

**New Mexico Public Education Commission
Public Education Department
Options for Parents: Charter Schools Division
La Academia Dolores Huerta
*2013 State Charter Renewal Application Kit***



**Effective Options
for New Mexico's
Families
Charter Schools**





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HANNA SKANDERA
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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at tony.gerlicz@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz
Director
Options for Parents: Charter Schools Division

Hanna Skandera
Secretary of Education
Public Education Department

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

Instructions: 2013 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing your customized version of the 2013 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Tony Gerlicz at tony.gerlicz@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide" which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p>Note: Submission prior to October 1st, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school's folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate. The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (April – September 2013)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Renewal Analysis (November 14)**	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Renewal Analysis (November 14–	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

December 2)**	
CSD Director's Recommendation (December 6)**	The CSD will send a recommendation to the PEC to approve or deny the renewal application on Friday, December 6, 2013 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 12–13)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 12–13, 2013 .
Contract Negotiations (December, 2013–March, 2014)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

Glossary of Terms

Amended Charter School Act (SB446): In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Current Charter: The current charter is the approved charter (charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Goals/Indicators: Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action.

Mission-Specific Indicator(s): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

Performance Contract Worksheet (“Worksheet”): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Report: Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application

Part B—Renewal Site Visit Protocol

Part C—CSD Analysis and Recommendation

Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (April–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing Part A.

Charter School Pre-populated Data

Name Of School: La Academia Dolores Huerta	School District: Las Cruces
Mailing Address of School: 1480 North Main, Las Cruces, NM 88001	Physical Address of School 1480 North Main, Las Cruces, NM 88001
Phone Number Of School: (575) 526-2984	Name and Email Of Head Administrator: Octavio Casillas, Principal Email: ocasillas@academianm.org
School's Initial Opening Date: 2004	Name and Email Of The Governing Body Chair/President: Robert del Plain, Gov Board President Email: rdelplain@gmail.com
Grade Levels Served: 6-8	Current Enrollment Cap: 300

Current School Mission:

La Academia Dolores Huerta's mission is to create an environment that enables middle school students to achieve high academic standards and personal growth through: 1) promoting multiculturalism and bilingualism; 2) nurturing diverse cultural awareness and appreciation; 3) recognizing and developing the gifts and skills of each student; 4) providing an education equal to or better than that provided by other public or private schools; 5) promoting nonviolence by emulating the principles and spirit of such leaders as Martin L. King, Cesar Chavez, and Dolores Huerta; 6) encouraging and assisting students and their parents to maximize their involvement in an interfacing relationship with the school's staff and thereby assist them to grow in self-motivation, competency, experiences, independence, knowledge and self-worth. Src: 2013 Website

Current Enrollment And Demographic Information

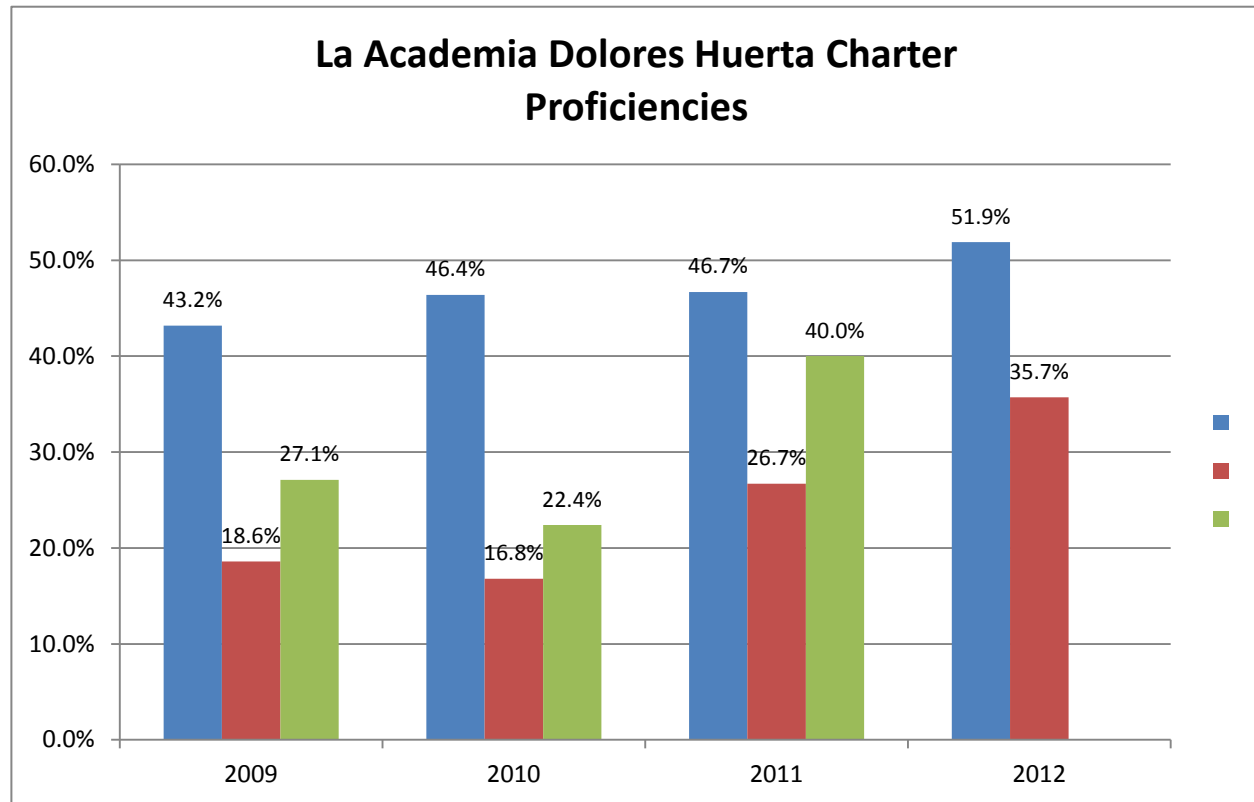
(2012–2013 120 day count)

Enrollment		Percent
Total Enrollment: 119		
Gender		
# Male: 62		52%

# Female: 57	48%
Ethnicity/Race	
# White: 7	6%
# Hispanic: 111	93%
# African American: 1	1%
# Asian: 0	0%
#Native American: 0	0%
Special Populations	
# Economically Disadvantaged: 119	100%
# Students With IEPs: 14	12%
# English Language Learners: 26	22%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 119	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 119	100%

School Proficiencies

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Reading	43.2%	46.4%	46.7%	51.9%
Math	18.6%	16.8%	26.7%	35.7%
Science	27.1%	22.4%	40.0%	



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

School Report Card Snapshot (source: School Grading Report 2011-2012)

Final Grade: B Total Points: 65.6	Current Standing: D Points: 16.8 Possible Points: 40	School Growth: C Points: 6.6 Possible Points: 10
Growth of Q3 (highest performers): A Points: 14.2 Possible Points: 20	Growth of Q1 (lower performers): B Points: 18.4 Possible Points: 20	Opportunity to Learn: A Points: 9.3 Possible Points: 10
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: 0.3 Possible Points: 5 Reasons: School recv'd pts for improvement in habitual truancy rates
Reading Proficiency: 51.9% State Reading Goal: 52.3%	Math Proficiency: 35.7% State Math Goal: 45.0%	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

*** The profile of these indicators should be considered individually as well as a whole.**



Part A—Self-Report on Progress
(A Report on the Current Charter Term)

Part A—Self Study/Report on Progress

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Part A—Self Study/Report on Progress

I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Education Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1. NMSBA School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:

The School Report Card Snapshot for 2011-2012 provides a well-rounded picture of all facets of La Academia Dolores Huerta's (LADH) performance.

LADH students have made significant improvement in its overall proficiency in reading and math. As shown on the Proficiencies graph on page 12 of the Introduction of this report, LADH students have made significant progress for the 2011-2012 school year. Included in this report is additional information provided in 2010-2011, 2011-2012, and 2012-2013 Accountability Reports including comparison of proficiency levels district-wide.

Based on the 2011-2012 School Accountability Reports La Academia Dolores Huerta (LADH) students have made progress in achieving academic proficiency in Reading and Math, but have not met the "Met Goal" proficiency objective. However, the School Grade Report Card does present data that indicates LADH is making progress in improving student performance as shown in School Growth, Growth of Highest Performing Students and Growth

Part A—Self Study/Report on Progress

of Lowest Performing Students and Opportunity to Learn key indicators. Data presented in the School Grade Report Card demonstrate how LADH fosters achieving academic excellence, provides an environment that facilitates learning, and consistently shows that LADH students want to come to school as well as the use of recognized instructional methods by teachers.

REFER TO A.1-3 FOR DETAILED ANALYSIS AND INTERPRETATIONS

School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

Final Grade

Grade: B	Total Points: 61.7	
<i>Provide a statement of progress and additional information regarding the above data:</i>		
<p>The above section depicts data provided on the School Grade Report Card for the 2012-2013 reporting year. LADH demonstrates consistent performance for all key indicators culminating in obtaining a "B" Final Grade. In comparison to the Statewide "C" Grade, LADH performed better than other NM schools.</p> <p>LADH demonstrates consistent School Growth, School Growth for Highest Performing Students, and the Opportunity to Learn key indicators which demonstrates that LADH fosters an environment that facilitates learning, subsequently demonstrating that the students want to come to school (as confirmed in the Attendance Rate data provided in the Report Card) as well as teachers use of recognized instructional methods.</p>		

Current Standing

Grade: C	Points: 20.2	Possible Points: 40
<i>Provide a statement of progress and additional information regarding the above data:</i>		
<p>The number of students who are proficient in a given year is a measure of a school's success. Current Standing uses up to 3 years of data to provide a more accurate picture of LADH's achievement. Based on the 3 Year Summary the percentage of students proficient or advanced and considered on grade level has improved for 2012-2013.</p>		

School Growth

Grade: B	Points: 7.6	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i>		
<p>School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving shows progress year-to-year as evidence of impacting student achievement. In 2012-2013 LADH obtained a "B" grade and a detailed description of scaled</p>		

Part A—Self Study/Report on Progress

scored points that demonstrate the school is improving its ability to increase student achievement. In comparison to the Statewide performance of NM students, LADH students performed better than NM students collectively.

Based on the 2012-2013 Student Growth key indicator of the School Grade Report Card, LADH's highest performing students have made one year's worth of progress in reading and math. LADH's lowest performing students have made more than one year's work of progress in reading and math. This is significant in that it takes into account the previous charter term data to demonstrate LADH is continuously improving in its efforts to increase academic proficiency.

La Academia Dolores Huerta students have made large enough gains in becoming proficient and are considered to be "on track" to proficiency based on the 2012 and 2013 School Grade Reports.

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 14.9	Possible Points: 20
<i>Provide a statement of progress and additional information regarding the above data:</i>		
Based on the 2012-2013 Student Growth key indicator of the School Grade Report Card, LADH's highest performing students have made one year's worth of progress in reading and math. LADH Q3 students performed better than NM students statewide.		

Q1 (Lowest Performing 25%) Growth

Grade: F	Points: 7.9	Possible Points: 20
<i>Provide a statement of progress and additional information regarding the above data:</i>		
Student Growth data indicates that the Lowest 25% of students performed below expectations and LADH students are losing ground when compared to their peers. There is a concern in that LADH obtained a failing grade for Student Growth of Lowest Performing Students. However, as stated above LADH's lowest performing students have made more than one year's work of progress in reading and math. In comparison to 8 other LCPS middle schools (please refer to Part A- Page 22), LADH's performance was similar to seven of the eight middle schools. This low grade indicates the majority of LCPS middle schools struggle to increase proficiency for the Lowest Performing students.		

