers and writers. Some reasons for poor reading and writing skills include ineffective or inconsistent instruction in language arts, interrupted schooling as a result of moving often, and/or being shunted back and forth between bilingual instruction and English instruction. These students benefit from instruction that builds on what they achieve through explicit instruction in how the keys to fluency in English, and

contrastive analysis of home language and standard academic English. Some students may need added encouragement to be convinced of the value and role of high levels of literacy. Included in a broad range of texts for study, must be relevant texts that reflect students' lives, captivate their attention, and motivate their use of increasingly varied language. Content. Students with below grade level content skills should be assessed and placed in content classes based on skill level. It is recommended that students lacking competence in mathematics receive an earlier additional period that prepares them for the mathematics content of the upcoming regular class. The additional period should backward map from core mathematics standards teaching the prerequisite mathematical skills and frontloading language which include the specific vocabulary and sentence structures that the students will encounter in the regular class. Consequently, students will be better prepared to comprehend the content and language of instruction and equip them to express understanding of taught concepts. Literacy. Provide intense academic intervention as necessary based on reading assessments, rather than teaching all under-achieving students the same way. Literacy instruction should initially focus on mastery of letter-sound patterns. First decoding single syllable words, then advancing to multi-syllabic words; mastering highly frequently used words and phrases; written forms of expression; discrete content vocabulary; reading longer sentences; strategic reading of content text; and reading a great deal of varied text to increase ease and accuracy. Struggling readers should move beyond text recognition to fully understanding the essence and nuance of the material, as well as learn to read with greater accuracy and word knowledge.

II I.(3)(d) Describe how the school will regularly evaluate and monitor the progress and success of English Language Learners?

HSA's goal is to successfully move students as quickly as possible into the mainstream academic program. In order to accomplish this, instruction must be based on identified instructional needs, built on both content and language strengths, and which progresses through a well-defined, yet flexible, sequence of intervention steps.

Degree of Need		Intervention
Benchmark Intervention	<p>The student is generally doing well.</p> <p>Mostly on track, but minor difficulties exist that must be addressed quickly to prevent the student from falling behind.</p>	<p>Provide re-teaching and extra practice within class.</p> <p>Assign homework with materials from adopted Reading/Language Arts program.</p> <p>ELL: Instruction in language grammar and mechanics.</p> <p>Additional vocabulary instruction.</p> <p>1 period Language Arts</p> <p>After school support as needed.</p>
Strategic Intervention	<p>Student performing 2 or more grades below grade level</p> <p>Requires focused attention to gain skills and close gaps to achieve in the mainstream program</p>	<p>Use diagnostic assessment to determine areas of strength and/or need.</p> <p>Fully use intervention components of adopted Reading/Language Arts program and other intervention materials during after school support program. This should include frontloading which will prepare the student for the skills, concepts and language of the upcoming lesson.</p> <p>ELL: Explicit English language instruction in vocabulary and structures.</p>

		1 period Language Arts 1 hour after school support provided by instructional assistant
Intensive Intervention	Students performing 3 or more grades below grade level Requires intensive, accelerated intervention in order to bring the student to grade level in two or less years.	Use diagnostic assessment to determine areas of strength and/or need. Students receive intensive reading intervention program for as long as needed. Course placement is determined by diagnostic test. ELL: Explicit English language instruction in vocabulary and structures. Reading and writing intervention. 1 period of Language Arts 2 hours after school support provided by instructional assistant

II I.(3)(e) Describe how the school plans to budget and staff itself to meet the needs of ELL students.

Provision has been made in the budget for a full time certified ELL teacher. Budget provisions have also been made for HSA to select hire and train, in conjunction with the faculty of NMSU Colleges of Health Science and Education, graduate students to serve as instructional assistants supporting classroom teachers in English as well as in after-school remediation sessions. These instructional assistants will provide support classroom teachers in English, math and science classes, thereby achieving learning clusters of approximately five/six students to every instructional support person, and supplement teacher interactions in classrooms accommodating a maximum 25:1 pupil-teacher ratio. All HSA teachers and instructional assistants will be bilingual in English and Spanish.

Remediation, Review, and Reinforcement:

1. During formal class participation, students will be clustered in small groups supported by an instructional assistant so that they address content at their level of readiness. As they progress, these students may move to other clusters depending on the speed that they assimilate the concepts in the course, and their level of persistence.
2. Remediation may also take place before or after school depending on whether the student is a day or evening student. HSA plans to hire instructional assistants recruited from NMSU graduate schools of Education and Health Science to provide small group remediation and tutoring. In addition students will have access through the computer lab to online tutorials such as Khan Academy.

J. Assessment and Accountability.

II J.(1) *Optional* (Answer only if you listed organizational goals under II.E.) Explain how the school will measure and evaluate progress in organizational goals throughout the year. Explain how the school will measure progress towards achieving its organizational goals and how that aligns with the school's mission.

MEASURING ORGANIZATIONAL GOALS

II J.(2) In addition to the state-mandated Standards Based Assessment, identify any valid and reliable formative and/or summative assessments, universal screening tools and progress monitoring tools the school will use to determine whether students are meeting academic goals. Identify the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing.

Healthy Futures and the HSA team have chosen measurable goals and milestones that are compatible with the school's mission and academic goals:

1. High school graduation rates will be at least 10% greater than GISD students for similar cohorts. This assessment would take place for the first high school graduation class, expected to graduate in May 2016.
2. Beginning in 2014, 11th grade students will be expected to complete at least one semester of a health career job shadowing experience.
3. Beginning in 2015, 12th grade students will be expected to complete at least one semester of a health career internship experience.
4. HSA students will score at least 10% higher than the average GISD student for similar cohorts. Measurement of this goal will occur in Grade 11, when students are assessed using the NM high school competency exam.
5. At least 75% of students will maintain and complete a portfolio of their health sciences experiences prior to graduation.
6. A physical education activity journal will be maintained by at least 75% of all school students enrolled in PE for credit.

II J.(3) Describe how the school will use multiple valid and reliable assessments to evaluate student progress and proficiency, and how the results will be used to improve teaching and learning.

Organizational Goal - The Health Sciences Academy will maintain an educational environment that supports the school's focus on student acquisition of the basic skills in the core content areas through the original health and science model, transparent school policies and procedures and effective and efficient management of school resources as measured by:

1. School schedules that maximizes student time in the classroom
2. Developing yearly school budgets that allocate over 50% of the school's operational funds on direct instruction.

Academic Achievement Goal - Students will achieve success in required standardized examinations New Mexico Standards Based Assessment, as well as in other on-going short cycle assessment instruments like MAPS and Achieve 3000, inclusive of Dynamic Indicators of Basic Literacy Skills and "Indicadores Dinámicos del Éxito en la Lectura" (DIBELS/IDEL) administered by the charter school. Each year of the charter, 50% of the students enrolled will meet or exceed the state's Annual Measurable Objectives (AMO's) scoring proficient or advanced in reading, writing, mathematics and science as measured by the New Mexico Standards Based Assessment.

The success of HSA will be measured on the basis of student achievement and by levels of student, parent and staff satisfaction. The evaluation of student performance will include the collection of quantitative (outcome data and demographic data) and qualitative data (process data and survey data) for the purpose of:

- Monitoring student progress;
- Measuring program effectiveness;
- Assessing instructional effectiveness;
- Guiding curriculum alignment and development;
- Allocating limited resources;
- Promoting accountability;
- Reporting progress to all stakeholders;
- Maintaining education rigor and focus;

-Assessing trends

II J.(4) Describe the corrective actions the school will take if it falls short of achieving student academic achievement expectations or goals at the individual (remediation/at-risk students) AND school-wide levels. Explain what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess their effectiveness.

The HSA administrative team and staff will review all data that indicates that any student or students groups are not making sufficient academic improvement or meeting the goals established in the charter prior to the succeeding academic school year, in order to provide ample time to adjust the ways to deliver the new core concepts covered by teachers in the classroom, and perhaps as importantly, to adapt the ways lagging learners, and gifted students are engaged, employing online resources, support student science projects that help them validate their abilities to excel, at ever higher levels, in the context of the HSA school-wide programs.

- 1.The Head Administrator is ultimately responsible for ensuring that teachers are effective and able to improve instruction by: reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. Our Head Administrator will be supported with additional resources made available by both an involved Governing Board, the Healthy Futures team, financial support, and a community parent support network
2. Redesigning the school day, week or year, if need be, to include additional time for student learning and teacher collaboration through adding tutoring and program re- design, incorporating tools, as appropriate to meet the individual situation.
3. Adapting students IEP and HCP based on the proprietary assessments and feedback from students and peers.
4. Using data to inform instruction for continuous improvement, by providing time for all of the teaching staff to understand the significance of the data, and find innovative solutions to address learning obstacles.
5. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

NMSA 22-5-15. Collaborative School Improvement Programs

The input and concerns of parents, students, school employees and members of the community shall be solicited and considered in the development and adoption of a collaborative school improvement program.

If necessary for the implementation of a collaborative school improvement program, HSA may apply to the state board for a waiver of Public School Code [\[22-1-1 NMSA 1978\]](#) provisions relating to length of school day, staffing patterns, subject areas or purchase of instructional material. The state board may approve a request for a waiver upon a finding that the local superintendent has demonstrated accountability for student learning through alternative planning and that the participating teaching staff supports the implementation of a

collaborative school improvement program. HSA shall provide the state board with a program budget that shows the type and number of students served, the type and number of school employees involved and all expenditures of the waiver.

II J.(5) Describe how the school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community.

The Health Science Academy's 21st century communication tool for reporting real time student data to students and parents is PowerSchool. The PowerSchool student data management system is a web-based method of storing and disseminating student data. Individual student academic progress is available to students, parents and teachers 24 hours a day/7 days a week through an encrypted, secure, password access system. Teachers update PowerSchool student records bi-weekly thereby allowing parents and students the opportunity to always be informed of student progress and achievement. The administrative staff and the faculty have access to the minute detailed information on all aspects of the student's online academic activities.

Other technological tools for providing a presentation of the school are the Internet website and the PowerSchool reporting features that allow teachers to notify parents of student progress as needed. The Internet site is on the world-wide web which provides navigation tools, descriptions, video, and data to support student access to the world.

Additionally, report cards will be issued to parents and students in Spanish and in English each nine week grading period.

III. ORGANIZATIONAL PLAN AND GOVERNANCE

A. Governing Body Creation/Capacity.

III A.(1) Summarize the key components of your governance structure, including without limitation, the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the school's administration. Explain how and when the governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents as Appendix "B".

The HSA founders are in the process of developing its governing documents, and plan to have them completed by the end of 2012.

In general the governing body's powers and duties will be consistent with those described in the New Mexico Charter Schools Act (NMSA 1978 22-8B-1 et seq).

Listed below are some of the topics that will be addressed by the Bylaws:

- Procedure for electing directors and/or members
- Terms for directors and/or members
- Nomination, Resignations, and/or Removal of directors and/or members
- Vacancies
- Professional development and training
- The Authority and Powers of the Governing Body
- Meetings, Special meetings, and attendance via tele-conference

- Notice for meetings, emergency meetings, and special meetings
- Confidential material
- Conflict of interest

III A.(2) Describe the expertise of the founding member(s) and his/her/their qualifications and/or experience that is relevant to developing a charter school plan and implementing a charter school's operations.

FOUNDERS - Qualifications and Experience

Brenda Avila

Ms. Avila is a board member of Healthy Futures. She is an articulate and capable spokesperson in promoting bilingual education, online literacy and school reform in Hispanic communities across New Mexico. Brenda was the Assistant Director and a Founder of the Escuela Luz del Mundo (a privately funded middle school in Albuquerque, New Mexico). This experience provided her with valuable lessons about the obstacles and challenges of starting a new charter school. Ms. Avila served as an English Language instructor for Georgal in Mexico City, Mexico. She received her Bachelors in Media Arts from the University of New Mexico, and is currently completing a master's degree in Social Media. Brenda is a native Spanish speaker.

Nancy Duhigg

Ms. Duhigg is a founding board member of Healthy Futures. She served as a highly effective head tutor for students in the Andele Tutors SES program, designed to raise skills and competencies of many elementary and middle school students attending Albuquerque public schools. Ms. Duhigg is highly skilled in web design, Autocad, Catia, and MatLab. A graduate of Las Cruces High School, Nancy received her BS degree in Mechanical Engineering from the Engineering Faculty, at UASL, San Luis Potosi, Mexico. Nancy is currently enrolled in a Physician's Assistant graduate program.

Dolly Juarez, PhD

Dr. Juarez has enjoyed extensive experience as a founder and facilitator at three New Mexico charter schools; she has helped the Healthy Futures team shape the school's vision and curriculum design. Dolly received her PhD in Secondary & Adult Teacher Education at the University of New Mexico, College of Education. Dr. Juarez was an assistant to the superintendent of Albuquerque public schools, on the faculty of the Department of Education at the University of New Mexico, and the director of Quality Educational Programs for the New Mexico Coalition for Charter Schools in 2007 and 2008.

Glenn Christo Kharkongor, MBBS,MPH,DABP,FAAP

Dr. Kharkongor has agreed to assist the Healthy Futures team in the design of a health career curriculum for college bound secondary school students. Dr. Kharkongor is Professor of Health Sciences and the Vice Chancellor of Martin Luther Christian University in Shillong, India. Prior to serving as Vice Chancellor, Glenn was Senior Vice President and Professor of Pediatrics at Kasturba Medical College, and previously, the Director of the Academy of Lifelong Learning at Manipal University. Dr. Kharkongor serves on the Meghalaya State Planning Board, and is the chair of the Working Group on Health. Glenn has successfully managed the development of new universities, administering budgets, securing grants, and hiring qualified faculty. His experience will be extremely valuable to our team

Andrew Nevins, PhD

Dr. Nevins continues a remarkable educational journey and commitment to empowering underserved populations from academically under represented communities, to serving as a mentor for young scholars from Asian, Hispanic and Portuguese communities around the world. Andrew was born in Santa

Fe; he received an IB diploma with honors from San Diego High School. He was granted a scholarship to study at MIT, where he received B S and MS diplomas in computer science. Dr. Nevins continued his education at MIT where he received his PhD in linguistics. Andrew served as an Associate Professor in the Faculty of Arts and Sciences at Harvard University; he is a visiting professor at the University of Brasilia, Brazil, and has an appointment as a reader at University College London, UK.

Dr. Nevins is well versed in adapting complex mathematical and social science curricula to engage underserved students in high schools. He is well known for his efforts to advise other faculty members in the optimal use of both visual and auditory teaching methods in the classroom and in building student support strategies to enhance online classes and after school remediation in language arts, math and science. Dr. Nevins will aid the HSA faculty in concert with other team members Sue Forster–Cox, Dolly Juarez, Margie Lockwood and Emma Schwartz, in the design and implementation of visual and auditory tools and teaching methods to better help special education students overcome learning challenges. Andrew is a Fulbright Scholar; he served as a consultant to the Rockefeller Foundation program in Latin America. His international exposure to communicating with diverse populations both in the classroom and only makes him a unique and valuable addition to our team.

