



Part A—School's Summary Data Report and Current Charter Contract

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978). Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *"more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools."*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

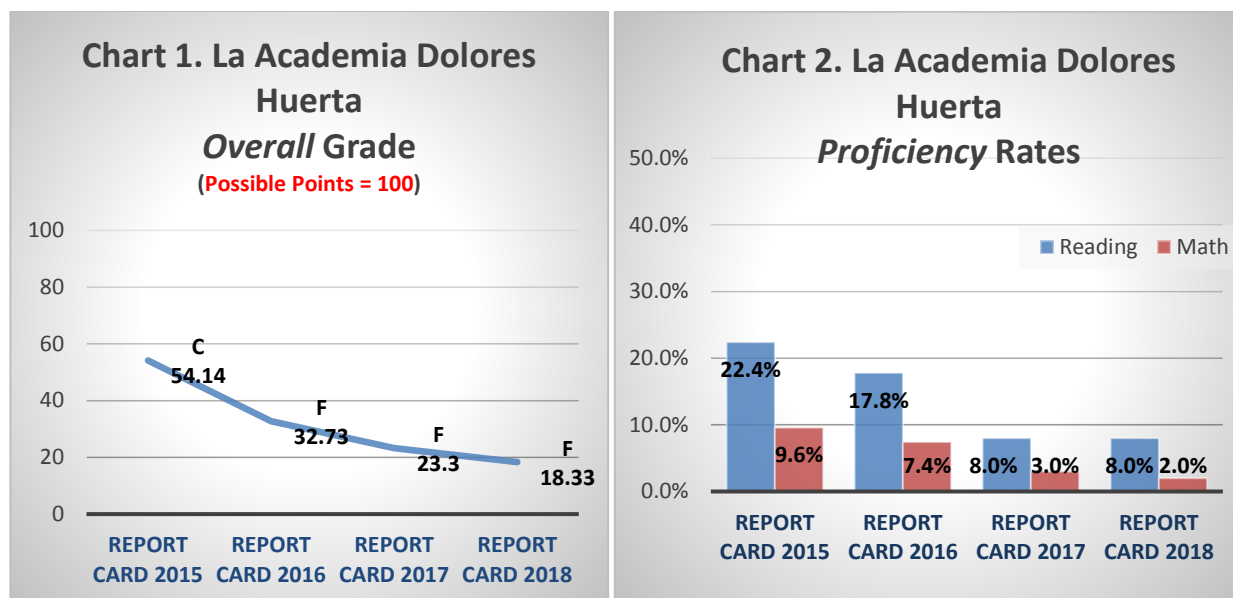
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

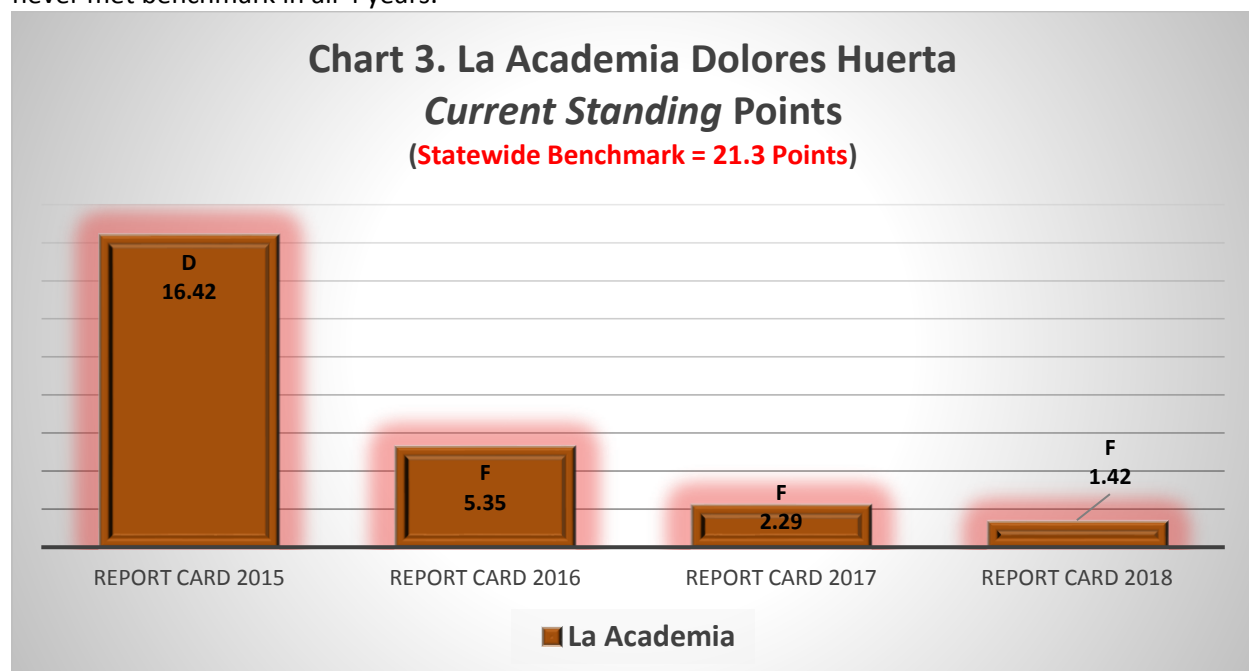
Overall Standing. Chart 1 illustrates LADH's overall school grade in each of the last 4 years (2015-2018). The school earned 3 "F's" and 1 "C" during the past 4 years. LADH earned less than half of the possible points in 3 of 4 years with a high of 54.14 points in 2015 and a low of 18.33 in 2018. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. LADH met standard according to the A-F School Grading System during 2015, but *overall standing* presented a negative trend since then during the time period. Proficiency rates over time in both reading and math also presents a negative trend during the contract term.