Opportunity to Learn

Grade: A	Points: 9.2	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i>		
In 2012-2013 LADH parents indicated that teachers explain why what they are teaching is important, why they want students to explain their answers, and that teachers explain things in different ways so ever student can understand. Through these various teaching methods teachers at LADH target different learning styles and abilities. LADH received 9.2 school points out of 10 and an "A" grade. This Grade almost comprised 100% of the total possible points and "C" Grade obtained on the Statewide report.		

Graduation—as applicable

Grade:	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

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College and Career Readiness—as applicable

Grade:	Points:	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i>		

Bonus Points

Points: 1.8	Possible Points: 5	Reason: Student engagement and parental involvement
<i>Provide a statement of progress and additional information regarding the above data:</i>		
Bonus points on the School Grade Report Card reflect a school's extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. On the 2013 School Grade Report Card LADH has gone above and beyond other schools in receiving bonus points for student engagement and parent engagement.		

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2. Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:

Establish and implement curriculum, instructional and assessment strategies that support high achievement standards that develop and enhance each student’s capacity as an independent learner.

Student Academic Performance Standard/Goal #4:

Implement and sustain technology based education for every student in order to develop the student’s competence and literacy as skills critical to their future education and eventual employment

Academic Achievement – Proficiency by Accountability Reports

Percent Proficient by Accountability Reports									
LADH		2009-2010	Met Goal	2010-2011	Met Goal	2011-2012	Met Goal	2012-2013	Met Goal
Reading		43.4	No	42.59	No	51.9	No	53.5	pending
Math		18.9	No	15.74	No	35.7	Yes	43.4	pending

Based on the 2010-2013 School Accountability Reports La Academia Dolores Huerta (LADH) students have made academic proficiency progress in Reading. LADH students have made academic proficiency progress in Math for the last two years, 2011-2012 and 2012-2013.

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Comparison of LADH and LCPS District based on Accountability Reports

	Percent Proficient in Reading by Accountability Reports							
	2009-2010	Met Goal	2010-2011	Met Goal	2011-2012	Met Goal	2012-2013	Met Goal
LADH	43.4	No	42.59	No	51.9	No	53.5	pending
LCPS District – All Students	51		51.42	No	49.28	No	pending	
LCPS District – 6-8 grade	43	No	*	*	*	*	*	

*not available

The above chart shows a comparison of proficiency in reading for LADH and the Las Cruces Pubic Schools (LCPS) during the 2010-2013 year period. Comparison of LCPS District – All Students and LADH Accountability Reports show that LADH students had a higher percentage of proficiency than LCPS District-All Students during the 2011-2012 with an increase in proficiency in Reading for 2011-2012 and 2012-2013.

Comparison of LADH and LCPS District Academic Achievement –

Proficiency by Accountability Reports

	Percent Proficient in Math by Accountability Reports							
Middle School	2009-2010	Met Goal	2010-2011	Met Goal	2011-2012	Met Goal	2012-2013	Met Goal

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LADH		18.9	No	15.74	No	35.7	Yes	43.4	pending
District – All Students		42		42.17	No	39.69	No	pending	
District 6-8 grades		31	No	*	*	*	*	*	

*not available

The above chart shows a comparison of proficiency in Math for LADH and the Las Cruces Public Schools (LCPS) during the 2010-2013 year period. Comparison of LCPS District – All Students reports show that LADH students have improved in Math proficiency in 2011-2012. Also, there is evidence that LADH students had significantly increased proficiency in Math during 2012-2013.

Comparison of LADH and LCPS Middle Schools Academic Achievement –

Proficiency by Accountability Reports

		Percent Proficient in Reading by Accountability Reports							
Middle School		2009-2010	Met Goal	2010-2011	Met Goal	2011-2012	Met Goal	2012-2013	Met Goal
LADH		43.4	No	42.59	No	51.9	No	53.5	*
District – All Students		51		51.42	No	49.28	No	pending	
District – 6-8 grade		43	No	*	*	*	*	*	

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Camino Real		54.09	yes	43.96	No	53.78	Yes	57.10	*
Lynn		42.07	No	42.16	No	51.69	Yes	60.9	*
Mesa		-		-	-	29.87	No	39.50	*
Picacho		50.02	Yes	39.53	No	32.82	Yes	49.60	*
Sierra		52.0	No	48.38	No	68.15	yes	55.40	*
Vista		48.1	No	39.86	No	40.79	No	40.10	*
White Sands		53.2	yes	41.67	Yes	54.72	Yes	64.40	*
Zia		51.0	No	52.12	No	53.67	No	50.0	*

*not available

The above chart shows the percentage of students meeting Reading proficiency levels and goal determination (Met Goal) by LADH and the LCPS district and its middle schools for the period 2010-2013. In 2009-2010 LADH obtained a similar to or higher than determination for proficiency (Met) goals in comparison to 57% (4/7) of LCPS middle schools.

Percent Proficient scores in 2009-2010 demonstrate how LADH performed similar to or higher than as compared to one other LCPS middle school, and slightly higher than (43.4%) LCPS 6-8 grade students (43%) combined.

In 2010-2011 LADH obtained a similar Met Goal determination for proficiency goals in comparison to 85.7% (6/7) of LCPS middle schools. LADH obtained a Percent Proficient score similar to or higher than 57% (4/7) other LCPS middle schools.

In 2011-2012 LADH obtained a similar Met Goal determination for proficiency goals in comparison to 37.5% (3/8) of LCPS middle schools. LADH obtained a Percent Proficient score in Reading similar to or higher than 50% (4/8) LCPS middle schools.

Determination for 2012-2013 has not been made at the time of this report. In 2012-2013 the Reading Percent Proficient score is similar to or higher than 50% (4/8) of LCPS middle schools.

		Percent Proficient in Math by Accountability Reports							
Middle School		2009-2010	Met Goal	2010-2011	Met Goal	2011-2012	Met Goal	2012-2013	Met Goal

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LADH		18.9	No	15.74	No	35.7	Yes	43.4	*
District – All Students		42		42.17	No	39.69	No	pending	
District 6-8 grades		31	No	*	*	*	*	*	
Camino Real		30	yes	40	no	40.04	Yes	57.10	*
Lynn		35	No	37	No	37.44	No	39.40	*
Mesa				19		18.96	No	26.40	*
Picacho		27	No	33	No	32.82	No	33.60	*
Sierra		36	no	42	No	42.05	No	50.40	*
Vista		30	No	27	No	27.20	No	32.20	*
White Sands		50	Yes	49	yes	49.06	Yes	53.30	*
Zia		34	no	36	N0	35.96	N0	30.60	*

*not available

The above chart shows the percentage of students meeting Math proficiency levels and determination for proficiency (Met Goal) by LADH and the LCPS district and its middle schools for the period 2010-2013.

In 2009-2010 LADH obtained a similar determination for proficiency Met Goal as compared to 71% (5/7) of LCPS middle schools.

Percent Proficient scores demonstrate how LADH performed similarly to or higher than the LCPS district and its middle schools. In 2009-2010 and 2010-2011 LADH obtained lower Percent Proficient scores than the LCPS district and its middle schools.

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In 2011-2012 LADH obtained a Yes for Met Goal determination similar to or higher than 25% (2/8) of LCPS middle schools. LADH obtained a Percent Proficient score similar to or higher than 50% (4/8) LCPS middle schools.

Determination for 2012-2013 has not been made at the time of this report. In 2012-2013 the Percent Proficient score is similar to or higher than 62.5% (5/8) of LCPS middle schools.

Based on the above data, La Academia Dolores Huerta students have increased proficiency in math from 2010-2011 to 2012-2013.

2010-2011, 2012, 2013 LADH School Grade Report Cards

La Academia Dolores Huerta (LADH)	2010-2011			2012			2013		
	GRADE	TOTAL POINTS		GRADE	TOTAL POINTS		GRADE	TOTAL POINTS	
Three Year Average	B	62.8		B	65.5		B	61.7	
	Grade	School Points	Possible Points	Grade	School Points	Possible Points	Grade	School Points	Possible Points

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Current Standing		D	16.1	40		D	16.8	40		C	20.2	40
School Growth		C	5.7	10		C	6.6	10		B	7.6	10
School Growth-Highest Performing		A	14.6	20		A	14.2	20		A	14.9	20
School Growth-Lowest Performing		C	14.4	20		B	18.4	20		F	7.9	20
Opportunity to Learn		A	10.5	10		A	9.3	10		A	9.2	10
Bonus Points												

The above table depicts data provided on the School Grade Report Card for the 2010-2013 reporting years. LADH demonstrates consistent School Growth, School Growth for Highest Performing Students, and the Opportunity to Learn key indicators which demonstrates how LADH fosters an environment that facilitates learning, subsequently demonstrating that the students want to come to school (as illustrated in the Attendance Rate data) as well as teachers use of recognized instructional methods.

School History Based on School Grade Report Card

All Students	2010	2011	2012	2013
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% Reading Proficiency	46.4	46.7	51.9	53.4
Reading Proficiency Avg. SS	*	38.9	40.2	39.9
% Math Proficiency	16.8	26.7	35.7	43.4
Math Proficiency Avg. SS	*	35.9	36.3	37.5

*not available

School History depicts student performance over time, demonstrating the success of interventions and school reform. The Proficiency percentage (%) indicators are used to determine the school's grade. The scaled scores (SS) range from 0 to 80 and 40 is the threshold for proficiency (on grade level). LADH students obtained scaled scores (SS) slightly below the SS=40 designation in reading and math for 2011. In 2012 and 2013 obtained scale scores that are considered to be on grade level. In math LADH students obtained scale scores close to on grade level.

LADH students have made significant improvement in its overall proficiency in reading and math. As shown on the graph on page 12 of the Introduction LADH students have made significant progress starting in 2010 to 2013. In viewing the School History chart, LADH can track its improvement prior to 2010 based on the Current Standing report.

School Growth Based on School Grade Report Card

	2011-2012		2012-2013	
	Reading	Math	Reading	Math
Expected Growth (Scaled Score	0.0	0.0	0.729	0.489

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Points/Yr.)				
Points Earned	3.6	3.0	3.79	3.76

School growth compares students enrolled in the current year to students from prior years. The premise is that schools that are improving will do a better job each year of impacting their students' achievement. School Growth is shown in scaled score points. A school that grows an average of +2 scaled score points a year shows that the school is improving its ability to increase student achievement.

In 2011-2012 and 2012-2013 LADH obtained scale scores points that demonstrate the school is improving its ability to increase student achievement.

LADH School Growth Targets for All Students based on School Grade Report Card

	2012	2013
<i>Reading Goal %</i>	52.3%	56.7%
Highest 75%	75.9%	79.8%
Lowest 25%	69.0%	56.7%
<i>Math Goal %</i>	45.0%	50.0%
Highest 75%	46.7%	55.7%
Lowest 25%	43.2%	28.1%

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School Growth Targets guide a school's path toward proficiency. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency. The percentages for reading demonstrate that over 50% of students in 2012 and 2013 are on track to proficiency, with an improvement in 2013 over 2012. In math there is an increase in students becoming proficient from 2012 (45%) to 2013 (50%). The percentage of the Highest 75% group of students has also increased from 2012-2013. However, there is a decline in the Lowest 25%tile of students being on track from proficiency in both reading in math from 2012 to 2013.

La Academia Dolores Huerta students have made large enough gains in becoming proficient and are considered to be "on track" to proficiency based on the 2012 and 2013 School Grade Reports.

LADH Student Growth Based on School Grade Report Card

	2010-2011	2011-2012	2012-2013
<i>Reading</i>			
Highest 75% of Students (SS/Yr)	0.42	1.0	1.4
Lowest 25% of Students (SS/Yr)	3.70	3.8	0.9
<i>Math</i>			
Highest 75% of Students (SS/Yr)	0.31	-0.2	0.0

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Lowest 25% of Students (SS/Yr)	2.64	2.8	1.7
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Based on the 2010-2011, 2011-2012, and 2012-2013 Student Growth key indicator of the School Grade Report Card, LADH's highest performing students have made one year's worth of progress in reading and math. LADH's lowest performing students have made more than one year's work of progress in reading and math. This is significant in that it takes into account the previous charter term data to demonstrate LADH is continuously improving in its efforts to increase academic proficiency.

