Albuquerque Public Schools
Office of Innovation and School Choice

2020 APS Charter Renewal Application
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APS Charter Renewal Application Overview

Sections of the Application:
The Charter Renewal Application includes the following sections:

Charter Renewal Application Online Instructions
Part 1—School’s Executive Summary
Part 2—Record of Performance (Self-Report)
Part 3—Plans for the Next Charter Term (Self-Study)

Appendix – school provides: Documents to be notarized (Petition of Support from Employees and Petition of Support from Households), Lease documentation, Performance Framework Reports and Amendment Requests.

Getting Started:
1. Read through the online APS Charter Renewal Application instructions before you begin to prepare your written document.
2. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
3. Review the Charter Renewal Rubric, which the renewal team will use to evaluate your application.
4. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section (Part 1, 2, 3 and the Appendix) by:
   - Citing the analysis of student achievement data conducted by your school’s Core Team
   - Citing evidence from your analysis when making claims

About the MS Word Application:
- To support you in submitting a complete application, each section of the application is comprised of Tasks, Task Items and Questions that you need to respond to.
- Responses should be entered into the corresponding text field or table. Using the text entry fields will ensure your response is 12 point, blue text. Table data will be 12 point, black text.
- For each Task and Question you are provided guidance on the length of the content you should provide (i.e 1-2pages). Note: This is only guidance, you will not be disqualified for going over the amount specified.
- All scanned documents should be included in the Appendix
Task 1: Complete the table(s) below in Section A by providing current enrollment and demographic information.

### A. Current Year Enrollment & Demographics

#### Enrollment

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td># of Students Enrolled</td>
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<tr>
<td># of Students on the Wait List</td>
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<tr>
<td>School’s Enrollment Cap</td>
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<tr>
<td>Grades that School Enrolls</td>
<td>9-12</td>
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<tr>
<td># Male Students</td>
<td>63</td>
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<tr>
<td># Female Students</td>
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</table>

#### Race/Ethnicity

<table>
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<tbody>
<tr>
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<tr>
<td># White</td>
<td>16</td>
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<td># 2 or more</td>
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#### Special Populations

<table>
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<th>Number</th>
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</thead>
<tbody>
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<td># English Language Learners</td>
<td>76</td>
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<tr>
<td># Homeless Students</td>
<td>0</td>
</tr>
<tr>
<td># Eligible for Free and Reduced Lunch</td>
<td>194</td>
</tr>
</tbody>
</table>
B. School’s Mission and Vision

Question 1: Provide the school’s mission statement (1-3 paragraphs)

The mission of Health Leadership High School is to equip students who are interested in health with the skills they need to become leaders in developing healthier communities. Through experiential and project-based learning, our students develop as deep and complex thinkers to have a broad understanding of the determinants of improving healthier communities. Our mission is to take a holistic approach in supporting youth to have successful careers by caring for their intellectual, physical and emotional well-being as students.

Question 2: Provide the school’s vision statement (if applicable) (1-3 paragraphs)

The vision of Health Leadership High School is to develop well rounded, confident, responsible and skilled individuals who aspire to achieve their full potential. We are teaching and learning with young problem solvers and facilitators - bringing in the most impacted voices to be on the front lines of community transformation and systemic change. Through hands-on experiences addressing real time health challenges in their communities, our students develop as lifelong learners and responsible citizens. Our students are prepared to meet the challenges of today and are inspired to become future healthcare professionals and leaders within their families and communities.

Question 3: Give specific examples of how the student experience is unique to your mission (1 -3 paragraphs)

Health Leadership High School (HLHS) provides students with unique health/medical programming opportunities that provide relevant, hands-on experience to become skilled in the health sector. HLHS is committed to college and career readiness through a holistic approach of support to our students in developing social awareness, civic responsibility and personal growth. As a new administrator taking leadership at HLHS, my role as the Executive Director has been to pay close attention to the needs of the students, families and community, and to provide programs and solutions for support that best meet their needs. It has been evident that beyond great programs the school requires strong bridges to connect students to opportunity beyond high school. This year, HLHS developed a pipeline program that provides our students with opportunities that develop college and career readiness.

Community Health Worker (CHW) Dual Degree Program at Health Leadership High School

The CHW dual degree program at HLHS is a partnership with Central New Mexico Community College (CNM) and is the first CHW dual degree program at a high school in New Mexico. Instructors from CNM come to HLHS to provide the full CHW Certificate Program over two semesters, which includes CPR/first aid and safety certification and a 45-hour practicum. Alongside the CNM curriculum, project teachers at HLHS provide complimentary project-based learning with additional content about governmental, policy, and economic factors impacting healthcare as well as guest speakers and hands on, community-based learning opportunities. Once students have completed the dual credit coursework and practicum, they will receive a CHW Certificate from CNM. They can practice with this certificate alone, but they are also qualified to apply for two state certifications, the Generalist CHW certificate and the Specialist I Certificate, positioning them to be well qualified for the rapidly growing demand for CHWs in many health and community care settings.
Community Health Worker (CHW) Pipeline Apprenticeship Program

The pilot pipeline program being developed between Health Leadership High School (HLHS), the University of New Mexico Health Sciences Center (UNM HSC), the University of New Mexico Office for Community Health Academy (UNM OCHA), along with the support of the City of Albuquerque is a new, innovative model of growing community health care professionals that are invested in the communities they are serving, and understanding the needs and barriers those communities face in regards to health access and health equity. The UNM HSC, knowing the dire need for health care workers in New Mexico, determined that HLHS was the best candidate as a partner for this collaboration, as they are already giving students a strong basis in holistic health care and have already established a partnership with Central New Mexico Community College (CNM) to provide the CHW Dual Degree program. The UNM OCHA is also training CHWs for the expanding opportunities across community service and healthcare sites and committed to partnering to expand opportunities and training for the students at HLHS. Upon completion of the CHW dual degree certificate program, students will apply to be a part of the pipeline apprenticeship program. Students who are accepted will undergo further training and will be paired with a healthcare professional mentor or CHW mentor at a community services or health care site. A coordinator at HLHS will connect with program supervisors at UNM HSC to coordinate curriculum and support students through this process. Both UNM HSC and HLHS will collect data on student participants and follow their educational and career progress. Students will be provided opportunity to process their experiences at their apprenticeship sites at HLHS to deepen their experience and learning.

New Mexico is in need of health care professionals. This program at HLHS can create a pipeline to fill this need with a strong workforce well rounded and trained in health care fields as well as barriers for access to health care. This program fills two community needs with one intervention: students at high risk for disengagement from education and career prospects; and a health care system that needs quality trained professionals.

In addition to committed practices, HLHS also has a 3-pillar model that provides support services in the areas of Curriculum and Instruction (Learning by Doing), 360-degree Support Services (Social Work) and Community Engagement. HLHS connects students with industry partners through real-life projects, community volunteer work, mentorships, shadow-ships and paid internships to provide the opportunity to develop 21st Century skills that include teamwork, problem solving, self-advocacy, and research practice.
Curriculum and Instruction (Learning by Doing):
Teachers take a challenging health problem and design projects with support from health experts who help them ensure that what they are teaching students is relevant and authentic within the profession. Students must demonstrate mastery and project completion publicly which culminates in the form of exhibitions. The students of HLHS engage in collaborative work in a supportive, small school environment that values the overall well-being of young people. Courses are offered through project-based learning (PBL) with health credits embedded in every course. Math classes are offered through a PBL lens with focus on mastery assessment through coursework assignments, quizzes and tests throughout the semester. Math courses are unique at HLHS in that they provide opportunities for students to include visual hands on experience, harnessing the ability to grasp math concepts of algebra and geometry.

Instruction is rigorous and each course offers students the opportunity for disciplined inquiry, construction of knowledge to better equip student’s capacity for making predictions, evaluation, assessment, and solutions, as well as understanding of application of learned skills beyond the classroom.

360-Degree Support Services:
At HLHS we work to foster an environment of Positive Youth Development. Specifically, we focus on helping young people reach their full potential while working to reduce/prevent them from engaging in risky behaviors. This is done through promoting a school culture that is safe, has structure, and fostering positive social norms. HLHS works to develop strong meaningful and supportive relationships with students and their advisors and gives students responsibilities and challenges through the PBL model that is unique to their needs. Our model pairs students with an advisor who supports them through their entire high school experience. HLHS focuses on encouraging a sense of belonging and promotes ample opportunities to build students skills around social, emotional and behavioral wellbeing.

At HLHS students are expected to take big risks both academically and personally. High expectations require high levels of support; therefore, building a supportive community is paramount. The Student Support Team consists of a full-time licensed Social Worker Director, two full-time licensed masters social workers and BSW/MSW interns who are available to students, families and staff. Any student, parent or community member is welcome to visit with the Student Support Team regardless of IEP eligibility.

Community Engagement:
Community Engagement provides the avenue for an authentic curriculum at HLHS and connects students to serving as leaders to improve the health of the community through projects and on-site opportunities. In collaboration with PBL curriculum, the community engagement director takes an active role in co-planning projects with teachers connecting industry and community partners within the health sector. HLHS students take an active role in working alongside skilled healthcare professionals to improve upon community health. During their senior year, students at HLHS will complete a community wellness practicum that leverages their academic experiences and strengths into onsite placements to increase post-secondary career and education opportunities.
Part 1 - School’s Executive Summary

At HLHS we recognize that traditional methods of learning do not always fit the needs of every student. HLHS is focused on developing unique ways to support learning that is not confined by seat time in a classroom. Rather, students become a part of an industry to develop hard skills and acquire a sharper understanding of how those skills inherently impact the profession and the community at large. As 9th graders, students will begin micro certification courses in the healthcare field to establish foundational skills that will eventually lead them to onsite practicum placements. By 11th and 12th grade, HLHS students will participate in courses, dual credit programs, full certifications and practicum placements that impact opportunities for gainful employment and/or post-secondary educational outcomes.

In our current situation, we are faced with unprecedented times. COVID-19 has impacted our communities and nation leading us to increasingly recognize the importance of health care. Health professional shortages are currently present and expected to increase as we move forward. In response to these shortages, it is necessary to adapt the way health care is delivered. Teamwork with skilled and certified community members will be more necessary than ever. We are seeing a shifting focus from health care service delivery in hospitals to community. The unique educational model of HLHS and our strong partnerships has led to the inception of a pipeline program. The program is designed to curve the health provider shortage in New Mexico and increase the number of high school students who can assist under-served communities and reduce the delay in access to healthcare. In addition, the program will provide HLHS students the opportunity to connect with potential employers post-secondary and skills necessary for gainful employment. HLHS is focused on providing a strong workforce and well-rounded individuals that are trained in health care fields who understand first-hand the barriers for access to health care.

Finally, college and career counseling services are provided to every student through the support of a full-time transition coach. HLHS reinforces the importance of proactive measures to support student success through the development of a graduate profile. HLHS encourages and assists students to take initiative and responsibility for their education. Many of the students at HLHS are first in their family to graduate as well as participate in post-secondary opportunities. HLHS recognizes the importance of Dual Credit enrollment opportunities to expose students to college level coursework. The supportive approach provided through the school increases successful completion and a sense of confidence that encourages students to pursue higher education. In response to COVID-19 and school closures, HLHS implemented a Community Engagement Resource Website to maintain the delivery of information needed for students to receive college and career counseling support and resources.

Question 4: Describe your target population and how your school program is designed to support that population. (1 page)

The students at Health Leadership High School (HLHS) primarily come from economically oppressed and diverse communities. One hundred percent of students at HLHS qualify for free and reduced lunch. The student population for SY 2019-2020 was over 92% minority students, with the senior class having 98.22% minority students. In 2019, data reflected 28.87% English Language (EL) Learners and by mid-year, 2019-2020 enrollment of EL students increased to 39.8%. Many of our EL students come from Spanish speaking backgrounds, which is viewed as a great strength and resource for the school and the communities that these future health professionals will be serving, where bilingual workers are needed and valued.
At HLHS, curriculum is designed around industry-focused projects, group learning, and student support. Students engage in collaborative work in a supportive, small school environment that values the overall well-being of our young people. We provide the tools and experience students need to become successful leaders in the healthcare industry. Our three-pillar model is foundational to the way we think about and enact high school education.

The three pillars support deeper learning through the lens of health and positive youth development within the context of each student’s unique education and our school’s unique community. Our 3-pillar model was developed with asset gaps in mind. HLHS takes a holistic approach to support students to participate, engage and achieve in an academic setting.

With no traditional boundary lines, our students come to us throughout the city metro and beyond. Our school is committed to small class sizes to meet the needs of students and provide more individualized educational and social emotional learning (SEL) supports. As part of our entry intake, we have come to learn that many of our students come to us with high level trauma profiles. The need for additional support beyond academic instruction is key to their success. HLHS focuses efforts to elevate strategies and resources that are unique to meet student needs. The HLHS student schedule provides 4 project blocks and an advisory class every day. The advisory class offers opportunities to leverage SEL as well as implement a fully developed framework that is culturally and linguistically responsive to promote equity and improve student outcomes.

HLHS staff continue to focus on assessing and improving the health and wellness of students. This has been accomplished using the Developmental Assets Profile (DAP). The DAP framework is a research-based approach for understanding the strengths and supports that young people need in their lives to prepare for a positive, productive future. The DAP has been used to survey HLHS students to gain an understanding of their strengths and areas where more support is indicated.

The data obtained from the DAP provides a positive road map to guide HLHS staff in planning for the improvement of developmental growth for students. Data from the DAP is included in this report for the years 2016-2019. Unfortunately, HLHS was unable to complete the post DAP at the end of SY 2019-2020 due to interference caused by the emergence of the COVID-19 Pandemic. As a result, no data is displayed for SY 2020. Despite not being able to administer the DAP for SY 2020, the Student Support Team took additional action to ensure developmental growth and support services.

- The Student Support Team has utilized the following DAP data to inform our Advisory strategy moving into SY 2020-2021. We have worked to refine HLHS’s Advisory course to place additional emphasis on the asset categories where students show the greatest vulnerability (positive identity, constructive use of time, and the community and individual asset contexts). In addition to providing additional structure and training to advisors to better support the development of student assets, the Student Support Team also developed and launched an Advisory website to provide staff with additional asset building tools and resources that serve to enhance their student’s Advisory experience. An additional Student Support website was also developed and launched. This website houses extensive resources for students and families, in addition to an embedded referral form to connect with any of our three social workers for additional support.
The DAP data indicates students at HLHS have shown improvement in developmental growth areas from 2016-2019. Students at HLHS report high family and school support strengths, but low community...
Part 1 - School’s Executive Summary

safety and constructive use of time. It is of value to note in the lowest scoring categories of community and constructive use of time, the data indicates significant growth in these areas between 2018 and 2019. Over this time span, the measure for constructive use of time increased 3.8 points and the measure for the community asset context increased 2.0 points. This data is encouraging as it suggests actions taken to improve advisory practices, emphasize Positive Youth Development (PYD), and promote Social Emotional Learning (SEL) have had measurable, positive impact on student’s developmental growth.

To improve upon efforts and be reflective in practice, the HLHS Student Support Director, in collaboration with our Equity Council, other Leadership School Network (LSN) Directors, and Future Focused Education have developed a HLHS Culturally & Linguistically Responsive Framework framework that has been formally adopted by HLHS. The CLR framework is intended to help educators and stakeholders create student-centered learning environments that affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

In response to the Yazzie and Martinez consolidated lawsuit, and at the direction of NMPED, HLHS formed an Equity Council to support the equity and inclusion initiatives of the District. We are embracing the opportunity to work toward serving New Mexico students by building an equitable, excellent, and relevant educational system that draws upon the experiences and strengths of our communities.