Lorna Samraj

Ms. Samraj is President of Healthy Futures Inc., and a Founder and Director of Andele Tutors Inc. where she directs an educational staff of over 30 professionals. Lorna has more than twenty years of experience as an adjunct professor, administrator and subsequently Director of Admissions at Canadian University College. She has been an advocate for, and leader in educational reform, developing new ways to help educational organizations healthcare providers, and social service organizations in New Mexico work more effectively through interdisciplinary collaborations. Ms. Samraj holds a BA and MA in English.

III A.(3) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school.
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HEALTH SCIENCES ACADEMY BOARD – Qualifications and Experience

Brenda Avila

Ms. Avila is a board member of Healthy Futures. She is an articulate and capable spokesperson in promoting bilingual education, online literacy and school reform in Hispanic communities across New Mexico. Brenda was the Assistant Director and a Founder of the Escuela Luz del Mundo (a privately funded middle school in Albuquerque, New Mexico). This experience provided her with valuable lessons about the obstacles and challenges of starting a new charter school. Ms. Avila served as an English Language instructor for Georgal in Mexico City, Mexico. She received her Bachelors in Media Arts from the University of New Mexico, and is currently completing a master's degree in Social Media. Brenda is a native Spanish speaker.

Kenneth Cherian

Mr. Cherian is the CEO of Aberdeen House Inc., a private nursing care company in Rockville, MD. Mr. Cherian has over 25 years of business management experience in the healthcare industry. He received post graduate degrees from both Harvard University and Princeton University.

Nancy Duhigg

Ms. Duhigg is a founding board member of Healthy Futures. She served as a highly effective head tutor for students in the Andele Tutors SES program, designed to raise skills and competencies of many

elementary and middle school students attending Albuquerque public schools. Ms. Duhigg is highly skilled in web design, Autocad, Catia, and MatLab. A graduate of Las Cruces High School, Nancy received her BS degree in Mechanical Engineering from the Engineering Faculty, at UASL, San Luis Potosi, Mexico. Nancy is currently enrolled in a Physician's Assistant graduate program.

Ben Lewinger

Mr. Lewinger is the District Director and Fiscal Sponsorship Manager for the New Mexico Community Foundation, and board member of Health Sciences Academy. Mr. Lewinger served as Vice President of Reads and Leadership for the Albuquerque Chamber of Commerce, directing a literacy intervention program to recruit, guide and connect over 200 volunteers with elementary school children in a literacy program for underserved children. Ben has taught at the University of Hawai'i at Manoa, served as director of faculty at Saint Francis School in Honolulu, and the Julia Language Academy in Taipei, where he designed an ESL curriculum. He holds a Master of Arts in Religion from the University of Hawai'i, and a Bachelor of Arts in Comparative Religions from Tufts University. Ben is fluent in Mandarin and Spanish. Ben's administrative and non-profit management experience is a valuable addition to the HSA team and the Governing Board.

Manjula Shinge, PhD

Dr. Shinge's expertise in guiding and training teachers in cross cultural communication, language assessment and evaluation and TESOL makes her a valued member of the Healthy Futures team. Manju is an assistant professor in the Department of English, Modern Languages and Journalism at Emporia State University, and a board member of the Health Sciences Academy. Dr. Shinge received her master's and doctoral degrees in linguistics from the University of Florida. She is the chair of the Teaching, Learning and Assessment Committee at Emporia; Manju will help guide the Healthy Futures team in similar efforts to improve teacher quality and effectiveness at HSA. Dr. Shinge's skills are particularly valuable in understanding and providing valuable expertise to our faculty directly related to the population we intend to serve.

III A.(4) Describe how future governing body members will be selected as vacancies arise. Enumerate the qualifications desired for members that will assure the school's governance is competent to operate a public school.

(To be addressed in later in the development of the Bylaws)

B. Governing Body Training and Evaluation.

III B.(1) Describe your plan for ensuring the governing body receives the required training and how the school will include these costs in the budget. How will you ensure that the training provided is relevant to the school's governance and oversight requirements?

All Board members will participate in the NMPED training – either in person or via virtual conferencing. Provisions for training and travel costs have been made in the budget for each of the first five years.

III B.(2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

The Governing Board will conduct an annual evaluation for the purpose of appraising its functioning as a board and to evaluate board performance. The appraisal plan and evaluation form will be developed and approved by the board. The Head Administrator may be asked to participate in the evaluation. The following areas of board operations that will be considered for evaluation are:

-Board meetings/ decision makings process

- Policy development/ implementation
- Fiscal management/resource allocation
- School advisement
- Board member orientation and development
- Board member relationships
- Board and Head Administrator relationship
- Board and community relationships

C. Leadership and Management.

III C.(1) Describe how the governing body will monitor operational, financial and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

Organizational goal – The Health Sciences Academy will maintain an educational environment that supports the school’s focus on student acquisition of the basic skills in the core content areas through the original health and science model, transparent school policies and procedures and effective and efficient management of school resources as measured by:

- School schedules that maximizes student time in the classroom;
- Developing yearly school budgets that allocate over 50% of the school’s operational funds on direct instruction.

Strategic support and expertise – The HSA Governing Board will provide support to help the school align its programs to its mission and strategy. The board will ensure that there are clear indicators for tracking progress and that action is taken when the school is not on track; will participate appropriately in business planning; and provide operational support to the Head Administrator as needed. The board will help frame decisions, determining which issues should be addressed, and why, especially with respect to new opportunities or challenges.

Fundraising – The board will provide clarity on how much money must be raised, where it is going to come from, and how the board can help ensure that funding targets are met.

Community support – The board will provide access to their network of relationships, and open lines of communication directly with other stakeholders to get an unfiltered perspective on the school. The board will promote the public image of the school among key partners and the community, acting as ambassadors for the school.

The board will ensure that all of its board members are contributing in a meaningful way to the smooth operation of the school, and that all programs are consistent with and compatible with the goals of HSA.

III C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator. Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

A Head Administrator for HSA has not been selected yet. A job description outlining the qualifications and leadership characteristics the Governing Body will seek when employing a Head Administrator is included as Appendix C.

Administrative Design and the Role of the Head Administrator - The school Head Administrator is the highest-ranking administrator in the HSA. The Head Administrator will typically report directly to the

HSA Governing Board. The HSA Head Administrator, often described as the school leader is responsible for the overall operation of a school. Because the HSA team and Governing Board believes in shared decision-making and site-based management, the term school leader will also be used in reference to other persons who may serve as school administrators and leaders within the school such as assistant principals, lead teachers, and others who may be selected to participate in school leadership activities.

The HSA Head Administrator will play multiple roles: school manager, instructional leader, the leader of school assessment and evaluations, official representative to our health science partners, and community representative at civic and social events. One of the greatest challenges and opportunities our Head Administrator will face is the development of a school culture of caring and inclusiveness. The Head Administrator must be able to articulate the school mission and vision to teachers, parents, HSA partners as well as ancillary staff and the community at large. The Head Administrator sets the example, but also nurtures, listens, oversees professional development, advocates, facilitates and helps secure additional funding from foundations, individuals, and corporate sponsors. The Head Administrator is the ultimate decision maker, with respect to teachers (and ancillary staff) selection and termination, student retention, discipline, school safety, compliance, record keeping and reporting. Other duties are delineated in the New Mexico statutes and PED regulations. The HSA Board believes our Head Administrator must be committed to engaging the entire school staff in making decisions, which will result in more commitment to our health sciences vision and mission. Our Head Administrator will also interact with parents who serve on school advisory boards, parent/teacher organizations, and health awareness clubs.

The Head Administrator may spend an important part of her/his time working with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of 1997 (IDEA). As the HSA adult program grows, the HSA Head Administrator and the Governing Board may choose to select, train and hire an Assistant Principal to oversee the evening program.

The most important attributes for selecting, recruiting, and qualifying for the new secondary school Head Administrator, follows the guidelines of the NASSP Assessment Center that include demonstrated leadership, sensitivity, organizational ability, judgment, problem analysis, range of interest, motivation, decisiveness, complementary educational values, excellent oral and written communication, and perhaps as importantly, stress tolerance. The HSA Governing Board, parent and student selection committee, guided by the Healthy Futures team, will interview finalists for the position of Head Administrator, and will also consider a candidate's score on the NMPED and/or a nationally validated licensure exam, references, and onsite interviews, and the NMPED requirements for an approved administrator (principal), including experience as a teacher, graduation from a state approved college and/or university teacher education program, and other minimum qualifications as stated on the website. As part of the search process, the position will be advertised nationally.

III C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of the school's head administrator and how will he/she be evaluated and held accountable for the operations for the school's success. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix "C".

An effective working relationship between the Board of Directors, the Head Administrator and the Administrative Team is essential to the successful operation of the school. The development and maintenance of such relationship will be assisted by annual performance reviews.

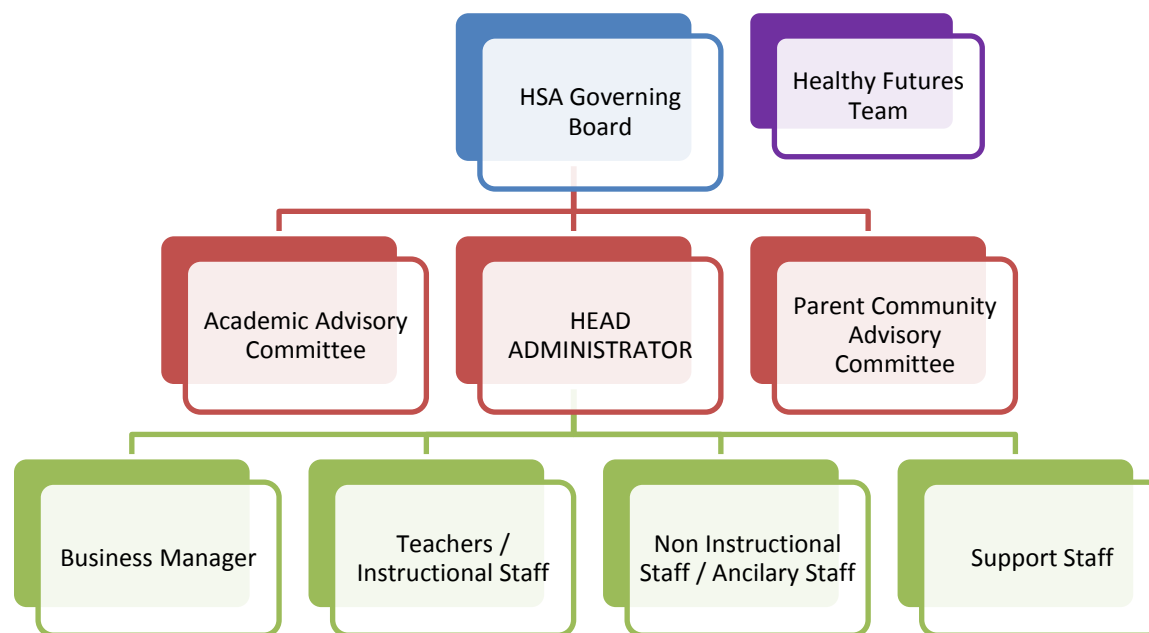
As required under NMSA 22-10A-11(G) the Board directs the Head Administrator to evaluate members of the Administrative team in compliance and in accordance with the New Mexico Highly Objective Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE). The Board shall annually evaluate the job performance of the Head Administrator during a closed meeting of the Board. The Board may evaluate the Head Administrator on the achievement of school goals, student learning, parent satisfaction, and the financial well-being of the school.

All members of the school's administration shall conduct themselves in an ethical manner as outlined in the New Mexico Code of Ethics for the Education Profession (6.60.9.8 NMAC).

A job description for the Head Administrator position is included as Appendix C.

D. Organizational Structure of the School.

III D.(1) Describe the organizational structure of the school and provide an organization chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.



Relationship between Healthy Futures and Health Sciences Academy - Healthy Futures will interface with both the HSA Governing Body and the school Head Administrator to carry out the above described tasks prior to, and during the opening of the school. Healthy Futures was instrumental in forming Health Sciences Academy, makes up the founders team, and serves as the applicant to NMPED for the proposed charter school. Healthy Futures will continue to guide in the operation of Health Sciences Academy; however, it will have no special authority beyond that of an advisor.

The Governing Board will provide guidance and leadership support to the Head Administrator of HSA. The Governing Board has requested that Healthy Futures recruit, screen and evaluate all applicants for the job as Head Administrator. However, the Governing Board will formally hire the Head Administrator; the Head Administrator will manage the school. The Head Administrator will hire school staff, delegating the tasks of recruiting, screening, evaluating and conducting background checks on all applicants for

instructional, ancillary and support staff. The Governing Board will assist the Head Administrator and his/her team, with implementing the mission and goals of the school, and engage in strategic planning. The Governing Board will ensure that the Head Administrator manages HSA in compliance with the Charter Schools Act and all other required state and federal laws and regulations.

The Head Administrator – The Head Administrator reports to the Governing Board. The HSA Head Administrator serves as an educational leader and chief administrator of the school. He/she is responsible for the daily activities that carry forth the mission, vision and goals of the Academy. The Head Administrator will be expected to be a problem solver for teachers, parents and students, and if successful will achieve a high degree of academic excellence for all students, regardless of race, income, and/or prior educational experience. Many tasks of the Healthy Futures team will require coordination and interactions with the Head Administrator and/or his/her designee. The Head Administrator will be evaluated by the Governing Board on his/her commitment and dedication to furthering the career goals of students, ongoing professional development of staff and engagement of all members of the school community, as well as the outcomes of the students.

The Business Manager – The business manager will report to the Head Administrator. The Business Manager will assist the Head Administrator in preparing, planning for and presenting an annual school budget to the Governing Body. The Business Manager is also expected to provide financial status reports at Governing Board meetings.

Teachers and Staff – The Head Administrator will hold regular meetings with teachers and staff. The Head Administrator will provide teacher and staff feedback and communication to the Governing Body.

The Academic Advisory Committee – The ACC will report to the Governing Body. Members of the Academic Advisory Committee will comprise of educational and healthcare professionals. The role of the AAC will be to assist the Governing Body with advice relation to curricula, budgets, engaging parents and community, and suggesting links to potential healthcare partners and foundations.

Tentative members of the Academic Advisory Committee will include: (Qualifications and expertise are included as Appendix P.)

- Dr. Andrew Nevins, member, Healthy Futures team
- Dr. Sue Forster-Cox, College of Health Science, NMSU
- Dr. Glenn Christo Kharkongor, member, Healthy Futures team
- Margie Lockwood, Special Education consultant
- Sergio Peralta, EPISD Science Teacher
- Mary Cater, Executive Director Women's Intercultural Center, Anthony, NM
- Sr. Deborah Chasco, Nurse Administrator, El Paso Children's Hospital
- Beth Hamilton, Executive Director, NM School Based Health Coalition
- Dr. Emma Schwartz, President, Medical Center of the Americas Foundation

The Parent and Community Advisory Committee: The PCAC will report to the Governing Body. Community members and parents had hold a direct leadership position and influence the management of the school by serving on the PCAC. The PCAC will convene regularly and report to the Governing Body. The purpose of the PCAC is to develop strong parental and community involvement.