Short Cycle Assessments

2012-2013 Discovery Education Interim Benchmark Assessments

Reading	Grade 6		Grade 7		Grade 8	
	Test 2	Test 3	Test 2	Test 3	Test 2	Test 3
% Proficient and Advanced	13.3	35.4	37.0	68.1	31.5	54.5
% Correct	44.2	51.3	53.5	59.6	45.8	54.9
Average Scale Scores	1559	1561	1589	1594	1568	1610
Median State %tile	39	43	44	50	40	42

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Math	Grade 6		Grade 7		Grade 8	
	Test 2	Test 3	Test 2	Test 3	Test 2	Test 3
% Proficient and Advanced	15.5	29.2	17.8	30.5	5.7	39.4
% Correct	41.3	42.3	36.7	38.7	36.6	41.4
Average Scale Scores	1542	1561	1586	1606	1596	1627
Median State %tile	43	37	40	44	31	50

La Academia Dolores Huerta participated in short cycle assessments during the 2012-2013 school year. Given the need to address academic achievement proficiency by targeting instruction by using data available through Discovery Education, LADH determined that participating in benchmark assessment would assist teachers and students to better understand what a student needs to know to be proficient based on standards and for each grade level.

Data obtained from Discovery assessments indicate significant improvement in proficiency from the initial Test 2 baseline proficiency levels to the end-of-the-year proficiency levels obtained from Test 3 in both reading and math for all three grade levels. Based on a vertical growth chart provided by Discovery Education and used to determine which scale scores show a full year's growth, LADH eighth grade students obtained scale scores close to a full year's growth from Test 2 to Test 3 in both reading (SS=+42/56) and math (SS=+31/36), which were administered approximately 3 months apart. Other grade level scale scores indicate that there has been growth from Test 2 to Test 3 in reading and math.

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ADDITIONAL DATA TO SUPPORT LA ACADEMIA DOLORES HUERTA

GOALS #1 and #4

Similar School Rank of 30 Similar Schools 2010-2011, 2012, 2013 – Based on School Grade Report Card

	2010-2011	2012	2013
Current Standing	12 (30)	12 (30)	5 (30)
School Growth	6 (30)	6 (30)	8 (30)
Student Growth, Highest 75%	5 (30)	5 (30)	8 (30)
Student Growth, Lowest 25%	2 (30)	2 (30)	18 (30)
Opportunity to Learn	3 (30)	3 (30)	4 (30)

Schools may want to see how they rank next to their peers that have similar students and settings. LADH has ranked in the high range when compared to 30 other schools with similar students and settings, specifically in: School Growth over a three-year period; Student Growth for the Highest Performing students; and in Opportunity to Learn.

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Current Standing – based on School Grade Report Card

	2010-2011	2011-2012	2012-2013
<i>Reading</i>			
Proficient and Advanced (%)	47.0	51.9	53.5
<i>Math</i>			
Proficient and Advanced (%)	27.0	35.7	43.4

The number of students who are proficient in a given year is a measure of a school's success. Current Standing uses up to 3 years of data to provide a more accurate picture of LADH's achievement. Based on the 3 Year Summary the percentage of students proficient or advanced and considered on grade level has improved for each school year 2010-2011, 2011-2012 and 2012-2013.

Comparison of LADH and Las Cruces Public Schools - Middle Schools

School Grading Report Comparison, LADH and LCPS Middle Schools

2010-2011

	Current Standing	School Growth	Growth of Highest Performing Students	Growth of Lowest Performing Students	Opportunity to Learn	Bonus Points	Overall grade
LADH	D	C	A	C	A	-	B

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Camino Real	F	D	C	D	A	-	D
Lynn	D	C	A	F	A	-	C
Mesa	F	F	F	B	A	-	D
Picacho	F	D	D	C	A	-	D
Sierra	D	C	B	F	A	-	D
Vista	F	F	D	D	A	-	D
White Sands	D	D	B	F	A	-	C
Zia	D	D	B	D	A	-	C

In 2010-2011, when comparing School Grade Report Cards with eight LCPS middle schools, LADH's performance was in the high range based on Grades reported on the School Grade Report Card. LADH obtained a Current Standing, School Growth, Growth of Highest Performing Students and an Opportunity to Learn grade similar to or higher than 8 other LCPS middle schools. LADH obtained a Growth of Lowest Performing Students grade similar to or higher than 7 other middle schools.

Performance on the 2010-2011 School Grading Reports for LADH and all other LCPS middle schools show La Academia Dolores Huerta receiving the highest Final Grade compared to all Las Cruces middle schools.

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2011-2012

	Current Standing	School Growth	Growth of Highest Performing Students	Growth of Lowest Performing Students	Opportunity to Learn	Bonus Points	Overall Grade
LADH	D	C	A	B	A	0.3	B
Camino Real	C	A	A	C	B	2.8	B
Lynn	D	B	A	B	A	2.0	B
Mesa	F	F	D	A	B	1.5	D
Picacho	D	D	B	B	A	1.5	B
Sierra	C	B	A	C	A	3.2	B
Vista	F	F	B	B	B	1.5	C
White Sands	B	B	A	F	B	1.7	B
Zia	D	F	B	C	B	1.5	C

In 2011-2012 LADH obtained a Current Standing grade similar to or higher than 5 other middle schools; a School Growth grade similar to or higher than 4 other middle schools; and a Growth of Highest Performing Students grade similar to or higher than 7 other middle schools. Significantly, LADH obtained a Growth of Lowest Performing Students grade and an Opportunity to Learn grade similar to or higher than 8 other middle schools

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How students perform in the most recent school year and how they met targets for their grade level as reflected on the 2012 School Grading Reports for the LCPS middle schools demonstrate that LADH students performed similar to or higher than other LCPS middle schools as well in increasing grade level performance over last years students. Additionally, how well LADH helps individual students improve for those whose scores place them in the top three quarters of the school is similar to or higher than 3 other middle schools.

2012-2013

	Current Standing	School Growth	Growth of Highest Performing Students	Growth of Lowest Performing Students	Opportunity to Learn	Bonus Points	Overall Grade
LADH	C	B	A	F	A	1.8	B
Camino Real	B	C	B	F	B	1.84	C
Lynn	C	B	A	F	B	2.82	B
Mesa	D	C	B	F	B	2.58	C

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Picacho	D	C	B	F	B	2.07	C
Sierra	B	B	A	F	B	2.44	B
Vista	D	B	B	F	B	2.34	C
White Sands	B	A	A	D	B	2.51	A
Zia	C	C	B	F	B	2.00	C

How students perform in the most recent school year and how they met targets for their grade level, as reflected on the 2013 School Grading Reports for the LCPS middle schools, demonstrate that LADH students performed similar to or higher than eight other LCPS middle schools as well in increasing grade level performance over last years students. LADH obtained a Current Standing grade similar to or higher than 5/8 other LCPS middle schools. Also, LADH obtained grades in School Growth, Growth of Lowest Performing Students and an Overall Grade similar to or higher than 7/8 LCPS middle schools. LADH obtained a similar to or higher grade than all LCPS middle schools in Growth of Highest Performing Students and in Opportunity to Learn. There is a concern in that LADH obtained a failing grade for Student Growth of Lowest Performing Students. However, in comparison to 8 other LCPS middle schools, LADH's performance was similar to 7 of the eight middle schools. This low grade indicates the majority of LCPS middle schools struggle to increase proficiency for the Lowest Performing students.

La Academia Dolores Huerta obtained a similar to or higher than Final Grade as compared to 7 other schools.

Summary of 2011-2013 School Grading Report Card Comparison of LADH and LCPS Middle Schools:

The 2010-2013 School Grade Report Cards Comparison of LADH and Las Cruces Public Schools (LCPS) Middle Schools depict how LADH students, over a three-year period, performed similarly to or higher than LCPS middle schools. LADH obtained a consistent Final Grade of "B" for each School Grade Report Card. Additionally, LADH demonstrated consistent high performance as evidenced by the Grades obtained in School Growth, Growth for Highest Performing Students and in Opportunity to Learn.

School Growth Results

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their

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achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient. A school that grows an average of +2 scaled points a year shows that the school is generally improving their ability to increase student achievement. In the 2013 School Grade Report Card LADH students improved over last years 6-8 grade students. LADH has obtained higher scale score points each year of the 2010-2013 three year period with its highest jump during the 2012-2013 school year as reported in the 2013 School Grade Report Card.

In 2013, LADH performed similarly to or higher than LCPS middle schools in:

1. How students perform in the most recent school and how well they met targets for their grade level,
2. How well students who scores are in the top three quarters of the school improve over the past 3 years as compared to average individual growth for the state, and
3. How LADH fosters an environment that facilitates learning.

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Student Academic Performance Standard/Goal #2:

Promote and provide the means to maximize each student's language acquisition and fluency in English and Spanish.

Student Growth for ELLs

Based on School Grade Report Card 2010-2011

	Reading	Math
Status (%) Proficient	22.0	17.1
Growth Highest 75%	0.10	0.14
Growth Lowest 25%	3.52	2.54

Based on Student Growth for ELLs as reported in the 2010-2011 School Grade Report Card, the Highest performing ELLs have made one year's worth of progress in reading and math.

The Lowest Performing ELL students have made more than one year's worth of progress in reading and math.

Student Growth ELLs and Redesignated ELLs Based on School Grade Report Card

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	2011-2012		2012-2013	
	ELL	Redesignated English Proficient	ELL	Redesignated English Proficient
Highest 75% of Students (SS/yr)	0.3	1.0	3.9	3.8
Lowest 25% of Students (SS/yr)	3.2	3.9	4.7	4.7

In 2011-12 LADH's Highest Performing ELLs have made one year's worth of progress in reading. The Lowest Performing ELL students have made more than one year's worth of progress in reading. The Higher 75% of Redesignated English Proficient LADH students have made significantly more than one year's worth of progress in reading.

Significantly, in 2012-2013, both LADH's Highest 75% and Lowest 25% performing ELLs and Redesignated English Proficient students have made more than one year's worth of progress in reading.

Current Standing for ELLs Based on School Grade Report Card

Reading	2010-2011		2011-2012		2012-2013	
	ELL	Redesignated English Proficient	ELL	Redesignated English Proficient	ELL	Redesignated English Proficient

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Status % Proficient	22%	*	16.1%	57.9%	17.9%	58.2%
Growth Highest 75%	*	*	42.9%	79.5%	57.1%	83.3%
Growth Lowest 25%	*	*	52.9%	76.9%	28.6%	58.3%

*Not calculated this year

Current Standing Grades reported for ELLs and Redesignated English Proficient students indicate an increase in the percentage of students who are tested and how well they met targets for their grade level in reading. In 2012-2013 there was an increase in the Status % Proficient for both ELLs and Redesignated English Proficient students with the greatest increase for the Growth of the Highest 75% group. There was a decrease in the number of students who are proficient in reading for the Lowest 25% group of ELL and Redesignated English Proficient students. There is a need to increase proficiency in reading for the Lowest 25% group of English Language Learners.

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Similar School for ELL - Based on School Grade Report Card

	2011-2012		2012-2013	
	LADH ELL	LADH Composite	LADH ELL	LADH Composite
Current Standing	6 (30)	12 (30)	3 (30)	5 (30)
School Growth	6 (30)	6 (30)	4 (30)	8 (30)
Student Growth Highest 75%	4 (30)	5 (30)	3 (30)	8 (30)
Student Growth Lowest 25%	5 (30)	2 (30)	25 (30)	18 (30)
Opportunity to Learn	4 (30)	3 (30)	3 (30)	4 (30)

Schools may want to see how they rank next to their peers that have similar students and settings. In 2011-2012 LADH English Language Learners have ranked in the high range when compared to 30 other schools with similar students and settings and ALL LADH students in: Current Standing school growth over a three year period; student growth for the highest and lowest performing students: and in opportunity to learn.