Equity Council Membership includes representatives from school leadership, school staff, students, parents and family members, community members, and members of Nations, Tribes, or Pueblos. The Equity Council will continually work to ensure at least half of the total membership is represented by
Part 1 - School’s Executive Summary

the student groups identified in the Court’s ruling in the Yazzie/Martinez case – students with disabilities, Native American students, students who are English learners, and economically disadvantaged students.

Our Equity Council is student led, community informed, and staff supported. Equity Council is a space where we understand that EVERY single student has the potential to flourish and do well with the right support. It is a space where we value all students’ individual assets and strengths. We understand that sometimes the hardest thing is to ask for help. Equity council is a space where students advocate for students and where we understand the need for collaboration, community, and support.

The mission of the Council is to ensure HLHS engages students in the highest quality learning, prepares students for responsible, productive citizenship, and inspires students to be college and career ready regardless of language, culture, ethnicity and socioeconomic status. The HLHS Equity Council is working hard to actively address the educational inequities that exist within Bilingual Education, Indian Education and Special Education. The Council recognizes racial equity as a critical component to raising the achievement of each and every student. The work that takes place in Equity Council is complex and often uncomfortable, but the HLHS community is committed to eliminating the achievement gaps between the highest and lowest performing students and eliminating the racial predictability or disproportionality of our student groups that occupy the highest and lowest achievement categories. Equity Council is a place where students, families, educators, community members, and stakeholders learn from each other about the compelling and often challenging topics that we, as a diverse school district, encounter daily.

The HLHS Equity Council has already taken on the tasks of elevating student voice, intentional community building, cultural celebration, talking about current events and how they impact our school community, advocating for students, and creating a welcoming environment where all students can share their needs, wants, hopes and dreams. Equity Council members are motivated to do this work together because they know there are no simple answers to the complex issues we face, and they recognize collaboration is key to creating innovative and meaningful solutions to the challenges we face.

The HLHS Equity Council has been active since March 12, 2020 and meets biweekly. Our student Equity Council members were so motivated by the work being done in Equity Council at the end of SY 2019-2020, that they decided to continue meeting over the summer break to maintain momentum and make preparations to promote equitable opportunities for new and returning students at the beginning of the 2020-2021 school year. The student Equity Council members’ dedication is inspiring and has already made significant contributions to creating greater equity, inclusion, and positive shifts in our school culture.

Testimonial from a Student Equity Council Leader

“Equity council is my safe place. As a student I have learned so much from teachers, and other students. As a member of Equity Council, my voice is heard in any situation. It takes one person to support, encourage, and give great advice to uplift who they really are. While being in Equity Council I see myself more confident for who I am and to always make sure my voice is heard. Attending regular meetings helped me realize that if
Part 1 - School’s Executive Summary

one person can help build others confidence and make us feel heard, I can do the same for my friends, classmates, and community. We are stronger together and we can and will make a difference in not only our school community, but for others as well. Being a part of such a supportive and welcoming environment made me work harder for my future and to help others whenever they need it.”

Question 5: Provide and explain your mission-specific goals. Provide the goal statement and, information if the school met the goal statement. You are encouraged to provide visual illustrations of how you met the goal, such as a graph. (1-3 pages)

According to APS, due to Coronavirus, Mission-Specific Goals and Indicators were “Waived for SY 2019-2020.” Nevertheless, our mission-specific goals continue to be central to our work, and they are discussed as follows:

**Student Academic Performance Standard/Goal #1**

**Statement**
Health Leadership High School will measure students’ graduation through “on-track” graduation. As students enter HLHS, on-track is calculated by determining the projected number of semesters it will take for a student to graduate, which is based on the number of credits needed and the expected amount of time it will take to earn those credits in order to graduate.

**Evidence**
We have created a system using a [Student Credit Tracker](#) that indicates how many credits a student has upon enrollment, and we project a graduation date based on how long it would take a student to earn the missing credits if they successfully pass courses moving forward. This information is discussed with new students at the time of enrollment and reviewed with all students during family meetings, which occur at the end of each trimester (beginning with SY 2020-2021, HLHS has switched to a semester system).

HLHS had a total of 44 seniors in our first graduating class in SY 2016-2017. Of those 44 students, we graduated 38, which gave us an 86% graduation rate. We had one student transfer and graduate from another local school. Another student graduated in the following year from HLHS. Even though we had three students drop out, we kept in close contact with them in an attempt to re-engage them and provide opportunities and resources toward academic completion.

Our SY 2017-2018 graduating class consisted of 34 graduates out of 40 total students. Of this cohort, we had two students graduate from HLHS in the following year. We also had three students transfer and graduate from another high school. This equated to a graduation rate of 85%, similar to the previous year’s graduation rate.

In SY 2018-2019 we had a total of sixty-seven students who were with us for varying amounts of time who were classified as seniors. The following chart shows their graduation results in SY 2018-2019:
As shown above, 81% of these students graduated by the end of SY 2018-2019, with 74% of them graduating on-time or early, as calculated by the number of credits they had upon arriving at HLHS and the number of school years it should have then taken them to graduate from our school.

Our SY 2018-2019 graduating class consisted of 62 total students with 52 graduating from HLHS. However, we had seven students graduate in the following year 2019-2020. Although our graduation rate dropped a percentage point to 84%, we were able to retain and re-engage all students that did not graduate.

In SY 2019-2020, we had a total of 57 seniors and had 48 students graduate. We had six students transfer and graduate from another high school. Two are currently on track to graduate in May 2021 from HLHS. Our graduation rate remains at 84%.

As the available evidence shows, we have been meeting the terms of Mission-Specific Goal #1, to measure students’ graduation through an analysis of “on-track” graduation. Since our first graduating class in 2017, HLHS continues to see growth and improvements. As is evident in the graph below, the portion of graduates who made it to graduation on time is high. Since HLHS’s founding, 83% of graduates were on time. A graduate is considered “On Time” if they graduated by the expected graduation date that was set when they enrolled based on prior credit accumulation.
During the 54th Legislature in 2019, HB 5 enacted changes to the definition of a “School-Age Person.” This change identified the criteria of a “School-Age Person” from 24 to 22 years of age. Though some of our students have not graduated with their “on-track” cohort, we have continued to support those students through to graduation. Despite lack of funding, we believe that students deserve the opportunity to obtain a diploma. At HLHS, we are committed to each and every one of our students.

As such, based on the available evidence about our school and our commitment to helping our individual students graduate, we have been meeting the terms of Mission-Specific Goal #1, to measure students’ graduation through an analysis of “on-track” graduation.

**Student Academic Performance Standard/Goal #2**

**Statement**
Health Leadership High School graduates will successfully obtain a minimum of four health/medical related certifications.

Ensuring that our students graduate with health industry skills is critical to achieving our mission. One measure of the industry-related knowledge of our students is the number of health industry certifications they earn during their high school experience. HLHS expects that students can showcase what they have learned and the mastery they have achieved to be trained and developed within the health sector and beyond. As we progress toward this benchmark of four certifications by graduation, we are also planning for more certification opportunities, so that students can exceed the expected four certifications. This plan also includes the development of “micro-certifications,” which are opportunities for younger students (9th and 10th grades) to develop knowledge, experience and enhance a growth mindset as they progress in their education.

**Evidence**
The following table shows the number of health/medical related certifications earned by students in all four grade levels, as of SY 2018-2019.
96% of our Seniors received 2 or more certifications. 97% of our Juniors received two or more certifications. 63% of 10 graders received two or more certifications. 46% have already received two or more certifications.

Based on the current data, we have not yet met the goal of having every student obtain four health certifications by the time they graduate. The graph reflects that we had only 3 Seniors who did not obtain certifications due to late enrollment to the school, but we are making progress to increase industry partnerships to leverage this goal. We have a clear system through our advisory model in place that now tracks and supports this goal for every student.

<table>
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<th>12th Grade</th>
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<td>16</td>
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<td>112</td>
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</tbody>
</table>

A needs assessment connected to this mission specific goal revealed a number of factors that influence students not achieving the goal of earning four or more health related certifications prior to graduation:

- The greatest gap is in our re-engagement program, it is critical that we provide certification courses during re-engagement hours as well.
- We value connecting certifications to projects across the four years of high school at HLHS, but given our students’ high mobility, it is important that we offer opportunities outside of projects in

The pie graph above reflects the progress of students attaining certifications by graduation.
Part 1 - School’s Executive Summary

ongoing and cyclical ways that allow new students, especially new seniors opportunities to reach this goal.

For SY 2019-2020, the school closure and subsequent disruption to learning caused by the COVID-19 pandemic led to many students being unable to complete certifications during the spring trimester. Despite this, we are continuing to support students in trying to achieve the goal of four certifications by the time they graduate.
Part 2 — Record of Performance (Self-Report)


Instructions for Part 2: Please refer to the online instructions for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

A. Academic Performance/Educational Plan

Task 1: Provide insight, explanation, and/or evidence to describe your Academic Performance/Education Plan and fully describe the following: (1 page)

- Accomplishments
- Your school’s unique approach to education, including the description of educational opportunities students have experienced are unique to your school.
- Any progression, stagnancy, and/or regression, disaggregated by subgroup (English Learners, Students with Disabilities, Economically Disadvantaged and Ethnicity) as measured by a standards-based assessment and mission specific indicators, in the areas of:
  - English
  - Math
  - Science
  - The school’s mission-specific indicators
  - Graduation Rate (If Applicable)
- Describe the grade level curriculum that has been used and how they are tied to New Mexico Standards.
- List academic assessments which are given outside of the standards-based assessments (ex: An Assessment Calendar).
- Describe what steps you take to use the data from the assessments to modify program implementation and instructional practices.

Student Performance to Goals:

English, Math and Science proficiency:

![Graph showing Health Leadership High School Academic Performance](image)
Part 2 – Record of Performance (Self-Study)


PARCC ELA DATA
ELA Proficiency Data Over Time (on school report card):
2016: 9% proficient in reading
2017: 5% proficient in reading
2018: 8% proficient in reading

Short Cycle Comparative Growth Data (STAR):
2017-2018: 6.7% of students performed at or above the 50th percentile rank

- Short Cycle Comparative Growth Data (Discovery)
  - 2016-2017: 85% of students made average to above average growth in math; 87% of students made average to above average growth in reading.

PARCC Math DATA
Proficiency Data Over Time (on school report card):

2016: 2% proficient in math
2017: 2% proficient in math
2018: 1% proficient in math

Short Cycle Comparative Growth Data (Discovery):
2016-2017: 85% of students made average to above average growth in math
Short Cycle Comparative Growth Data (STAR):
2017-2018: 6.2% of students performed at or above the 50th percentile rank

The graph above shows the scores that reflected the “at/above” benchmark for STAR Renaissance math conducted in SY 2017-2018 and 2018-2019. In SY 2017-2018, 10% of our 9th graders, 26% of our 10th graders, 19% of 11th graders and 12% of 12th graders scored at/above benchmark. The following year, SY 2018-2019 3% of 9th graders, 11% of 10th graders, 17% of 11th graders, and 14% of 12th graders scored at/above benchmark. The growth explains progress students at HLHS are making over time from interventions and instruction. The information provides guidance to implement strong programming to support student needs.

HLHS understands the importance of Academic Assessments to guide the direction of student learning and growth. Nevertheless, our principles of success are embedded in our holistic approach of student development. We look at academic achievement data as one component of student success. We then incorporate those skill-deficits into our projects. Hence, we focus more on mastery assessment through project-based learning.

In adhering to our 3-pillar model, we have infused social emotional learning (SEL), and community engagement in our curricular framework. HLHS embraces the holistic development of community/industry partnerships, and family involvement as ways to provide a safe school environment with nurturing and caring support. At HLHS we believe that when students are supported, they develop a strong sense of self-worth and confidence that lends to the success of highly rigorous programming. Students are connected directly to the health care community throughout their coursework via project planning and exhibitions as well as practicum placements. Student projects are aligned with a future role as a professional in a potential real-life career, or field of employment. Students are required to earn certifications including; Cardiopulmonary Resuscitation (CPR), First Aid, Blood Borne Pathogens, Shaken Baby Syndrome, HIPAA, FERPA and many others according to their field of practice.

Hence, our academic program is rooted in project-based learning and mastery-based assessment. This allows students to learn by doing through projects that are co-developed with industry partners, with the goal of preparing students for a wide variety of post-secondary options and pathways for career success. Our educational plan demonstrates student performance in the following 4 academic components:
**Exhibitions, Mini-Exhibitions, and Capstone Projects**

- Students present exhibitions, which demonstrate their mastery of learning targets and standards. Public exhibition of student learning is a capstone experience for all students enrolled in HLHS. It is an experience in which students are able to directly share the knowledge they gained over the course of their projects with not only the community experts on their health industry topics but the greatest stakeholders (community members/project audience) for the project’s outcomes as well. Exhibitions provide an opportunity for students to participate in real-world, hands-on experiences in which students can showcase the following: subject content proficiency, health industry knowledge/skills, 21st century skills (problem solving, communication, collaboration etc.), and graduate profile. In addition, exhibitions provide a final attempt for students to showcase their proficiency in their projects’ learning outcomes to either earn a passing grade for their graduation credits or provide evidence of student learning required for invitation to interim school. HLHS has historically been able to accomplish these important exhibitions through either inviting community members/industry experts to judge on-campus, student presentations of learning or providing logistical support to bring our student’s learning directly out into the community through industry-specific experiences. Exhibitions are a vital symbol of the three-pillar convergence model unique to the Leadership Network Schools. During the COVID-19 school closures in the 2020 spring semester, HLHS was unable to host an in-person exhibition event as historically planned. In response to these extenuating circumstances, and in the spirit of celebrating our student’s achievements, the HLHS staff created an online portal/Zoom event, [Somos Familia Website](#) in which community members/families/HLHS staff were able to virtually participate in student products/experiences for each project and offer a message of celebration to support our students’ growth. For the duration of SY 2020-2021 school closures HLHS intends to continue this tradition of showcasing student excellence and achievements in a digital interface.

**Internship Experiences**

- Internships are a core component of our educational plan, and our students have participated in two internship programs with our partners at Future Focused Education (FFE) and Faces for the Future. As shown below, FFE internship participation has steadily increased. Faces has smaller representation, but still represents a tremendous learning opportunity for our students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students in FFE</th>
<th>Students in Faces</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2017-2018</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2018-2019</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>2019-2020</td>
<td>23</td>
<td>2</td>
</tr>
</tbody>
</table>

**Health/Medical Certifications**

- Over 34% of our students meet our goal of obtaining four health certifications by the time they graduate, and the majority of students (57%) obtain at least two certifications by that time. In addition, the vast majority (81%) of our 11th graders, and half (50%) of our 10th graders have either obtained four certifications or are on track (earning two or three certifications), making it likely that they will earn the target number of four certifications by the time they graduate.
Overall, from SY 2016-2017 through SY 2018-2019, 84.2% of our students earned at least one industry-recognized certification.

**Dual Credit Courses (Partnership with Central New Mexico Community College)**
- Our dual credit program, in partnership with Central New Mexico Community College (CNM), is a cornerstone of our academic focus on ushering students into credit-bearing post-secondary options. Over the past four years, we have steadily increased the number of students enrolled at CNM, as well as the number of credits earned, as shown below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Enrolled at CNM</th>
<th>Total Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>50</td>
<td>279</td>
</tr>
<tr>
<td>2017-18</td>
<td>45</td>
<td>174</td>
</tr>
<tr>
<td>2018-19</td>
<td>62</td>
<td>391</td>
</tr>
<tr>
<td>2019-20</td>
<td>71</td>
<td>320</td>
</tr>
</tbody>
</table>

This chart above shows the increase of student enrollment over the past 4 years and reflects the growth of students participating in dual credit opportunities and the number of dual credits earned.