¹ The "A-F School Grading: Frequently Asked Questions [FAQ]" by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

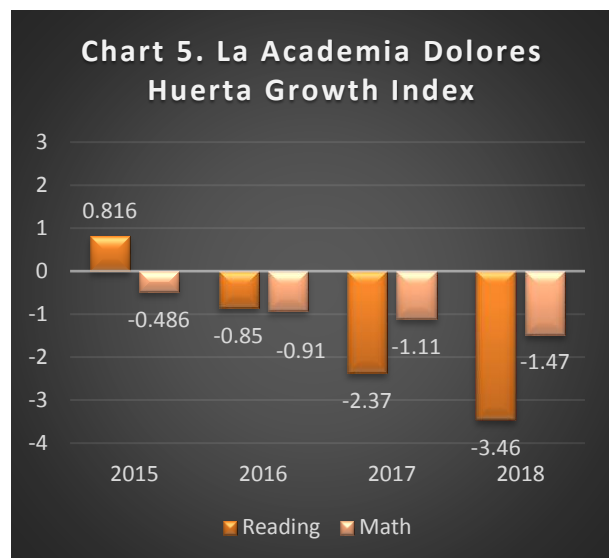
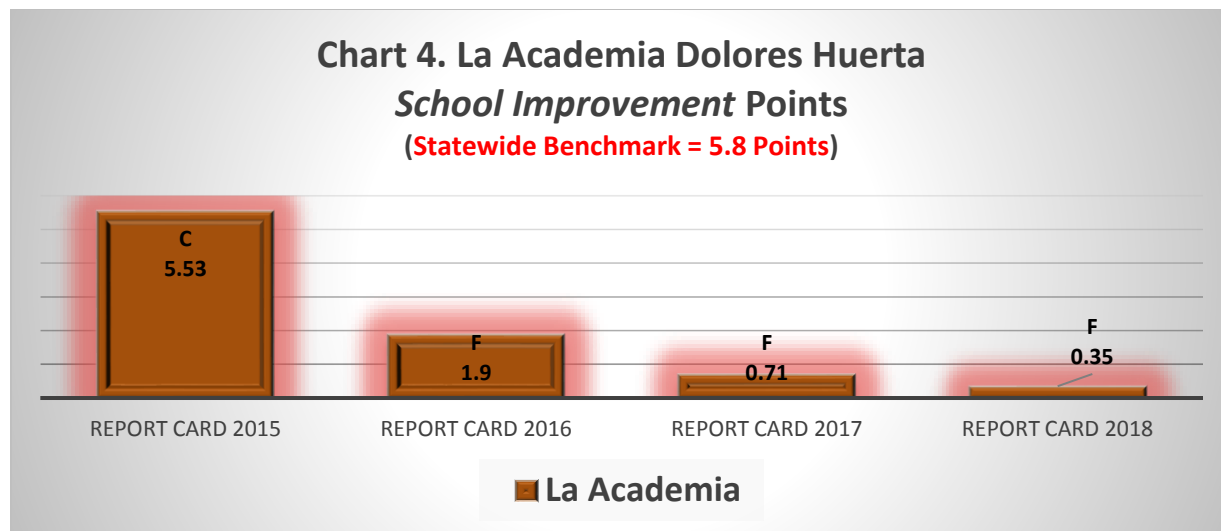


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 1.42 points out of 40 possible points in this category during 2018, which was below the statewide benchmark (established in 2012) of 21.3 points. The school has earned an “F” in the category in 3 of 4 years and has never met benchmark in all 4 years.