In 2012-2013 LADH English Language Learners ranked in the high range when compared to 30 other schools with similar students and settings and ALL LADH students in: Current Standing; School Growth; Student Growth of the Highest Performing students and Opportunity to Learn. LADH ELL and ALL LADH students considered to be the Lowest 25% performing students did not do as well as for all other key indicators receiving a grade on the School Grade Report Card.

English Language Learners at LADH have been ranked high when compared to schools with similar students and settings for both reporting school years. There is a need to increase school rank for Student Growth for the Lowest 25% of students reported in 2012-2013.

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Short Cycle Assessment – Discovery Education Interim Benchmark Assessments 2013 Results for Reading/Language Arts English Language Learners Disaggregation

Reading	Grade 6		Grade 7		Grade 8	
	Test 2	Test 3	Test 2	Test 3	Test 2	Test 3
% Proficient and Advanced	0.0	10.0	0.0	25.0	11.1	22.2
% Nearing Proficiency	40.0	40.0	50.0	75.0	0.0	55.6
% Beginning	60.0	50.0	50.0	0.0	88.9	22.2
Average Scale Scores	1525	1492	1535	1539	1509	1554
Median State %tile	20	13	22	30	7	18

Results of the Discovery Education Interim Benchmark Assessments indicate that LADH ELLs performance in reading has improved from Test 2 to Test 3 for all grades. Seventh and Eighth grade students made great gains in English reading proficiency levels. Students in grade 7 who were at the Beginning proficiency level increased reading performance to the Nearing Proficiency and Proficient/Advanced proficiency levels with no students at the Beginning proficiency level in Test 3. Similarly, 8th grade students at the Beginning proficiency level

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substantially increased reading performance to the Nearing Proficiency and Proficient/Advanced performance levels.

Percent of Students and Corresponding Proficiency Levels of English Language Proficiency based on ACCESS Proficiency Test

	2010-2011	2011-2012	2012-2013
Number of 6-8 Grade Students	27	38	27
ACCESS Overall Composite Proficiency Level*	%	%	%

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Reaching	0	0	0
Bridging	5	7	4
Expanding	32	48	28
Developing	50	26	64
Emerging	13	7	4
Entering	0	11	0
Fluent English Proficiency	5	7	4

*The Overall Score (Composite) is a combination of the Listening, Speaking, Reading, and Writing scores

The purpose of *ACCESS for ELLs* is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers.

Based on the number of LADH students attaining Expanding and Developing proficiency levels combined is greater than those students at the Bridging and Reaching proficiency levels.

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English Language, Reading, and Literacy Proficiency

Based on ACCESS Proficiency Test

	2010-2011			2011-2012			2012-2013		
Proficiency %	English Language Overall Composite	Reading Level	Literacy Level	English Language Overall Composite	Reading Level	Literacy Level	English Language Overall Composite	Reading Level	Literacy Level
Reaching	0%	4%	0%	0%	2%	0%	0%	0%	0%
Bridging	5%	4%	0%	7%	3%	0%	4%	0%	0%
Expanding	32%	1%	5%	48%	2%	3%	28%	6%	6%
Developing	50%	12%	21%	26%	12%	16%	64%	13%	13%
Emerging	13%	14%	10%	7%	5%	5%	4%	8%	8%
Entering	0%	3%	2%	11%	3%	3%	0%	0%	0%

The above tables reflect levels of proficiency on the ACCESS for ELLs Proficiency Test for grades 6-8 combined and does not reflect the percentage of growth for specific students and is not a measure of overall student growth.

Caution is issued in interpreting each domain level as each domain measures a different ability.

Given the description of each proficiency level the great majority of LADH students considered to be English Language Learners are able to demonstrate Overall English Language proficiency at the levels below:

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Expanding:

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

Developing

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

The proficiency percentage of LADH ELLs in Reading and Literacy are higher at the Emerging* and Developing levels.

*Emerging:

- General language related to the content areas
- Phrases or short sentences

Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

Title III School Improvement Report 2010-2011 La Academia Dolores Huerta

	Making Progress In English		Attaining Proficiency in English		Achievement Proficiency of ELL (SBA)	
	Making Progress	Met District Target	Proficient %	Met District Target	Reading %	Math

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	%					
2010-2011	63	Yes	12	Yes	24	3
2011-2012	24	No	5	No	16	13
2012-2013	40	No	7	No	52	31

According to the Title III School Improvement Report for 2010-2011 LADH students met the LCPS District Target and were making progress and attaining proficiency in English as demonstrated with higher percentage scores compared to 2011-2012. The 2012-2013 school year data demonstrates a marked increase in making progress and achievement proficiency of ELL in reading and math.

Spanish Oral Proficiency Based on IDEA Proficiency Test (IPT)

	2011-2012	2012-2013
Non-Spanish Speaking	38%	24.5%
Limited Spanish Speaking	37%	14.8%
Fluent Spanish Speaking	25%	60.7%

Spanish Reading Proficiency Based on IDEA Proficiency Test (IPT)

	2011-2012	2012-2013
Non-Spanish Reading	52%	29.8%
Limited Spanish Reading	12%	24.6%
Fluent Spanish Reading	36%	45.6%

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IDEA Proficiency Test (IPT)

The purpose of the IPT Reading & Writing Test is to provide, in conjunction with the IPT Oral Test, comprehensive assessment for the initial identification and redesignation of native Spanish speaking students. The test provides information for student identification, placement, redesignation, and progress based on their reading and writing skills. The reading test assesses vocabulary, vocabulary in context, reading for understanding, reading for life skills, and language usage.

Based on the 2012-2013 results LADH the percentage of Fluent Spanish Speaking students increased substantially as compared to the 2011-2012 results. In Reading there were more students who were rated as Non-Spanish Reading and Fluent Spanish Reading students compared to the percentage of Limited Spanish Reading students in 2011-2012 and 2012-2013.

Data on the School Grade Report Cards and proficiency results on the ACCESS English Language proficiency test and the IPT Spanish proficiency test correlate increased proficiency levels of Redesignated ELLs.

Student Performance Standard/Goal #3:

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Implement strategies that promote and strengthen parent, community, and school interactions that supports achievement of La Academia's mission.

2010-2011, 2012, 2013 LADH School Grade Report Cards

La Academia Dolores Huerta (LADH)	2010-2011			2012			2013		
Three Year Average	B	62.8							
	Grade	School Points	Possible Points	Grade	School Points	Possible Points	Grade	School Points	Possible Points
Current Standing	D	16.1	40	D	16.8	40	C	20.2	40
School Growth	C	5.7	10	C	6.6	10	B	7.6	10
School Growth-Highest Performing	A	14.6	20	A	14.2	20	A	14.9	20
School Growth-Lowest Performing	C	14.4	20	B	18.4	20	F	7.9	20
Opportunity to Learn	A	10.5	10	A	9.3	10	A	9.2	10
Bonus Points		*			0.3			1.8	
Total Points		61.2			65.5			61.7	
School Grade	B			B			B		

*available in 2012

Opportunity to Learn Survey Results:

LADH is a successful school inviting students to be part of a thriving learning culture that uses proven teaching methods and is reflected in a survey of classroom practices based on the OTL Survey and in student attendance. On the 2010-2011 School Grading Report LADH obtained 10.5 school points out of a possible 10 points and an "A" grade. This grade exceeded the total possible points and the Statewide "C" grade and 7.5 school points

In 2012 LADH obtained an average 3.6 score on 10 questions considered to be in the medium to high range. Parents indicated that teachers explain why what they are learning is important, want students to explain their answers, that teachers explain things in a different ways so everyone can understand. LADH obtained 9.3 school

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points out of 10 and an “A” grade. The grade and school points exceeded the Statewide “C” grade and 7.5 school points.

In 2013 LADH obtained an average total score of 37.3 with the highest scores indicating demonstrated better classroom teaching practices in teachers wanting students to explain their answers, and teachers explaining things in different ways so everyone can understand. LADH obtained 9.2 school points out a possible 10 and an “A” grade on the School Grade Report Card. The grade and school points exceeded the Statewide C grade and 7.5 school points.

Bonus Points

Bonus points on the School Grade Report Card reflect a school’s extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child’s education. On the 2012 School Grade Report Card LADH has gone above and beyond other schools in receiving bonus points for improvement in habitual truancy rates.

On the 2013 School Grade Report Card LADH obtained 1.8 school points out 5 possible points for Student Engagement and Parent Engagement

2010-2013 LADH and LCPS Middle Schools Attendance Rates

Middle Schools	School Year Attendance Rate (%)			
	2009-2010	2010-2011	2011-2012	2012-2013
LADH	100.0	100.0	100.0	99.4
Camino Real	98	98	97.74	98.4

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Lynn	94		95	98.6
Mesa		97	96.84	97.6
Picacho	97	97	96.53	97.0
Sierra	99	>98	98.01	98.9
Vista	98	97	97.04	98.2
White Sands	na	97	96.81	96.9
Zia	98	96	96.43	97.8

LADH attendance rates higher than all other LCPS middle schools. This data also supports LADH students wanting to attend school as corroborated in the Opportunity to Learn category of the School Grade Report Card for 2010-2013.

Student Performance Standard/Goal #5:

Promote nonviolence through instruction and practices based on the principles and spirit of leaders such as César Chávez, Dolores Huerta, and Martin L. King, Jr.

LADH promotes nonviolence by emulating the principles and spirit of such leaders as Martin L. King, Jr, César Chávez, and Dolores Huerta. Whereas there currently is some quantitative data as presented, there is also qualitative data.

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1. LADH teachers have engaged students in thinking about their own biases, their experiences with diversity and discrimination, and the essential social skill for living in a diverse society. More importantly, teachers provide concrete strategies for moving students beyond just thinking, to actually changing their own social behavior and positively influencing that of their peers. Teachers have created a learning environment that promotes a culture of cooperation, not competition. They have engaged students in conversations about conflict and how to diffuse conflict, using strategies such as conflict resolution and mediation. LADH teachers have prepared curriculum units that integrate non-violence principles of Martin L. King, Jr, César Chávez, and Dolores Huerta.
2. The social studies teacher shared the following description of her teaching philosophy and practice:
“To maintain a collaborative and non-violent environment my classroom has very little "rules" but instead expectations are established by students. Having ownership of the development of these expectations has facilitated my classroom management skills. The 3 R's are my expectations, RIGHTS, RESPECT, RESPONSIBILITY. These expectations provide students with clear guidelines as to how to maintain a healthy environment. Students analyze the importance of having rights as students, having the right to learn, to be respected, to be heard, to be understood, all of these ideas are of course created and developed by the students themselves. For respect they go as far as saying we must respect ourselves, our parents, our school, our classroom, our classroom materials, our community, each other. For responsibility they expand on the idea of being responsible for their work, their actions, their belongings, being on time, being prepared, to help others (which I found to be the most profound). I have found that if you allow students to develop their own expectations they come up with better ones than any teacher could possibly create and they will follow better. I have the least amount of student referrals to the office and I believe it is due to my students knowing and acting in a peaceful and friendly way because they expect it from each other.

Students also research the non-violent civil rights leaders around the world including; Mahatma Gandhi, Nelson Mandela, Rosa Parks, Elouda Equiano, Cesar Chavez, Rosa Parks, Martin Luther King etc. and compare the differences in their approach for human civil rights.”

3. The art teacher shared he encourages students to be accepting of various cultures and heritages. In the student use of critiques and integration of performance art students experience ways in which to diffuse situations that may lead to conflict. The students have found that engaging in discussions about conflict helps to resolves potentially difficult situations that could have resulted in severe discipline repercussions. The teacher has found that there have been almost no discipline referrals and those that have been referred, are dealt with using conflict mediation or other strategies other than out-of-school suspension or expulsion.