Certifications are earned through our dual credit program with CNM. Our students have earned certifications as Nursing Assistants, Patient Care Technicians, Home Health Aides, Community Health Workers and the 45-hour entry course for Early Care and education and employment. Each of these certifications allow increased opportunity for gainful employment post-secondary. In spite of COVID-19 and necessary closures which prevented students from being able to complete more certifications, we are extremely proud that students were able to successfully complete 20 certifications in just two trimesters.

**Data-Driven Decision Making:**

In addition to our education plan we have now incorporated Read-180 along with STAR Renaissance Math to address the needs of our EL and IEP students to better align to our instructional practices. That information is further detailed in Task 4 under Mission Specific Goals.

In addition to the Graduate Profile, we understand that our students require increased support in the areas of Math and Reading. We would be remiss to not address these deficiencies in this mission specific goal. HLHS has made adjustments to how Math and Reading is implemented. In our response to intervention in Reading, HLHS is utilizing the Read-180 program. Since utilizing Read-180, we are seeing improved results in proficiency and increased levels of confidence in our students.

Our Math interventions have become more effective through creative modalities in our approach. Early on, math was embedded fully in the project-based learning (PBL) model at HLHS. The data reflected that students were not presenting with the knowledge of math concepts consistently to apply them to the
next level math coursework. A shift was made in SY 2017 to have math as an independent course. This change worked well for some students but was ineffective for those students who require kinesthetic learning and modalities to reflect on knowledge gaps between theory and practice. In SY 2019-2020 the two methods were merged, and math class is now taught through an independent math course with PBL concepts combined. The information and data below provides the outcome of these new and emerging programs at HLHS.

**English Language Arts Proficiency**
- The Read 180 program was implemented during SY 2018-2019 as a response to intervention strategy for students who struggled with reading skills. Since the inception of the Read 180 program, 3 students have achieved proficiency in Lexile scores and were able to be exited from the program. In SY 2019-2020, the first full year of implementation of Read 180, students averaged a 67.4-point increase in Lexile scores. This average is based on 19 students who took the Read 180 assessment more than once, out of 21 total students.
- Renaissance Star Reading assessment data below shows the percentile ranks for HLHS students for the three years between SY 2017-2018 and SY 2019-2020. This data indicates that student performance is improving, with a decreasing percentage of students in the Below 25th percentile, and higher percentages of students in the top three percentile groupings.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Percentile</strong></td>
<td><strong>Number of Students</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Below 25th</td>
<td>42</td>
<td>89%</td>
</tr>
<tr>
<td>25th to 49th</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>50th to 74th</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>75th &amp; Above</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Math Proficiency**
- HLHS made a shift from using the Discovery Interim Assessment to the STAR Renaissance Assessment in SY 2017-2018. The Renaissance assessment has proven to provide better data that allows us to identify students in need. Math has been one of our biggest challenges. Finding ways to build in math instruction and curriculum content into a project-based learning model created difficulty and confusion leading to necessary changes. Math instruction courses offered are IMP I-III. HLHS honors and values the methodology of PBL/hands-on instruction. Our pedagogical approach is to build effective and engaging math projects that align to the three health industry domains; clients, delivery systems and determinants.

Renaissance Star Math assessment data below shows the percentile ranks for HLHS students for the three years between SY 2017-2018 and SY 2019-2020. This data indicates that student performance has improved dramatically in the most recent SY, with a significant decrease in the percentage of students in the Below 25th percentile between SY 2018-2019 and SY 2019-2020, from 80% to 59%, and higher percentages of students in the top three percentile groupings, including 14% of students in the highest two groupings.
Our most difficult challenge has been in the area of increasing math and reading proficiency levels with our lowest quartile of students. In effort to address this concern head on, in SY 2019-2020 HLHS implemented a Read 180 program. Because Read 180 results correlate to State mandated testing results and math scores, we are able to use the Read 180 data to identify and target individual student skill deficits that affect these assessments. Teachers are able to use this data in collaboration with our school credit tracker and Graduate Profile to create Academic Improvement Plans (AIP’s) for students who are not making expected growth in math and reading. These AIP’s connect to the credit tracker helping to improve student proficiency and maintain on track for their expected graduation year.

Data of students in the Read 180 program for SY 2019-2020 reflects a Lexile growth of 93 points including 3 students who fully reached grade level proficiency. To capitalize on this data, and continue increased gains toward proficiency, HLHS will continue the Read 180 program as well as include the support necessary throughout Project-based Learning courses and advisory. This method allows for students to be connected with increased opportunities for learning outcomes in every class. Advisors monitor student progress and provide the necessary assistance to support growth and development. Students who may identify as needing more specialized support services are staffed at weekly meetings as a method of wrap around services. Teachers and students work together to plan and monitor progress toward class and academic goals. Additionally, all of our teachers participate in professional development training to support delivery of academic instruction through the lens of a cultural and linguistic framework. These trainings equip teachers with tools to better understand how to meet the needs of our EL and special education population.
Task 2: For Special Education Services how to you plan to do the following: (1 page)

A. Plan to evaluate and identify children with disabilities;
B. Plan to develop, review, and revise IEPs;
C. The process, including timeline, for evaluation, development, and review of IEPs;
D. Plan to integrate special education into the general education program;
E. Plan to deliver special education and related services;
F. Projected cost of special education program;
G. Plan to access and account for special education funds;
H. Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504;
I. Plan for enrollment/IEP transition procedure;
J. Plan to address discipline for students with disabilities;
K. Plan to ensure confidentiality of special education records; and
L. Plan to secure technical assistance and training.

A. Plan to evaluate and identify children with disabilities; When students are identified as struggling academically, socially, or emotionally, they are referred to the Student Support Team, who then works with students and their families to determine the appropriate course of action. If deemed appropriate, based on individual student needs, the SAT process is initiated in order to provide the appropriate support for the student. Additional language support is provided for English Learners to determine if the struggle is due to a language barrier, or/and a cognitive learning difficulty. Through the SAT process, further testing and/or referral for a diagnostic evaluation may be deemed appropriate. If the student is an EL, the diagnostic evaluation is done in the student’s home language.

B. Plan to develop, review, and revise IEPs; If it is determined that a student qualifies for special education services, a diagnostic evaluation is completed. Based on the results of the initial evaluation, appropriate IEP team members (ancillary, general education teacher, special education teacher, student, parent), are invited to an EDT meeting to review the results, determine if special education services are appropriate to bridge learning gaps, and if so, an IEP is created by the team members. IEPs are reviewed annually (or sooner if requested by a student, family member, or Case Manager) by the team members to discuss progress toward goals and determine if the IEP goals and services continue to be appropriate or need to be revised. The IEP is updated accordingly.

C. The process, including timeline, for evaluation, development, and review of IEPs;
Reevaluations occur every three years; the process begins 90 days prior to the due date. The Case Manager collects data from parents, teachers, and students to complete the REED document. Vision and hearing screenings are completed. In both the evaluation process and the IEP review process, invitations are sent to IEP team participants: student, parent, related service staff, general and special education teachers, as appropriate, 10 days prior to the scheduled IEP meeting. Collected data is reviewed and discussed with all participants during the meeting to determine the educational needs of the child, the present levels of academic achievement, functional performance, and related developmental needs of the child, and what special education and related services are needed to help the student meet goals established in the general education curriculum.
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D. **Plan to integrate special education into the general education program:** As a full-inclusion high school, teachers differentiate, and scaffold instruction based on individual student’s IEP goals. The Case Manager meets weekly with general education teachers and related services staff to discuss and monitor individual student progress. The student's advisor tracks student progress and provides necessary support for building social and emotional skills.

E. **Plan to deliver special education and related services:** All classes are team-taught by a general education and special education teacher. Additionally, services are provided in the advisory class with a special education teacher in the class. Related services are provided throughout the day, through push-in or pull-out service--small group or 1:1, based on individual student needs.

F. **Projected cost of special education program:** The projected cost of our special education program is $245,658.80

G. **Plan to access and account for special education funds:** Special education funding is allocated to support students with disabilities and Federally mandated IEP services. HLHS accounts for special education funding for Special Education Director and Teachers, Diagnosticians, Speech Therapists, and Social Workers.

H. **Plan to ensure that the school facility meets the requirements of other related services such as ADA and Section 504:** HLHS adheres to the Americans with Disabilities Act of 1990 (ADA), assuring that students who require ADA support receive equal opportunities and access to the general education curriculum.

I. **Plan for enrollment/IEP transition procedure:** Each student's prior school is contacted to obtain all current records, including IEP documentation. The IEP is reviewed; an IEP meeting is scheduled if the IEP is out of date/out of compliance; classes are then scheduled according to student needs.

J. **Plan to address discipline for students with disabilities:** If a student violates a school code of conduct, an FBA and BIP is put in place if it's not already in place. An MDT meeting is held to determine whether or not their behavior is a manifestation of their eligibility. In the MDT meeting, next steps will be determined. Depending on the violation and the manifestation determination, an alternative educational setting or change of placement may be recommended. If a hearing is necessary, it is scheduled within 10 days of the date of violation.

K. **Plan to ensure confidentiality of special education records:** IEP records are locked in a fireproof cabinet, only accessed via the Special Education Directors' approval. Online documents are password protected and require requested access through the Special Education Director. Paper documents that are given to general education teachers or other providers are signed for and kept under lock and key. Obsolete documents are shredded. Any documents requested from outside entities must have official approval and a request form completed for the documents to be transferred.

L. **Plan to secure technical assistance and training.** The Special Ed Director attends monthly meetings and training with the APS Special Education Liaison in order to stay informed of any and all updates and changes to both Federal and State laws and mandates. Additionally, The Special Ed
Part 2 – Record of Performance (Self-Study)

Director attends all pertinent and relevant training offered locally by special education experts, and then updates and trains all staff, as appropriate. The APS Liaison is always available to respond to and assist with any and all supports and guidance that is needed.

Task 3: For English Learner program and services how do you plan to do the following: (1 page)

A. Plan to identify students as English Learners

Under the Equal Educational Opportunities Act of 1974 (EEOA), HLHS is in compliance to assure equal participation for all students. When a student is enrolled, they must complete an enrollment application that includes a series of questions to indicate whether a language other than English is used by the student and by the student’s parents/guardians, in the home. The WIDA test is also administered to support identification of English Learners.

B. Plan to assess students identified as English Learners

At HLHS EL students are assessed through ACCESS Testing and monitored throughout the school year. Once the EL student achieves a composite score indicating proficiency, they will no longer require continuation of ACCESS Testing.

C. Plan to notify and communicate with parents/guardians regarding English Learner status and services

At HLHS communication and involvement with parents/guardians of EL students is conducted in multiple ways. Title I support services and family nights are used to reach out to families and communicate status and progress of students. Once ACCESS scores are received, parents are contacted to explain the scores. Communication occurs regularly through parent conferences, Title I meetings, email, phone calls and/or Remind app.

D. Description of English Learner Program and services, including any curriculum used

At HLHS all staff including, ESL and TESOL certified staff have designed a culturally responsive curriculum for SY 20/21. The past 4 years have helped us to better understand the learning needs of our students through Project-based Learning instruction. The curriculum consists of 21st century skills and application of those skills in everyday life. The instructional curriculum provides Language
development instructional strategies that are aligned with the New Mexico ELD standards. It is the responsibility of the instructor to scaffold and provide multiple methods of presentation of information to support understanding and language development. These instructional models are used in all student projects to support final exhibition presentations and mastery assessment. In response to ongoing need, HLHS implemented the Read-180 program in SY 19/20. This program and its identified success will continue to be utilized and maximized in collaboration with ELA and Math teams.

E. Plan to monitor students exited from English Learner Status
HLHS monitors and assesses on a regular basis the progress of all EL students, including those who have opted out of EL programs, in both English Language proficiency and content knowledge. An ELP assessment is conducted annually, to measure grade level proficiency and core content areas. ACCESS testing is administered and students who are exited will be monitored. If a need is identified for a student who was exited, that student will be staffed, and interventions will be put in place to meet the student needs.

F. Description of recruitment or maintenance plan to hire and retain qualified staff for the ESL/ELD program
HLHS has always had a high enrollment of EL students. Our focus is to assure quality instruction through an inclusion model. Qualified staff for our ESL/ELD program is a must. At HLHS we believe in providing opportunities within our staff to become endorsed and qualified. Currently, we have a TESOL endorsed teacher, a SPED teacher with a TESOL endorsement that is needing one year of language development for full endorsement qualification, and 9 staff who are fluent in Spanish, American Sign Language (ASL) and/or both (4 instructors who are fluent in Spanish, 1 instructor fluent in ASL, 1 staff member fluent in Chinese, 4 staff fluent in Spanish and/or ASL). When recruitment is necessary, dual language is highly sought after.

G. Description of ELD program Professional Development
Professional development is held every Friday for 2 hours. HLHS Pillar-Directors will schedule intentional Professional Development to have ESL/TESOL endorsed staff members provide strategies and training to all staff members. Instructors are looked upon as leaders and experts within the school to provide curriculum supports that meet the needs of our students with unique adjustments and scaffolding specific to currently enrolled students.

H. Describe the process the school uses to provide English Learners access to extracurricular (academic, and non-academic) activities
HLHS provides all learners with equal access and opportunities to extracurricular (academic, and non-academic) activities. Students will have access to small groups, large group discussion, project development in classes, and interactions in the class setting with teachers and peers. Sports (athletics), clubs, student meetings etc. will be conducted with language supports provided when needed. In an effort to increase independent learning and language acquisition, HLHS purchased IPADs for SY 20/21 specifically for EL students to utilize an app to support language, peer interaction, and curriculum and instruction. The languages currently being supported at HLHS are American Sign Language (ASL), Spanish and Swahili.
I. Plan to evaluate effectiveness of English Learner program

To determine the effectiveness of the EL program at HLHS, ongoing evaluation will be integrated. Data elements to include scores on local assessments; scores of ACCESS tests; graduation rates; participation rates in extracurricular programs; mobility and attendance rates; and participation in practicums and internships. The following framework details the continued need to assess the ongoing needs to leverage programming.

<table>
<thead>
<tr>
<th>HLHS Sustainability Framework for EL Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HLHS performance Management:</strong></td>
</tr>
<tr>
<td>A. Clarity of Outcomes and Theory of Action</td>
</tr>
<tr>
<td>• Set student outcome targets to achieve priority goals</td>
</tr>
<tr>
<td>• Establish a theory of action and strategies for implementing priority reforms</td>
</tr>
<tr>
<td>• Develop plan(s) that align strategies with priority goals</td>
</tr>
<tr>
<td>B. Alignment of Resources (People Time, Technology and Money)</td>
</tr>
<tr>
<td>• Direct resources to priority reforms</td>
</tr>
<tr>
<td>• Establish clear leadership of priority goals and reforms</td>
</tr>
<tr>
<td>C. Collection and use of Data</td>
</tr>
<tr>
<td>• Ensure quality data on performance</td>
</tr>
<tr>
<td>• Ensure quality data on implementation</td>
</tr>
<tr>
<td>• Use data to review progress and make mid-course corrections</td>
</tr>
<tr>
<td>D. Accountability for Results</td>
</tr>
<tr>
<td>• Link internal accountability to results</td>
</tr>
<tr>
<td>• Link external accountability to results</td>
</tr>
<tr>
<td>• Engage stakeholders/Governing Council/Community partners about results</td>
</tr>
</tbody>
</table>

*Source: Reform Support Network (2015, June) Sustainability Rubric*
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Task 4: Provide Mission Specific Goals from your Current Charter and progress to each goal based on the established indicators. Include student performance on applicable assessments (i.e. state, interim, benchmark, short-cycle), and/or other standards-based instrument (performance task, common formative assessment) used to measure and monitor student progress. Provide the school’s analysis of student progress towards the standards. Use graphs or other visuals to illustrate student progress to the goal.