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between .35 – 5.53 points during the past 4 years earning a letter grade of “F” in the category in 3 of 4 years. One (1) of 4 years approached the statewide benchmark earning the school a “C” in the category in 2015.



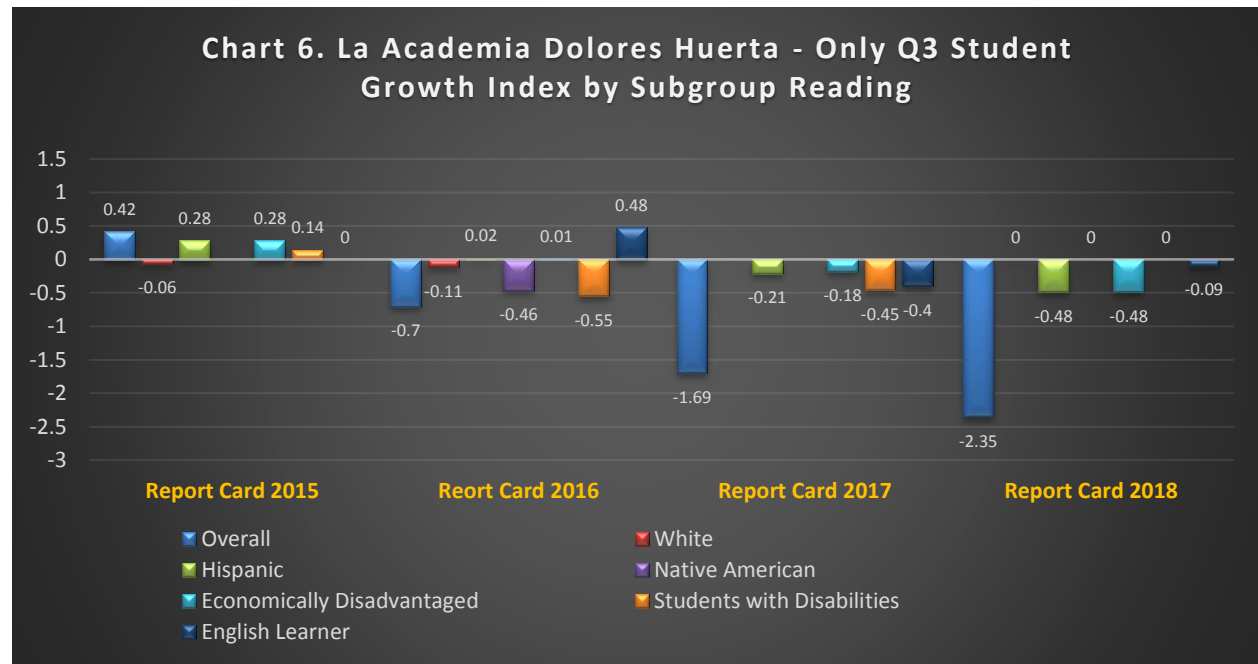
Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

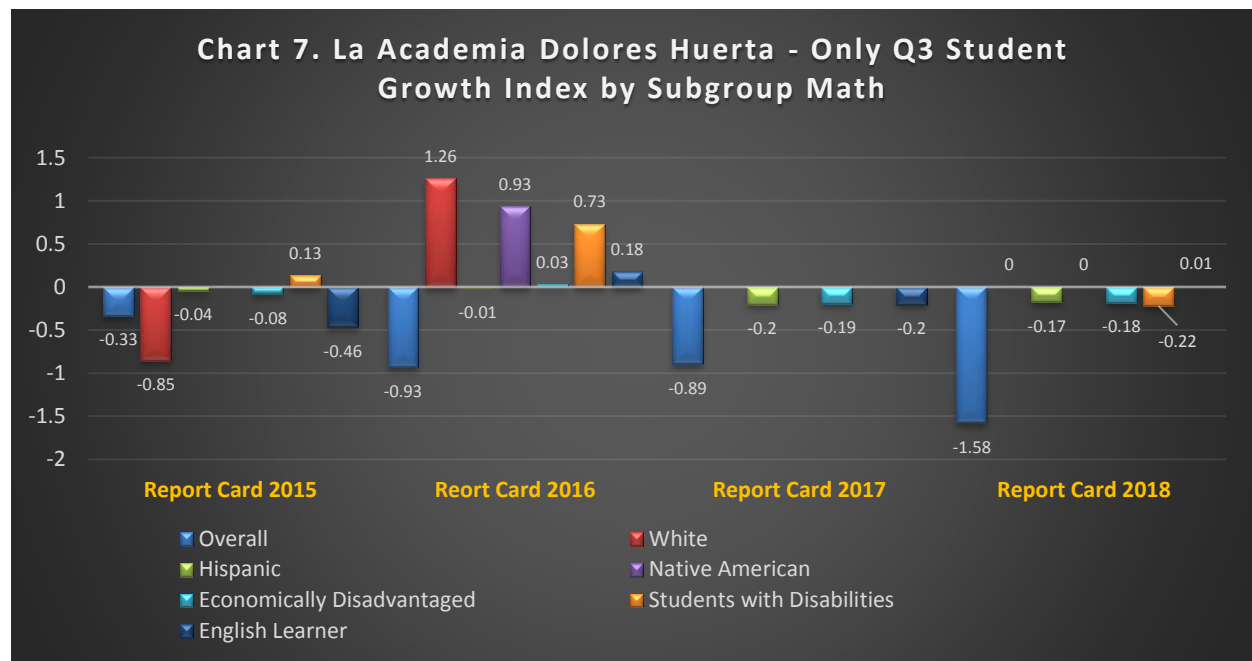
While a positive school growth index in reading was observed in 2015 negative school growth indices in reading and math were observed during the next 3 years. A negative decrease was observed from one year to the next during the time period.