III D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing the school's

mission and educational program. Attach staff job descriptions as Appendix "D".

Licensed and Certified Teachers - HSA will recruit, select, train and engage a staff of highly qualified credentialed teachers. The school will maintain a credentialed teacher student average ratio of 1:25. HSA will focus on the academic, personal development and achievement of the entire student body, and engagement of the student's family in complementary and supportive activities. At HSA, administrators, and new, or experienced and future teachers will be expected to undertake responsibilities that result in collaborative efforts in classroom and community, learning from one another, and resulting in a safe, welcoming school culture and educational program.

NON TRADITIONAL ROLES AND POSITIONS

Instructional Assistants

Instructional Assistants are non-credentialed teaching assistants, that include and college undergraduate and graduate students pursuing careers in education, healthcare and related fields who demonstrate subject matter competencies and expertise will find HSA to be an environment where they can assume roles and responsibilities that complement their career goals. Instructional assistants will most likely be recruited from the Colleges of Education and Health Sciences at NMSU, UNM, and UTEP. Provision has been made for 3-4 instructional assistants in the 5-year budget plan to support classroom teachers in English, math and science classes, thereby achieving learning clusters of approximately five/six students to every instructional support person in addition to a 25:1 PTR.

Healthcare Workers and Mentors

Medical professionals, doctors, nurses, laboratory technicians, and healthcare administrators will be invite to serve as HSA visiting lecturers, seminar leaders, mentors and teachers, to personalize, and reinforce student motivation, health science and career connections. The blending of real world professional partners who have demonstrated expertise and unique occupational insights to help support the academic classroom experiences of our credentialed teachers.

New Mexico State University Faculty

The willingness of the NMSU faculty members, from the Colleges of Education and Health Sciences, as well as leading healthcare professionals from area hospitals and clinics, to partner with HSA, in the design of student internships and field experiences to prepared HSA high school students and options and new pathways towards health careers and rigorous college entry.

NOTE:

Letters of support from these institutions are included in Appendix M.

Detailed job descriptions are included in Appendix C and Appendix D.

III D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance and the school's mission and goals.

The Head Administrator will be primarily responsible for evaluating instructional staff through a process that involves informal as well as formal assessments. Instructional staff will be provided with job descriptions and a list of responsibilities. Formal assessments will include evaluations by their peers and their students. Peer and student ratings of teacher performance will be considered in measuring teacher effectiveness.

The following areas will be included in developing an evaluation procedure for teacher performance:

I. LEVEL OF KNOWLEDGE

A. PREPARATION

1. SPECIFIC KNOWLEDGE – The teacher:

- a. maintains broad, accurate and organized knowledge of subject matter.
- b. is knowledgeable of appropriate resources.
- c. is knowledgeable of appropriate curricula.

2. GENERAL KNOWLEDGE – The teacher:

- a. is knowledgeable of appropriate and current theories and practices.
- b. is knowledgeable about the intellectual and social developmental stages of children.
- c. is knowledgeable of how content areas relate to each other.
- d. is knowledgeable of higher level thinking skills.

3. COMMAND OF LANGUAGE – The teacher:

- a. models communication skills effectively and accurately.

B. EVIDENCE OF PROFESSIONAL GROWTH

- 1. participates in professional development activities such as coursework, in service, academic readings, travel, cultural exchange activities, professional organizations and other enrichment activities.
- 2. continues to develop a general understanding of educational technology and its relationship to the instructional process.

II. TEACHING POWER & INSTRUCTIONAL EFFECTIVENESS

A. SELECTION, ORGANIZATION OF SUBJECT MATTER WITH APPROPRIATE INTEGRATION OF HEALTH SCIENCE APPLICABILITY – The teacher:

- 1. has clear goals and objectives and clearly communicates them.
- 2. maintains compatibility with HSA and CCSS curriculum.
- 3. adapts subject matter to relevant health science theme.
- 4. teaches prerequisite skills.
- 5. recognizes the sequence in which skills are developed.
- 6. establishes relationships between content areas.
- 7. promotes parental understanding and cooperation.

B. MOTIVATION – The teacher:

- 1. develops student interest in learning
- 2. uses appropriate problem solving strategies to develop higher level thinking skills.
- 3. clearly communicates common goals to students.
- 4. demonstrates sensitivity to the academic and social needs of students.
- 5. promotes student interest and participation in extra-curricular activities.

C. LESSON DEVELOPMENT & IMPLEMENTATION – The teacher:

- 1. appropriately allocates time, energy and resources.
- 2. uses teacher and student experiences for the enrichment of content.
- 3. organizes daily plans as a part of a larger unit.
- 4. adapts instruction to unexpected situations.
- 5. simulates student learning through varied questioning techniques.
- 6. treats student responses appropriately.
- 7. complies with system policy regarding nature and use of assignments.
- 8. directs supervised study.
- 9. uses a variety of effective and realistic forms of student assessment and evaluation.
- 10. adapts lessons based on immediate analysis of student responses.
- 11. develops instructional approaches to improve student test taking skills.

III. EXECUTIVE ABILITY & MANAGEMENT SKILLS

A. CLASSROOM MANAGEMENT – The teacher:

1. organizes the classroom to fit different learning situations.
2. applies classroom rules and procedures fairly and consistently.
3. effectively encourages positive student behavior.
4. maintains positive learning climate for students.
5. organizes effective transitions for students.
6. involves parents, staff, and other agencies as appropriate.

B. PERSONAL ORGANIZATION – The teacher:

1. plans appropriately
2. proficiently performs required duties.
3. makes appropriate and timely decisions.
4. appropriately organizes, cares for, and utilizes equipment and materials.
5. utilizes technology to personally manage daily tasks.

IV. PROFESSIONAL RESPONSIBILITY, ETHICS & INTERPERSONAL RELATIONSHIPS – The teacher:

1. demonstrates understanding for discretion in the use of confidential information.
2. shows understanding and sensitivity in working with school personnel.
3. acknowledges the importance of the group decision making process.
4. observes school practices and administrative procedures such as designated school hours, punctuality, and attendance.
5. demonstrates an interest in students and their welfare.
6. maintains appropriate appearance.
7. displays self-control, initiative, confidence, and flexibility.
8. maintains effective and appropriate communications with students, parents and co-workers.
9. evidences integrity and understands the established conventions of the school and the community.
10. treats students and staff fairly.
11. uses self-evaluation for improvement.

III D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

The following table enumerates staffing plans that are provided for in the 5-year budget projection:

DAY SCHOOL STAFFING PLAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected Grade Enrollment	Grades 7-10 120	Grades 7-11 185	Grades 7-12 250	Grades 7-12 290	Grades 7-12 315
Head Administrator	1	1	1	1	1
Business Manager	1	1	1	1	1
Bookkeeper/Registrar	-	1	1	1	1
Full Time Teachers	5	6	8	10	11
ESL Teacher	1	1	1	1	1
Special Ed Teacher	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE
Instructional Assistants	5.05 FTE	7.25 FTE	9.90 FTE	11.65 FTE	13.85 FTE

Admin Assistant	1	1	1	1	1
Parent Engagement Coordinator	1	1	1	1	1
Guidance Counselor	0.5 FTE	0.5 FTE	0.5 FTE	0.5 FTE	0.5 FTE
Health Instructor	0.5 FTE	0.5 FTE	0.5 FTE	0.75 FTE	0.75 FTE
Nurse	0.2 FTE	0.2 FTE	0.5 FTE	0.5 FTE	0.5 FTE

EVENING HIGH SCHOOL STAFFING PLAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected Enrollment	50	75	100	150	185
Full Time Teachers	2	2	1	1	1.75
ESL Teacher	1	1	1	1	1
Instructional Assistants	2 FTE	2.5 FTE	3 FTE	3.5 FTE	4 FTE

*In years 3-5, additional teachers for the Evening School Program may be paid by stipend allowing for PTR ratios to match enrollment growth rates.

III D.(5) State the length of the school day and school year (including a total number of days/hours of instruction). Describe in detail how this schedule supports the school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

The proposed HSA school year will commence in August and end in May and operate for a total of 37 weeks. Students in the Day Program will receive 6 hours of instruction per day. Total instructional hours for the year will be at least 1080 hours, meeting the state requirement.

DAY SCHOOL PROGRAM – Traditional Students.

Students will enroll in onsite classroom instruction for the first four days of the week: Monday-Friday from 8:00 AM to 3:00 PM. Instruction will be delivered in 90-minute time blocks. The after school program from 3:00 PM to 6:00 PM will include: optional student clubs, remediation, and PE activities. Project based classes, electives, distance learning, dual credit courses, community service projects will be conducted on Fridays. These will be held on site. Health science career activities that include job shadowing and interning at a healthcare facility for Grade 11 and 12 students will be held on Fridays.

EVENING SCHOOL PROGRAM – Adult Students.

Adult students who do not have a high school diploma, and who hope to enter or advance in the health professions, may enroll in onsite classroom instruction for the first four days of the week: Monday-Thursday from 6:00 PM to 10:00 PM. Remediation, and/or PE activities prior to classroom instruction will be available, and optional from 4:00 PM to 6:00 PM.

PROGRAM SCHEDULE

DAY PROGRAM 8 – 3 PM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
90 MINUTE CLASS	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	OFF CAMPUS INTERNSHIPS JOB SHADOWING
90 MINUTE CLASS	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	ON CAMPUS PROJECT-BASED LEARNING ELECTIVES
90 MINUTE CLASS	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	DISTANCE LEARNING DUAL CREDIT
90 MINUTE CLASS	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	CORE SUBJECT	PE ACTIVITY COMMUNITY SERVICE
AFTER SCHOOL PROGRAMS 3 – 6 pm	REMEDATION CLASSES STUDENT CLUBS PE ACTIVITY				
EVENING PROGRAM 6 – 10 PM	ADULT CLASSES				

III D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

(This section has been taken from STRAND 5 Targeted Professional Development)

Professional development in both public and charter schools often focus on teaching methods in the relevant subject matter discipline of the teacher. While the HSA team encourages professional competency, we also will require that each prospective teacher demonstrate personal competency on proprietary subject matter examinations, meet minimum achievement scores, both in their chosen discipline(s) and a series of communication and social skills examinations, as well as demonstrate both written and oral competencies in English and Spanish.

a.The academic staff will be expected to use traditional materials that complement the new common core standards as well as integrate relevant health science career readings, videos, and online resources in classroom instruction, electives and remediation.

b.Faculty will interface with certified ELL teachers, guidance counselors, and real world healthcare professionals to craft creative strategies that will better engage learners and apply real world lessons, demonstrating the merit of important concepts and critical academic skills.

c.Healthy Futures will allow necessary funding for instructional assistants stipends that will provide a ratio of one instructional assistant for every five students in 7th and 8th grade language arts, mathematics and science classes. Additional funds will be made available, as needed, to pay for instructional assistants for students in grades 9 to 12, as well as for adult students attending evening classes.

d. Each teacher will have access to a battery of predefined online prompts and questions to assess and guide them in real time, with respect to each student's specific degree of comprehension of subject matter covered in lesson plans. These online prompts are expected to aid teacher, instructional assistant, administrative staff, as well as the student, in pointing readiness to progress, and/or the need for remediation, or other interventions.

e. The Healthy Futures team has budgeted for trained and dedicated professionals to help teachers and administrator shape and form the fabric; key team members will participate in the daily activities of the charter school. These individuals will always be available to provide real time solutions when students exhibit negative behaviors or express concerns that are obstacles to their learning, or the learning of others. Our broad based and highly experienced team has demonstrated abilities to address and provide successful student solutions to social, environmental and in situ challenges.

E. Employees.

III E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how the school will address employees' recognized representatives.

The Board and administration at the Health Sciences Academy is committed to treating employees fairly and in compliance with state and federal employment law. We provide a safe and positive work climate that encourages employees to be creative risk-takers and to strive to constantly improve the educational climate in their classrooms.

All personnel at Health Sciences Academy will be trained to recognize and understand the importance of their role in the school's success, and to that end, the administration is committed to providing professional development opportunities. The Board, administration and staff maintain the highest standards of ethical behavior. Health Sciences Academy personnel policies and procedures are in full compliance with local and state rules and regulations.

Health Sciences Academy administration and its governing council shall comply with the requirements and procedures for collective bargaining as set forth in the Public Employees Bargaining Act as outlined at NMSA 1978, Section 10-7E-1 et seq.

III E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix "E"); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations and rules.

Note: The HSA Employee Handbook is included as Appendix E.

III E.(3) Describe a staff discipline process that provides for due process in accordance with state law.

Employee Discipline Policy

All employee relations will be conducted in accordance with the School Personnel Act, codified at NMSA 1999 22-10-1 through 22-10-27. The Head Administrator has authority over all employment matters including discipline. HSA follows national and state laws regarding employee disciplinary action and termination procedures.

All employees are permitted due process procedure prior to termination, if such employee has a vested property or liberty interest in his or her employment. In the event of termination, the school's administration shall provide the employee with written notice of the reasons why termination is recommended.

In accordance with the School Personnel Act, HSA may terminate an employee with fewer than three years of consecutive service for any reason the school deems necessary (NMSA 22-10-14A). In accordance with state law, the employment of teachers who have been employed for three consecutive years at HSA may be terminated only for a reason that is rationally related to the employee's competence, turpitude, or proper performance of duty that is not in violation of the employee's civil or constitutional rights (NMSA 22-14-10D). Employee behaviors that may result in disciplinary action or termination include but are not limited to:

- Excessive absences and/or tardiness – Excessive absences or tardiness will constitute valid grounds for disciplinary action. Written warning will be provided in advance of formal disciplinary action.
- Misconduct – School employees can be disciplined for conduct deemed inappropriate, conduct affecting the ability to teach, or conduct affecting the ability to be a good role model.
- Inappropriate Language – Objectionable language used in the classroom that lacks a definite educational purpose will result in disciplinary action.
- Drug or Alcohol Abuse – Disciplinary action will follow violations of the drug and alcohol abuse policy and will be viewed as conduct unbecoming a teacher.
- Incompetence – Failure to comply with a recommended corrective action plan designed to improve professional teaching performance may result in employee disciplinary action up to and including termination.
- Insubordination – An employee's contract may be terminated for cause and for failure to fulfill the HSA's mission, expectations, or designated duties.

III E.(4) Outline a proposed process for addressing employee grievances.

HSA recognizes the rights of its staff and enrolled participants to have open access to mediation. This means they have the right to report problems, concerns or grievances regarding any aspect of their training or other activities, which are within the control of HSA.

The grievance policy is intended for all staff and students. HSA will be guided by the following principles when dealing with complaints, grievances and appeals:

- Each complaint or grievance and its outcome is recorded in writing
- Each appeal is given a fair hearing by an independent person or panel
- Each appellant has an opportunity to formally present his or her case
- Each appellant is given a written statement of the appeal outcomes, including reasons for the decision.

What to do - If you have a problem, complaint or grievance with another staff member, instructor or student you should use the following procedure:

Step 1: Identify and discuss the complaint or grievance with the other party. Discuss the best outcome to the complaint or grievance. Agree to act to resolve the complaint or grievance

Step 2: If after talking to the person the complaint or grievance remains unresolved you should approach the Head Administrator who will mediate to resolve the problem. HSA will provide you with a written statement of the appeal outcome.