Goal 1 – include the following (1-2 pages):

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students
3. Provide a statement of progress to the goal
4. Data visual and/or illustration showing progress to the goal

Goal 1:
Health Leadership High School will measure students’ graduation through “on-track” graduation. As students enter HLHS, on-track is calculated by determining the projected number of semesters it will take for a student to graduate, which is based on the number of credits needed and the expected amount of time it will take to earn those credits in order to graduate.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>School Year 2017/2018</th>
<th>School Year 2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>31%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td>58.20%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>31%</td>
<td>60.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>28%</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

*This data information comes from the New Mexico Public Education Department, 4-year Consolidated Outcome Reports. Cohorts are named according to students on-time graduation year (i.e., the Spring of students’ fourth year in high school).

Health Leadership High School became a charter school under Albuquerque Public Schools (APS) in 2017. The data above reflects growth in accordance with our mission specific goal. In SY 2017-2018 31% of students graduated from HLHS. In SY 2018-2019 graduate rates increased over 29%. Although we are seeing progress toward this goal, we recognize that increased initiatives must be implemented.

All project-based learning courses are taught by highly qualified teachers, through a co-teacher model. Projects are aligned with core credits and encompass critical health industry concepts. Each project is connected with industry partners / experts in the health sector to enrich curriculum and mastery assessment. Each project is developed through a lens of embedding determinants of health to increase rigor and implement a curricular approach of learning by doing. Credits are earned through projects...
that are meticulously aligned to New Mexico content standards and benchmarks. Students present their knowledge through exhibitions that allow for authenticity in learning and assessing content and practices that will be relevant within real world contexts. Exhibition presentations include a rigorous rubric and assessment model that includes tasks that are cognitively complex and directly measurable / observable. The model of HLHS is designed to graduate the next leaders in the healthcare industry. To address the current deficiencies in the level of progress we would like to see at this time, HLHS has developed a Graduate Profile to define the skills, knowledge and attributes necessary for educational success.

- **Skills:** Creative thinking to develop innovative solutions to real-life challenges. Strong collaboration skills. Analysis and synthesis of information. Attention to detail and precision. Ability to work through a process/project toward a long-term goal. Develop and use qualitative and quantitative data to analyze problems and propose solutions. Write, speak, and present with confidence and correctness in English and/or Spanish

- **Knowledge:** Understand the determinants of health and their impacts. Understand how to best serve clients. Understand the economics of health care, locally, nationally, and globally. Understand biology. Understand the characteristics and conditions of sub-groups of the community (e.g., women, adolescents, early childhood, race, language etc.) Understand the variety of careers and professions in the health sector. Understand the multiple factors that play a role in mental health (genetics, family, community). Understand and apply the Practice Acts that govern specific bodies of practice. Understand how to influence policy

- **Attributes:** Control personal health and happiness. Strive to make the lives of others better. Show respect, kindness, and appreciation to all. Have a positive impact on the future. Model positive and ethical behaviors. Demonstrate flexibility and the ability to adapt to new conditions within the workplace and the community. Have an open mind and have fun.

HLHS continues to track student credits and is refining the process to embed a Student Credit Tracker that can be monitored by our curriculum director, advisor and students themselves. As we pursue our efforts to increase proficiency, we recognize the importance of improving upon math and reading.
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Beyond its impacts on graduate performance, math and reading are the foundational skills toward mastery assessment of our PBL model. We will continue to improve strategies toward students' abilities to apply mathematical thinking to health scenarios and bridging the gap between content knowledge as a theory to application of skill. These efforts will result in continual progress and increase our “on-track” graduation goal.

Goal 2 – include the following (1-2 pages):

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students
3. Provide a statement of progress to the goal
4. Data visual and/or illustration showing progress to the goal

Goal 2:
Health Leadership High School graduates will successfully obtain a minimum of four health/medical related certifications.

HLHS in collaboration with community partners facilitates training on a variety of certification that include CPR, Blood Borne Pathogens, Blood Pressure Screenings, and First Aid. Certifications aid students to increase knowledge in the health sector for post-secondary education as well as prepare them for entry level positions. In addition to these certifications, students can also earn additional certifications through our community/industry partnerships. These additional certifications include Peer Educator, Shaken Baby Syndrome, Prevention Educator and FACES for the Future.

1. **Cardiopulmonary resuscitation (CPR):**
Students at HLHS are required to be certified in CPR every 2 years. CPR certification is a requirement for many of the internships and practicum placements and dual credit programs such as Nursing Assistant and Community Health Worker. Students are trained to conduct CPR in our fully functioning simulation Lab with the use of adult and child manikins.

2. **First Aid:**
Students who participate in certain dual credit programs will be required to be certified in a combined course of CPR and First Aid. Students will learn the foundational skills in how to respond to specific situations and care for people in crisis situations as they await for medical professionals to arrive on scene. In addition to CPR, students will also learn how to use an Automated external defibrillator (AED).
(In some cases, both CPR and First Aid are offered together)

2. **Bloodborne Pathogens:**
The Bloodborne Pathogens training provides students with knowledge and safeguards to protect against health hazards from exposure to blood and other potentially infectious materials. This training is required for students to develop their learning and skills as they apply to their curricular projects,
internships and dual credit courses. The course is taught on site at HLHS and students receive full certification at the completion of the class. Students are required to update their certification annually.

3. **Health Insurance Portability and Accountability Act (HIPAA):**

Students receive HIPAA training every two years to support knowledge and awareness of the complexities of patient privacy according to federal law. Students acquire an understanding of the importance of protecting patient health information from being disclosed without the knowledge or consent of the patient. Before entering into clinical practicum placements or dual credit programs, students are required to receive HIPAA certification.

*Additional certifications that must be updated annually:*

4. **Blood Pressure Screening:**

Students learn about diastolic and systolic indicators that can lead to a heart attack or stroke. Through this certification training, students acquire skills in providing resources to patients with high and low blood pressure. At HLHS, students are trained by licensed staff on how to use electronic and manual pressure cuffs in our Simulation Laboratory. After being certified, students are provided community opportunities i.e., Health Fairs and collaboration with the Mexican Consulate to support triage management to conduct blood pressure screenings in their community.

**Blood Glucose Screening:**

Students acquire knowledge and understanding of Diabetes and the importance of proactive measures to avoid/prevent complications. Students are able to conduct glucose screenings on themselves to develop skills in utilizing the tools necessary to complete this procedure. After receiving certification, students will be eligible to screen blood glucose levels, advise patients and provide next steps under the facilitation of certified and licensed staff.

All Seniors at HLHS are now required to complete one additional certification aside from the four. These additional certifications can be received through community partnerships embedded in project coursework, internship/practicum placement opportunities or dual credit courses.

**Shaken Baby Syndrome Prevention:**

Students are trained in child brain development as well as understanding and preventing shaken baby syndrome and traumatic brain injury. Students will receive training on site with hands on experience through a simulation doll that provides visual feedback of the minimal movement that can cause damage to an infant and child. This training also provides students with techniques in how to calm and soothe a crying baby. This certification provides students with the necessary requirement for employment/practicum in childcare settings.

**FACES for the Future:** An innovative national health career pathway program designed to work with underserved high school students that are interested in a career in health, public health, mental and behavioral health etc.
Students who are accepted into the FACES program are required to complete eight training/workshops prior to being placed in an internship. These training include professionalism in the workplace as well as the additional certification training offered at HLHS.

**Number of certifications earned from Day program and Re Engagement 2018/2019**

The graph above represents the comparison of certifications earned for day and re engagement students for SY 2018-2019.

The graph above represents the number of certifications earned for SY 2018-2019 by grade level.

96% of our Seniors received 2 or more certifications. 97% of our Juniors received two or more certifications. 63% of 10 graders received two or more certifications. 46% have already received two or more certifications making it likely that they will earn the target number of four certifications by the time they graduate.

For SY 2019-2020, the school closure and subsequent disruption to learning caused by the COVID-19 pandemic led to many students being unable to complete certifications during the spring trimester. Despite this, we are continuing to support students in trying to achieve the goal of four certifications by the time they graduate.

As we progress toward this benchmark of four certifications by graduation, we are also planning for more certification opportunities, so that students could eventually go beyond four certifications. This plan also includes the development of “micro-certifications,” which are opportunities for younger...
students (9th and 10th grades) to develop skills and knowledge early on to support advancements in opportunities for practicum placements and be prepared for coursework within the health sector.

Based on this data, we have not yet met the goal of having every student obtain four health certifications by the time they graduate, in part due to COVID-19. We continue making progress, and we have a clear system through our advisory model in place that now tracks and supports this goal for every student.

**B. Financial Performance**

**Task 1: Internal Controls, Financial Policies and Procedures (1 page)**

- Provide information on internal controls, including any and all relevant flow charts and organizational charts which demonstrate the internal controls/process.
- Provide all Financial Policies and Procedures.

Health Leadership High School hereby provides its assurance that public funds will be used appropriately and in accordance with all federal and state laws and requirements. HLHS approves policies as well as internal control procedures to safeguard assets, segregate payroll and other check disbursement duties, and ensure compliance with all applicable federal statutes and regulations as well as state statutes and rules relevant to fiscal procedures.

**Oversight**

The Director is responsible for monitoring the hiring of personnel, authorizing salaries, initiating employment contracts, and maintaining the staffing levels approved in the annual budget. The Business Manager verifies that budget is available for any staffing increases. All payrolls are processed by the Business Manager from the approved employment contracts. All additional payrolls are processed by exception. The Director must review and approve all payroll registers, ACH transactions, and/or Direct Deposit transactions or his/her designee.

**Schedule**

Payroll checks will be issued on a bi-weekly basis during the term of the contract. Payment will be made in twenty-six (26) installments with the exception of certificated employees requesting to be paid on an hourly basis. These employees will be paid for time worked at the time the work is performed. Employees that begin work after the first day of the fiscal year will receive a prorated salary amount based on the estimated number of days worked left in the school year.

**Bank Reconciliation**

Generally, the Assistant Business Manager (ABM) will be reconciling the bank account(s) and the Business Manager (BM) will be approving the bank reconciliation monthly. All bank reconciliations will go to the Finance Committee to review as part of the monthly Governing Council Finance Packet.

*Policy: 500.41 – Bank Reconciliations*

All bank accounts are reconciled on a monthly basis and presented to the Finance Committee for review. The Finance Committee reports to the Governing Council on a monthly basis and includes necessary recommendations in the minutes.
Journal Entries
Generally, the Assistant Business Manager (ABM) will be reconciling the bank account(s) and the Business Manager (BM) will be approving the bank reconciliation monthly. All bank reconciliations will go to the Finance Committee to review as part of the monthly Governing Council Finance Packet.

Policy: 500.60 – Journal Entries
All journal entries must be reviewed by at least one individual. The Business manager shall keep sufficient justification for any such entries for review by the audit committee as well as for presentation to the outside auditor.

Fiscal Responsibility & Governing Council and Committees

Policy: 500.02 – Fiscal Responsibility
The Council will appoint a Finance and Audit Committee ("Committee") to oversee the financial aspects of the HLHS Operations. In compliance with law this Committee shall be made up of at least two Council members, one volunteer member who is a parent of a student attending that school district and one volunteer member who has experience in accounting or financial matters. In addition, the Executive Director and Financial Director shall serve as ex-officio members of the Committee.

- Annually the Council will approve the budget, which should include both expected revenues and approved broad spending categories.
- Review and approve the financial statements that are presented by the Committee and Executive Director at least quarterly.
- Review the recommendation of the Committee and Executive Director for the Accountant/Controller position.
- Review and approve of the recommendation of the Committee and Executive Director for the investment policies of any held funds.
- Approve the initial and any future revisions of the Fiscal Policies and Procedures of HLHS.

Policy: 500.03 – The Functioning of the GC and Its Committees
As used in this section, "governing council" includes the governing authority of a charter school. The Finance Subcommittee shall serve as an external monitoring committee on budget and other financial matters.

The governing council is charged with appointing at least two governing council members to serve as a Finance Subcommittee to assist the council in carrying out its budget and finance duties. The names of the two governing council members of the Finance Committee shall be identified in the minutes of the governing council. This Finance subcommittee shall make recommendations to the school governing council in the following areas:
- Financial planning, including reviews of the school school’s revenue and expenditure projections;
- Review of financial statements and periodic monitoring of revenues and expenditures;
- Annual budget preparation and oversight; and
- Procurement.
Policy: 500.04 – Audit Subcommittee
The governing council shall appoint an audit subcommittee that consists of two or more governing council members, one volunteer member who is a parent of a student attending that school and one volunteer member who has experience in accounting or financial matters. If possible, these shall all be separate individuals. However, in recognition of the fact that the school has a limited pool of individuals from which to draw, it is permissible for one or more of the above-mentioned positions to be held by the same individual. For example, a parent of a student who also has experience in accounting or financial matters may fill both positions. The Director and the school business manager shall serve as ex-officio members of the committee. At such times as the governing council has more than five members, it may appoint more than two governing council members to its audit committee. The audit committee shall:

• Review the request for proposal for annual financial audit services;
• Attend the entrance and exit conferences for annual and special audits;
• Depending on the timing of the audit, and when time permits, meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
• Be accessible to the external financial auditors as requested to facilitate communication with the governing council and the Director;
• Track and report progress on the status of the most recent audit findings and advise the local governing council on policy changes needed to address audit findings;
• Provide other advice and assistance as requested by the local governing council; and
• Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local governing council by The Audit Act (Section 12-6-1, NMSA 1978) and rules of the state auditor (2.2.2, NMAC).

The Audit Subcommittee’s role is primarily to provide assistance to management in fulfilling its responsibilities with respect to its oversight of the following:

• The quality and integrity of the school’s accounting and reporting practices and controls, and the financial statements and reports of the school;
• The school’s compliance with legal and regulatory requirements;
• The independent auditor’s qualifications and independence; and
• The performance of both the school’s internal audit function and independent auditors.

Policy: 500.05 – Fiscal Accounting and Reporting
The Governance Council is responsible for the control of all funds of the Charter including funds collected at individual schools. The Director shall be responsible for the development and maintenance of all procedures necessary to ensure adequate fiscal control. The Director and business staff shall establish and maintain a complete auditable financial system which meets all statutory and regulatory requirements and guidelines of the State of New Mexico (The Manual of Procedure for Public School Accounting and Budgeting). Such system shall be defined in administrative procedure and reviewed by the Finance Committee.
Part 2 – Record of Performance (Self-Study)

Cash and Check Receiving Process
Funds received in-person or by mail at the school are collected by the Administrative Assistant and issues a pre-numbered triplicate receipt. All funds received by the school shall be deposited within 24 hours or the next business day. The Administrative Assistant will prepare the deposit and take the deposit to the bank. The Business Office personnel will enter the cash receipt in the accounting system. This documentation will be kept on file by the school.

Purchasing
Requisitioners will submit a purchase requisition (PR) for approval when a good or service needs to be ordered. Requisitions are entered electronically into the system. The Chief Procurement Officer (CPO) will approve the purchase requisition, followed by the business manager. Once the PR has been approved, the Purchase Order will be issued.

Accounts Payable
1. The mail is opened by the administrative assistant.
2. The Invoices for tangible items are submitted to the business office. The invoices for services are submitted to the employee who can verify that services have been received by signing and dating the invoice then submitting the invoice to the business office.
3. Assistant Business Manager (ABM) matches the invoice to the original Purchase Order until items/services have been received/rendered and inputs data from the invoice into Accounting software Accounts Payable Module and scans all supporting documents (invoice, packing slip, purchase order, other, etc.) and attaches to inputted invoice. Once entered, ABM will submit the batch and for review by Business Manager (BM).
4. BM reviews scanned/attached documents to verify accuracy of batch and approves in Accounting software.
5. ABM prints checks and attaches check stub to supporting documents. The checks and supporting documents are then provided to Director for review and signature.
6. ABM mails all checks with applicable remittance.
7. The supporting documents are then filed by month in the Accounts Payable folder in the filing cabinet.