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4. LADH has established a mentors program with Las Cruces high school and New Mexico State University students. These students share with LADH their experiences and strategies dealing with conflict resolution that supports the school's non-bullying policy. Students have participated in panel presentations. Other community organizations are also partners with LADH to promote non-violence. La Casa, Inc. is a domestic violence prevention organization that has partnered with LADH in prevention presentations for students and parents.

LADH participates in the Programa Bienestar Familiar, a health and wellness program for students and parents. Additionally, LADH has partnered with ENLACE Programs which are centered on family and community engagement, student-to-student mentoring, establishment of sound policies, development of culturally relevant curricula, and professional development for educators. Key to this partnership is that there is a common understanding that the challenges are greater than programs alone and united advocacy is necessary for constructive change. This is accomplished through civic engagement, family involvement, leadership development, and educational programs at all levels. Advocacy and civic engagement are key to promoting non-violence principles.

Student Performance Standard/Goal #6:

Promote cultural diversity and appreciation through programs of music, dance, arts, etc. that demonstrate cultural diversity in a positive context.

La Academic Dolores Huerta's mission is to promote "...multiculturalism...nurture diverse cultural awareness and appreciation...recognizing and developing the gifts and skills of each student...". Based on its mission LADH's goal is to promote cultural diversity and appreciation through programs of music, dance, art, etc., that

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demonstrate cultural diversity in a positive context.

Student Enrollment in Cultural Awareness and Appreciation Related Classes

	2009-2010	2010-2011	2011-2012	2012-2013
Mariachi	73	96	71	80
Conjunto	87	87	76	80
Ballet Folklórico	31	32	29	32
Total Enrollment	111	115	97	113
Enrollment in more than one class	74	91	65	66
School Enrollment	124	120	120	132
% of Total Enrollment Participation	89.5	95.8	80.0	85.6

The above table shows the number of students participating in culturally relevant classes. As evident over 50% of enrolled LADH students participate in more than one class. Other culturally relevant classes include 2 visual arts. All LADH students take at least one culturally relevant class. In reviewing grades obtained for these classes there are no students who have failed a class.

LADH provides every student with options in music, dance, and the visual arts promoting cultural diversity and appreciation in a positive context. LADH students are provided a unique learning experience in creativity, critical thinking, and cooperative learning while increasing confidence and self esteem. Students develop their natural abilities into discipline artistic expression. Students will be provided with opportunities to participate in performances. They also gain an appreciation of language and culture.

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Evidence that teachers are promoting and integrating culturally diversity is provided by the social studies teacher at LADH:

“As far as maintenance and instruction of multicultural values and ideals at La Academia it is incorporated throughout the coursework in the year. For example, in my Social Studies class we learn about different civilizations around the world. We analyze their religious beliefs, cultural practices (rituals, daily life, food diets, art, music, dance, etc.) architectural designs, geographical locations, global contributions and we compare them to each other but mostly to how these people have influenced us today. We identify key leaders in these societies and make connections to leaders today and how we are still influenced by ancient thoughts. Students are encouraged analyze these different cultures and learn from them in order to understand why our society has developed into what it is today. Instead of judging their practices or identifying them as lesser than us, students learn to understand the reasons for their actions.

As a big school wide project LADH students learn about many Mexican cultural traditions that extend from the music program that is available. Mariachi, ballet folklorico and conjunto norteño provide cultural influences that can not be attained from any book, however, all students participate in learning about the ancient beliefs and customs associated with El Dia de los Muertos (the Day of the Dead). A school altar is made and each student, depending on the grade, is assigned a project in relation to the Day of the Dead celebration.”

The visual arts teacher shared different curriculum units that explore various world cultures, gaining an understanding for different art-related practices. He also shared ongoing practices in art class that contribute to a culture of social awareness and the principle of non-violence:

1) **Regular class critiques:** When viewing artwork of others, the students learn to apply good critique techniques - Describe, Analyze, Interpret and Judge. Everyone's voice counts equally and is heard. Everyone's opinion is valid, if based on keen observation and critical thinking. Students also apply this group critique strategy to a few class projects throughout the year.

2) **Music**, the universal language, is frequently playing in the classroom, and voices, if used at all during work time, are kept low. This allows all students to concentrate on their work and remain calm and focused. I play a wide variety of music also - jazz, classical, folk rock, electronic/techno, songs in other languages, etc.

3) Appreciation of individual style, temperament, and work habits is shared with students. Everyone comes to

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art class with different backgrounds and skill levels, and no student is discriminated against or put down if they have difficulty completing certain art projects as well as others in class. Students become skilled at sharing ideas, constructive criticism and of course the art materials as they work.

Part A-Progress Report Summary

In June 2009 The New Mexico Public Education Department issued a News Release entitled “*Only 6 New Mexico Charter Schools Performing Better Than Regular Public Schools, According to Study*”. This study was conducted by the Center for Research on Education Outcomes (CREDO) at Stanford University. The study found that only six charter schools in New Mexico were exceeding academic outcomes of traditional public schools across the state. La Academia Dolores Huerta was one of the six charter schools.

La Academia Dolores Huerta has been committed to its mission ... *to create an environment that enables middle school students to achieve high academic standards and personal growth ... promoting multiculturalism and bilingualism, ...nurturing diverse cultural awareness and appreciation, recognizing and developing the gifts and skills of each student,...and encouraging and assisting students and their parents to maximize their involvement in an interfacing relationship with the schools staff...* . The combined efforts of LADH staff, students, and parents have propelled the school to achieve academic excellence.

LADH has established and implemented curriculum, instructional and assessment strategies that support high achievement standards that develop and enhance each student’s capacity as an independent learner as well as implementing and sustaining technology based education for every student in order to develop the student’s competence and literacy as skills critical to their future education and eventual employment. The data presented in this report supports LADH’s efforts for academic excellence. This is evident in 2010-2011, 2011-2012, and 2012-2013 School Grade Report Cards. LADH has consistently received a “B” Final Grade for all three School Grade Report Cards and “A” grades for Student Growth of Highest Performing Students and Opportunity to Learn.

Accountability Reports:

Comparison of LCPS District – All Students and LADH Accountability Reports show that LADH students had higher proficiency scores than LCPS District-All Students during the 2011-2012 with an increase in proficiency in Reading for 2011-2012 and 2012-2013. Also, there is evidence that LADH students significantly increased proficiency in Math during 2012-2013.

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Based on the Accountability Reports data, La Academia Dolores Huerta students had increased proficiency in math from 2010-2011 to 2012-2013.

School Grade Report Cards:

LADH students have made significant improvement in its overall proficiency in reading and math. As shown on the Proficiencies graph on page 12 of the Introduction of this report, LADH students have made significant progress during the SY 2010-2013 period. In viewing the School Grade Report Card-School History table, LADH can track its improvement prior to 2010 based on the Current Standing report. LADH demonstrates consistent School Growth, School Growth for Highest Performing Students and the Opportunity to Learn categories which demonstrate how LADH fosters an environment that facilitates learning, subsequently demonstrating that the students want to come to school (as illustrated in the Attendance Rate data) as well as teachers' use of recognized instructional methods.

In 2011-2012 and 2012-2013 LADH obtained School Growth and Student Growth scale scores points that demonstrate the school is improving its ability to increase student achievement. LADH students have made large enough gains to becoming proficient and are considered to be "on track" to proficiency based on the 2012 and 2013 School Grade Report Cards.

Based on the 2010-2011 Student Growth category of the School Grade Report Card, LADH's highest performing students had made one year's worth of progress in reading and math. LADH's lowest performing students have made more than one year's work of progress in reading and math. This is significant in that it demonstrates LADH is continuously improving in its efforts to increase academic proficiency.

LADH has ranked in the high range when compared to 30 other schools with similar students and settings in: School Growth; Student Growth for the Highest Performing students; and in Opportunity to Learn.

Based on the 3 Year Summary report, the percentage of students proficient or advanced and considered on grade level has improved for each school year from 2010-2011, 2011-2012, and 2012-2013.

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LADH attendance rates have been higher than all other LCPS middle schools. This data also supports LADH mission and goal in that students want to attend school as corroborated in the Opportunity to Learn category of the School Grade Report Card for 2010-2013.

Significantly, performance on the 2010-2011 School Grading Reports for LADH and all other LCPS middle schools show La Academia Dolores Huerta receiving the highest Final Grade compared to all Las Cruces middle schools. How students perform in the most recent school year and how they met targets for their grade level as reflected on the 2012 School Grading Reports for the LCPS middle schools demonstrate that LADH students performed similar to or higher than other LCPS middle schools as well in increasing grade level performance over last year's students. Of concern is the Growth of Lowest Performing Students and the failing grade LADH obtained as well as 7 of 8 LCPS middle schools. One can generalize that the majority of LCPS middle schools continue to struggle to increase proficiency in reading and math for this group of students. Additionally, how well LADH helps individual students improve for those whose scores place them in the top three quarters of the school is similar to or higher than 3 other middle schools.

The 2010-2013 School Grade Report Cards Comparison of LADH and Las Cruces Public Schools (LCPS) Middle Schools table depicts how LADH students performed similarly to or higher than LCPS middle schools. LADH has obtained a consisted Final Grade of "B" for each School Grade Report Card issued. Additionally, LADH demonstrated consistent high performance as evidenced by the grades obtained in School Growth, Growth for Highest Performing Students and in Opportunity to Learn categories.

Short Cycle Assessments:

2012-2013 data obtained from Discovery Education Interim Benchmark assessments indicate significant improvement in proficiency from the initial Test 2 baseline proficiency levels to the end-of-the-year proficiency levels obtained from Test 3 in both reading and math for all three grade levels. Based on average vertical scale scores table provided by Discovery Education for Interim Benchmark Assessments which indicates scale score values needed to show a full year's growth, LADH eighth grade students obtained scale scores very close to demonstrating a full year's growth from Test 2 to Test 3 (administered approximately 3 months apart) in reading (+42/56) and math (+31/36) in 2013.

English and Spanish Language:

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Based on Student Growth for ELLs as reported in the 2010-2011 School Grade Report Card, the Highest Performing ELLs have made one year's worth of progress over in reading and math. The Lowest Performing ELLs have made more than one year's worth of progress in reading and math. Significantly, in 2012-2013, both LADH's Highest 75% and Lowest 25% Performing ELLs and Redesignated English Proficient students have made more than one year's worth of progress in reading.

English Language Learners at LADH have been ranked high when compared to schools with similar students and settings for both reporting school years.

Overall, ELLs are making progress based on Student Growth data.

According to the Title III School Improvement Report for 2010-2011 LADH students met the LCPS District Target and were making progress and attaining proficiency in English as demonstrated with higher percentage scores compared to 2011-2012. The 2012-2013 school year data demonstrates a marked increase in making progress and achievement proficiency of ELL in reading and math.

Opportunity to Learn:

LADH has been committed to its mission to “...*encouraging and assisting students and their parents to maximize their involvement in an interfacing relationship with the schools staff...*”. LADH is a successful school inviting students to be part of a thriving learning culture that uses proven teaching methods and is reflected in a survey of classroom practices based on the OTL Survey and in student attendance. LADH has obtained an “A” grade on all three School Grade Report Cards. Attendance numbers also demonstrate students and parents committed to ensuring students attend school. Attendance has been the highest of all LCPS middle schools for all three school years. Additionally, LADH has received bonus points for its student and parent engagement and improvement in habitual truancy rates.