Step 3: This process will commence within one (1) week of the complaint being lodged.

NOTE: The HSA Board reserves the right to hold a hearing and to identify parties to be present at the hearing. The HSA School Board also reserves the right to make a decision based on the information submitted by the employee and the Head Administrator without a hearing.

F. Community/Parent/Employee Involvement in Governance.

III F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of the school and how their involvement will help to advance the school's mission and vision.

Parent and Community Advisory Committee

Given the diverse composition of the school body, parent involvement will be enhanced by making sure language barriers are reduced in meetings and in written materials. HSA will provide interpretation and translation services in order to enhance family access and involvement. All teachers will be required to be bilingual in English and Spanish. HSA will establish a Parental and Community Advisory Committee that involves parents, teachers and community leaders in the planning, implementation, and decision making process. The Governing Board together with the Head Administrator will be responsible for establishing this committee. As part of their advisory responsibilities, these members will plan and hold regularly scheduled community meetings to foster dialogue.

Outreach activities will be considered by this committee and the administrative team to further organize parent support services and ensure parents have voice in the school's operation and future. HSA is committed to an advisory committee that represents the needs, concerns and interests of its entire student body. This committee will meet monthly with the school administration team in order to promote productive communication between parents and the school family.

Regular family events will be scheduled to disseminate college knowledge workshops, and learn about ways to support student achievement and opportunity. Parent involvement and feedback of school governance and programming will be solicited and supported by using a variety of means such as organized parent advisory groups, focus groups, surveys, oral and written communication, parent nights, and home visits. The committee will provide regular reports at HSA Board meetings that will delineate events, actions, recommendations and concerns expressed by parents and staff.

The Parent and Community Advisory Committee is formed to build stronger bonds between the school, parents and community members. It is HSA's goal to encourage greater involvement and participation from parents and community.

The HSA motto is "Enroll the student, engage the family" – "Inscribiendo al estudiante-incluyendo a la familia", that is, parents, caregivers, business owners, and local residents are viewed as part of the fabric of the collective HSA family and community. To make this a reality we shall welcome and weave the entire school district into our school facility in a multiplicity of ways.

COMMUNITY OUTREACH COMMITMENT

Evening School for Adult Students.

One of the plans to welcome the community is to open the school in the evenings to adult students as evening ELL students who may wish to earn a high school diploma and prepare for careers in health related fields.

Seminars and Workshops for Community Members.

Another specific strategy is HSA's focus on partnering with existing social service and community organizations like the Women's Intercultural Center in Anthony, New Mexico. HSA plans to open multipurpose classrooms to members and staff of the Women's Intercultural Center, for community meetings, seminars and health related events. In addition, the school plans to partner with the New Mexico Department of Health, by promoting and offering healthy life styles and parent education programs at the school.

Other Public Events.

The HSA intends to use the school facilities for other community and public events and demonstrations, including:

- Inviting the local community to observe student science and health projects;
- Engaging the parents, and grandparents of students to in enroll in free life-long learning courses by using our computer labs on weekends;
- Opening the school grounds and facilities for use by local civic groups including Four H, the Boys and - Girls Clubs and staff of La Clinica de Familia.
- Parent/Teacher meetings and conferences.

III F.(2) How will you address complaints from the community, parent, or students about the school? Describe a clear resolution process for complaints.

HSA is committed to providing an effective means for parents and the community to voice concerns and complaints. HSA also strives to resolve concerns and complaints whenever possible. To this end, the following processes have been established:

- informal resolutions of specific concerns;
- public hearings and public comments at board meetings on subjects of concern to parents and the community;
- procedure for parental concerns regarding the curriculum;
- specific processes for addressing disciplinary consequences;
- grievance procedure for addressing concerns regarding specific decisions, especially where there are concerns that school policy or law has been misapplied, misinterpreted or violated, including discrimination claim on the basis of sex or disability.

The Head Administrator is responsible for communicating the requirements in this policy to board members and staff on a regular basis.

G. Student Policies.

III G.(1) Attach as Appendix "F" a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 (NMAC).

Student Discipline - HSA's goal is to maximize the time spent during each school day with every student in order to encourage and elicit positive behavior. Administrative staff and teachers will create a caring, nurturing and challenging environment that will foster personal growth for all students--whether during classes, in between classes, or after classes in remediation or student clubs.

HSA shall ensure that students and their parents and/or guardians are notified in writing upon enrolment of all discipline policies and procedures, and written notification will be provided at the beginning of each school year. This written information will include due process information and will be available on the school website in English and Spanish.

Since it is imperative that families and students understand these policies, HSA will provide multiple venues and forums for dialogue and feedback. The HSA Student Handbook includes the school's policies for suspension and expulsion and will be reviewed at orientation, and at the beginning of each semester. The handbook will be available in Spanish and posted on the school website.

Students, as well as parents or guardians will be required to sign a statement of agreement with school policies, which include expectations and consequences.

HSA will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be addressed pursuant to the appropriate statutes and regulations, and will adhere to a comprehensive student discipline policy. The policy will be printed and distributed as part of the school's student handbook and will describe clearly the school's expectations with regard to attendance, behavior, sexual harassment, substance abuse, violence and bullying, and safety.

HSA believes that using mediation to resolve student disputes and infractions is in keeping with our philosophy of engaging students in constructive personal growth toward responsible adulthood. However, students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended and referred for expulsion to the HSA Board on recommendation of the Head Administrator.

The Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at the school and provide and respect the due process rights of all parties. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents and/or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. These policies will be reviewed at orientation, and will be sent home to families in writing. Parents who are in disagreement with suspension and expulsion decisions will be provided written information on their due process rights.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For the purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

III G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

HSA will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by law. For a student who has been expelled, alternative instruction will be provided in like manner as for a suspended student until the student enrolls in another school, or until the end of the school year, whichever comes first.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete

the assignments, learn the subject matter, and participate in assessments. Instruction will take place in one of the following locations: the student's home, or a suspension room in the school.

H. Student Recruitment and Enrollment

III H.(1) Explain the plan and specific strategies for student recruitment and marketing to attract students from the school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

Recruitment – HSA will actively recruit in order to meet its projected goal for first year enrollment. HSA will also strive to achieve a racial and ethnic balance of students that reflect the general population of the entire school district:

- Every traditional and alternative school in the district will be contacted with the intent to provide information to be disseminated to their students and parents, and/or to participate at school open houses.
- HSA staff will expend time annually in community and regional outreach efforts, including a presence at public meetings, to recruit applicants of diverse backgrounds. Outreach will be through neighborhood organizations and associations, and through local community and religious leaders.
- Similar to the community meeting already held in Anthony, additional meetings are being scheduled in surrounding neighborhood communities. All meetings and literature will be in English and Spanish.
- Information will also be distributed via print and electronic media, flyers, and direct mail.

HSA is committed to provide parents and pupils expanded choices in the types of educational opportunities that are available within the public school system. The HSA team is fully committed to adopting inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal law and requirements.

HSA will market and distribute widely school information and applications to ensure complete accessibility to all eligible students. We anticipate the school will attract students who are both high and low academic achievers, as well as a number of students who are English Language Learners and those requiring special educational services. HSA anticipates as well that a high percentage of students will qualify for the free and reduced lunch, and that HSA will qualify as a Title I School.

The HSA team has begun to hold neighborhood meetings. These communities have high concentrations of families living in poverty, families who are new immigrants, families who do not speak English at home, and/or are learning and speaking English as a second language, and families who have parents who have completed little, if any, formal education. These families are subject to high levels of crime, teen pregnancy, unemployment, and non-homeownership. They are less likely to have adequate healthcare, legal representation, documentation or significant savings. Neighborhood schools are 100% eligible for the free and reduced lunch rates.

All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to HSA. HSA will endeavor to accommodate all students who apply for admission.

The prospective applicant and a parent or guardian must attend together one complete HSA orientation session. These sessions will outline HSA expectations for each student and his/her family, as well as what the student and family may expect of HSA. Students will be considered for admission without regard to age, disability, gender, ethnic or national origin, religion, and/or prior academic performance.

HSA will comply with all laws establishing minimum and maximum age for public school attendance. HSA is a New Mexico non-sectarian, non-home school based public school that does not charge tuition or have admission requirements.

III H.(2) Describe the lottery process to be used by the school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

Applications will be accepted on an ongoing basis. A separate lottery and waiting list will be developed when enrollment exceeds its capacity for any grade. In this event, admissions priority will be granted to current students, siblings of current students enrolled or chosen for enrollment, will automatically be eligible for enrollment in accordance with the Charter Schools Act, 22-8B-4.1 NMSA 1978.

Public notices through local media and the school website will announce the opportunity to apply for open enrollment during the winter months. A first lottery date will be set by HSA for early spring 2013. Subsequent lotteries dates will be set if applications received are fewer than available seats. If more applications are received than available seats, a lottery process for admission will be instituted for all applicants. All lottery dates will be advertised to all applicants. HSA will allow at least 30 days between lotteries. Lotteries will take place in a facility large enough to allow all interested parties to observe the drawing, and will be held on a weekday evening, or when most interested parties that wish to attend may do so. The number of available seats by grade will be made public.

Once all available seats for a grade are filled, all subsequent applicants will be placed on a waiting list by grade. Students who apply after the lottery will be added to the waiting list in the order in which their applications are received. Parents and students on the waiting list will be notified of available seats in writing and by telephone as space becomes available during the school year. If an applicant on the waiting list does not accept the position offered, or does not respond within a reasonable time, the applicant will be eliminated from the pool, or placed at the bottom of the waiting list. Waiting lists are not carried from year to year.

An accurate log of such notification procedures and waiting lists will be maintained by the Head Administrator.

III H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

HSA will follow the following procedures for enrolling students:

- Parents must complete an enrollment application
- Students and parents or guardians must attend an orientation meeting
- Parents must complete the Home Language Survey
- Parents must provide the following information –
 - Authorization for release of information
 - Emergency contact information
 - Emergency Medical authorization

The following documents will be requested for the student's record:

- Copy of birth certificate (original must be brought)
- Copy of student's immunization record
- Copy of most recent IEP or 504 plans for any student who has an active IEP or 504 plan
- Unofficial copy of high school transcript (for students in Grades 9-12)

A document establishing residency
Health Insurance form (if applicable)

I. Legal Compliance

III I.(1) Describe how your governing body will ensure compliance with NMSA 1978 § 22-8B-5.2(2011), which deals with conflicts of interest. Attach as Appendix "G" a copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

Note: A proposed Conflict of Interest Policy and Disclosure Statement is included as Appendix G.

III I.(2) Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

Ensuring a high standard of conduct is a collective responsibility of all members of the Governing Board, and they will endeavor to demand very high standards of conduct in exercising its functions. The Governing Board of HSA will act with propriety transparency in the governance of the school, ensuring that the school's assets are used solely for the benefit of the school and not for personal or other gains.

For operating purposes, information shall be considered transparent when it is an exact reflection of reality.

A decision is considered transparent when it satisfies all the following requirements:

- it has been taken with the approval of an appropriate hierarchical level;
- it is based on a rational analysis of risks;
- its grounds can be traced;
- it puts the interests of the company before any other type of interest.

Note: A Code of Ethics Policy is included as Appendix O.

J. Evidence of Partnership/Contractor relationship. (If Applicable.)

III J.(1) If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in the school's governance. (If applicable.)

N/A

III J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix "H".

K. Waivers.

III K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how

use of this waiver will support the school's plan.			
NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 The School will include students in Grades 7-12, therefore this may not apply.
Teaching load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Evaluation standards for school personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert
Drivers education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	insert

III K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support the school's plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
insert	Insert
insert	Insert
insert	Insert
insert	Insert

Additional Waivers

L. Transportation and Food.

III L.(1) Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.)

Students or student families will be responsible for making their own transportation arrangements to and from school. HSA plans to provide student passes for use on public transportation. Parking, drop-off and pick-up zones will be available on site. The facility will be easily accessible to prospective students and students' families. It will be located in a neighborhood with access to public transportation.

III L.(2) Describe the school's plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food services vendors. (If applicable.) What are the school's plans for providing food services to students who qualify for the Free and Reduced Lunch program?

HSA anticipates as well that a high percentage of students will qualify for the free and reduced lunch. HSA will contract with an appropriate and state approved food service vendor to satisfy this requirement.

Provision for a warming kitchen has been included in the Facility Master Plan. Students will eat their lunches in the multi-purpose room, and/or if whether permits outside in designated covered areas.

M. Facilities.

III M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix "I".

Note: The letter of approval from PFSA is included as Appendix I

III M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

The HSA team is currently in the process of identifying a suitable facility site. Once the site is selected, the process for data gathering and analysis will involve working with a professional consultant and a steering committee. A community meeting was held on May 25 at the Women's Intercultural Center in Anthony to provide an opportunity for participation and to invite input from parents, students, community members and leaders.

The HSA team reviewed demographic materials provided by the New Mexico Department of Labor, the US Bureau of Census, and the Gadsden Independent School District, to understand the population demographics.

In early April, the founding team met with officials of public lands as well as with private property owners and developers, to explore location options for the school. The following individuals helped us in this exploration:

Terri Garcia, Senior Vice President Bank Of America, El Paso, Texas
Susan Freed, Architect , Architectural Research Consultants
Harry Relkin, General Counsel, NM State Land Office
Michael Quintana, District Director, State Land Office, Dona Ana County
Bill Childress, Manager, Las Cruces District Office, US Bureau of Land Management
Robert Ayoub, President, MIMCO, Real Estate
Victor Romero, Albuquerque Branch Sales Manager, Williams Scotsman, Inc.
Ben Gardner, Architect, Dekker/Perich/Sabatini
Tim Grattan, Architect /Director, Las Cruces Office, Dekker/Perich/Sabatini

III M.(3) What is the applicant's plan for funding the school's facility, including rent, maintenance, equipment and repairs?

If granted a charter, HSA may be able to access capital funding from the following sources:

- Future annual lease payment from PSCOC
- For planning purposes, the potential funding amount from the PSCOC is estimated at \$720 per MEM.
- The Gadsden school district receives funding from SB9 mill levy. The next election will be held in 2018. At that date HSA may be eligible for this funding. For the purposes of this application, an assumed future amount per MEM (based on projected revenues and projected district enrollment) is \$256.
- PSCOC capital outlay, a competitive process intended to correct facility deficiencies
- Legislative appropriation
- Federal grants
- Private fundraising (gifts and grants)
- In kind donations from community partners

The cash flow analysis is based on the most likely sources of income: PSCOC lease reimbursement; SB9 mill levy; and a portion of anticipated SEG operational funding. Anticipated cash flow over time is shown in the graphic below.