Payroll
1. The Assistant Business Manager (ABM) will review supporting documentation to ensure accuracy and completeness (ex. timesheets, leave slips, pay docks, deduction/pay rate changes) and enter any changes in the accounting software.
2. After the payroll register has been processed, the ABM will perform a reconciliation and review of the register.
3. The Business Manager (BM) will review the payroll packet and approve the payroll packet. The Payroll Packet is then given to the Director to review and approve.
4. Once the Director has signed off on the payroll packet, the ABM will finish the process of payroll which includes printing/distributing of checks, submit direct deposit, and pay Federal Tax Payments.
5. After payroll is complete, it is filed by the ABM with all supporting documentation.
**Task 2: Audit Findings** - Complete the Audit Report Summary table (below) by providing any findings from independent audits for each fiscal year, and how the school responded.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # of Findings</th>
<th>Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)</th>
<th>School’s Corrective Action Plan</th>
</tr>
</thead>
</table>
| 2016-17  | 4                   | Compliance-3; Significant Deficiency-1                                                 | 1. Charter will deposit receipts within 24hrs  
|          |                     |                                                                                       | 2. BARs will be submitted to GC & PED for approval  
|          |                     |                                                                                       | 3. Pos will be issued prior to receiving goods or services and monitored by the BM  
|          |                     |                                                                                       | 4. Payroll will include a reconciliation and review process to mitigate errors |
| 2017-18  | 1                   | Compliance-1                                                                          | Charter will deposit receipts within 24 hours |
| 2018-19  | 8                   | Compliance-6; Material Weakness-2                                                     | HLHS has taken action to correct all findings. The previous business manager was replaced and K12 accounting has now taken over all business management services at the school. (Refer to CAP report Appendix A) |
| 2019-20  |                     |                                                                                       |                                  |
| 2020-21  |                     |                                                                                       |                                  |

**Task 3: Financial Statement** - Provide the following information (in the table below) that is specific to your operational budget from the current fiscal year:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Fund Name</th>
<th>Example of Expenditures by Fund</th>
<th>Percentage (%)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>Direct Instruction</td>
<td>Teachers, EAs, Instructional Coaches, etc.</td>
<td>30%</td>
<td>$1,218,726</td>
</tr>
<tr>
<td>2100</td>
<td>Student Support</td>
<td>Social Workers, Counseling, Ancillary Services, etc.</td>
<td>10%</td>
<td>$410,202</td>
</tr>
<tr>
<td>2200</td>
<td>Instructional Support</td>
<td>Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.</td>
<td>7%</td>
<td>$273,092</td>
</tr>
<tr>
<td>2300</td>
<td>Central Administration</td>
<td>Governance Council, Executive Administration, Community Relations, etc.</td>
<td>7%</td>
<td>$278,620</td>
</tr>
<tr>
<td>2400</td>
<td>School Administration</td>
<td>School Administrator, etc.</td>
<td>2%</td>
<td>$72,105</td>
</tr>
</tbody>
</table>
Part 2 – Record of Performance (Self-Study)

<table>
<thead>
<tr>
<th>Task 4</th>
<th>Other Information, if school is transferring from NM Public Education Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Only schools that are transferring authorizers (from the New Mexico Public Education Commission to APS) must provide the following information:</td>
</tr>
<tr>
<td>✔</td>
<td>Copies of all financial statements and audit findings for any audits performed within the current charter contract.</td>
</tr>
<tr>
<td>✔</td>
<td>Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.</td>
</tr>
<tr>
<td>✔</td>
<td>Copies of 910-B5’s within the current charter contract.</td>
</tr>
<tr>
<td>✔</td>
<td>Copies of PED Site Visit Documents from within the current charter contract.</td>
</tr>
<tr>
<td>✔</td>
<td>Copies of any Corrective Action Plans or Other Actions taken by the Public Education Commission or the Public Education Department.</td>
</tr>
<tr>
<td>✔</td>
<td>Special Education Maintenance of Effort Reports from within the current charter contract.</td>
</tr>
<tr>
<td>✔</td>
<td>A Recent Cash Report submitted to the New Mexico Public Education Department.</td>
</tr>
<tr>
<td>✔</td>
<td>Have you had the school’s Board of Finance removed during the current charter term? Is so, please provide an explanation, including the time frame of the removal.</td>
</tr>
</tbody>
</table>
C. Organizational Performance

Task 1: Provide an Organizational Chart and a short, written description of how your organization operates. You may include examples of day-to-day activities. (1-3 paragraphs)

The Organizational Chart for Health Leadership High School is the foundation for the highly detailed and innovative practices that are implemented. Each pillar director works closely together to align their practice to taking a holistic approach to meeting student needs and academic success. At Health Leadership High School, Business Management services are contracted through K-12 Accounting. The contract includes a Business Manager and an Assistant Manager or Compliance Agent. These services are overseen by the Executive Director/Principal as well as the Finance Committee.

- **The Executive Director/Principal** is responsible to provide leadership, achieve the goals of the Governing Council, and administer academic programs that include specialized programming to meet post-secondary opportunities for students. The ED/Principal must adhere to the highest standards of excellence and ensure financial stability and budget management. The ED/Principal should cultivate high level collaboration with the community, maintain a positive public image and connect and maintain compliance with the Albuquerque Public School Authorizer and the Public Education Department.

- **The Pillar Directors: Director of Curriculum and Instruction, Director of Community Engagement, and Director of Student Support** are responsible as school site leaders to attend to the implementation of programs, curricular design and 360-degree support to attend to students, staff and community. The members of this leadership team are instrumental in converging their pillars and working closely together to assure that the pedagogical approaches of the school are fully implemented.

- **The Special Education Director** is responsible for maintaining and ensuring that all IEPs are up to date and staff adhere to all Federal and State mandates that include accommodations and modifications.
Task 2: List Your Governing Council and Committee Members

Please provide the following information for all Governing Council members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Occupation</th>
<th>Role on Governing Council</th>
<th># of Years on Governing Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adriann Barboa</td>
<td>NM Policy Director</td>
<td>Board President</td>
<td>5 years</td>
</tr>
<tr>
<td>Dr. Alexander Rankin</td>
<td>MD, UNM Family Medicine</td>
<td>Member</td>
<td>2 years</td>
</tr>
<tr>
<td>Abuko Estrada</td>
<td>Coverage Innovation Officer, NMHSD</td>
<td>Member</td>
<td>3 years</td>
</tr>
<tr>
<td>Francis K. Bushnell-Lopez</td>
<td>Nurse Practitioner, UNMHSC</td>
<td>Member</td>
<td>2 months</td>
</tr>
<tr>
<td>Gilbert Ramirez</td>
<td>Deputy Director for Health Programs, CABQ</td>
<td>Member</td>
<td>Returning Member / 2 months</td>
</tr>
</tbody>
</table>

Please provide the following information for all Finance Committee members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Occupation</th>
<th>Role on Finance Committee</th>
<th>Governing Council Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adriann Barboa</td>
<td>NM Policy Director</td>
<td>Member</td>
<td>Y</td>
</tr>
<tr>
<td>Dr. Alexander Rankin</td>
<td>MD, UNM Family Medicine</td>
<td>Member</td>
<td>Y</td>
</tr>
<tr>
<td>Jolene Jaramillo</td>
<td>Business Manager, K12 Accounting</td>
<td>Ex-Officio Member</td>
<td>N</td>
</tr>
<tr>
<td>Leticia Archuleta</td>
<td>HLHS Executive Director</td>
<td>Ex-Officio Member</td>
<td>N</td>
</tr>
</tbody>
</table>

Please provide the following information for all Audit Committee members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Occupation</th>
<th>Role on Finance Committee</th>
<th>Governing Council Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adriann Barboa</td>
<td>NM Policy Director</td>
<td>Member</td>
<td>Y</td>
</tr>
<tr>
<td>Dr. Alexander Rankin</td>
<td>MD, UNM Family Medicine</td>
<td>Member</td>
<td>Y</td>
</tr>
<tr>
<td>Viviana Mota</td>
<td>Parent HLHS</td>
<td>Member</td>
<td>N</td>
</tr>
<tr>
<td>Dolores Smith</td>
<td>Finance Committee Member</td>
<td>Member</td>
<td>N</td>
</tr>
<tr>
<td>Jolene Jaramillo</td>
<td>Business Manager, K12 Accounting</td>
<td>Ex-Officio Member</td>
<td>N</td>
</tr>
<tr>
<td>Leticia Archuleta</td>
<td>HLHS Executive Director</td>
<td>Ex-Officio Member</td>
<td>N</td>
</tr>
</tbody>
</table>
Part 2 – Record of Performance (Self-Study)

Task 3: Describe Your Governing Council Processes by complete Items 1-3.

Item 1: Please provide a copy of your most recent Open Meetings Act Resolution. (1-3 pages)

**2020/2021 OPEN MEETINGS ACT RESOLUTION**

WHEREAS, Health Leadership High School, a state-chartered charter school, met in regular session at the 1900 Randolph Rd. SE Albuquerque, NM 87106 in Albuquerque on August 26th, 2020, at 5:30 p.m., as required by law; and

WHEREAS, Section 10-15-1(B) of the Open Meetings Act (NMSA 1978, Sections 10-15-1 to -4) states that, except as may be otherwise provided in the Constitution or the provisions of the Open Meetings Act, all meetings of a quorum of members of any board, council, commission, administrative adjudicatory body or other policy making body of any state or local public agency held for the purpose of formulating public policy, discussing public business or for the purpose of taking any action within the authority of or the delegated authority of such body, are declared to be public meetings open to the public at all times; and

WHEREAS, any meetings subject to the Open Meetings Act at which the discussion or adoption of any proposed resolution, rule, regulation, or formal action occurs shall be held only after reasonable notice to the public; and

WHEREAS, Section 10-15-1(D) of the Open Meetings Act requires Health Leadership High School to determine annually what constitutes reasonable notice of its public meetings;

NOW, THEREFORE, BE IT RESOLVED by the Governing Council of Health Leadership High School that:

1. All meetings shall be held at the 1900 Randolph Albuquerque, NM 87106 at 5:30 p.m., or as indicated in the meeting notice. Due to the current COVID-19 Pandemic and pursuant to current health orders prohibiting large gatherings, meetings will be held virtually. If you would like to attend or participate in any virtual meetings, please contact Letica@healthleadershiphighschool.org for login credentials.

2. Unless otherwise specified, regular meetings shall be held each month on the Third Thursday of each month. The agenda will be available at least seventy-two hours prior to the meeting. The agenda will be posted at the offices of Health Leadership High School and on the school’s website at [http://healthleadershiphighschool.org/](http://healthleadershiphighschool.org/)

3. Notice of regular meetings other than those described in Paragraph 2 will be available at least seventy-two hours before the meeting and posted along with the agenda on the school’s website at [http://healthleadershiphighschool.org/](http://healthleadershiphighschool.org/)

4. Special meetings may be called by the Chair or a majority of the members upon three days’ notice. The notice for a special meeting shall include an agenda for the meeting or information on how a copy of the agenda may be obtained. The agenda will be available at least seventy-two hours before the meeting and posted on the school’s website at

5. Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health, safety and property of citizens or to protect the public body from substantial financial loss. The notice for all emergency meetings shall include an agenda for the meeting or
Part 2 – Record of Performance (Self-Study)

information on how the public may obtain a copy of the agenda. Within ten days of taking action on an emergency matter, the school will notify the Attorney General’s Office.

6. Copies of the written notice of meetings shall also be emailed to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.

7. A member of the Governing Council may participate in a meeting by means of a conference telephone or other similar communications equipment when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any member of the public body who speaks during the meeting.

8. The Governing Council may close a meeting to the public only if the subject matter of such discussion or action is excepted from the open meeting requirement under Section 10-15-1(H) of the Open Meetings Act:

   (a) If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the Governing Council taken during the open meeting. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meeting.

   (b) If a closed meeting is conducted when the Governing Council is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity, is given to the members and to the general public.

   (c) Following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.

   (d) Except as provided in Section 10-15-1(H) of the Open Meetings Act, any action taken as a result of discussions in a closed meeting shall be made by vote of the Governing Council in an open public meeting.

Item 2: Describe the Governing Council’s role in the school’s strategic planning process (1 page)

The Health Leadership High School strategic planning process is the foundation of growing and building our school community. The focus of strategic planning is to maintain an open exchange of ideas to be innovative and creative in our practices that provides the framework that sets the stage for advancement. At Health Leadership High School, the Governing Council seeks to receive feedback from each pillar director as leaders and experts at the school. The Governing Council utilizes monthly feedback and reports from each pillar. In an effort to maintain an in-depth understanding of the school, an internal and external form of assessment is conducted. The internal assessments allow for a better look at what needs have been met, as well as ways to improve support moving forward. The external assessment allows for a deeper dive into understanding the needs of the school at large while still
functioning under the mandates of the legal, financial and governmental parameters. The Governing Council is responsible for governing HLHS and oversees the following:

- Approves the school’s general policies and educational policies as well as monitoring the implementation of the polices as led by the school’s Executive Director
- Approves and monitors the school’s annual budget and financial procedures
- Assures that HLHS fulfills the requirements of the charter as well as the goals and objectives set forth from the strategic planning sessions
- Hiring and evaluating the performance of the school’s Executive Director

In accordance with the Open Meetings Act, the Governing Council meets every month. The agenda focuses on attending to the fiduciary responsibilities while adhering to the school’s vision and mission objectives. Student achievement data is provided to support the growth of the school and instructional decision making. Each pillar director; community engagement, curriculum and instruction, and student support provides a report out on the standings within the school under their supervision. Updates regarding programming implementation, community partnership developments and curricular advancements are all part of the monthly updates. The governing council is able to take a journey through the lens of each pillar director to better understand how students, families and communities are being served at HLHS. We value transparency and accountability in the work as part of our ongoing growth and success of the school. All school personnel, community members and families are invited to participate in the Governing Council meetings.

The Governing Council is committed to uphold the mission of HLHS and works continuously through short- and long-term strategic planning, practices and achievement. Strategic planning includes specific training on all components under leadership and governance. The Governing Council’s highest priority is the enhancement and improvement of student academic, social and emotional success in high school and throughout their adult lives.

As a newly hired Executive Director, I have spent time focusing on innovative practice and goals to meet student needs connected to the health sector. In an effort to push our educational model into a new chapter that supports and facilitates student opportunities, the staff of HLHS must be willing to challenge old ways of thinking. The Governing Council continues to support endeavors toward innovative practice and reformative educational models to meet the needs of our underserved population. The advocacy of the Governing Council is the driver in our efforts to address the hard reality of previous years’ progress reports and graduation rates. As such, the accountability that is embedded in the annual performance review will play an important role in maintaining communication and focus on positive outcomes for HLHS.

**Item 3: Describe the Governing Council’s process of evaluating the Principal/Director (1 page)**

The Governing Council evaluates the Executive Director/Principal quarterly per academic school year-beginning; mid-year; end of year. The Executive Director Performance Evaluation-HLHS discussion takes place during closed session, in accordance with NM State Statute. The Executive Director/Principal presents evidence that progress toward goals are being met.

- **Policy Intent:** The policy affirms that the Executive Director (ED) shall be formally evaluated by the Governing Council (GC). The intent of the policy is to provide the ED clear direction of the expectations of the GC. This policy also serves as the basis for contract renewal and
reemployment decisions regarding the ED by the GC. It is the intent of the GC to provide the ED an opportunity to be a full participant in this process

- Governing Council Goals for the Executive Director: The Executive Director’s (ED) evaluation process shall provide the Governing Council (GC) an opportunity to approve broad general goals annually that the ED shall respond to in the form of a set of objectives which are specific, measurable, attainable, and timely. In these SMART objectives, the ED shall outline measurable results the ED intends to achieve.