Figure 1. Points earned in School Improvement section (10 total points possible).

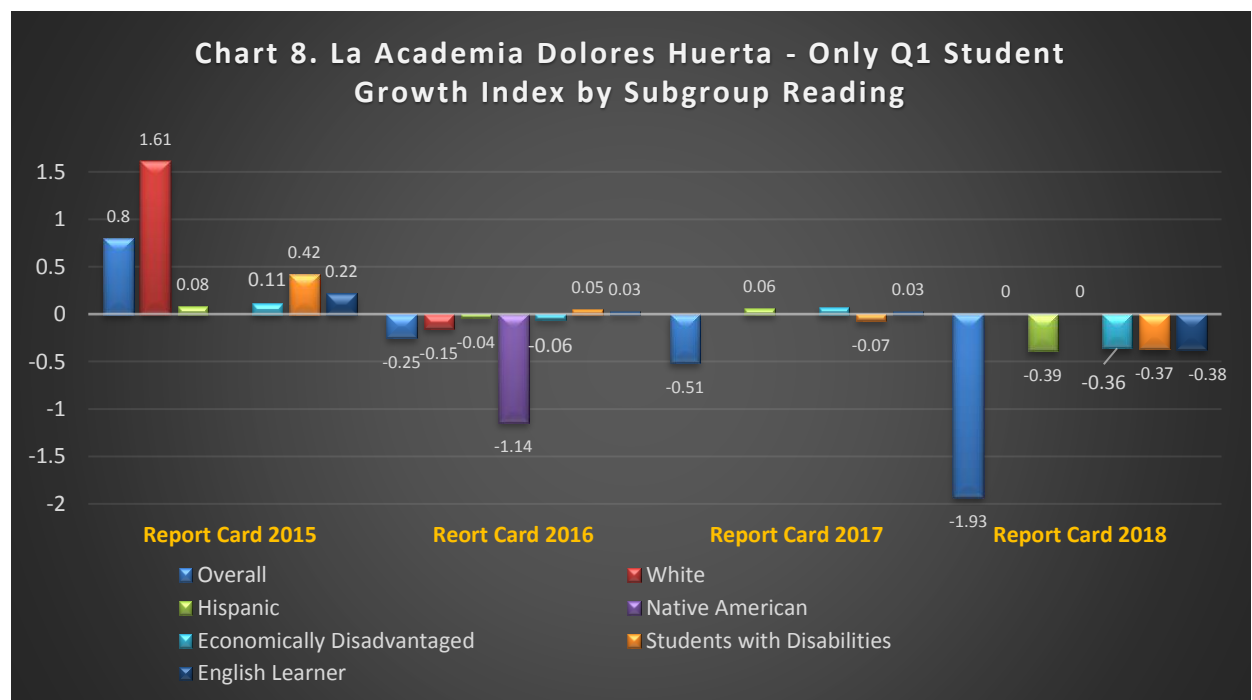
	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	3.96	1.57	5.53
2016	.99	.91	1.9
2017	.04	.66	.71
2018	.00	.35	.35