Cash Flow Analysis

Lease allowance / MEM \$ 720.00

AY	Students	PSCOC Lease Cash Flow	From GISD Mil Levy	Excess SEG Funds	Total Anticipated Cash Flow
2013-14	120	\$ 86,400		\$ -	\$ 86,400
2014-15	185	\$ 133,200		\$ 100,000	\$ 233,200
2015-16	250	\$ 180,000		\$ 100,000	\$ 280,000
2016-17	290	\$ 208,800		\$ 100,000	\$ 308,800
2017-18	315	\$ 226,800		\$ -	\$ 226,800
5 year total					\$ 1,135,200
2018-19	315	\$ 226,800	\$ 80,720	\$ 50,000	\$ 357,520

Potential Revenues from SB9

AY	SB9 in M\$	Projected District Enrollment	Total per MEM	HSA portion
2013-14	NA	14,272	\$266	NA
2014-15	NA	14,389	\$264	NA
2015-16	NA	14,511	\$262	NA
2016-17	NA	14,643	\$260	NA
2017-18	NA	14,732	\$258	NA
2018-19	\$3,800	14,829	\$256	\$80,720

Other Revenues

AY	Excess SEG
2013-14	\$ -
2014-15	\$ 100,000
2015-16	\$ 100,000
2016-17	\$ 100,000
2017-18	\$ -
2018-19	\$ 50,000

Source: GISD FMP

Average annual cash flow 5 year period (2013-14 through 2017-18) = \$227,040
24,945 s.f. needed / Maximum rent per square foot supported = **\$9.10**

Average annual cash flow 20 year period (2018-19 through 2028-29) = **\$357,520**
Potential 20 year total cash flow to amortize lease purchase \$7,150,404

The ability for HSA to utilize this cash flow for lease payments, and/ or to amortize a lease purchase agreement is demonstrated as follows: The annual amount of income, averaged over the first five years of operations, can support a lease payment of about \$9.00/sf based on maximum facility needs. After enrollment has stabilized and SB9 funding becomes available, the school might enjoy an annual cash flow of approximately \$350,000 to amortize a lease purchase agreement, or the renovation of an existing publicly owned facility.

IV. BUSINESS PLAN

A. Budgets.

IV A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding the school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as Appendix "J".

IV A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with the school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as Appendix "K".

IV A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with and support key parts of the plan including the school's mission, educational program, staffing and facility. Present realistic evidenced-based revenue and expenditures assumptions.

The reader is asked to refer to the Five Year Budget as well as the approved FMP/ Ed Specs document and letter of concurrence, as received from Mr. John Valdez, of the NMPSFA. Related documents— revenue worksheets, five-year projected budget, and Facility Master Plan are included as Appendices J, K, and L.

As more particularly described in our mission statement, educational philosophy, curriculum, community engagement strategy, healthcare internships, partnerships, and staffing plan, our vision and strategies are to assure that all students who enroll in HSA graduate and are well prepared for challenging healthcare careers and college entrance. This five year budget incorporates these features, a phased enrollment strategy, as well as funding to support professional development and creation of new instructional materials that address the New Mexico common core teaching guidelines and online learning strategies. Teachers and students will be supported by instructional classroom aides, and

benefit from partnerships with Andele Tutors, Healthy Futures, NMSU Colleges of Education and Health Sciences, southern New Mexico and Texas area hospitals, clinics and community groups.

REVENUE

The applicant has made the following assumptions that form an integral part of the five-year projected costs and revenue estimates:

- Student enrollment is based on the HSA enrolment projections, in compliance with NMPED regulations.
- As per NMPED rules, we have not included funding for special education level students in the 1st year revenue stream.
- In Years 2-5, special education students are estimated at a 5% C- level for traditional student enrollment.
- The projected ancillary FTE is not included in revenue projections in Year 1.
- The projected ancillary FTE during years 2-5 is 0.25.
- The ancillary FTE is based on estimated student need for a similarly sized charter school.
- The T&E Index and AT RISK index were both based on the FY12 GISD statistics for Year 1. The T&E Index is lowered to 1.0 in subsequent years to more accurately reflect the qualifications of teachers HSA plans to hire.
- Adult student evening classes are referenced as Grade 12 through Year 3.
- In year 3, the estimated number of adult students is dependent on prior year evening enrollments, combined with the projections for traditional student enrollments in Grade 12.

SIGNIFICANT EXPENSE CLARIFICATION

The following assumptions and calculations were used to determine the projected significant expenditures.

FUND	DESCRIPTION	YEAR 1	NARRATIVE
Function 1000 Instruction			
11000 1000 51100 1411	Salaries Expense: Teachers Grades 1-12	\$365,000	<p>In Year 1 teachers' salaries are based on Level 2 New Mexico Schedules i.e. \$40,000 annual salary.</p> <p>In Years 2-5, all new teachers that join the faculty are assumed to be at beginning Level 1, with an average annual salary of \$30,000.</p> <p>Teachers' salaries are projected to increase by \$500 for each year teachers continue to work at HSA.</p> <p>Teacher staffing needs are determined using a 25:1 PTR as more particularly detailed in the FMP/ Ed Specs.</p>
11000 1000 51100 1711	Salaries Expense: Instructional Assistants, Grades 1-12	\$105,750	<p>Instructional Assistants will earn the statutory minimum of \$15,000 assuming they work a full school year.</p> <p>Instructional Assistants staffing calculations are determined by using FTE equivalence, based on hours of projected classroom need.</p>

11000 1000 (52111-52710) 0000	Employee Benefits	\$144,065	Employee benefits are calculated at 35%, for employees earning more than \$20,000 annually, and 13% for employees earning less than \$20,000 annually.
11000 1000 53414 0000	Other Professional Services	\$20,000	Customized materials and tools for classroom and online instruction.
11000 1000 53711 0000	Other Charges	\$8,000	Related service personnel include a part-time special education consultant.
11000 1000 55817 0000	Student Travel	\$23,160	Student travel is calculated at \$12/month per student, for 9 months.
11000 1000 55820 0000	Employee Training - Teachers	\$7,000	\$1000 per teacher (initially 7 teachers) for professional development
11000 1000 55915 0000	Other Contract Services	\$55,000	\$50,000 for professional instruction guidance prior to and continuing through the school year. \$5000 Transportation of students to and from internships.
11000 1000 56112 0000	Other Textbooks	\$50,000	\$380 per student
11000 1000 56113 0000	Software	\$30,000	Microsoft Office, Reading Plus, English in a Flash, E2020
11000 1000 56118 0000	General Supplies and Materials	32,611.67	General supply and materials costs are based on estimates for similar charter school budgets, as well as used to balance the budget, for this NMPED requirement.
11000 1000 57332 0000	Supply Assets	\$63,000	Includes MacBook pro laptops for teachers with related software at a cost of \$1500 for each laptop. iPads for all students in Grades 9-12 with an estimated cost of \$500 each Other items include projectors, desks, and science kits, etc. IAs will be provided with iPads in Year 2+; Years 3-4 increased expenses for science equipment; outdoor recreational equipment in Year 2+
2100 Support Services – Students			
11000 2100 51100 1214	Salaries Expense: Guidance Counselors/Social Workers	\$30,000	Includes .5 FTE for guidance counselor and .2 FTE for nurse; 3% raise beginning in year 2+; substitute teachers are also included in year 2+
11000 2100 51100 1216	Salaries Expense: Health Assistants	\$12,000	.5 FTE Physical Education instructor
Function 2300 – Support Services - Instruction			
11000 2300 56114 0000	Library and Audio	\$0.00	HSA will use a volunteer librarian in Year

	Visual		1. Books for the library will be acquired through donations. Monies have been budgeted for library expenses in Year 2+
Function 2300 General Administration			
11000 2300 51100 1113	Salaries Expense: Administrative Associate	\$35,000	Parent Engagement Coordinator
11000 2300 53711 0000	Other Charges	\$3000	Annual dues for CES and NMCCS
Function 2400 School Administration			
11000 2400 57331 0000	Fixed Assets	\$15,000	Purchase of an office all-in-one printer, copier, scanner and fax machine. A second copier is purchased in Year 4
11000 2400 57332 0000	Supply Assets	\$5,000	2 Macbook pros @ \$1500 each 2 laptops @ \$1000 each
Function 2500 Central Services			
11000 2500 53414 0000	Other Professional Services	\$50,000	Provision in Year 1 for contract services for .75 FTE Business Manager In Years 2+ HSA will have a full time salaried business manager and bookkeeper
11000 2500 56113 0000	Software	\$21,500	Software expenses include expenditures for PowerSchool or similar student record system, as well as APTA fund accounting software.
Function 2600 Operation and Maintenance of Plant			
11000 2600 51100 1614	Salaries Expense: Maintenance	\$15,000	Custodial contract services
11000 2600 53711 0000	Other charges	\$10,000	Repair of plumbing, furniture, building, etc. In Year 2 an intercom and security video camera(s) will be acquired.
11000 2600 (54411, 54412, 54415, 54416) 0000	Utilities and Communication Services	\$41,500	Utility costs are based on similar expenditures for charter schools of like size. Communication expenses include security and surveillance services
11000 2600 55200 0000	Property/Liability Insurance	\$18,000	Similar to other charter schools
Function 3100 Food Services Operations			
11000 2600 56116 0000	Food	\$0.00	In the first year HSA will use USDA Title 1 funds. Year 2+ includes expense for supplementary meals.

IV A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

Revenues from grants, foundation awards, donations, nor Federal/State or local funds, other than permissible sources under the PED guidelines have not included in the five year projected budget. However, in the event that the applicant, Healthy Futures, is made aware that HSA is experiencing a temporary cash shortfall, due to unanticipated costs, student enrollment that falls below projections, or results in changes in the state funding formula, Healthy Futures and/or Andele Tutors have agreed to donate sufficient funds to cover the shortfall and/or defer billing the school for services rendered until such cash flow shortfalls are relieved.

In addition, Healthy Futures plans to negotiate a provision in the facilities lease that will permit HSA to defer rental payments for a limited time, pending receipt of funds from the PED.

IV A.(5) Attach a proposed salary schedule for licensed or certified staff as Appendix "L".

B. Financial Policies, Oversight, Compliance and Sustainability.

IV B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports the school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of the school's financial management obligations.

HSA will apply sound fiscal practices that comply with New Mexico State requirements and regulations as well as federal local laws. To ensure proper administering of the school's finances, roles for the Governing Body, the Head Administrator and the Business Manager are clearly defined. The clear line of duties and a strong internal control structure will provide reasonable assurance of the financial health of the school. The Governing Body will establish both Finance and Audit Committees.

The Head Administrator will have ultimate responsibility for all management and fiscal decisions. These duties include, but are not limited to, the proper oversight of the school's budget, hiring of employees, and monitoring of student data. The Head Administrator will ensure that all required reports are completed and submitted in a timely manner. The Business Manager will report to the Head Administrator and be responsible for conducting or ensuring that all fiscal activities of the school are conducted promptly and in compliance with the law. HSA has provided in the first year's budget, the provision for the purchase of APTAFund, accounting financial software.

The Governing Body will ensure that the school follows acceptable standards of accounting, and sound business practices by requiring the Head Administrator and Business Manager to be present at all HSA board meetings. The following financial management policies will be used to operate HSA's financial activities:

- Procurement as recommended in the NM Procurement Code (NMSA 1978, 13-1-1 et seq).
- Budget policies that apply to the fiscal year, budget preparation and maintenance; and budget adjustment requests.
- Segregation of duties – segregation of duties will be put in place at the school to ensure that no staff member has full control of all processes that include receiving, expending, reconciling and/or reporting of funds. These specific processes will be approved in advance by the Governing Board, thus protecting the school's assets, and limiting the possibility of fiscal fraud.
- Cash management – Pursuant to NMAC 6.20.2.14, the school will put in place control mechanisms ensuring that only trained and designated personnel handle disbursement of funds and monies, and checks. In no instance shall the party initiating a request for disbursement, be the same party who approves that disbursement.
- Receipt of funds – a log will be kept to record all money collected is deposited all monies received will be deposited in HSA accounts within one banking day of receipt.

- Bank reconciliation -bank accounts and cash accounts will be reconciled monthly.
- Compliance with the annual school audit as outlined in NM Audit Act (NMSA 1978 12-6-1 et seq
- Such other policies to ensure that the school complies with the Public School Finance Act (NMSA 1978 22-8-1 et seq; Title 6, Chapters 19-21 of the NM Administrative Code and the NM Public School Accounting Budgeting Manual
- Clear policy statements and administrative manuals outlining policy in relationship to the charter authorizer.
- Clear policy statements with respect to the process for amending the school charter.

IV B.(2) Provide a description of the internal control procedures the school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.

INTERNAL CONTROL PROCEDURES

A copy of the HSA Internal Audit Policies Manual is included as Appendix N. The manual has not yet been formally approved by the Governing Board. Any revisions or additions will comply with appropriate laws and accepted accounting processes.

IV B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by the school's organizational structure and budget. Include job qualifications and responsibilities.

Provision is made in the budget for Year 1 to contract the services for a part time (.75 FTE) business manager. HSA will employ a full time business manager and book keeper in Year 2 and onwards.

Under the general direction of the Head Administrator, the Business Manager will oversee all operations in connection with financial matters, including accounts receivable, accounts payable, payroll and auditing, and train and supervise business office staff. The Business Manager will develop and implement all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations. The Business Manager will attend all required NMPED trainings and workshops.

He/she must have the following areas of expertise:

- Public school accounting and budgeting
- Budget preparation and management
- Preparation and submission of all NMPED reports
- Internal control policies and procedures
- Standards for fund accounts and reports
- Cash management and controls
- Payroll preparation
- NMPED Reimbursement request submissions
- Procurement oversight
- Accounts receivable oversight

IV B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

HSA's FISCAL MANAGEMENT GOALS

HSA's governing body understands that the quality of the school program is directly dependent on the effective, efficient management of allocated funds. The success and achievements of the school can best be achieved through excellent fiscal management. It is therefore the goal of HSA's governing body to

fulfill its responsibility and see that these funds are used wisely for the achievement of the purposes to which they are allocated. As part of HSA's fiscal management, it is the committee's intent:

- To engage in detailed and extensive advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
- To establish levels of funding that will provide high quality education for the students.
- To use the best available techniques for budget development and management.
- To provide timely and appropriate information to all staff with fiscal management responsibilities.
- To establish maximum efficiency procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

Note: The HSA Internal Audit Policy Manual is included as Appendix N.

IV B.(5) Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

HSA's Plan for Enrollment Shortage

1. Long term sustainability is a function of a culture of academic excellence, community engagement and student satisfaction that complement and reinforce the mission of the school. When students determine and are assured that their career goals and academic programs are in harmony, as HSA instills a culture of caring, supported by vibrant community engagement, the school will grow and thrive. We note that HSA will be the only health sciences charter school in New Mexico; accordingly HSA will be the likely recipient of foundation and corporate grants and donation. Healthy Futures is an experienced team of successful business and educational leaders that have previously demonstrated their ability to secure grants and meaningful corporate and foundation support, assuring long term sustainability.

2. We have made conservative enrollment estimates. However in the event of enrollment shortfalls, the management team will have flexibility so that budgeted lines for instructional aides, and associated expenditures, contracted on hourly basis, can easily be reduced. Expenditures for laptops, text books, and other supply lines, may be decreased as necessary. If student enrollment in a particular grade falls below the target, it will be possible to combine classes, under 25 students, and shift faculty assignments and duties to meet academic standards and goals, while making suitable accommodations in the staffing plan. Contract services for both Andele Tutors and Healthy Futures may be deferred and/or modified as necessary.