Finally, La Académica Dolores Huerta is committed increasing academic excellence as stated in the school's mission and goals and its students and parents. Based on the data presented in this report the next step is:

1. Improve performance of the Lowest 25th Performing students in reading and math.
 - a. Use Discovery Education Interim Benchmark Assessment results to target instruction and

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- improve student academic proficiency in reading and math.
 - b. Align curriculum with school's mission and the NM Common Core Standards and NM Standards and Benchmarks
 - c. Provide evidence based instructional programs and strategies that will target instruction
 - d. Continue to provide student support by providing targeted instruction/ classes, after school tutoring, Saturday School, Summer School, Interim Break Learning Plans/Packets, and address student performance through the Response to Intervention (RtI) process.
2. Increase proficiency in English Language and reading for the Lowest 25% group of English Language Learners.
 - a. Use Discovery Education Interim Benchmark Assessment to target instruction and improve English Language Learners academic proficiency in reading and writing.
 - b. Provide evidence based English language development programs and instructional strategies
 3. Maintain growth in academic proficiency and performance of the Highest Performing students in reading and math.
 - a. Use Discovery Education Interim Benchmark Assessment to target instruction and improve academic proficiency in reading and math.
 4. Revisit curriculum to align school curriculum with the school's mission to integrate cultural diversity and appreciation and principles of nonviolence and the NM Common Core Standards and NM Standards and Benchmarks
 5. Adopt and implement evidence based instructional programs and strategies and to develop Common Core Standards and NM Standards and Benchmark based school curriculum.
 6. Continue with daily advisory instructional period of targeted instruction, mentorship, interim break learning plans/packets, LADH After School and Saturday School, Summer School and Interim Break Plans/Packets targeted instruction.
 7. Strengthen staff, student, and family ties by partnering with NMSU, community organizations, ENLACE, and Las Cruces Charter Schools

Part A—Self Study/Report on Progress

3. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

The three academic priorities La Academic Dolores Huerta will adopt are: improving academic proficiency in reading and math for all students, providing students opportunities to develop/enhance cultural diversity and non-violence, and maximize student and family involvement

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B. What main strategies will be implemented to address these priorities?

1. Improve performance of the Lowest 25% Performing students in reading and math.
 - a. Use Discovery Education Interim Benchmark Assessment results to target instruction and improve student academic proficiency in reading and math.
 - b. Align curriculum with school's mission and the NM Common Core Standards and NM Standards and Benchmarks
 - c. Provide evidence based instructional programs and strategies that will target instruction
 - d. Continue to provide student support by providing targeted instructional classes, and address student performance through the Response to Intervention (RtI) process.
2. Increase proficiency in English Language and reading for the Lowest 25% group of English Language Learners.
 - a. Use Discovery Education Interim Benchmark Assessment to target instruction and improve English Language Learners academic proficiency in reading and writing.
 - b. Provide evidence based English language development programs and instructional strategies
3. Maintain growth in academic proficiency and performance of the Highest Performing students in reading and math.
 - a. Use Discovery Education Interim Benchmark Assessment to target instruction and improve academic proficiency in reading and math.
4. Revisit curriculum to align school curriculum with the school's mission to integrate cultural diversity and appreciation and principles of nonviolence and the NM Common Core Standards and NM Standards and Benchmarks
5. Adopt and implement evidence based instructional programs and strategies and to develop Common Core Standards and NM Standards and Benchmark based school curriculum.
6. Continue with daily advisory instructional period of targeted instruction, mentorship, interim break learning packets, LADH After School and Saturday School targeted instruction as well as Summer School.
7. Strengthen staff, student, and family ties by partnering with NMSU, community organizations, ENLACE, and Las Cruces Charter Schools

C. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

The Leadership team has engaged in Strategic Planning that supports how the governance council is complying with governance requirements; adopting goals that support the school's mission and how the school will improve and measure student performance.

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- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

Academic performance of students with special needs, ELL, and/or high poverty has been addressed by: providing instruction in reading and/or math through an Individualized Education Plan for students needing and benefiting from special education services; Dual Language Instruction for ELLs and Spanish Instruction for all students; and Response to Intervention for all students with academic and social needs, specifically those students performing in the lowest 25%. Presently, instruction is provided to students in the Title 1 Math class, After School tutoring, Saturday School, Summer School, and Interim Break Learning Plans. Future plans included using short cycle assessments to target instruction, align the curriculum with the school's mission, the NM Common Core Standards and NM Standards and Benchmarks, and provide evidence based instructional programs and strategies.

- E. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card and school short-cycle assessment data. How is the school's head administrator held accountable for school performance?

The governance council has reflected on and addressed school performance data by engaging in strategic planning since January 2013. The council has engage in strategic planning in adopting goals that will support the school in improving academic proficiency. The governance council has engaged in strategic planning to include in clearly defining leadership competencies and indicators used to evaluate the Principal.

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B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

1. Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

2. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

3. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Part A—Self Study/Report on Progress

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)			
		<p>1. Credit Card-Sam's Club</p> <p>2. Payroll Rates- Charter paid employee wrong amount</p> <p>3. Cash-Disbursements - Cash Controls-No copy of cancelled checks.</p>	<p>1. The Charter had a business account at Sams Club, Charter applied for a direct account and this took care of the problem.</p> <p>2. The payment on a before school tutoring program was erroneously calculated. The charter has been double checking calculations before paying employees.</p> <p>3. The charter was not receiving the back part of the cancelled checks- we only received the face of the checks. This was taken care of starting July 1, 2010. The charter was able to get the back part of cancelled checks online as needed for the past four months or by calling the back and making the request.</p> <p>4. The charter is in the process of updating internal control structure.</p>
1 (09–10)	4	4. Deficiencies in Internal Control Stucture Design	

Part A—Self Study/Report on Progress

			<p>1. Charter was not aware of 5 day rule, will not discuss Audit in a regular meeting.</p> <p>2. The charter checked with PED on mileage rates in February and rates had not increase as per the answer the charter received.</p> <p>Through NMASBO on line questions and answers lots of districts and charters were confused about how much to reimburse mileage and at that time most schools were following the federal reimbursement rates. The Charter will be more careful in the future and check rates periodically.</p> <p>3. The governing council will be informed by the principal of this matter.</p> <p>4. The Charter school does not agree with this finding, the past auditor made an error on the cash balance report the following occurred: In the cash report the charter has to combine all funds beginning with the 27000 series which we had two: 27170 GO Bond and 27549 2008 library bonds, the 27170 had not been reimbursed for expenditures of \$3156.42 and at the same time we had received monies in the 27549 of \$362 in the red as well as the \$3156.42. The cash report has no way of separating these two funds so we fee we reported it correctly but the auditors made an error.</p>
		<p>1. Communication of Audit Report, Compliance and Other Matters.</p> <p>2. Travel & Per Diem, Compliance and other matters.</p> <p>3. Board Minutes, Compliance and other matters- Did not list governing council members in attendance.</p> <p>4. PED Reports, Compliance and other matters- Cash Balance</p>	<p>Instructional Materials estimated cash balance was</p>

Part A—Self Study/Report on Progress

		<p>1. Budget Adjustment Request (BAR) (noncompliance) Did not submit BAR to increase Instructional Matls.</p> <p>2. Penalty/Late fee (noncompliance)</p> <p>3. Internal Control Structure (Noncompliance)</p>	<p>1. The monies we wired and we did not notice them until we received the May bank statement the beginning of June. Our governing council board meetings take place the first Thursday of the month and the meeting had taken place by the time we had the opportunity to review the statements.</p> <p>2. May is the busiest month of the fiscal year. This is the first time the charter has failed to pay the State Tax withholding on time. The Charter wil make every effort to stay in compliance.</p> <p>3. The charter will have the principal sign and date all RfR's from now on.</p>
3 (11–12)	3		
4 (12–13)	NA		

Identify any changes made to fiscal management practices as a result of audit findings.

Part A—Self Study/Report on Progress

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

2. Organizational Performance Assurances

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

Part A—Self Study/Report on Progress

Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes** ☐ **No** All required School Policies
 - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
 - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
 - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
 - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 - 9) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

Part A—Self Study/Report on Progress

- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

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.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the La Academia Dolores Huerta Charter School and hereby certify that: the attached petition in support of the La Academia Dolores Huerta Charter School renewing its charter was circulated to all employees of the La Academia Dolores Huerta Charter School. There are 18 persons employed by the La Academia Dolores Huerta Charter School. The petition contains the signatures of 18 employees which represents 100 percent of the employees employed by the La Academia Dolores Huerta Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Dona Ana)

I, Jose L. Arrieta, 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. _____

Subscribed and sworn to before me this 26 day of September 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

2. Petition of Support from Households

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.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition.

I am the head administrator of the La Academia Dolores Huerta Charter School and certify that: the attached petition in support of the La Academia Dolores Huerta Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 143 households which represents 97 percent of the households whose children were enrolled in the La Academia Dolores Huerta Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Dona Ana)

I, Jose L. Arrieta, 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.

Subscribed and sworn to before me this 26 day of September 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

3. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

Amendments: **NA**

5. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section:

of Students on Waiting List (# and date): **0**

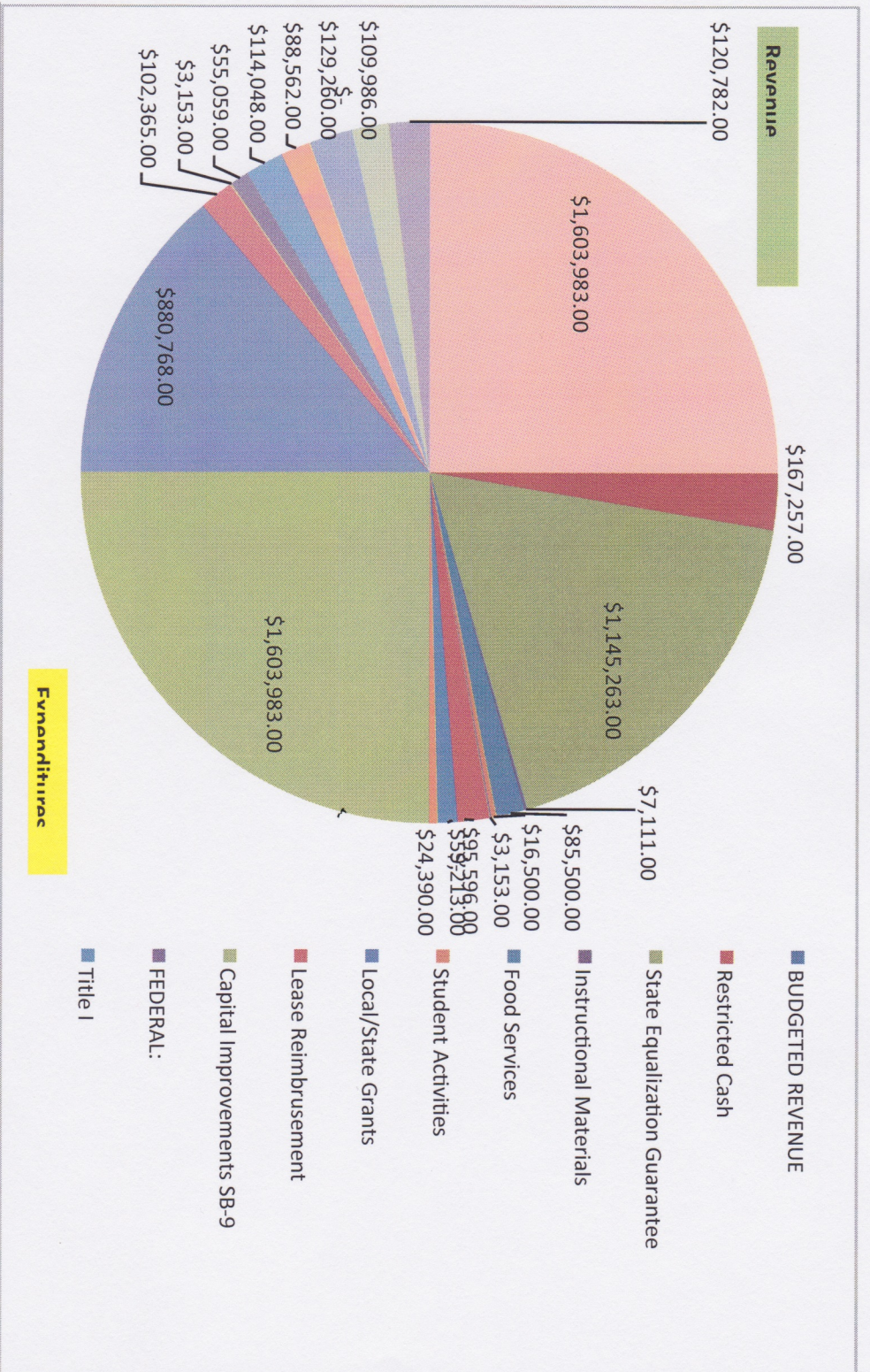
Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>