- Annual Evaluation Cycle: (See image below)

- 360° Feedback on the Executive Directors Performance: For the January informal evaluation, 360° feedback shall be obtained from staff, students, parents and community partners. This data is solicited using Leadership Practice Inventory (LPI) for any surveys conducted.
D. Facility

Task 1: Provide Facility Information and Documentation by completing items 1-3.

Locate your building E occupancy certificate (item 1) and lease or lease purchase agreement (item 2) and scan documents. Include these scanned documents in the appendix of your application.

Item 1: Provide a digital scan of the building E Occupancy certificate.
Health Leadership E Occupancy Certificate included in appendix B

Item 2: Include a description of your facility including lease and/or lease purchase agreement.
Health Leadership High School leases the premises located at 1900 Randolph Road SE, Albuquerque, NM 87106. The lease expiration date shall be extended until June 30, 2021 with the following rental structure:

- July 1, 2018 through June 30, 2019 $17,720 per month
- July 1, 2019 through June 30, 2020 $18,250 per month
- July 1, 2020 through June 30, 2021 $18,800 per month

The current building is 15,800 square feet with easy accessibility to public transportation and bus lines on University Avenue and Gibson Boulevard SE. The school location is within proximity to some of its industry partners including: The Community College of New Mexico (CNM), First Choice Community HealthCare, The University of New Mexico Hospital (UNMH) and the Mexican Consulate. The building was remodeled in 2016 to enlarge the classroom spaces and lend to the project-based learning model of instruction. Every classroom is used for science. One specialized location is set aside as a laboratory containing 4 basins, eye-wash station and a washer and dryer. The lab also includes equipment for simulation manikins and task trainers for health sector development skills. The building includes 5 restrooms and an open outdoor area used by students for recreation.

Item 3: Describe your long-term plans to comply with state statute of being in a public building.
Health Leadership High School and the Foundation Board have been working collaboratively to secure a permanent building to accommodate 300-400 students. The goal is to establish a facility that is accessible to hospitals, clinics and medical facilities in the metro area in order to leverage the mission and vision of students being connected to onsite practicum placements for skill-based learning. Funding sources through SB9, HB33 and other capital funds will be used to support this endeavor. The school had initial plans to be in a new building by 2021, but due to COVID-19 these plans are delayed. HLHS entered into a Lease Agreement on June 1, 2014 and follows Section 22-8B--4.2 NMSA pertaining to charter school facilities requirements.
Part 3—Plans for the Next Charter Term (Self-Study)

Purpose: Looking Forward: Vision for the Next Five Years

Instructions for Part 3: Please refer to the instructions online for complete details about completing this part of the application (Self-Study) on outlining your vision and plan for the next five years.

A. Performance Self Study/Analysis-Key Questions

Task 1: Discuss your school’s academic priorities over the next five years based on what you learned from your Self-Report about your students’ academic results over the past four years (1-3 pages)

- What main strategies will be implemented to address these priorities?
- What changes to the program will be made based on the analysis of the past four years?
- How has data been used to set these priorities at your school?

- Discuss your school’s academic priorities over the next five years, based on results from the past four years
At Health Leadership High School, our academic priorities over the next five years are to increase reading and math proficiencies. Based on data over the past four years, our reading and math scores have remained low. To focus on reading, we will fully implement and increase our Read-180 program as more students are identified. The Read-180 program is a blended learning reading intervention program designed to improve upon student comprehension, academic vocabulary, and writing skills. HLHS has embedded this work and funding through our Community School Improvement Grant. In its first year of implementation, SY 2019-2020 students showed a Lexile growth of 93 points including 3 students who reached grade level proficiency. To focus on math, in SY 2019-2020 we began a hybrid model of traditional math lessons and project-based learning techniques. In conjunction with additional math courses and tutoring, the data reflected progress. In fact, every student who regularly participated in this pilot math program either met or exceeded expected growth. Our next challenge and focus for the next 5 years are to analyze and disaggregate data to determine why these increased scores do not correlate with short cycle assessment scores. HLHS will be focused on bridging this gap.

- What main strategies will be implemented to address these priorities
The evaluation process of the past several years has been helpful in determining intervention program needs. Our intervention programs include:

*Math tutoring and Extended Math courses:* Our Math instructor is utilizing his prep time for an additional block of math instruction to students who require extended math learning and support. The math instructor completes daily/weekly data to support students in knowing the status of their work completion and scores.

*After School supports and Credit recovery program:* Students are offered the opportunity to stay after school to receive additional support with academic needs. Additional instructors, specialized in Math, Science and ELA, are available to assist students. An Administrator is onsite M-Th from 3:45PM-8:30PM to support Credit recovery.
Part 3 – Plans for the Next Charter (Self-Study)

RTI courses:
Read-180 is offered to students who are identified and require a blended learning reading intervention program.

Student Support Team/Student Staffing to address Early Warning Signs:
Our Student Support team consists of 3 Licensed Social Workers, in collaboration with our three pillar directors, and Advisors, meet every Wednesday to staff students and address needed supports that are identified by the Advisor during their advisory class. Each Advisory class covers specific needs including credit reviews, certifications earned, social emotional needs, and academic growth. This provides a professional learning community for staff to use data/results to frame the level of needs and function as an advocate and mentor to the student.

• What changes to the program will be made based on the analysis of the past four years?

HLHS recognizes the importance of hands-on learning and meaningful opportunities. Rather than focus on changes, we are focused on adding to our students’ educational experiences. HLHS is implementing Career and Technical Education (CTE) Programs to enhance opportunities for students. HLHS will build strong relationships between project-based learning (PBL) and career technical education. STEM competencies are embedded in our academic standards. In addition to PBL instruction, students at HLHS will have dual credit opportunities to support highly rigorous instructional learning and challenging academics. Students will have the experience of being enrolled as a student in the CNM CHW Certificate of Achievement program, where they will obtain 9 credit hours of coursework as college students. Additionally, HLHS will be working closely with Health Occupations Students of America (HOSA). HOSA is an international student organization to promote career opportunities in the healthcare industry and to enhance the delivery of quality health care. HLHS recognizes HOSA as an instructional tool integrated in Health Sciences Education. This will amplify the opportunities for our students to become trained beyond the basic technical skills to enter into the health sector.

• Beyond a practicum placement or internship experience, HLHS is implementing a Pipeline program “Grow Our Own (GOO).” In collaboration with the University of New Mexico Health Sciences Center (UNMHSC) and the City of Albuquerque (CABQ), this program will create an opportunity for students to become fully certified as Community Health Workers, be placed during their Junior and Senior year in a health setting, and be provided with post-secondary opportunities including support in higher education and/or employment after High School Graduation.

• In effort to address preparedness for ACT Testing, HLHS will be implementing “Anatomy of an Exam.” This course will provide students with the support needed to prepare for the ACT exam as well as analyze and utilize data from the (ACT practice Tests). “Anatomy of an Exam” will explore:
  • Students understanding of the ACT score
  • Becoming familiar with the ACT structure and format
  • Strategies in how to answer questions and time management
  • Developing study plans
  • Understanding essential test content
A pilot for this program was implemented for our SY 2020 cohort. 22 students completed this pilot course named “Anatomy of an Exam” to prepare them for the ACT exam for their college entrance requirements. Through the course students learn not only key concept information to be successful in the English, Math, and Science sections of the exam but also key skills needed to successfully complete an exam of the ACT's rigor. Students learned hands-on test taking strategies through the ACT practice exam directly as well as practiced skills to combat testing fatigue. The 2016-2019 HLHS graduating cohorts scored an average 12/13 composite score and 10 students receiving a 17 or higher.

- **How has data been used to set these priorities at your school?**

The past four years have brought forth the need to continue providing hands-on learning. Connecting students to real life experiences beyond a theoretical discussion, allows us an additional method of assessment and content knowledge. We have learned that traditional methods of assessment and test scores are not always the most accurate indicators of student learning. Our focus is to continue to design curriculum around industry-focused projects, group learning and student support. Students engage in collaborative work in a supportive, small school environment that values the overall well-being of our young people. We will continue to provide the tools and experience that students need to become successful leaders in the healthcare industry. Our three-pillar model is foundational to the way we think about and enact high school education. The model advances:

1. **Learning by Doing**
2. **Community Engagement**
3. **Student Support as tools that guide student success**

The three-pillars support deeper learning through the lens of health and positive youth developments within the context of each students’ unique education and our schools’ unique community. Our three-pillar model was developed with asset gaps in mind. HLHS takes a holistic approach to support students to participate, engage and achieve in an academic setting.

1. **Learning by Doing** is a form of project-based learning where students use problem solving and innovation to address real-world, health problems facing their communities. Learning by doing promotes deep thinking and problem-solving skills and develops nuanced lifelong learning skills.
This pillar also opens opportunities for a mastery-based system where students demonstrate their learning through a variety of assessments as opposed to traditional grading. Rather than focus on coverage and seat time, learning by doing shifts the focus onto skill development through responsive, personalized curriculum.

2. **Community Engagement** is based on our understanding that reciprocal relationships with the community are the foundation of a well-connected, community school with future pathways for its students. Community Engagement directly informs our curriculum so that our school and our community become more connected, integrated and a better place to live.

3. **Student Support** is focused on treating young people as assets to be nurtured rather than problems to be solved. This pillar is about building a school culture that both promotes high academic expectations and an environment that is intellectually and emotionally safe for students. The power of the model is realized when the pillars converge, resulting in schools that adapt to the needs of students rather than the other way around.

This broad system of support paired with high expectations and strong boundaries allows students to feel supported and grow into leaders. In order for this model to flourish, we must get students into community learning environments as much as possible. A holistic approach to support student involvement paired with a comprehensive local needs assessment has driven this focus of CTE programming in the health sector. Opportunities for dual credit, development of soft skills, guided career exploration, and integration of math skills are the focus to support academic achievement.

Over the past 4 years, data and experience has carved the path to setting forth our priorities. Our approach is to utilize what we know to make meaningful transformations in combating negative social determinants of health. As our mission states, we “are teaching and learning with young problem solvers and facilitators—bringing in the most impacted voices to be on the front lines of community transformation and systemic change.” Our students bring a strong understanding of the community needs and take action in paving the way to creating projects that are meaningful and impactful toward greater change.
Part 3 – Plans for the Next Charter (Self-Study)

Task 2: Discuss how systems and structures have been modified to support student achievement? (1-3 pages) Reflect on the academic performance of the following groups:

- The lowest-performing students
- Students with Disabilities - how do you plan to provide Special Education Services?
- English Learners - How do you plan to provide English Learner programs and services?
- Students who are Economically Disadvantaged and Ethnicity

The performance of students who struggle with academics and completion of projects are of particular importance to HLHS. HLHS has a robust series of assessment tools and strategies to gauge the needs and supports of each of our students. The students at Health Leadership High School (HLHS) primarily come from economically oppressed and diverse communities. One hundred percent of students at HLHS qualify for free and reduced lunch. The student population for SY 2019-2020 was 92% minority students, with the senior class having 98.22% minority students. HLHS also has a large number of English Language Learners (EL), all Spanish speaking backgrounds, which is viewed as a great strength and resource for the school and the communities that these future health professionals will be serving, where bilingual workers are needed and valued.

- The Lowest-performing students

Our goal is to utilize what we have learned and improve upon academic priorities that are specific and unique to our student population. At HLHS we know that our students often enroll in our school after having dropped out and already significantly behind. This impacts their ability to be counted in the 4-year cohort rate. Many of our students come to us as EL students who may require specialized instructional language support to successfully complete the requirements of the course. The past 4 years has shown that we have students who are resilient, motivated and willing to do whatever it takes to be successful in an academic environment.

Our priority is to find methods to assure that students receive equitable services to reach their full potential. HLHS is committed to student achievement and improving the classroom learning system. HLHS uses 6 steps to improvement: 1. Data is collected through assessments and programming to determine student needs. 2. Goals and measures are set according to the SMART method and adequate yearly progress (AYP). An individualized learning plan (ILP) is developed for each student and is monitored and reviewed weekly through the advisory class by the advisor. 3. The pillar directors: Curriculum and Instruction, Student Support and Community Engagement, deploy a collaborative approach to improve student outcomes. 4. HLHS staff translates their approach through Professional Development training to diversify instructional practices to promote positive learning outcomes. 5. Data is regularly collected and analyzed. 6. Areas of ongoing need are targeted, and the cycle is repeated. In effort to leverage this work, students will be encouraged through this 6-step process to be involved and take an active role in their (ILPs) and participate in their academic success and ongoing growth. This is a more personalized education approach for students who are struggling academically, as it provides a vehicle that supports an individual student’s targeted skill deficits, while creating a partnership of support for the student. What we know is that our number of economically disadvantaged students is increasing. The graph below shows where our efforts have progressed and confirms the need for ongoing improvements in the next five years.
Part 3 – Plans for the Next Charter (Self-Study)

- **Students with Disabilities - how do you plan to provide Special Education Services?**

At HLHS, students with disabilities are served through a full inclusion model. Special education services are provided in every class through the instructor with the support of Special Education teachers and the Director of Special Education.

In addition to curriculum development, students will be exposed to the Developmental Assets Profile; “a social emotional assessment that measures the internal strengths and external supports of young people, and their growth in these key areas over time” - *Search Institute*. Students will also be exposed to a student support report card. This report card is designed to identify how social, emotional and behavioral factors interact with structural and physiological influences that impact positive and/or negative trajectories for youth. HLHS will support the social and emotional needs of students through school-wide implementation of Social Emotional Learning (SEL) programming. As students become better at being introspective and self-analyzing of their emotions, they will learn different strategies and actions that can be taken in order to mitigate uncontrolled responses to current and perceived situations. Our overarching strategy incorporates building and developing more meaningful relationships with our students, while encouraging each student to do his/her very best to meet his/her full potential. In essence, we will become advocates, encouraging our students while challenging them academically. As a small school, we pride ourselves in maintaining close connections with our students. These critical connections to the individual lives of our students will provide a relevant and rigorous platform to build upon in guiding and encouraging each student to accept and embrace challenges to becoming strong and healthy citizens.

- **English Learners - How do you plan to provide English Learner programs and services?**

HLHS will continue to provide service and support through our English Development Program. This program is provided to students through a Bilingual or Teaching English to Speakers of Other Languages (TESOL) licensed teacher. The program focuses on Language Development Instructional Strategies that are aligned with the New Mexico ELD standards. Through our Advisory model and student support centered approach, EL students are monitored, and increased supports are implemented to minimize academic deficits. As part of the support and services, all staff at HLHS will participate in professional development to learn strategies and resources for continuous learning and instructional planning to best serve our EL students.

- **Students who are Economically Disadvantaged and Ethnicity**
Part 3 – Plans for the Next Charter (Self-Study)

HLHS has always had a large percentage of enrolled students from Economically disadvantaged communities. The graph below reflects the SY 2019-2020 enrollment data in comparison to all schools in NM.

The student enrollment at HLHS is primarily made up of students of color; 90% of our population is Hispanic. In SY 2019, data indicates 28.87% English Language Learners and by midyear SY 2019-2020, enrollment of EL students increased to 39.8% by the 180th day report. Many of our students who come to us are marginalized and we know the importance of students feeling safe, physiologically and physically, before they can reach their full potential in a learning environment. Our systems and structures must be modified to meet the needs of our unique population. We understand that when students are provided with a supportive environment to learn, they can take a healthy approach to making positive changes within their community and become the leaders to serve their community.
Question 1: How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs)

The Health Leadership High School Governing Council meets monthly to discuss, review and oversee the financial health and sustainability of the school. The Governing Council is focused on supporting the vision and mission of the school as it relates to the financial goal, Governance goal and Student performance goal. At each Board meeting, the Governing Council seeks to develop a comprehensive understanding of the current status of HLHS.