V. EVIDENCE OF SUPPORT

V A. Describe the type of outreach the applicant(s) conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

The HSA team conducted a community meeting for neighborhood residents in Anthony, NM on May 25 at the Women's Intercultural Center. Community members invited friends and neighbors, distributed flyers, and posted notices in public places. An announcement was printed in the Las Cruces events calendar that serves the surrounding communities. Approximately 80 individuals participated in a

presentation in English and Spanish about the proposed school, and a question-answer period. A high level of interest and positive optimism pervaded the meeting.

A similar meeting is being planned at the neighborhood in Tierra Madre, Santa Teresa on June 14, and other meetings are being planned for Chaparral and Sunland Park communities.

V B. Provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.

To date the HSA team has collected approximately 400 signatures from community members in the local community. Individuals who have indicated interest and support for HSA represent the communities listed in the table with corresponding zip codes.

CITY/TOWN	ZIP CODE
Anthony	88021
Berino	88024
Chamberino	88027
Chaparral	88021
Las Cruces	88012
La Mesa	88044
La Union	88021
Mesilla Park	88047
Mesquite	88048
San Miguel	88058
Santa Teresa	88008
Sunland Park	88063
Vado	88072

Families with eligible children who indicated interest by completing a survey include:

- 108 elementary school students
- 35 middle school students
- 56 high school students

V C. Explain the founder(s)' ties to and knowledge of the community the school is intended to serve.

Members of the HSA founders' team have been involved in providing Supplemental Educational Services to students attending schools in the Gadsden district since 2004; have interacted closely with students' families, school staff, and community leaders that have resulted in the forging of ties to the community.

During the last six months, the HSA team has vigorously engaged the community seeking advice, collaboration, input and to inform regarding the proposed charter school planning. We have met with community members at the Women's Intercultural Center in Anthony, as well as with representatives of the Tierra Madre Land Trust in Sunland Park. The list below highlights community contacts and meetings with community members:

Mary Carter, Executive Director, Women's Intercultural Center, Anthony
Brenda Zapien, President of the Board, Tierra Madre, Sunland Park
Carmen Burciaga, community member, Mesquite
Norma Gotzmann, community member, Anthony
Senator Steve Fishman, Las Cruces

Representative Joseph Cervantes, Las Cruces
 Efren Yturralde, Superintendent, GISD, Sunland Park
 Terri Garcia, Senior Vice President, Bank of America, El Paso
 Melanie Goodman, Field Rep, Senator Jeff Bingaman, Las Cruces Office
 Peter Ibarbo, Community Outreach Director, Congressman Stevan Pearce, Las Cruces Office
 David Garcia, community educational leader, Chaparral

V D. Explain any partnerships, networking relationships, and/or any resources or agreements that are planned with these persons or entities.

As part of the proposed school design and exploration, the HSA team also met with faculty at the College of Health Sciences, as well as with the College of Education at NMSU to explore how they might assist us to develop faculty and student links between HSA and NMSU. In setting up prospective partnerships with health science professionals for student internships, we have met with administrators at the El Paso Children's Hospital, and the owner of Del Oro Dairy.

Mark Kittleson, Chair, Department of Health Science, NMSU
 Sue Forster-Cox, Assoc. Professor, College of Health and Social Services, NMSU
 Karin Wiburg, Director of Research, College of Education, NMSU
 Jerry Settles, Owner, Del Oro Dairy, Anthony
 Deborah Chasco, Director of Nursing Administration, El Paso Children's Hospital
 Pual Ocon, Chief Nursing Officer, El Paso Children's Hospital
 Martin Lopez, COO, La Clinica de Familia, Dona Ana County
 Emma Schwartz, President, Medical Center of the Americas Foundation

V E. If there are other public schools in the geographic area within which you are seeking to locate, describe why your proposed school is a needed option for the students served by the existing school(s).

There are two primary reasons why the Health Sciences Academy help to address the needs and unmet challenges of parents and students in the GISD district, as well as the statewide demands for a 21st century workforce with demonstrated competencies in academic, social and communications skill sets, to meet the current and expanding shortage of trained and skilled healthcare professionals in the state, with particular needs in rural high poverty areas like Anthony and Sunland Park, NM:

1. Demand for workers in healthcare professions, including college bound high school graduates skilled in math and science continue to outpace employment opportunities for other workers. According to the MacArthur Foundation, medical advances and an aging population, in the United States have significantly increased the need for healthcare workers; WHO reports the number of nurses migrating to the United States jumped to more than 20,000 last year from about 6,000 in 1983.

The US Department of Labor forecasts the demand for pharmacy technicians is expected to increase by 25% through 2018. The New Mexico Department of Labor projects, "that from 2006- 2016, the health care and the social assistance sector {will be} the second fastest growing sector within the economy. In 2006, healthcare employment was 101,610 and is projected to increase to 127,020 by 2016, adding over 25,400 jobs. This represents a 25.0 percent growth rate compared to a national growth rate of about 24 percent. The ambulatory health care services subsector is forecasted to grow from 39,620 jobs in 2006 to 50,790 by 2016, adding 11,170 jobs for a growth rate of 28.2 percent. The social assistance employment {sector} is projected to increase by 41.7 percent, increasing from 18,170 jobs."

Clearly the healthcare sector will continue to offer well paid high demand careers for qualified workers. The Health Sciences Academy curriculum and core values will be shaped to prepare students for these challenging and rewarding jobs.

2. Gadsden Independent Schools District middle and high schools have reported levels of academic proficiency below state and national norms. In assessing the degree of educational excellence, based on AYP scores, not one of the district's middle schools, and only one of the district's high schools (the exception is Chaparral High School which is in Corrective Action) have met AYP goals in reading; indeed, nor have any middle school nor any of the three district high schools reached AYP goals in math; all other GISD middle and high schools have been classified with an R-2 designation. Accordingly, both students and parents seek additional avenues for educating and nurturing children who want to prepare for meaningful careers and successful college pathways and the motivation, self -confidence and tools to assure they will graduate on time.

V F. **Optional.** Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Note: Letters of support included as Appendix M.

Deborah Chasco, Director of Nursing Administration, El Paso Children's Hospital
 Mark Kittleson, Chair, Department of Health Science, College of Health Science NMSU
 Martin Lopez, COO, La Clinica de Familia, Dona Ana County
 Mary Carter, Executive Director, Women's Intercultural Center, Anthony, N. M.
 Beth Hamilton, Executive Director, New Mexico School Based Health Alliance
 Emma Schwartz, President, Medical Center of the Americas Foundation
 Manjula Shinge, Assistant Professor, Emporia State University, HSA Board Member
 Margie Lockwood, Special Education consultant
 Rick Miera, Representative, State of New Mexico; Chair, Education Committee

VI. REQUIRED APPENDICES

Appendix Number	Appendix Description (* indicates required appendix)
A	*Course Scope and Sequence
B	Governing Documents
C	*Head Administrator job description
D	*Job Descriptions (of licensed and certified staff)
E	Governing Body Personnel Policies
F	*Student Discipline Policy
G	*Conflict of Interest Policy/Disclosure Statement
H	Proposed contract or agreement with partner or contractor (Required if you have one)
I	*PSFA-approved projected facility plan documentation
J	*910B5 SEG Computation Revenue Estimate
K	*5-year budget plan
L	*Proposed salary schedule for licensed staff

PART C: CHARTER APPLICATION EVALUATION RUBRIC

The Charter Application Evaluation Rubric (“Rubric”) will be used to determine whether the Application meets, partially meets or does not meet the application requirements of law and the authorizer. It can also be used by the applicant to guide the writing of the Application. The reviewers must objectively review each indicator in order to provide an overall assessment of the Application components.

The Rubric will be used to determine whether the Application may be approved, approved with conditions, or denied for any one or combination of the following reasons:

- The application is deemed adequate or complete;
- The proposed charter school is in the best interest of the projected students, the local community or the school district in whose geographic boundaries the proposed charter school applies to operate;
- Whether the applicant proposes to offer an educational program that is consistent with the requirements or purpose of the Charter Schools Act. NMSA 1978 §22-8B-6(K)(2011)

However, an application may be denied because:

- the proposed head administrator or other administrative or fiscal staff was involved in a charter that was revoked or not renewed for fiscal mismanagement; or these individuals were discharged from a public school for mismanagement; or
- a proposed state authorized charter school fails to request to be designated as a board of finance.

NMSA 1978 §22-8B-6(K)(2011).

I. EXECUTIVE SUMMARY

Topic	Ranking		
	Meets	Partially meets	Does not meet
Executive Summary	The summary demonstrates a cohesive and comprehensive plan for the contemplated school and addresses all of the elements requested in the application.	The summary articulates a plan, but leaves out information that would explain some of the required elements for the executive summary.	The summary is confusing, incomplete and does not address most of the required elements for the executive summary.
	The model or focus of the proposed school is clearly stated.	The model or focus of the proposed school is not clearly stated.	A model or focus of the school is not provided.

II. EDUCATION PLAN

- A. SCHOOL SIZE
- B. VISION
- C. MISSION

Evaluation Criteria. The vision and mission statements describe the purpose for the school and express the ideal, long-term impact, focus, scope and scale of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.A. School Size	The applicant provides all of the required information.		The applicant does not provide all of the required information.
II. A and B. Vision and Mission	The mission statement clearly states the purpose for and goal of the school, and explains how the school will reach that goal. The mission statement clearly translates into measurable and achievable goals, the selected curriculum, operations, and all aspects of the school.		A mission statement is stated but does not clearly translate into measurable and achievable goals, the selected curriculum, operations and all aspects of the school.
	A coherent vision of what the school hopes to look like in the future is evident (long-term goals) and sustainable.		The vision is stated, but does not provide a clear picture of what the school will look like if it is achieving its goals.

D. GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable educational goals that are aligned with the school's mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.D.(1) Student Academic Performance	The school has appropriate and manageable student academic performance goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic performance goals; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(2) Student Academic Growth	The school has appropriate and manageable student academic growth goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic growth goals; or the goals do not meet the stated Evaluation Criteria.

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(3) Addressing Achievement Gaps	The school has appropriate and manageable goals that address how the school will address achievement gaps in both proficiency and growth between student subgroups; and the goals meet the stated Evaluation Criteria.	The school has stated goals, that only partially describe how the school will address achievement gaps in both proficiency and growth between student subgroups, or that are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student achievement gaps in both proficiency and growth between student subgroups; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(4) Attendance	The school has appropriate and manageable goals that address attendance and meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address student attendance or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student attendance or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(5) Recurrent Enrollment	The school has appropriate and manageable goals that address recurrent enrollment that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address recurrent enrollment or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address recurrent enrollment issues; or the goals do not meet the stated Evaluation Criteria.

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D.(6) College Readiness	The school has appropriate and manageable goals that address college readiness that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measurable, but only partially address college readiness or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address college readiness; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.
II.D. (7) Graduation Rate	The school has appropriate and manageable goals that address graduation rates that are rigorous and reflect high expectations.	The school has goals that are measurable, but only partially address graduation rates or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address graduation rates; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.

II.D.(8) Growth for Lowest 25%	The school has appropriate and manageable goals that address the growth of the lowest 25% of students in reading and math that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address the growth of the lowest 25% of students in reading and math, or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals that address the growth of the lowest 25% of students in reading and math; or the goals do not meet the stated Evaluation Criteria.
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.

E. ORGANIZATIONAL GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable organizational goals that are aligned with the school's mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.E Organizational Goals	The school has appropriate and manageable organizational goals that are rigorous and reflect high expectations.	The school has organizational goals that are measureable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous.	The school's organizational goals are not measurable; or the goals do not meet the stated Evaluation Criteria.
	The school's stated organizational goals are clearly aligned to the vision and mission of the school.	The school's stated organizational goals do not clearly tie to the school's mission or vision.	The school's stated organizational goals do not tie to the school's mission or vision.
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals do not lend themselves to monitoring progress.

F. CURRICULUM

G. GRADUATION REQUIREMENTS (If Applicable)

Evaluation Criteria: The school uses a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

Topic	Ranking		
	Meets	Partially meets	Does not meet

II.F.(1) Philosophy	The philosophical approach and curriculum framework are clearly presented and clearly aligns with the school's stated mission and goals.	The philosophical approach and curriculum framework are partially defined and/or the alignment with the school's stated mission and goals is unclear.	The philosophical approach and curriculum framework are not clearly presented and do not align with the school's stated mission and goals.
II.F. (2) Research/Data	Research provided on the proposed instructional practices supports the use of this philosophy or approach to achieve high student outcomes.	Research provided on the proposed instructional practices is partially relevant, limited, unreliable or not valid.	Research on the proposed instructional practices is not provided.
II.F.(3) Curriculum Description	A description of the curriculum is provided and reflects an organized, cohesive curriculum for all grade levels, and aligns with the school's mission and educational philosophy.	A description of the curriculum is provided, but only partially aligns with the school's mission and educational philosophy.	The description of the curriculum does not align with the school's mission and educational philosophy; or a description of the curriculum is not provided.
II.F.(4) Curriculum Research	Clear research-based evidence of the success of the chosen curriculum when used with the target population is included.	Research-based evidence provided on the chosen curriculum is partially relevant, limited, unreliable, or not valid.	Research to support the chosen curriculum is not provided.
II.F.(5) Curriculum Overview	A Scope and Sequence and course offerings are provided. A timeline detailing curriculum development, including who will do that work, is provided.	Course offerings or Scope and Sequence are provided but do not sufficiently align with the school's mission and educational philosophy. A timeline describing curriculum development is provided but may provide insufficient detail.	The Scope and Sequence or course offerings are not provided; and/or a timeline outlining the curriculum development is not provided.
II.F.(6)(7) Development Timeline / Instructional Program	A clear plan is in place to develop the school's instructional program; responsible staff and deadlines are identified.	A limited plan is in place to develop the school's instructional program; responsible staff may be identified.	No plan is in place to develop the school instructional program; no responsible staff is identified.
II.F.(8) Alignment Timeline	There is sufficient evidence that the chosen curriculum is aligned with NM State Standards, or an adequate timeline for aligning the curriculum is provided.		There is no evidence that the chosen curriculum is aligned with NM State Standards, nor is a timeline for aligning the curriculum with NM State Standards provided.

II.G.(1) (2) Graduation Requirements / Graduation Waiver	High school graduation requirements, if applicable, are clearly articulated, meet state requirements, support the mission of the school, and are rigorous and reflect high expectations.	High school graduation requirements are insufficiently described, or do not support the mission of the school, or are not rigorous and do not reflect high expectations.	High school graduation requirements are not provided; or they are provided but do not meet state requirements.
	Waivers, if applicable, state what the waiver is and why school is seeking it.		Waivers, if applicable, are included but without explanation.