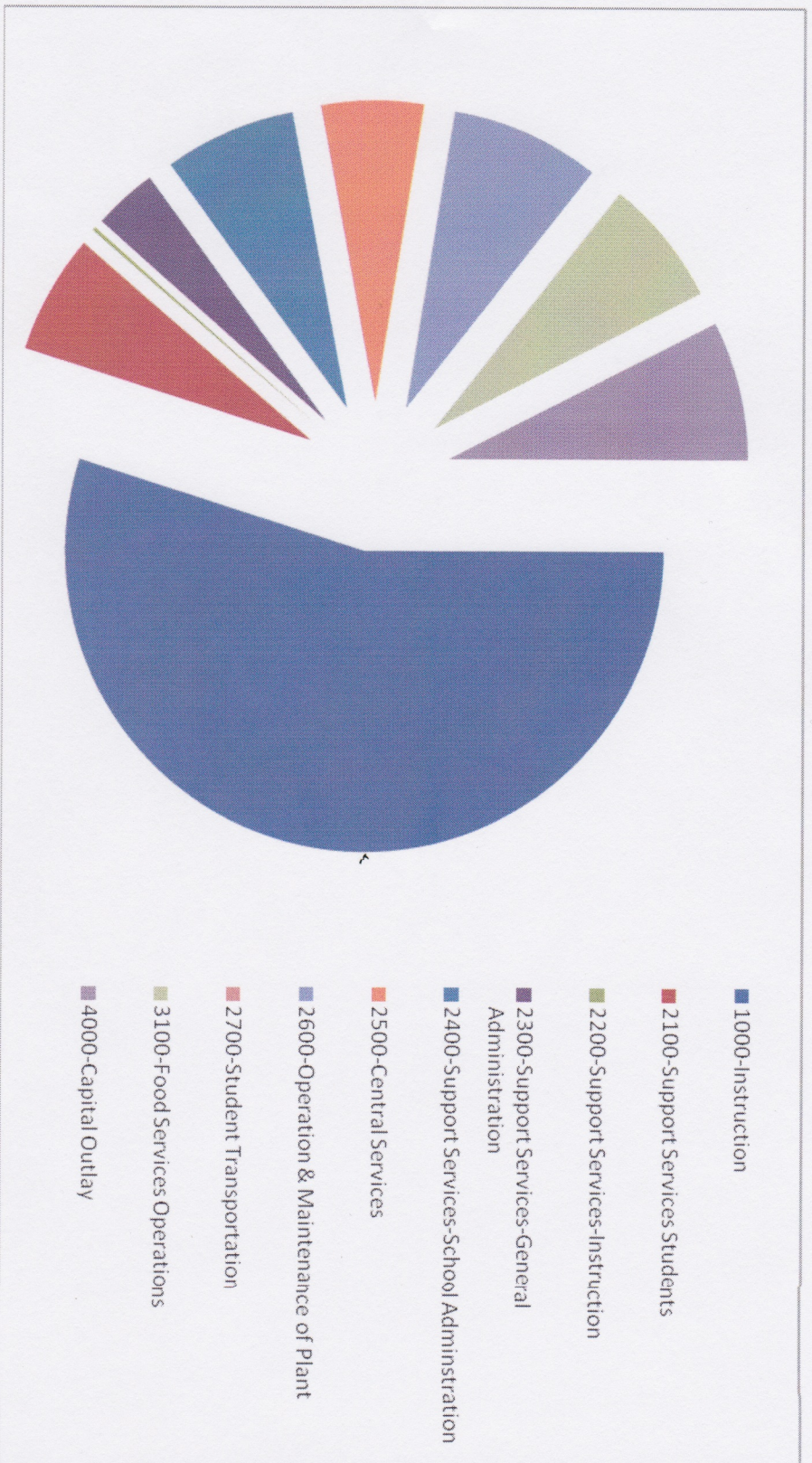
YEAR	FINDINGS	NATURE OF FINDINGS	SCHOOL'S RESPONSE
		5. Budget Adjustment Requests (BAR), Compliance and other matters.	Instructional Materials estimated cash balance was on the approved budget, but the cash balance was lower than the budgeted amount. PED has always stated that budget is budget not actual cash, the charter did not go over the budgeted amount and was not even close to spending that amount. The charter did take a decrease to governing council and was approved but failed to make decrease. We will not let this happen again.
3. (11-1	3	1. Budget Adjustment Request (BAR) (noncompliance) Did not submit BAR to increase Instructional Matls.	The monies were wired and we did not notice them until we received the May bank statement the beginning of June. Our governing council board meetings take place the first Thursday of the month and the meeting had taken place by the time we had the opportunity to review the statements.
		2. Penalty/Late fee (noncompliance)	May is the busiest month of the fiscal year. This is the first time the charter has failed to pay the State Tax withholding on time.
		3. Internal Control Structure (Noncompliance)	The Charter will make every effort to stay in compliance.
4. (12-13)		Not audited yet	The charter will have the principal sign and date all RFR's from now on.

YEAR	TOTAL # OF FINDINGS	NATURE OF FINDINGS	SCHOOL'S RESPONSE
1. (09-1	4	<p>1. Credit Card-Sam's Club</p> <p>2. Payroll Rates- Charter paid employee wrong amount</p> <p>3. Cash-Disbursements - Cash Controls-No copy of cancelled checks.</p>	<p>The Charter had a business account at Sams Club, Charter applied for a direct account and this took care of the problem.</p> <p>The payment on a before school tutoring program was erroneously calculated. The charter will double check calculations before paying employees.</p>
		<p>4. Deficiencies in Internal Control Structure Design</p>	<p>The charter is in the process of updating Internal Control structure.</p>
2. (10-1	5	<p>1. Communication of Audit Report, Compliance and Other Matters.</p> <p>2. Travel & Per Diem, Compliance and other matters</p>	<p>Charter was not aware of 5 day rule, will not discuss Audit in a regular meeting.</p> <p>The charter checked with PED on mileage rates in February and rates had not increase as per the answer the charter received. Through NMASBO on line questions and answers lots of districts and charters were confused about how much to reimburse mileage and at that time most schools were following the federal reimbursement rates. The Charter will be more careful in the future and check rates periodically.</p>
		<p>3. Board Minutes, Compliance and other matters- Did not list governing council members in attendance</p> <p>4. PED Reports, Compliance and other matters-Cash Balance</p>	<p>The governing council will be informed by the principal of this matter.</p> <p>The Charter school does not agree with this finding, the past auditor made an error on the cash balance report the following occurred: In the cash report the charter has to combine all funds beginning with the 27000 series which we had two: 27170 GO Bond and 27549 2008 library bonds, the 27170 had not been reimbursed for expenditures of \$3156.42 and at the same time we had received monies in the 27549 of \$362 in the red as well as the \$3156.42. The cash report has no way of separating these two funds so we fee we reported it correctly but the auditors made an</p>
		TOTAL # OF	

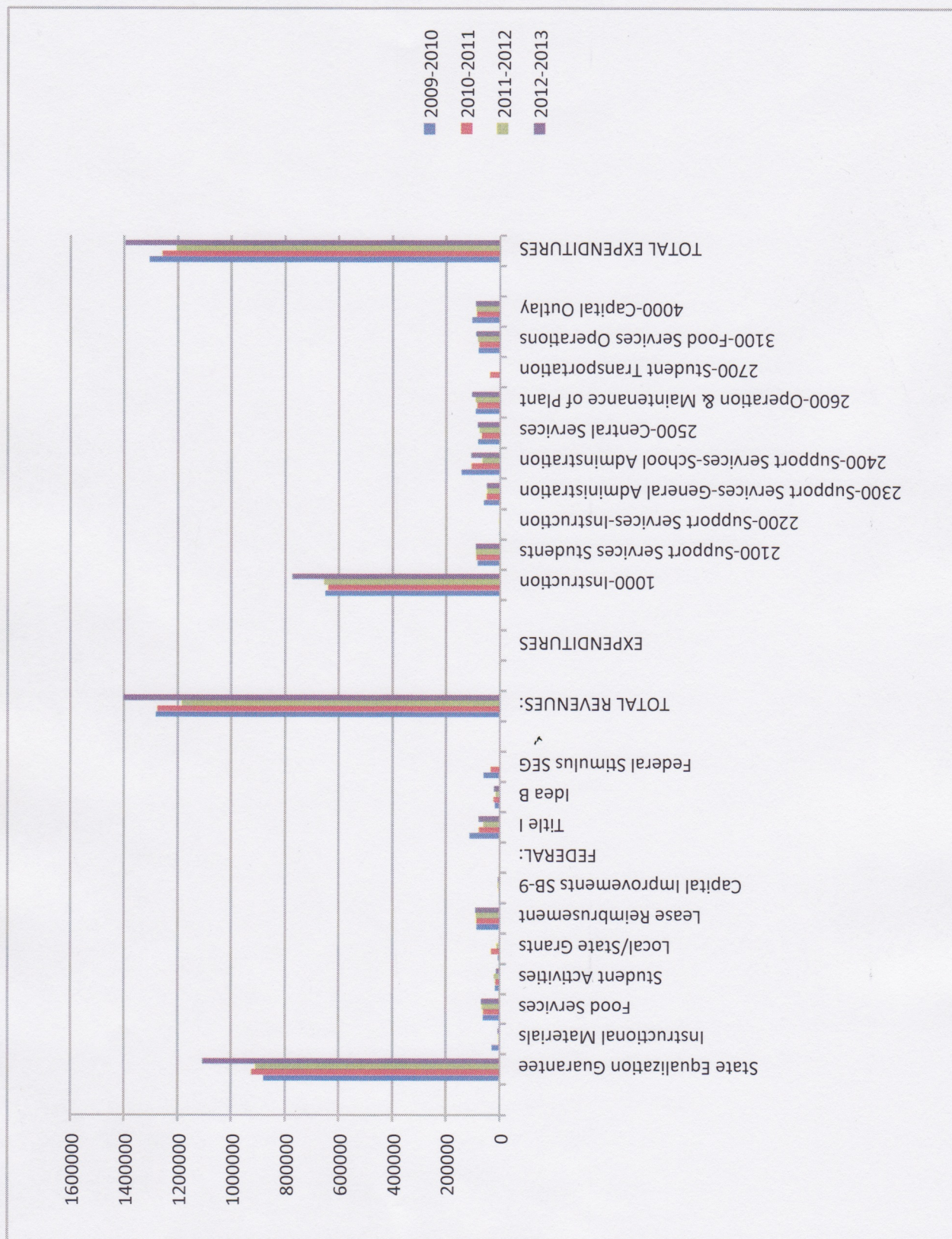
Budget 2013-2014



Budget FY 14



Comparison of Revenues & Expenditures FY 10 – FY 13



**LA ACADEMIA DOLORES HUERTA
2013-2014 BUDGET**

BUDGETED REVENUE

Restricted Cash	\$	167,257.00
State Equalization Guarantee	\$	1,145,263.00
Instructional Materials	\$	7,111.00
Food Services	\$	85,500.00
Student Activities	\$	16,500.00
Local/State Grants	\$	3,153.00
Lease Reimbursement	\$	95,596.00
Capital Improvements SB-9	\$	-