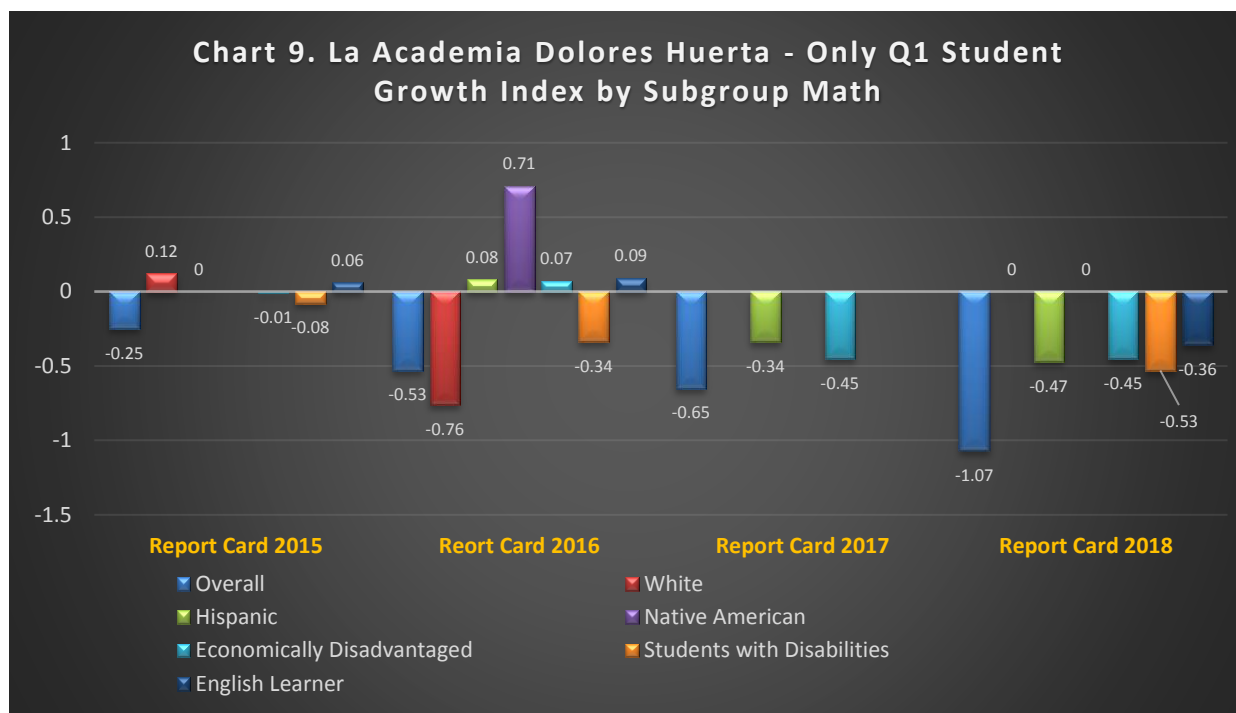
Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). All subgroups (excluding masked data) in most years did not meet expected growth in reading with overall student growth being met in 1 of 4 years. A negative growth trend was observed since 2015. Similarly in math, although the majority of subgroups met expected growth in at least 1 of 4 years overall student growth was not met during any year. A negative growth trend was observed since 2015. No subgroup met expected growth in both reading and math during the last 2 years.





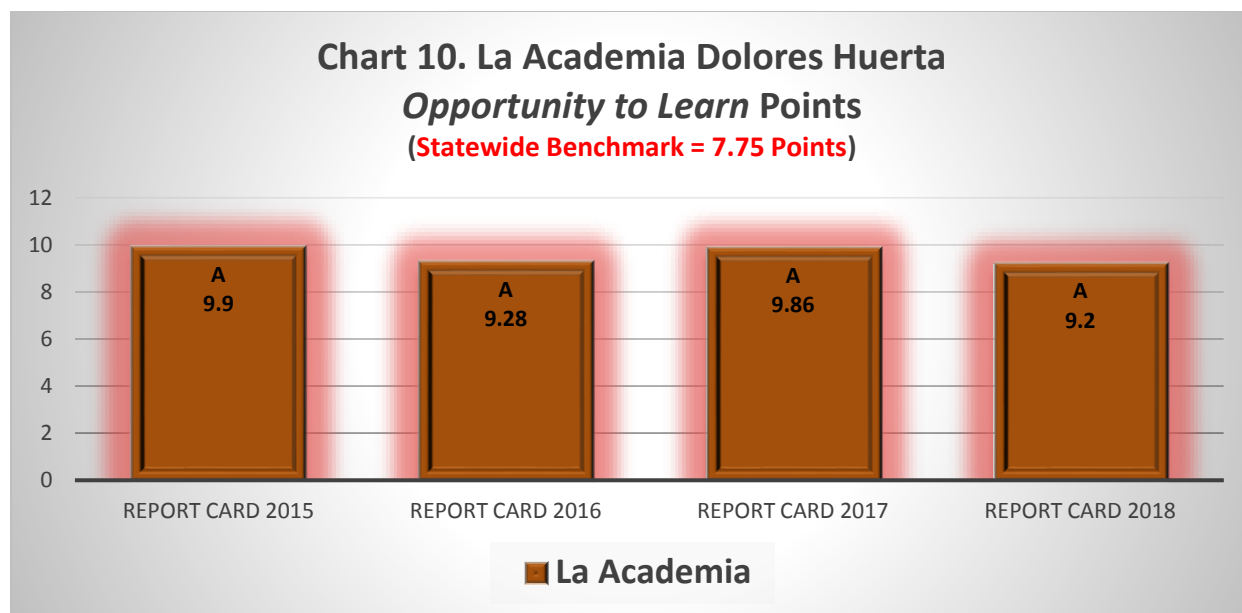
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (top 25%). All subgroups (excluding masked data) met expected growth in reading in 2015 while none met expected growth in 2018. Similarly in math, some subgroups met expected growth during the first 2 years and none met expected growth during the last 2 years.





Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide)³. This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. LADH performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning a letter grade of “A” in the category during each of these years. In 2018, the school had an attendance rate of 100% which along with survey results earned the school 9.2 points and a letter grade of “A” for the category.

³ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.



1b. Specific Charter Goals

This section includes analysis of LADH's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. The majority of goals were rated *"Falls Far Below Standard"* in 2015-2016, 2016-2017, and 2017-2018. One (1) goal was rated *"Exceeds Standard"* in 2016-2017 and none during the other years.

Charter Specific Goals

"Goal A—PD: By the 40th day, develop professional development plans/strategies that will address training staff on how to access the Discovery Education short cycle assessment data. The plan will also address how data will be analyzed and used by both individual instructors (to improve differentiated instruction) and how it will be used to inform school-wide instructional programming."

"Goal B—Reading: Short Cycle Assessment data will be used to measure academic growth in Reading of students who have attended La Academia Dolores Huerta (LADH) two semesters or more prior to their first short cycle assessment. (Note: "One year's growth" will be defined by Discovery Education, in their technical manual)."

"Goal C—Math: Short Cycle Assessment data will be used to measure academic growth in Mathematics of students who have attended La Academia Dolores Huerta (LADH) two semesters or more prior to their first short cycle assessment. (Note: "One year's growth" will be defined by Discovery Education, in their technical manual)."

"Goal A—Spanish Language Proficiency: The IDEA Language Proficiency Test (IPT) assessment will be used to demonstrate academic growth in the mastery of the Spanish language of monolingual, English speaking students at La Academia Dolores Huerta."

"Goal B—English Language Proficiency: The WIDA/ACCESS assessment will be used to demonstrate an increased proficiency of the English language over previous year's scores of monolingual, Spanish speaking students at La Academia Dolores Huerta who have attended two or more semesters prior to taking the assessment."

Figure 2. Progress towards Charter Specific Goals.⁴

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet ⁵	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1	Professional Development	-	-	-	-				X				X
2	Reading		X ⁶						X				X
3	Math		X Ibid						X				X
4	Spanish language proficiency		X Ibid				X ⁷						X
5	English Learner ACCESS proficiency		X Ibid			X Ibid							X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1	Professional Development			X	
2	Reading				X
3	Math				X
4	Spanish language proficiency				X
5	English Learner ACCESS proficiency		X		

⁴ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Supplemental Indicators” in the school’s contract and performance framework.

⁵ Also “Working to Meet Standard.”

⁶ The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated a “Meets Standard” and provided the following statement: “[t]he school has provided graphic data and narrative, in the all documents section, which thoroughly illustrates the progress made in each of the 4 indicators.”

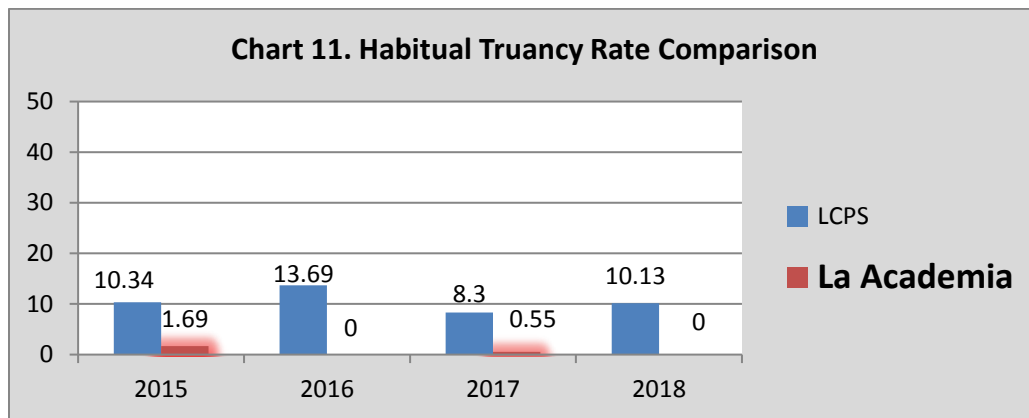
⁷ The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated a “Meets Standard” (or above) and provided the following statement: “CSD cannot verify this rating because no supporting data was provided.”