H. INSTRUCTION

Evaluation Criteria: The school identifies quality methods and strategies that have been demonstrated to be effective in meeting the needs of the targeted student population. For unique or innovative practices, the charter school applicant presents a compelling rationale for their effectiveness.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.H.(1) Instructional Strategies	The school's proposed instructional practices support and are aligned with the school's mission, vision and educational philosophy	The school's proposed instructional practices partially align with the school's mission, vision, and educational philosophy	The connection between the school's proposed instructional practices and the school's mission, vision, and educational philosophy has not been established.
II.H.(2) Effectiveness	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is included.	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is not clearly stated.	Evidence of the effectiveness of the proposed methods/ strategies with the target student population is not provided.
II.H.(3) Differentiated Instruction	The school describes how instruction will be differentiated based on identified student needs, and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.

I. SPECIAL POPULATIONS

Evaluation Criteria: The school has plans in place to meet the legal requirements and individual needs of those determined to be special needs students (including gifted students), English Language Learners, at-risk students, or those students performing below grade level.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.I.(1)(a) – (d) Special	The school demonstrates a clear understanding of and capacity to meet all legal requirements regarding	The school demonstrates a partial understanding of and capacity to meet state and federal requirements regarding students	The response does not demonstrate an understanding of and capacity to meet state and federal requirements

	identifying, providing an appropriate continuum of services, and monitoring students that are receiving special education services, including students who are gifted.	receiving special education services, including students who are gifted.	regarding students receiving special education services, including students who are gifted.
	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor progress of special education students to ensure attainment of IEP goals.	The school has a partial plan in place to meet the needs of students with IEPs; but details are not provided.	The school has no stated process in place to monitor students with IEPs.
	The school provides a complete plan for graduating students with special education needs (if applicable) that is in compliance with Federal and State regulations.	There is an incomplete plan for graduating students with special education needs (if applicable).	The plan for graduating students with special education needs (if applicable) is not provided; or the plan provided is not in compliance with Federal and State regulations.
	The school has identified the appropriate staff and ancillary services to adequately meet the needs of special education and ELL students, and provides an explanation for how they will be adequately budgeted.	The school has identified some of the staff needed to meet the needs of special education and ELL students. An explanation is provided indicating how they will be adequately budgeted.	The school has not identified appropriate staffing to adequately address the needs of special populations; or the plan for how they will be budgeted is not provided; or the budget does not appear adequate.
II.(2) Students with 504 Plans	The school demonstrates understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.		The school does not demonstrate understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.
III.(3)(a)-(e) English Language Learners (ELL)	The school has a plan in place to identify and meet the needs of English Language Learners. Intervention strategies are fully described	The school has a partial plan in place to identify and meet the needs of English Language Learners. Intervention strategies are partially described.	The school has no plan in place to identify or meet the needs of English Language Learners.
	The school describes how instruction will be differentiated based on identified student needs and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.

	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor the progress of English Language Learners.	The school has a partial plan in place to meet the needs of English Language Learners; but details are not provided.	The school has no process in place to monitor the progress of English Language Learners.
	The budget reflects allocation(s) for resources, staffing, and training to serve the needs of ELL students.	The budget reflects some of the costs involved in addressing ELL students; however, sufficient detail is not provided.	The budget does not reflect costs involved in addressing the needs of ELL students.

J. ASSESSMENT AND ACCOUNTABILITY

Evaluation Criteria: The school has appropriate assessments in place to evaluate student needs, the effectiveness of the educational program, and progress toward school goals. The school will use the assessment data to affect teaching and learning to improve student achievement, or meet other goals of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
II.J.(1) Measuring Organizational Goals (If applicable)	A comprehensive list of assessments that will specifically measure organizational goals that align with the mission of the school is provided.	A partial list of assessment tools to measure organizational goals is provided. The assessment tools only partially align with the mission of the school.	A list of assessment tools to measure organizational goals is not provided; or the assessment tools do not align with the mission of the school.
II.J.(2) Assessments to Measure Academic Goals	A comprehensive list of assessment tools that measure academic goals is provided and align with the mission of the school. Grade levels to be assessed and anticipated schedule or frequency of assessing is provided.	A list of assessments is provided; however, the list only partially aligns with the mission of the school. The grade levels to be assessed and anticipated schedule or frequency of assessing is not sufficiently addressed.	A list of assessments is not provided, or the list of assessments do not align with the mission of the school; or the grade levels to be assessed, anticipated schedule or frequency of assessing is not addressed.
II.J.(1)(3)(4) Use of Assessments / Self-Monitoring	Strategies to monitor all students and to take appropriate corrective actions are clearly defined, including interventions and a plan to close the achievement gap between student subgroups.	A plan for taking corrective action is only generally described.	There is no evidence of a plan for corrective action, or the plan does not address what adjustments the school will make based upon grade-level or school-wide data.

	<p>Remediation/At-Risk Students The school demonstrates understanding and capacity to meet all legal requirements regarding identifying, providing an appropriate range of services, and monitoring students who are struggling. Student Assistance Teams and Response to Intervention strategies for the 3 tiers are fully described.</p>	<p>Remediation/At-Risk Students The school has a partial plan in place that complies with legal requirements to identify and meet the needs of students who are struggling and to identify students with special needs. Student Assistance Teams and RTI are mentioned but details are not provided.</p>	<p>Remediation/At-Risk Students The school does not provide a plan that complies with legal requirements; or the plan does not demonstrate the capacity to meet the needs of remedial or at-risk students.</p>
	<p>School-Wide Practices The school has provided a comprehensive plan to analyze data, identify school-wide practices that need to be changed, and implement the necessary adjustments in order to improve student outcomes.</p>	<p>School-Wide Practices The school has described a plan to analyze data and identify school-wide practices in need of change; however, the plan does not include effective structures or processes for implementation.</p>	<p>School-Wide Practices The school does not provide a plan.</p>
II.J.(5) Reporting on Progress	The school provides a plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Council, the school's authorizer, and the broader community.	The school provides a plan, but it does not include communication of student assessment and progress to all identified parties.	There is no plan provided to communicate assessment results or student progress.

III. ORGANIZATIONAL PLAN AND GOVERNANCE

A. GOVERNING BODY CREATION/CAPACITY

Evaluation Criteria: The composition of the Governing Body ("GB") reflects a wide range of expertise, knowledge and experience, and demonstrates the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations)

Topic	Ranking		
	Meets	Partially meets	Does not meet

III.A.(1) Governance Description	The roles and responsibilities of the GB members are specifically outlined, and there is a clear description of the separation between the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.	There is a partial description of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator; or the description is either inappropriate or does not sufficiently address the distinction between roles.	There is no description provided of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.
III.A.(2) Description of Founders' Expertise	The applicant's expertise demonstrates relevant qualifications and experience in areas that are important to implementing the proposed plan.	The applicant has some relevant experience in operating a public school or business, but does not demonstrate how that experience is relevant to implementing the plan for a charter school.	The applicant does not have experience in operating a public school or private business and has not otherwise demonstrated that the applicant has the capacity to implement the planned charter school.
II.J.(3) Description of Prospective Governance Expertise	GB members are listed with qualifications. Membership reflects (or will reflect) diverse experiences and skills necessary to oversee all aspects of the school.	GB membership reflects (or will reflect) some diversity of experience and skills.	GB membership reflects a lack of diverse experiences and skills, or no list is provided.
III.A.(4) GB Selection of Members	The process described for selecting new GB members is focused on selecting leaders who have the skills necessary to govern the proposed school.	The process described for selecting GB members attends to the method of selection, but only vaguely addresses the qualifications for membership.	A plan to recruit GB with identified skill sets is not provided; or no specific needs or qualifications for GB members are listed.

B. GOVERNING BODY TRAINING AND EVALUATION

Evaluation Criteria: There is an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.B.(1) Governance Training	There is a plan for GB training that complies with state requirements and is supported by the budget.		There is no plan for GB training, or the training does not comply with state requirements, or the plan is not supported by the budget.
III.B.(2) Governance Evaluation	There is a plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	There is an incomplete or partial plan for an annual self-evaluation of the GB; or the plan as described appears insufficient.	There is no plan for evaluating the GB.

C. LEADERSHIP AND MANAGEMENT

Evaluation Criteria: There is clear description about the roles and responsibilities of the Governing Body vs. those of the school's administrator; administrator employment process; and structure of the board to provide rigorous oversight and support.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.C.(1) Monitoring	The provided plans describing the Governing Body demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.		The provided plans describing the Governing Body do not demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.
III.C.(2)(3) Head Administrator Selection/ Evaluation	The administrator's qualifications are clearly described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.	The administrator's qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.	The administrator's qualifications are not described, and there is no description of a process for hiring and evaluating the administrator.

D. ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Evaluation Criteria: The school's organizational chart and accompanying descriptions clearly delineate and justifies the roles and responsibilities and lines of authority and reporting within the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.D.(1) Organizational Structure	The school's organizational chart and narrative description clearly reflect the relationship between administrative, teaching, and support staff.	The organizational chart and narrative description identifies staff, but the relationships are not clear.	The organizational chart is not provided; or the chart or narrative does not demonstrate an understanding of appropriate relationships between staff.
III.D.(2) Job Descriptions	Job descriptions are provided for all key staff.	Job descriptions are provided for most key staff.	Job descriptions are not provided.
III.D.(3) Staff Evaluation	A clear process is provided for evaluating teacher effectiveness that is tied to student performance and the school's mission and goals.	The process is provided for evaluating teachers; however, it is unclear how the teacher evaluation process is tied to student performance or the school's mission and goals.	No clear process is provided for evaluating teacher performance.

III.D.(4) Staffing Plan	The staffing plan demonstrates a sound understanding of staffing needs and appears viable and adequate for effectively implementing the educational program/curriculum.	The staffing plan is provided but does not demonstrate enough support to effectively implement the educational program/curriculum.	The staffing plan is not adequate to support effective implementation of the educational program/ curriculum.
	The staffing plan is aligned with the budget and projected enrollment.	The staffing plan partially aligns with the budget and projected enrollment.	The staffing plan does not align with the budget and projected enrollment.
III.D.(5) School Day/Year	The school calendar and schedule demonstrates compliance with state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule do not comply with state requirements, or are not sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule are not provided.
III.D.(6) Professional Development Plan	A plan for Professional Development is provided that supports the implementation of the school's educational plan, mission, and goals, and meets state requirements.	A partial plan for Professional Development is provided that partially supports the implementation of the school's educational plan, mission, and goals; or the development plan does not meet state requirements.	No Professional Development Plan is provided.

E. EMPLOYEES

Evaluation Criteria: The school provides an explanation of the relationship between the school and the employees, establishes policies; including an employee discipline and grievance processes.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.E.(1) Employer/Employee Relationship	The school provides a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.		The school does not provide a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.
III.E.(2) Personnel Policies	Personnel policies and procedures are provided and there is a plan to ensure that the policies align with the mission of the school and comply with all applicable federal and state regulations; or there is a defined plan for developing these policies.		Personnel policies and procedures are not provided and there is no plan for ensuring policies will be developed and that they will align with the school's mission and comply with applicable federal and state regulations.

III.E.(3) Staff Discipline Process	A staff discipline process is provided that is clear and follows an appropriate route for due process.		There is no staff discipline process provided that is clear and follows an appropriate route for due process.
III.E.(4) Grievance Process	An employee grievance process is provided that is clear and follows appropriate legal guidelines.		An employee grievance process is not provided.

F. COMMUNITY/PARENT/EMPLOYEE INVOLVEMENT IN GOVERNANCE.

Evaluation Criteria: The applicant provides a clear process for including the community, parents and employees in the governance of the school and a stated process for receiving and responding to concerns.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.F.(1) Community involvement.	The plan clearly describes meaningful parental, professional educator, and community involvement in the governance and operation of the school and includes how their involvement will help to advance the school's mission and vision.	There is a partial plan to involve parental, professional educator, and community in the governance and operation of the school.	There is no description of parental, professional educator, and community involvement in the governance and operation of the school.
III.F.(2) Complaint Resolution	The applicant provides a plan to receive and process concerns and complaints from the community and parents that assures a timely and meaningful response from the school administration and/or the GB.	A plan to receive and process concerns is provided, but it does not address how the concerns will be resolved by the school administration and/or the GB.	No plan to address community and/or parent complaints is provided.

G. STUDENT POLICIES

Evaluation Criteria: The applicant understands the legal requirements for student discipline which is demonstrated by providing a student discipline policy that is in accordance with the Student Rights and Responsibilities rule of the NMPED.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.G.(1) Student Discipline Policy	There is a description of the Student Discipline Policies that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. An explanation is provided of how the school will take into account the rights of students with disabilities.	There is a partial description of Student Discipline Policies that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. A partial explanation is provided of how the school will take into account the rights of students with disabilities.	There is no description of the Student Policies or the policies provided; or the description does not comply with the Public Education rules and regulations.

III.G.(2)Alternative Placements	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students who are long term suspended or expelled that is consistent with the Students' Rights and Responsibilities.	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students, but fails to demonstrate an understanding of the school's legal obligations.	The application does not address alternative educational settings for eligible students.
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H. STUDENT RECRUITMENT AND ENROLLMENT

Evaluation Criteria: Outreach activities to increase awareness of the school to families are in place. Lottery and Enrollment policies reflect compliance with state statutes, and are fair and equitable.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.H.(1) Student Recruitment	The school has a comprehensive outreach and recruitment plan that is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable.	The school has an outreach and recruitment plan, but it may not be effective in attracting students from the targeted population; or the timelines for recruiting/enrolling students do not appear reasonable.	The school does not provide an outreach and recruitment plan that markets to the targeted population.
III.H.(2) Lottery Process	The lottery procedures are clearly explained and comply with state statutes. Tentative dates are provided.	The lottery procedures are partially explained. Tentative dates may or may not be provided.	The lottery procedures are not explained or do not comply with state statutes. Tentative dates are not provided.
III.H.(3) Enrollment Process	The school has a clear description of the enrollment process that is in full compliance with state statutes.	The school has an enrollment process that is in partial compliance with statutes.	No description of the enrollment process is provided; or the enrollment process is not in compliance with statutes.
	The school has described conditions for dis-enrollment of students that comply with legal and state requirements.		Conditions identified for dis-enrollment of students are not stated or do not comply with legal and state requirements.

I. LEGAL COMPLIANCE.

Evaluation Criteria: Legal compliance with the Open Meetings Act and Inspection of Public Records Act and conflicts of interest law are explained.

Topic	Ranking		
	Meets	Partially meets	Does not meet

III.I.(1) Conflict of Interest	The Conflict of Interest Policy is provided and demonstrates an understanding of the issue and requirements of the law.		The Conflict of Interest Policy is not provided or does not comply with requirements.
III.I.(2) Transparency	There is an explanation of how the school will comply with the Open Meetings Act (agendas posted 24 hours in advance, quorums, executive or closed session procedures, etc.) and Inspection of Public Records Act (meeting minutes, accessibility to public records, etc.)	There is a partial explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.	There is no explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.