FEDERAL:

Title I	\$	59,213.00
Idea B	\$	24,390.00

<u>TOTAL REVENUES:</u>	\$	1,603,983.00
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BUDGETED EXPENDITURES

1000-Instruction	\$	880,768.00
2100-Support Services Students	\$	102,365.00
2200-Support Services-Instruction	\$	3,153.00
2300-Support Services-General Administration	\$	55,059.00
2400-Support Services-School Administration	\$	114,048.00
2500-Central Services	\$	88,562.00
2600-Operation & Maintenance of Plant	\$	129,260.00
2700-Student Transportation	\$	-
3100-Food Services Operations	\$	109,986.00
4000-Capital Outlay	\$	120,782.00

<u>TOTAL EXPENDITURES</u>	\$	1,603,983.00
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Current Enrollment September 2013

147

LA ACADEMIA DOLORES HUERTA
STATEMENT OF REVENUES & EXPENDITURES

REVENUE	2009-2010	2010-2011	2011-2012	2012-2013
State Equalization Guarantee	\$ 881,083.19	\$ 925,874.23	\$ 909,731.45	\$ 1,106,890.86
Instructional Materials	\$ 31,118.00	\$ 4,806.32	\$ 4,986.62	\$ 7,660.23
Food Services	\$ 63,694.50	\$ 61,963.55	\$ 67,241.85	\$ 69,361.50
Student Activities	\$ 16,789.63	\$ 16,708.17	\$ 20,592.66	\$ 14,654.12
Local/State Grants	\$ 6,195.82	\$ 33,879.87	\$ 11,474.35	\$ 5,576.95
Lease Reimbursement	\$ 86,965.00	\$ 88,422.00	\$ 88,002.00	\$ 91,669.00
Capital Improvements SB-9	\$ 3,931.00	\$ 5,297.00	\$ 6,124.00	\$ 6,083.00
FEDERAL:				
Title I	\$ 112,864.16	\$ 79,430.78	\$ 60,667.59	\$ 78,491.09
Idea B	\$ 19,424.68	\$ 25,415.42	\$ 16,008.95	\$ 23,651.47
Federal Stimulus SEG	\$ 61,454.54	\$ 35,545.96	\$ -	\$ -
TOTAL REVENUES:	\$ 1,283,520.52	\$ 1,277,343.30	\$ 1,184,829.47	\$ 1,404,038.22
EXPENDITURES				
1000-Instruction	\$ 651,068.77	\$ 641,466.21	\$ 655,483.57	\$ 775,161.61
2100-Support Services Students	\$ 85,211.29	\$ 89,243.27	\$ 90,445.23	\$ 91,525.16
2200-Support Services-Instruction	\$ 5,656.42	\$ 3,637.50	\$ 5,287.13	\$ -
2300-Support Services-General Administration	\$ 60,604.72	\$ 51,204.25	\$ 48,522.58	\$ 50,522.62
2400-Support Services-School Administration	\$ 143,837.62	\$ 108,351.31	\$ 66,903.40	\$ 107,506.21
2500-Central Services	\$ 83,388.87	\$ 70,424.45	\$ 77,422.47	\$ 84,637.51
2600-Operation & Maintenance of Plant	\$ 91,310.07	\$ 86,965.75	\$ 91,022.36	\$ 106,603.66
2700-Student Transportation	\$ -	\$ 40,000.00	\$ -	\$ -
3100-Food Services Operations	\$ 81,456.20	\$ 79,915.76	\$ 82,081.65	\$ 89,374.07
4000-Capital Outlay	\$ 103,701.00	\$ 88,423.40	\$ 88,002.00	\$ 91,669.00
TOTAL EXPENDITURES	\$ 1,306,234.96	\$ 1,259,631.90	\$ 1,205,170.39	\$ 1,396,999.84
CASH BALANCE BEGINNING OF YEAR	\$ 159,875.55	\$ 145,635.45	\$ 156,586.35	\$ 129,759.43
AVERAGE 80/120 ENROLLMENT	119.50	122.50	120.00	125.00

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

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.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

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STATE OF NEW MEXICO)

ss. *rc*

COUNTY OF Dona Ana)

Octavio Casillas
I, Jose L. Arrieta, 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. *Jose L. Arrieta*

Subscribed and sworn to before me this 26 day of September 2013.

[Signature]
Notary Public

My Commission Expires:

5/15/2017

Part A—Self Study/Report on Progress

2. Petition of Support from Households

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.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition.

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STATE OF NEW MEXICO)

COUNTY OF Dona Ana ss. on

Octavio Casillas
I, Jose L. Arrieta, 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.

Octavio Casillas

Subscribed and sworn to before me this 26 day of September 2013.

Jose L. Arrieta
Notary Public

My Commission Expires:

05/15/2017

City of Las Cruces

CERTIFICATE OF OCCUPANCY

August 16, 2004

This Certificate of Occupancy authorizes the use and occupancy of the building or structure located at: 1480 N. MAIN (school). The above described property located within the City of Las Cruces, New Mexico, having been duly inspected and found to comply with all the Building Code requirements and Zoning Ordinances pertaining thereto, I do hereby approve and issue this Certificate of Occupancy with the following exceptions:

NOTICE:

1. No change is to be made in any building or on any premises which is inconsistent with this Certificate of Occupancy.
2. Additions or structural alterations to non-conforming buildings are prohibited.

Building Permit No: 04-CB1-1575

Contractor's State License No: 19652

Contractor and/or Permittee:

Rodger J. Mason Construction
3270 Doc Bar Ct.
Las Cruces, NM 88007

Inspection Date: 8/13/04

By:

Mark Torres, C.B.I.

Building Official:

Fire Inspector:

Landscape:



**NEW MEXICO PUBLIC EDUCATION DEPARTMENT
OPTIONS FOR PARENTS
CHARTER SCHOOLS DIVISION**

2013 DISTRICT REPORT

LOCAL AUTHORIZER CHARTER RENEWAL INFORMATION

Charter School: **La Academia Delores Huerta**

Principal/Head Administrator: **Octavio Casillas**

Current Charter Term Expires: **June 30, 2014**

District Name: **Las Cruces Public Schools**

District Superintendent: **Mr. Stan Rounds**

Material Violations

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter, 22-8B-12F (1) NMSA 1978.

Please answer the following questions. If the answer is yes, please provide details.

Question	District's Response	
	YES	NO
1. Are there terms of the school's charter that the school has changed or that the school has not yet implemented over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments The school has met all the terms of its charter since reauthorization in 2008.		
2. Over the past four years were there any material terms of the school's charter for which the District determined that the school was not in compliance and the District notified the school of the compliance	<input type="checkbox"/>	<input checked="" type="checkbox"/>

violation?		
Comments:		

Achievement

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application, 22-8B-12F (2) NMSA 1978.

1. Please provide narrative comments below and attach any supporting documentation to address the District's assessment of this charter school's progress toward achieving the Public Education Department's minimum education standards and those student performance standards, and school goals and objectives identified in the school's charter.

Comments:

The charter school has consistently maintained a B status on the state's required report card. Proficiency data in reading has increased from 32.1 percent (2011) to 57.1 percent (2013) in reading and from 32.1 percent (2011) to 46.4 percent (2013) in mathematics. The district is confident that the instructional program at the charter school is making great strides in meeting the academic needs of its students.

Fiscal Management

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management, 22-8B-12F (3) NMSA 1978.

1. Please provide narrative comments below and any supporting documentation for any action taken to address any prior and/or existing issues related to this school's meeting generally accepted fiscal management standards.

Comments:

The Associate Superintendent for Finance provides regular updates to the LCPS Board of Education regarding all audits and findings for the charter school. There are no noted irregularities in any of the reports and all audits are on file with the charter school and the PED.

Compliance Review

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted. 22-8B-12F (4) NMSA 1978.

Civil Rights & Special Populations	District's Response	
	YES	NO
1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments:		
2. Were any complaints filed with the District, PED, or the federal Office of Civil Rights over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments:		
3. Have any special education due process complaints been filed against the school over the past four years? If yes, how many complaints were filed? Describe how each "due process" complaint was resolved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments:		
Governance	District's Response	
	YES	NO

1. Was the District informed of all changes in the Membership of the Governing Body over the past four years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
2. Over the past four years, have the governing body's draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments:		
4. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: The principal has presented a written report on school progress at every governing council meeting.		
5. Did the governing body conduct annual evaluations of the school's head administrator performance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
6. Has the governing body developed and implemented a comprehensive conflict of interest policy and a code of ethics? Has the governing body consistently abided by them through the term of the school's charter?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		

7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
9. During the term of its charter, has the school compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to the Public Education Department and the District in a timely manner?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: This answer refers to items submitted to the district and LCPS cannot attest to the timely submission of information and requests to the PED.		
10. At the time of renewal, will the school be in substantial compliance with the terms of its charter?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
11. Since it became a requirement, has the governing body participated in the mandatory governing body training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: Training through the Coalition for Charter Schools		

Administration	District's Response	
	YES	NO
1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests,	<input checked="" type="checkbox"/>	<input type="checkbox"/>

and analysis of student performance outcomes?		
Comments:		
2. Has the administration developed academic and financial priorities that are responsive to and consistent with achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Does the school's leadership have in place a comprehensive and on-going system for evaluating teachers' effectiveness and quality?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
4. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments: Teachers participate in the LCPS Teacher Induction Program		
5. Have the administration and the governing body put into place the required District and PED policies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		

Curriculum	District's Response	
	YES	NO
1. Is the school's curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:		
2. If applicable, have all courses required for graduation been taught over the past four years?	<input type="checkbox"/>	<input type="checkbox"/>
Comments: This is not applicable since the school is a middle school and does not offer a high school curriculum. However, all courses required in a middle school are offered.		
3. If applicable, does the school have an active Dual-Credit agreement(s) with higher education institution(s)?	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not applicable		

Licensure	District's Response	
	YES	NO
1. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: The current administrator was hired without proper administrative credentials but has since been granted an appropriate administrative license from the PED.		
2. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		
3. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments:		

E-Occupancy	District's Response	
	YES	NO

Has the school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years?	<input checked="checked" type="checkbox"/>	<input type="checkbox"/>
Comments:		

Name and contact information of person submitting this report	
Name	Steven Sanchez, Ph.D.
Title	Deputy Superintendent
Phone	575-527-6630
Email	stsanchez@lcps.k12.nm.us
<div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div> <hr style="width: 40%;"/> Signature of District Superintendent </div> <div> <hr style="width: 40%;"/> Date </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <hr style="width: 40%;"/> Signature on File – Original put in mail </div> <div> <hr style="width: 40%;"/> September 30, 2013 </div> </div>	

Please submit the completed form including any relevant supporting documentation on or before October 1, 2013 to:

Ron Christopherson – Education Administrator / Charter School Liaison
 NM PED - Charter Schools Division
 300 Don Gaspar Ave
 Santa Fe, NM 87501

Email: ron.christopherson@state.nm.us

We greatly appreciate your assistance.

Appendix D

Re: Facility

Our school has been working with Paul Gascoigne from “Learning Spaces” in the search of a new facility. On June 11, 2013, Mr. Jorge Au from the NMPSFA visited a possible site at 1405 S Solano, Las Cruces, NM 88001 and will be working with our school on its acquisition if our charter renewal is approved.

If and once our school’s charter renewal is approved we will file with Las Cruces Public Schools district, our present authorizer the form titled “Charter School Amendment Form”. Through this form we will amend our charter to reflect our relocation from 1480 N. Main, Las Cruces, NM 88001 to 1405 S. Solano, Las Cruces, NM 88001.