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

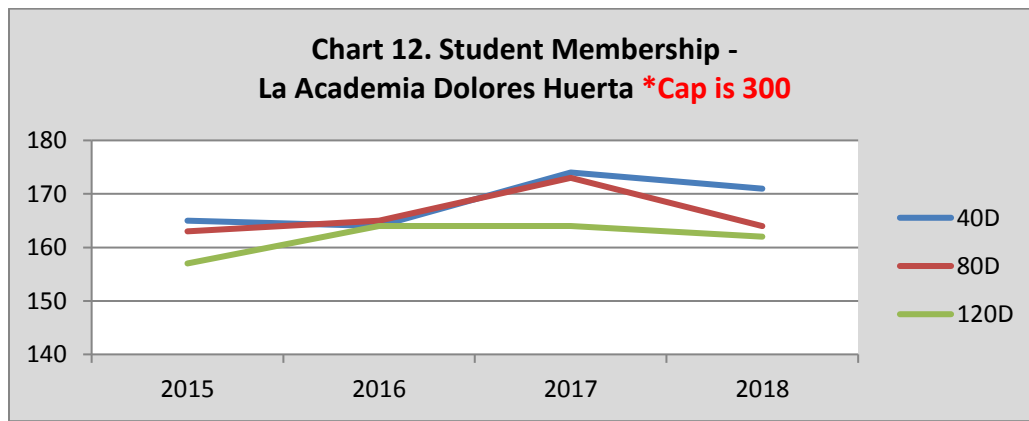
The chart below reflects the school's habitual truancy rate compared to the local district, Las Cruces Public Schools (LCPS). La Academia Dolores Huerta's habitual truancy rate is extremely low, below 2%, each year. The school's truancy rate was at 0% in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District

Student Membership (Enrollment)

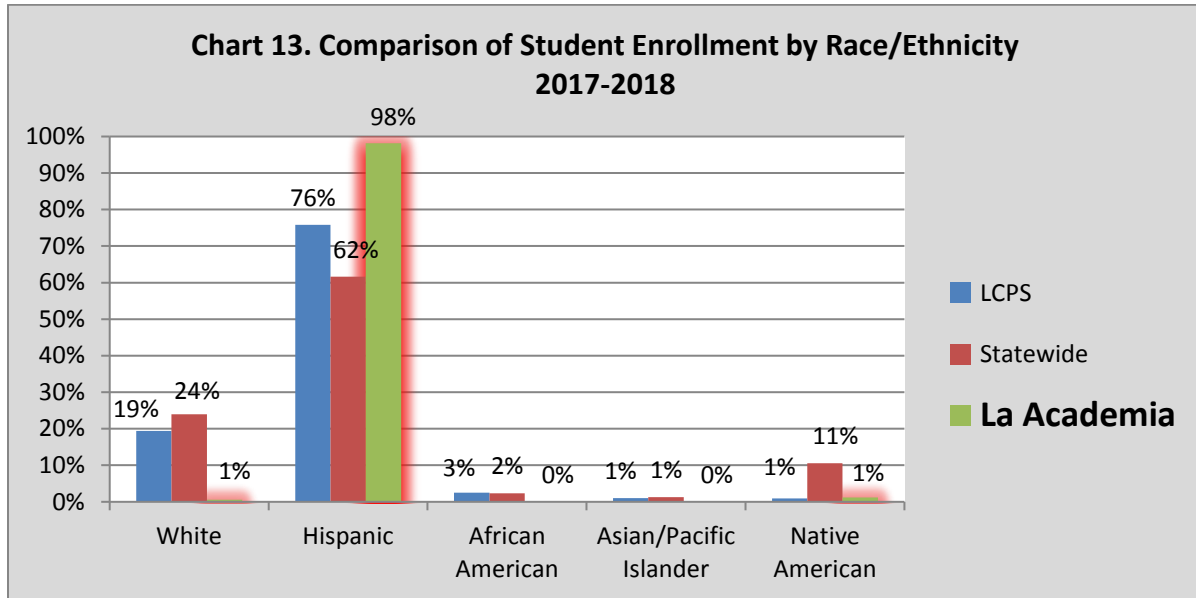
The chart below demonstrates the school's student membership for each of the years in operation during the current contract term. The school's enrollment at 40D has fluctuated with an overall incline. The 80D numbers show a dip in enrollment with a significant decline from the 40D in the last two years. As of 2017-2018, the school has not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 54% of its approved capacity.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