J. EVIDENCE OF PARTNERSHIP/CONTRACTOR RELATIONSHIP (If Applicable).

Evaluation Criteria. The application describes any third party relationships that will have a legal impact on the school if entered after approval. A copy of any and all proposed agreements is attached.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.J.(1). Third Party Relationships	The application describes in sufficient detail all third-party relationships that are considered integral to accomplishing the mission and vision of the school and demonstrates an understanding of the legal implication of the relationship to the school.	The application partially describes third-party relationships, but does not tie the relationship to the school's mission and vision. The applicant does not sufficiently demonstrate the legal implications of the proposed relationship.	The application mentions important third-party relationships but does not describe how the relationship is tied to the mission and vision of the school or provide an explanation of the legal relationship of that third-party to the school.
III.J.(2) Proposed Agreement	A proposed formal agreement or memorandum of understanding between the school and the prospective third-party is provided.		No proposed agreement or memorandum of understanding between the school and the prospective third-party is provided.

K. WAIVERS.

Evaluation Criteria. Waiver requests are presented clearly and demonstrate alignment with the school's mission and educational plan.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.K.(1)(2) (3) Waivers	The school has provided a list of state laws or policies for which a waiver is requested, including a rationale for why the waiver is being requested.		The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for the waiver is not included.

	(This is to be completed only by schools seeking local district authorization.) The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested.		(This is to be completed only by schools seeking local district authorization.) The school has provided a list of authorizer policies for which a waiver is requested; however, the rationale for the waiver not included.
	The requested waivers align with the school's proposed autonomy and its mission, and that alignment is clearly described.	The waivers align with the school's proposed autonomy, but no clear alignment of the requested waivers with the school's mission is described.	The requested waivers do not align with the school's mission.

L. TRANSPORTATION AND FOOD

Evaluation Criteria: The school considers the transportation and food services for the students and develops adequate plans to address those needs.

Topic	Ranking		
	Meets	Partially meets	Does not meet
III.L.(1)Transportation	The school states whether or not it plans to offer transportation to its students. If yes, the school has provided a clear description of how transportation will be provided that is supported by the proposed budget.	The school has stated whether or not it plans to offer transportation to its students. If yes, the school has provided only a partial description of how student transportation will be provided. The plan is supported by the budget.	The school has not stated whether or not it plans to offer transportation to its students. Or, if stated, the school does not provide a description of how student transportation needs will be met; or the plan is not supported by the budget.
III.L.(2)Food Services	The school states whether or not it plans to offer food services to its students. If yes, the school has provided a clear description of how food services will be provided that is supported by the budget.	The school states whether or not it plans to offer food services to its students. If yes, The school has provided a partial description of how student food services will be provided. The plan is supported by the budget.	The school has not stated whether or not it plans to offer food services to its students. Or, if stated, the school does not provide a description of how the food services will be met; or the plan is not supported by the budget.

M. FACILITIES

Evaluation Criteria: The proposed description of the facility and plan for proposed capital outlay needs provides sufficient detail to demonstrate capacity for implementation and support of the school program.

Topic	Ranking		
	Meets	Partially meets	Does not meet

III.M.(1) Projected Facility Needs	The applicant has attached appropriate documentation from the Public School Facilities Authority (PSFA) director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.		The applicant did not attach appropriate documentation from the PSFA director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.
III.M.(2) Facility Plan	The application provides evidence that efforts have been made to begin a search for an appropriate facility in the desired geographic location.	The application provides some evidence that school facility requirements must be met, but no efforts have begun to locate an appropriate facility in the desired geographic location.	The application does not provide evidence that the school has begun to consider its facility needs.
III.M.(3) Projected Facility Costs	A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided, and is sufficient to support the school program. The school provides a realistic projection for facility maintenance, repair and equipment needs.	A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided but may not be sufficient to support the school program. The school identifies facility maintenance, repair and equipment needs, but does not provide for these costs in the projected budget.	A description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is not provided or is not sufficient to support the school program.

IV. BUSINESS PLAN

A. BUDGET

Evaluation Criteria: The school budget is based on realistic revenue and expenditure projections, valid assumptions, and supports the mission and educational program of the school.

Topic	Ranking		
	Meets	Partially meets	Does not meet
IVA(1)910B5 Worksheet	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan.	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan; however, there are minor mistakes in the computations.	The applicant did not provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan, or the worksheet provided contains substantial errors, demonstrating a lack of understanding about New Mexico public school funding.

IVA(2) 5-Year Budget Plan	A five-year budget that aligns with the school's 5- year growth plan, including staffing, facilities, educational program and mission of the school is provided, and demonstrates the financial capacity to support the school program.	A five-year budget is provided; however, it only partially aligns with the staffing, facilities, educational program or mission of the school.	The budget provided does not adequately address staffing, facilities, educational program or the school mission; or a budget is not provided.
IVA(3) Budget Narrative	The budget narrative is provided that explains basic assumptions, how those were determined based on reliable sources, and identifies priorities that are consistent with the school's mission, educational program, staffing and facility.	A limited budget narrative explanation is provided. Budgetary assumptions are flawed, or there is minimal connection to the school's mission, educational program, staffing or facility.	Little or no detail is provided in the budget narrative, OR there is no connection to the school's mission, educational program, staffing or facility.
IVA(4) Strategies for Budget Control	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The adjustments are viable and realistic.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges; however, the adjustments may not be viable or realistic.	The school does not provide a description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or the description of the adjustments is not viable or realistic.
IVA(5) Salary Schedule (Appendix)	A proposed salary schedule is provided for key staff, including teachers and administrators, that complies with state requirements.		A proposed salary schedule for key staff is provided; however, the salaries for teachers and administrators do not comply with state requirements.

B. FINANCIAL POLICIES AND OVERSIGHT, COMPLIANCE AND SUSTAINABILITY

Evaluation Criteria: Financial policies are in place that reflect generally accepted accounting practices, including compliance, adequate oversight and reporting.

Topic	Ranking		
	Meets	Partially meets	Does not meet
VB(1)(2) Financial Policies and Internal Controls	Financial policies and internal controls are included, are sufficient, and comply with requirements and financial best practices. The policies demonstrate the financial capacity to support the school program.	The financial policies and internal controls are provided, but are deficient or do not comply with generally accepted accounting principles and financial best practices. The information provided does not demonstrate that the applicant understands New Mexico public school finance laws.	The school does not describe or address the financial policies.

IV.B.(3) Financial Personnel	The school has identified the appropriate staff to perform financial tasks, and the staff positions are supported in the organizational structure and in the budget. Qualifications and responsibilities for those positions are provided.	The school has identified staff to perform financial task that is supported by the organizational structure and budget; however, qualifications and responsibilities are not provided.	The school's organizational structure or budget does not provide enough staff support to conduct business services.
IV.B.(4) Financial Oversight	A description of how the GB will provide proper legal and fiscal oversight is provided, including a description of required audit and finance committees. Clearly stated financial controls demonstrate an understanding of the required GB oversight and financial reporting.	A description of GB oversight is provided, however, the plan lacks important specifics and/or a clear recognition of the legal and financial obligations of a charter school.	There is no clear plan for financial oversight and/or the applicant demonstrates substantial weakness in understanding the fiscal oversight obligations of the GB.
IV.B.(5) School Sustainability	The school has provided clear evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.	The school has provided some evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.	The school has provided no evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity; or the evidence provided calls into question the long-term sustainability of the school.

V. EVIDENCE OF SUPPORT

Evaluation Criteria. The applicant demonstrates community support for the proposed school through community partnerships, business relationships, and resource agreements. The school clearly describes all community outreach activities designed to reach a broad audience. The application demonstrates not only a sufficient community interest in the school, but also a sufficient demand for the school's proposed program or model. Aggregate data for prospective students are provided.

Topic	Ranking		
	Meets	Partially meets	Does not meet

V.A Outreach Activities	The application describes all outreach activities and future outreach plans. Described outreach activities are designed to reach a broad audience and are sufficient to ensure that all students have an equal opportunity for to enroll.	The application provides a description of outreach activities; however, the described outreach activities may not reach a broad audience and, thus, not provide all students with an equal opportunity to enroll.	The application provides no description of outreach activities, nor does it provide any evidence that the school developers have conducted any exploratory community outreach.
V.B. Evidence of Support	The applicant has provided sufficient evidence of community support for the school by providing data regarding interest demonstrated by the targeted population or other evidence of support (not just anecdotal).	The applicant has provided limited evidence of community support for the school or that there are, in fact, students and/or families interested in enrolling.	The school has not provided evidence that there is actual community and student support for the proposed school.
V.C. Community Ties	The application provides a description of ties to the community and evidence of an understanding of the community and student needs that the school intends to serve.		The application does not demonstrate ties to the local community and/or any evidence that it is familiar with the community and student needs that the school intends to serve.
V.D. and F. Community Relationships <i>Optional evidence of support.</i>	The applicant demonstrates that it has developed networking relationships and/or other resources or agreements with community persons or entities. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.) Letters or other documentation of support are provided.		
V.E. Uniqueness of Proposed School	The applicant provides evidence that if there are public schools that serve the same grade levels in the geographic area in which the school plans to locate, the school can demonstrate that its education plan is unique or substantially different and thus is able to provide a needed option for students and families.		The applicant identifies at least one other public school serving the same grade levels in the geographic area in which the school plans to locate; but is unable to demonstrate the uniqueness of its education plan or provide other evidence of need in the targeted community.

IV. REQUIRED APPENDICES

Topic	Ranking
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	Meets	Partially meets	Does not meet
VI. Appendices	The application contains all of the required appendices.	The application contains the most significant appendices, but omitted others.	The application omits the appendices; or the appendices it includes are not the most significant ones.

III K.2. HSA plans to submit the following waivers.

WAIVER	NM LAW	REASON
Individual class load	NMAC 6.30.2.10G -- The law only applied to class loads for Grades K-6.	N/A The School will include students in Grades 7-12, therefore this may not specifically apply.
Teaching load	NMAC 6.30.2.10G -- as applicable to Grades 7-12. (d) The daily teaching load per teacher for grades seven through twelve shall not exceed one hundred sixty students, except the daily teaching load for teachers of required English courses in grades seven and eight shall not exceed one hundred thirty-five with a maximum of twenty-seven students per class and the daily teaching load for teachers of required English courses in grades nine through twelve shall not exceed one hundred fifty students with a maximum of thirty students per class.	The School does not anticipate that teaching loads in the core classes will PTR of 25:1 in both the Day Program and the Evening Program. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.
Length of school day	NMAC 6.29.1.9 NMAC 6.30.2.10H NMSA 1978 22-2-8.1) Grades 7-12 Students must have 6 hours per day or 1080 hours per year. However, schools are not prohibited from having a longer school year.	The School will have rigorous demands of its students, which may include a longer school day schedule for remediation and after school academic assistance. In addition students may have off campus academic experiences through job shadowing and internships. The school seeks to retain the ability to increase or decrease the school day to accommodate its educational plan.
Staffing pattern	NMSA 1978 Section 22-88-5 (C).	The school seeks the right to have flexibility in hiring instructional staff in order to retain the uniqueness of its mission.
Subject areas	NMAC 6.30.2.10G	Student placement in any academic program is the sole responsibility of the school administration. In all cases, program design for individual students will meet state requirements for subjects taught. Delivery of instruction may include computer-based instruction, small group tutoring or one-on-one instruction. Individual students or groups of students may be provided a combination of face-to-face and online classes. Students may be offered opportunities for enrichment in a traditional classroom setting and teachers have online content available when they need to be away from class. Grade levels may be blended and students grouped according to ability levels in subject areas.

Purchase of instructional materials	NMAC 6.75.2. et seq.	The School may not choose to purchase instructional materials from the state adopted list. Materials purchased by the School will align with the materials identified in the Curriculum, as well as materials that may later be identified by professional staff ultimately hired by the School. All materials purchased will be justified through the programs offered at the School and will align with the Core Curriculum State Standards.
Evaluation standards for school personnel	NMAC 6.69.3 and 6.69.4	Employees will be evaluated based on criteria that considers the evaluation standards described in the law, but which may deviate to insure that the standards used are relevant to the uniqueness of the school's mission and vision.
School principal duties	NMSA 1978 §22-10A-18; NMAC 6.80.4.7E. and K. (2009)	The administrators of the HSA will have duties that are parallel to school district superintendents and as such, -- traditional school duties are expanded to address the levels of responsibilities. The competencies and evaluative criterion established for school principals are not appropriate for HSA. The school retains the right to represent and design the evaluation for administrators that is appropriate and aligned to the duties.
Drivers education	NMSA §22-13-12	The School will not offer drivers education. The School may assist students with locating local driving schools, but students will be responsible for obtaining this education if desired.
Graduation	22-8B-5	<p>HSA will request the right to increase and exceed the State's graduation requirements in order to maintain a rigorous college preparatory health science curriculum plan.</p> <p>HSA will continue to require 24.5 credits for graduation as required for all students starting high school in 2013. However, in addition student will be required to take health science career courses each year of enrollment at HAS. (See Health Science Curriculum –Section Curriculum Description [II F.(3)</p>

III K.2. HSA plans to submit the following waivers.

WAIVER	NM LAW	REASON
Individual class load	NMAC 6.30.2.10G -- The law only applied to class loads for Grades K-6.	N/A The School will include students in Grades 7-12, therefore this may not specifically apply.
Teaching load	NMAC 6.30.2.10G -- as applicable to Grades 7-12. (d) The daily teaching load per teacher for grades seven through twelve shall not exceed one hundred sixty students, except the daily teaching load for teachers of required English courses in grades seven and eight shall not exceed one hundred thirty-five with a maximum of twenty-seven students per class and the daily teaching load for teachers of required English courses in grades nine through twelve shall not exceed one hundred fifty students with a maximum of thirty students per class.	The School does not anticipate that teaching loads in the core classes will PTR of 25:1 in both the Day Program and the Evening Program. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.
Length of school day	NMAC 6.29.1.9 NMAC 6.30.2.10H NMSA 1978 22-2-8.1) Grades 7-12 Students must have 6 hours per day or 1080 hours per year. However, schools are not prohibited from having a longer school year.	The School will have rigorous demands of its students, which may include a longer school day schedule for remediation and after school academic assistance. In addition students may have off campus academic experiences through job shadowing and internships. The school seeks to retain the ability to increase or decrease the school day to accommodate its educational plan.
Staffing pattern	NMSA 1978 Section 22-88-5 (C).	The school seeks the right to have flexibility in hiring instructional staff in order to retain the uniqueness of its mission.
Subject areas	NMAC 6.30.2.10G	Student placement in any academic program is the sole responsibility of the school administration. In all cases, program design for individual students will meet state requirements for subjects taught. Delivery of instruction may include computer-based instruction, small group tutoring or one-on-one instruction. Individual students or groups of students may be provided a combination of face-to-face and online classes. Students may be offered opportunities for enrichment in a traditional classroom setting and teachers have online content available when they need to be away from class. Grade levels may be blended and students grouped according to ability levels in subject areas.

Purchase of instructional materials	NMAC 6.75.2. et seq.	The School may not choose to purchase instructional materials from the state adopted list. Materials purchased by the School will align with the materials identified in the Curriculum, as well as materials that may later be identified by professional staff ultimately hired by the School. All materials purchased will be justified through the programs offered at the School and will align with the Core Curriculum State Standards.
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