The Governing Council seeks to advance its mission and increase academic achievement through high performance and collaboration with the Executive Director. Strategic planning sessions will be held at the beginning of each school year to focus on effective governance processes as well as support the Executive director to direct their efforts on operational leadership practices. The strategic planning session provides guidance toward achieving goals and organically creates a process to evaluate the Executive Director.

Going forward, it is our hope to connect our board as community partners to classroom events and exhibitions. This will increase the ability for our Governing council to become informed of instructional practices and mastery assessment. The Governing Council will learn from first-hand expertise of our staff, community partners, families and students the rigorous programming implemented at HLHS. This method of involvement will align with practices to improve organizational effectiveness to monitor actions and results in order to drive needed adjustments when necessary.
Question 2: How does your school enhance the APS School of Choice Portfolio? (1-3 paragraphs)

Health Leadership High School is more than a school; it is an institution that prides itself in offering students a place to learn, grow and become healthy citizens in their community. HLHS offers instruction through project-based learning as a way to be innovative in strategies to meet the needs of developing learners that extends beyond paper and pencil instruction. Every project offers a Health credit, creating stronger alignment and integration between health and education. At HLHS students learn what it means to become an active member in their community before graduation and make decisions and choices that inevitably strengthen the health sector. The 3-Pillar model offers a holistic and systems approach to educating students and meeting their needs. The three pillars support deeper learning through the lens of health and positive youth developments within the context of each students’ unique educational needs.

In SY 2019-2020, Health Leadership High School became the First High School in the State of New Mexico to offer a Community Health Worker (CHW) dual credit certification. HLHS has taken the lead to address health care shortages and provide increased opportunities for students. In collaboration with Central New Mexico Community College (CNM), The University of New Mexico Health Sciences Center (UNM HSC) and The City of Albuquerque, HLHS has developed a pipeline program “Grow Our Own” (GOO). The program will help curve the health provider shortage in New Mexico and increase the number of high school students who can assist under-served communities and reduce the delay in access to healthcare. This program provides personalized support, on-site mentors and an apprenticeship course to support skill development and employability skills to become successful leaders in the health sector. Students will be qualified to practice with the CHW certificate and qualify to apply for two additional state certifications, the Generalist CHW certificate and the Specialist I certificate, positioning them to be well qualified for post-secondary opportunities.

Students at HLHS have access to participate in dual credit courses, including Nursing Assistant. The dual credit Nursing Assistant Program is housed on site at HLHS with CNM instructors in our fully functioning Simulation Laboratory (Sim Lab). The Sim Lab at HLHS has three manikins that simulate various medical conditions that can be triaged. The Sim Lab is set up as a hospital setting including 4 hospital beds and functioning equipment to provide an immersive learning experience. Our realistic clinical Sim Lab allows our young learners to practice and develop a level of clinical expertise without risk of patient harm. The Dual Credit Nursing Assistant Program provides students with a curriculum designed to prepare them for employment in the nursing industry. This program meets the requirements in New Mexico to practice at the age of 18 in healthcare facilities and supports students toward eligibility to sit for the New Mexico CNA state examination.

Every student is expected to graduate with a minimum of 4 Healthcare industry specific certifications including Cardiopulmonary Resuscitation (CPR), First Aid, Blood Pressure, HIPAA training, Shaken Baby Syndrome, Blood Borne Pathogens, Documentation and Confidentiality as well as additional courses including Introduction to Community Health, Introduction to Public Health, and Health Promotion.

As part of curriculum development and coursework, students take an active role in participating alongside community partners to develop authentic projects. This partnership is developed through
Part 3 – Plans for the Next Charter (Self-Study)

our “Ed Cafe.” The Ed Cafe is an event where community partners, staff, administrators and students come together to discuss current, real time impacts occurring in our communities. A problem is identified and through a collaborative process, a project is developed that sets forth our students into action to find a solution. Students are naturally engaged in their academics because they are involved and committed to participating in change. Throughout the semester, students seek to find solutions, work collaboratively with their community partners and their peers to develop an exhibition. At the end of each semester, students present their exhibitions and the community partners become judges to help in determining mastery assessment. These collaborations and partnerships are the foundation to next level planning for students to participate in practicums placements and internships.

Practicums and Internships are an important part of student development and skill set at HLHS. Opportunities to participate as pseudo “employees” to develop first-hand experience is invaluable. Our community partners and professionals in the health sector become an active member of our school community. Our students learn how to develop an understanding of the sector as well as skills to implement that understanding. This not only gives students experience, but it also positions them toward employment after graduation.

At HLHS we understand that Health expands beyond physical wellness but also includes mental health and wellness. Integrated behavioral health is a method whereby a team of providers including physicians, nurse, practitioners, behavioral health clinicians, Community Health Workers (CHW) all come together to address patient needs. We know that behavioral health and physical health are closely related. To address the need of quality practitioners and clinicians, HLHS is expanding programming to meet behavioral health care. Students are working together in anchor projects to expand upon our Health Domains.

Since students at Health Leadership High School come from the communities they will serve, they are better equipped to promote health literacy, health education and serve as interpreters while maintaining a close relationship with community members. In addition to the high-level quality experience received through certifications, dual credit courses and practicum placements, many of these students are bilingual Spanish speaking. The guided principles of this type of programming that exists at Health Leadership High School is embedded in the commitment to client and community centered practices. We believe in quality health care that is delivered in a way that represents equity and authenticity. There is no one better to understand the community than the community members themselves; and in our current situation, we are faced with unprecedented times. COVID-19 has impacted our communities and nation leading us to increasingly recognize the importance of health care. Health professional shortages are currently present and expected to increase as we move forward. In response to these shortages, it is necessary to adapt the way health care is delivered.
Part 3 – Plans for the Next Charter (Self-Study)

Teamwork with skilled and certified community members will be more necessary than ever. We are seeing a shifting focus from health care service delivery in hospitals to community. Community Health Workers (CHW) and Certified Nurses play an important role in equity and transforming the health system.

B. Mission-Specific Goals and Indicators

Instructions for section B: Please refer to the online instructions for complete details about Mission Specific Goals and Indicators.

Task 1: Provide at least two (2) mission-specific goals and indicators in the space below. (1-2 pages per goal)

Example: If a school’s mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators which measure students’ performance and progress of language acquisition. The indicators for this goal would be monitored during the year and revised annually. If you define a cohort of students (i.e. 11th grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

Mission Specific Goal 1 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Goal 1:

Statement:
Health Leadership High School will measure students’ graduation through “on-track” graduation. As students enter HLHS, on-track is calculated by determining the projected number of semesters it will take for a student to graduate, which is based on the number of credits needed and the expected amount of time it will take to earn those credits in order to graduate.

Because many of our students come to us already 1-2 years behind, we will identify “on track” graduation to be within a 4-6-year period of time. New Mexico needs students to fill jobs in the health sector. Our communities often bear the brunt of students not completing High School, leading to the loss of productive and engaged citizens. At HLHS we recognize that we have the responsibility to improve upon educational outcomes by encouraging and supporting youth to become ready for success in college, work and life. Improving High School graduation rates means that we must take into account the population we serve, and the inequities often faced that impact our students' trajectories for a successful 4-year high school experience.
The good news is that we have come to learn what works. At HLHS we are committed to putting practices into place to ensure that every student has a fair opportunity to be successful. We are focused on graduating EVERY student. HLHS will continue implementation of this goal by supporting students to create, follow and mark progress through their credit tracker with support from their advisor. Students will be active participants in this planning process the first semester they enter HLHS and will be encouraged to follow through; during advisory class; tracking their credits and revising necessary courses to sustain growth and success throughout the semester and into the subsequent semesters. We will focus on 2 cohorts as follows:

- Cohort 1: Students who begin their 9th-grade year enrolled at the school and remain for the entirety of their high school career. (on track for graduation within 4 years)

- Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment. (on track for graduation within 4-6 years)

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<tr>
<th>Meets Standard</th>
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<tr>
<td>Cohort 1: 80% or more of students Graduate on track</td>
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<td>Cohort 2: 80% or more of students Graduate on track within 4-6 years.</td>
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<th>Working to Meet Standard</th>
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<tr>
<td>Cohort 1: 65-79.9% of students Graduate on track</td>
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<td>Cohort 2: 65-79.9% of students Graduate on track within 4-6 years.</td>
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<th>Does Not Meet Standard</th>
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<td>Cohort 1: 64.9% or less of students Graduate on track</td>
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<td>Cohort 2: 64.9% or less of students Graduate on track. If less than 64.9% time frame will be within 4-6 years.</td>
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Mission Specific Goal 2 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Goal 2:

Statement:
Health Leadership High School graduates will successfully obtain a minimum of four health/medical related certifications by the time they graduate.

Certifications during COVID-19:
Healthcare industry specific certifications have been a cornerstone of Health Leadership High School’s mission and vision for graduates. Each year we graduate students with four health relevant certifications: CPR/First Aid, Blood Pressure Screening, Bloodborne Pathogens, and HIPAA Training, to ensure our alumni are a competitive candidate for Albuquerque’s growing healthcare sector. Moving forward through SY 2020-2021 Health Leadership will continue to maintain the mission specific goal of providing student certifications while also prioritizing student/staff safety. We will continue to provide certification resources while also following the COVID-19 CDC public health order/social distancing regulations.

As students enroll at HLHS, they will be supported to achieve certifications through classes, in collaboration with community partners, practicum placements as well as training held on campus. This will allow students to experience real-world application of the health sector in a practical way. Ideally, a student will have 4 years to complete at least four certifications. Nevertheless, it is our goal to maximize opportunity for our youth and encourage that they receive more than the minimum.

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<th>10 Reasons Why Students Should Earn Industry Certifications</th>
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<tr>
<td>1. Preparates the Students for the Future</td>
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<td>2. Real-World Industry Applications</td>
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<td>3. Increases Opportunities for Employment</td>
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<td>4. Validates Knowledge and Skills</td>
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<td>5. Leads to High Levels of Student Engagement</td>
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<td>6. Demonstrates Critical Thinking and Problem-Solving Skills</td>
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<td>7. Displays Students Drive</td>
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<td>8. Exhibits Students’ Passion for Industry</td>
</tr>
<tr>
<td>9. Fulfills Graduation Requirements</td>
</tr>
<tr>
<td>10. Higher Earning Potential</td>
</tr>
</tbody>
</table>

Preparation students for real-world industry requirements, increasing postsecondary opportunities, improving knowledge and skills, enhancing learning engagement, providing soft skills and critical
thinking are key to the success of students at HLHS. As a school, we are devoted to assuring that our students receive the learning outcomes that will support them to be strong citizens within the community.

Our two mission specific goals are relevant and continue to be applicable to our vision and mission at HLHS. As a school we will continue to advocate for equality and be the trailblazers in creating programs that set us apart from other schools. Over the next 5 years we will continue to address barriers to student success and find innovative solutions in our practice. At HLHS we will take the challenges that we have experienced head on and allow them to be our motivation toward positive change and perseverance. We will be intentional in providing opportunities for students that are embedded in their academic plan to meet our goals.

Task 2: Provide a detailed rationale for the indicators you have chosen. Include data that you used to identify the need for setting this goal. Include any applicable state standard set for your indicator. For example: state graduation standard. (3 paragraphs)

At HLHS we are taking the lead in strengthening our graduate profile. HLHS has been working closely with Future Focused Education (FFE) and Community of Practice in collaboration with the New Mexico Public Education Department (NMPED) to share our work on the graduate profile currently used at HLHS. We are being asked to share our innovative practices on how we determine graduation options that are reflective of student learning based on innovative teaching practices. Our Senior Capstone projects and Community Wellness Practicum has strengthened this mission specific goal and aligns with our plan to increase and improve upon graduation rates. As always, our commitment is to our students and if they reach the age of 22 and have been enrolled with us, they will be supported to graduate regardless of funding sources or impact to cohort numbers.

**HLHS graduate profile:** This document provides guidance on expectations in understanding the complexities and skills necessary to impact their community and attributes toward successful transitions post-secondary.

The HLHS team has mindfully crafted our graduation plan for students by studying and reflecting on current and past practices that lead to increased academic achievement. As leaders in this innovative practice, we will share these practices to help support the success of this model for other schools in
New Mexico. In collaboration with NMPED, FFE and the Community of Practice, we will push to develop quality criteria for Performance-Based Graduation Options. Our reflective practices have helped us to better assess the needs of our student population and be mindful of our population who predominantly come from economically oppressed communities as well as English Language Learners and students with disabilities.

**Senior Capstone Experience:**
Prior to graduating from Health Leadership High School, senior students are required to create/implement a capstone project through their year-long Community Wellness Practicum project. This capstone experience provides the graduating cohort to practice the ASKs (attributes, skills and knowledge) listed in HLHS’s graduate profile, beginning with the professional application process for acceptance into the CWP program.

To help our students professional and personal growth we require that they apply to their senior year. The application process is lengthy and requires students to develop their soft skills by completing: an application that is very similar to a job application; a resume, a letter of intent about their passion project and personal attributes; prompts are provided to guide their letter or thoughts; and lastly we require they obtain a letter of recommendation from someone, preferably not a friend or family member, usually teacher or staff member. They are all given a deadline to complete. Before the deadline approaches, we meet with students weekly to support them with their writing skills, credit checks and asset mapping of themselves and passion. Once these items are complete, they are turned into the Transition Coach for review. All students must then complete an interview with their advisor, transition coach and senior teacher(s). We then provide students and families with an acceptance letter to CWP.

Upon acceptance into the CWP program seniors are responsible for not only creating/planning an authentic public project that directly addresses a community health need impacting Albuquerque/NM but becoming an expert (through research and public presentation) in their chosen community issues as well. Seniors are responsible for hosting a community event during their spring semester culminating in a final senior presentation of not only their CWP project but their growth into adulthood as well.

**Student Exhibitions:**
Public exhibition of student learning is a capstone experience for all students enrolled in Health Leadership High School. It is an experience in which students are able to directly share the knowledge they gained over the course of their projects with not only the community experts on their health industry topics but the greatest stakeholders (community members/project audience) for the project’s outcomes as well.

Exhibitions provide an opportunity for students to participate in real-world, hands-on experiences in which students can showcase the following: subject content proficiency, health industry knowledge/skills, 21st century skills (problem solving, communication, collaboration etc.), and graduate profile ASKs. In addition, exhibitions provide a final attempt for students to showcase their proficiency in their projects’ learning outcomes to either earn a passing grade for their graduation credits or provide evidence of student learning required for invitation to interim school.
Part 3 – Plans for the Next Charter (Self-Study)

HLHS has historically been able to accomplish these important exhibitions through either inviting community members/industry experts to judge on-campus, student presentations of learning or providing logistical support to bring our student’s learning directly out into the community through industry-specific experiences. Exhibitions are a vital symbol of the three-pillar convergence model unique to the Leadership Network Schools.

During the COVID-19 school closures in the 2020 spring semester, HLHS was unable to host an in-person exhibition event as historically planned. In response to these extenuating circumstances, and in the spirit of celebrating our student’s achievements, the HLHS staff created an online portal/Zoom event, **Somos Familia**, in which community members/families/HLHS staff could browse student products/experiences for each project and offer a message of celebration to support our students’ growth. For the duration of SY 2020-2021 school closures HLHS intends to continue this tradition of showcasing student excellence and achievements in a digital interface.

**Student Support and Advisory:**

The Student Support Team recognizes the need to operate from a trauma-informed lens. As such, HLHS will continue to prioritize PYD by teaching and modeling SEL competencies such as teamwork, problem solving, empathy, self-care, and coping skills to students and families. The team has identified resources the school was providing students and their families prior to the pandemic and will work to maintain that support. In addition, the team will provide parents with lists of outside mental health resources.

Regardless of the learning setting or environment, whether our students are learning through a virtual platform or in-person instruction, our team is committed to providing a high level or support to all students. Our school social workers have always been and will continue to be strong advocates for our students, especially those who are most vulnerable. Check-ins and updates will continue to take place regularly (during Lead Team, Staffing, and Advisory) regarding how Special Education, vulnerable, and at-risk students are coping socially and emotionally. Social workers will step in to provide additional support where needed.

In the coming years, the newly developed HLHS CLR framework will continue to inform the work of the Equity Council and school leadership to help educators and stakeholders create student-centered learning environments that affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change, regardless of language, culture, ethnicity and socioeconomic status.

Social workers will continue to meet individually (whether virtually or in-person) with the students that have ancillary services on their IEPs and require social work support. Social workers will maintain a weekly schedule for the students that they serve, and they will continue to document the time spent with the students. The Student Support Team has also requested all advisors be prepared to bring any student concerns they may have to our weekly student staffing so additional support can be provided by the social work team as needed. The Student Support Team will collaborate with Spanish speaking school-based interpreters to provide equitable access to ongoing social-emotional support and resources.
The Advisory period will continue to be a place where all of our students are able to have at least one trusting adult with whom they have a close relationship with. The expectation will be maintained that advisors must serve as the student’s go to person for any needs that they may have. In addition to advisors, our students also have a team of social workers and social work interns to assist when the advisors have students with other needs such as mental health needs, need of community resources or just feel they need some extra support. Advisors must ensure they are checking in with our students not only with their academic needs but also their emotional needs. If an advisor feels they may need extra support for one of their students they will contact the Student Support team through our online referral system and a social worker will provide additional assistance. Advisors will continue to utilize our advisory website to assist them with planning daily, meaningful, and asset-targeted activities. The Student Support Team will continue to utilize the DAP Assessment data to identify our student’s needs and guide further advisory innovations to further improve asset development and student outcomes.

Additionally, the Student Support Team will continue serving the HLHS community by identifying and sharing updated, essential resources on its website (i.e., access to food, basic needs, internet services, health/mental health services, etc.). The Student Support Team will continue building connections to community resources while leveraging existing partnerships and social work interns to ensure we have a strong support network to meet our student’s collective and individual needs.

**Pipeline Program:**

Beyond a practicum placement or internship experience, HLHS is implementing a Pipeline program “Grow Our Own (GOO).” In collaboration with the University of New Mexico Health Sciences Center (UNM HSC) and the City of Albuquerque (CABQ), this program will create an opportunity for students to become fully certified as Community Health Workers, participate in an apprenticeship course, be placed during their Junior and Senior year in a health setting, and be provided with post-secondary opportunities including support in higher education and/or employment after High School Graduation.

Our challenge is to improve upon graduation rates while adhering to highly rigorous programming that can anticipate the needs of our students and be innovative and diverse. We recognize that changes may occur in graduation requirements and the foundation of this work will be pivotal in our readiness for those possible changes. In aligning with our work to improve upon graduation, we must also adhere to the need for improvement in Math and Reading. As our demographic data reflects, HLHS has a large number of EL students. We must be aggressive on our efforts toward language acquisition strategies to improve upon Math and Reading. We will continue Read-180 and STAR Math to address areas of needed growth.
Appendix

Petitions of Support from Employees and Households

**April 2020 - Due to the Shelter in Place order during the Coronavirus Pandemic beginning March 2020, Charter Schools may collect signatures of support from their employees and households utilizing online forms (for example: A Google Form/Petition that includes: email addresses, individual’s first name last name, check box selected to signify support of Charter Renewal). Sample Google Forms are available on the APS Charter Renewal Application Instructions.

The notarized forms can be signed via digital signature.

Petition of Support from Employees

Submit a notarized form that certifies the petition of support from employees. A template of this form can be printed from the online instructions. Only include the notarized form. All petitions with signatures will be retained at the school. **

Petition of Support from Households

Submit a notarized form that certifies the petition of support from households. A template of this form can be printed from the online instructions. Only include the notarized form. All petitions with signatures will be retained at the school. **

Lease Review Charter School Checklist

For each charter school applying for renewal with APS, the APS Real Estate Department completes a Lease Review. To facilitate this work, the APS Real Estate Department requests the following be submitted with the renewal application;

Documents to Include

- Charter Renewal Application (currently authorized by APS) or
- Facility Master Plan & Educational Specifications (currently authorized by the PEC)

Lease Documents

- Lease or Lease to Purchase Agreement;
- Appraisal, Broker Opinion of Value, Building Assessment Report; and
- Tax Bill

Additional Documentation (if available)

- Addendums
- Survey
**Primary Contact for Leasing**

The principal of the school is considered the primary contact — OR —
If the principal is not the primary contact, provide leasing contact information below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Leasing Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Leticia Archuleta</td>
</tr>
<tr>
<td>Title</td>
<td>Executive Director / Principal</td>
</tr>
<tr>
<td>Phone</td>
<td>(505) 328-4105</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Leticia@healthleadershiphighschool.org">Leticia@healthleadershiphighschool.org</a></td>
</tr>
</tbody>
</table>
Part 4 – Appendix

Performance Framework Reports –

Provide all performance framework reports from your current contract term. You may provide summary documents, if available.

Appendix

Appendix A: CAP report (Please click on the link below)
HLHS CAP Report 2019/2020

Appendix B: Certificate of Occupancy

![Certificate of Occupancy]

This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address: 1900 Randolph Rd SE
Portion of Building: Remodel
Use Classification: Commercial Project
Occupancy Group: E
Type of Construction: VB Sprkl
Owner of Building: BMT Properties LLC
Address: 8301 Broadway SE Albuquerque, NM 87105

By: [Signature]
Date: May 3, 2006

Chief Building Official

POST IN A CONSPICUOUS PLACE
Appendix C: Petition of Support from Employees and Households

Petition of Support from Employees

A suggested form to certify the petition. You MUST have signatures, which will be retained at the school. For the purpose of this renewal application, you will only need to submit the notarized form that certifies the petition.

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

I am the head administrator of the Health Leadership High School, hereinafter referred to as “the Charter School”. I hereby certify that the attached petition in support of the Charter School renewing its charter was circulated to all employees of the Charter School.

There are 25 persons employed by the Charter School. The petition contains the signatures of employees, which represents 100 percent of the employees employed by the Charter School.

STATE OF NEW MEXICO

as.

COUNTY OF Bernalillo

I, Leticia Archuleta, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Notary Public Name: Jolene Jaramillo

Subscribed and sworn to before me this 10 day of Sept, 2020.

Notary Public Signature: Jolene Jaramillo My Commission Expires: 03/14/2024
Petition of Support from Households

A suggested form to certify the petition. You MUST have signatures, which will be retained at the school. For the purpose of this renewal application, you will only need to submit the notarized form that certifies the petition.

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

I am the head administrator of the Health Leadership High School Charter School, hereinafter referred to as “the Charter School”. I hereby certify that the attached petition in support of the Charter School renewing its charter was circulated to households whose children were enrolled in our charter school.

It contains the signatures of 135 households which represents 80 percent of the households whose children were enrolled in the Charter School.

STATE OF NEW MEXICO

ss.

COUNTY OF Bernalillo

I, Leticia Archuleta, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Notary Public Name: Jolene Jaramillo

Subscribed and sworn to before me this 10 day of Sept., 2021.

Notary Public Signature: Jolene Jaramillo

My Commission Expires: 03/14/2024
Appendix D: Charter Renewal Application (currently authorized by APS 2017) Certificate

Albuquerque Public Schools
CERTIFICATE OF AUTHORIZATION

Health Leadership High School

is officially recognized as a New Mexico Public Charter School,
Authorized by the Albuquerque Public Schools Board of Education
Effective July 1, 2018 through June 30, 2021

Joseph Escobedo
Senior Director
APS Office of Innovation & School Choice

Appendix E: Building Lease Agreement (Please click on the link below)
Building Lease Agreement
### Appendix F: Performance Framework Reports

#### Academic Performance

<table>
<thead>
<tr>
<th>Meets</th>
<th>Did the school meet its mission-specific indicator(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet</td>
<td>Is the school meeting acceptable standards according to New Mexico’s A-F grading system?</td>
</tr>
</tbody>
</table>

#### Financial Performance

<table>
<thead>
<tr>
<th>Meets</th>
<th><strong>Enrollment</strong>: Actual Enrollment (average of 2nd &amp; 3rd STAR Reports) divided by Enrollment Projection in Charter School Board-Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td><strong>Liquidity</strong>: Measures a school’s ability to pay debts as they come due. Calculation = General Fund Total Expenditures, divided by 12, divided by General Fund Assigned and Unassigned Fund Balance, to determine how many months the school’s fund balance would be able to support monthly operating expenses per most recent year-end audited financial statements.</td>
</tr>
<tr>
<td>N/A</td>
<td><strong>Total Audit Findings</strong>: Total number of audit findings from the most recent audited Financial Statements.</td>
</tr>
<tr>
<td>N/A</td>
<td><strong>Repeat Audit Findings</strong>: Number of repeat audit findings from previous years from the audited Financial Statements.</td>
</tr>
<tr>
<td>N/A</td>
<td><strong>Classification of Audit Finding</strong>: Auditors classify audit findings, by order of severity, as compliance, significant deficiency or material weakness.</td>
</tr>
</tbody>
</table>

| Does Not Meet | **Exceptions from Site Visit**: Cited exceptions for most recent annual site visit. |

#### Organizational Performance

##### Educational Plan

<table>
<thead>
<tr>
<th>Meets</th>
<th>Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>Is the school complying with applicable educational requirements?</td>
</tr>
<tr>
<td>Meets</td>
<td>Is the school protecting the rights of all students?</td>
</tr>
<tr>
<td>Working to Meet</td>
<td>Is the school protecting the rights of students with special needs</td>
</tr>
</tbody>
</table>

| Working to Meet | Total # of Overdue Individual Education Plans (IEP’s) from 40th Day, 80th Day, 120th Day, and End of Year (EOY). |
| Meets | Total # of Overdue Evaluations from 40th Day, 80th Day, 120th Day, and End of Year (EOY). |
| Meets | Total # of Caseload Waivers Needed |
| Meets | Total # of Special Education Data issues from 40th Day, 80th Day, 120th Day, and End of Year (EOY). |
| Meets | Is the school protecting the rights of English Language Learner students? |
| Meets | Is the school complying with compulsory attendance laws? |

#### Business Management and Oversight

| Does Not Meet | Is the school meeting financial reporting and compliance requirements? |
| Meets | Is the school following Generally Accepted Accounting Principles? |

#### Governance and Reporting

<table>
<thead>
<tr>
<th>Meets</th>
<th>Is the school complying with governance requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>Is the school holding management accountable?</td>
</tr>
<tr>
<td>Employees</td>
<td>Is the school meeting teacher and other staff credentialing requirements?</td>
</tr>
<tr>
<td>Meets</td>
<td>Is the school respecting employee rights?</td>
</tr>
<tr>
<td>Meets</td>
<td>Is the school completing required background checks?</td>
</tr>
</tbody>
</table>

#### School Environment

<table>
<thead>
<tr>
<th>Meets</th>
<th>Is the school complying with facilities requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>Is the school complying with health and safety requirements?</td>
</tr>
<tr>
<td>Meets</td>
<td>Is the school handling information appropriately?</td>
</tr>
</tbody>
</table>

*N/A – Not Applicable due to financial audit/financial statements from New Mexico Public Education Department*

Prepared by: Office of Innovation and School Choice, Charter Schools Team
### Academic Performance

*(Academic Performance Indicators being improved – Pilot Year for 2019-20 with Baseline Year in 2020-21)*

<table>
<thead>
<tr>
<th>Waived for 2019-20 School Year</th>
<th>Mission Specific Goals - Did the school meet its mission-specific indicator(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waived for 2019-20 School Year</td>
<td>State Accountability System - Is the school meeting acceptable standards according to New Mexico’s School Reporting system?</td>
</tr>
</tbody>
</table>

### Financial Viability and Compliance

<table>
<thead>
<tr>
<th>Does not Meet</th>
<th>Enrollment: Actual Enrollment (average of 2nd &amp; 3rd STAR Reports) divided by Enrollment Projection in Charter School Board-Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets</td>
<td>Current Ratio (Liquidity): Measures a school’s ability to pay debts as they come due. Calculation – General Fund Total Expenditures, divided by 12, divided by General Fund Assigned and Unassigned Fund Balance, to determine how many months the school’s fund balance would be able to support monthly operating expenses per most recent year-end audited financial statements.</td>
</tr>
</tbody>
</table>

| Does not Meet | Audit Findings: Total number of audit findings from the most recent audited Financial Statements. |
|---------------|repeat audit findings from previous years from the audited Financial Statements. |
| Meets         | Classification of Audit Finding: Auditors classify audit findings, by order of severity, as compliance, significant deficiency or material weakness. |

| Meets | Internal Controls – Review of internal controls including all relevant financial policies or procedures. |
| Meets | Compliance – Site Visit Compliance areas. |

### Organizational Performance

<table>
<thead>
<tr>
<th>Educational Plan</th>
<th>Mission of the School - Is the school implementing the Mission of the approved charter application as defined in the Charter Contract?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waived for 2019-20 School Year</td>
<td>Teaching Aligned to Mission – Is the school’s instructional practices aligned to the mission of the school?</td>
</tr>
</tbody>
</table>

| Meets | Education Law Compliance - Is the school complying with applicable educational requirements? |
| Meets | Admissions/Lottery/Wait Lists – Is the school complying with Office of Civil Rights guidance on ensuring all students have access to apply to schools? |
| Meets | Discipline Policies and Practices – Is the school complying with Office of Civil Rights guidance on discipline and looking at discipline data by subgroups? |
| Meets | Controversial Issues – Does the school have a policy on instruction of controversial issues? |
| Meets | English Learners – Is the school protecting the rights of English Language Learner students? |
| Meets | Strategic Planning (Continuous Learning Plans) |

### Special Education

| Meets | Processes and Accountability |
| Meets | Individualized Education Program (IEP) Compliance |
| Meets | Transition Compliance |
| Meets | Evaluation Compliance |

### Governing Council

| Meets | Bylaws/Bylaws |
| Meets | Membership/Regular Meetings |
| Meets | Training – Is the Governing Council meeting training compliance? |
| Meets | Oversight of School Management - Is the school holding management accountable? |

### Employees

| Meets | Licensure - Is the school meeting teacher and other staff credentialing requirements? |
| Meets | Employee Rights – Is the school respecting employee rights? |
| Meets | Background Checks - Is the school completing required background checks? |

### Operations

| Meets | Facilities - Is the school complying with facilities requirements? |
| Meets | Safe School Plan - Is the school complying with health and safety requirements? |
| Meets | Transparency (Sunshine Portal, SIS, Performance Framework) |

Prepared by Joseph D. Escobedo, Ed.D., Director of Charter Schools
 Appendix G: Additional Links embedded throughout the document for quick reference

- Somos Familia Website
- Advisory website
- Student Support website
- Online referral system
- HLHS Student Credit Tracker (SAMPLE)
- HLHS Culturally & Linguistically Responsive Framework
- Community Engagement Resource Website
- Executive Director Performance Evaluation-HLHS
- Letter of Intent

Amendment Requests – Material Changes to the Current Charter

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. Per the APS Procedural Directive schools shall apply for an amendment to its original approved charter for approval by the APS Board of Education for the following:

- Increase the total number of grades provided
- Increase in the total number of students served in each grade
- Change in location and/or facilities, even if the change in location is planned to meet New Mexico Adequacy Standards for Educational Buildings
- Any change in operations, management, ideology or practices from the original contract.

Task 1: Identify any amendments you need and complete both items. Fill out the following table. Use the amendment template to provide information on proposed amendments with a signature of your Governing Council President or designee.

Item 1: There are no amendments for Health Leadership