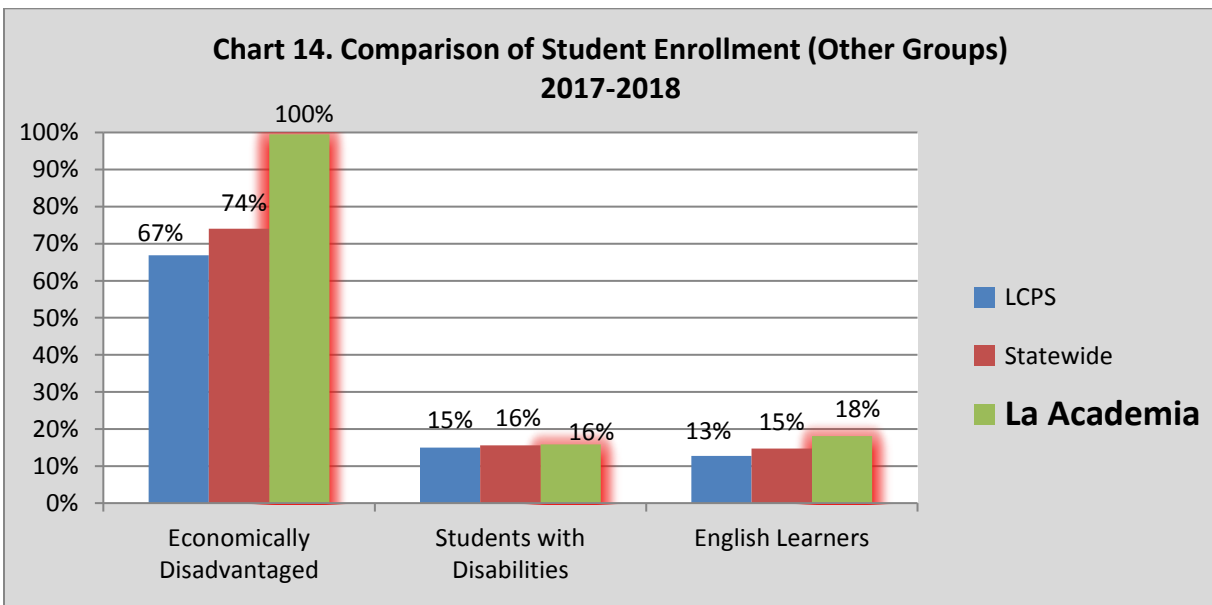
The school's student demographic data illustrates that it serves a *higher* Hispanic population and a *lower* White population when compared to the surrounding district. The differences in the other subgroups listed are rather insignificant as the school has a less than 3% difference in those groups as compared to the local district percentages.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school also has a significantly *higher* population of economically disadvantaged students (100%) than both the local district (67%) and the state (74%). The school serves a *similar* percentage of students with disabilities (16% vs 15%) and a slightly *higher* percentage of English Learners (18% vs 13%), as compared to Las Cruces Public Schools.



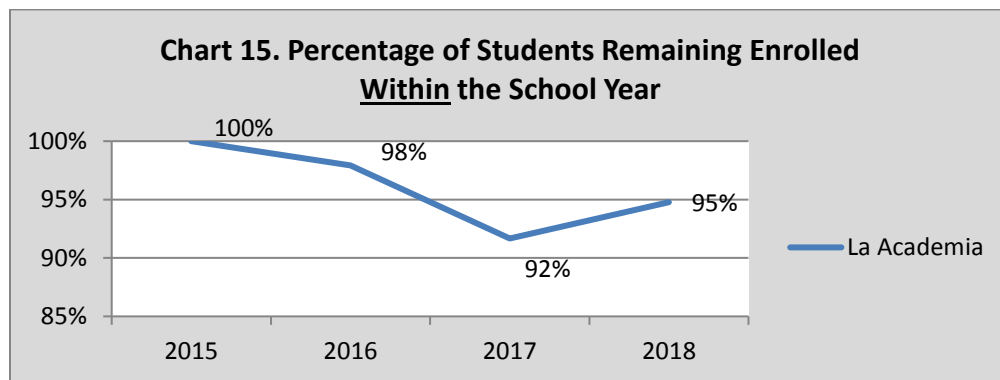
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In the school's Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

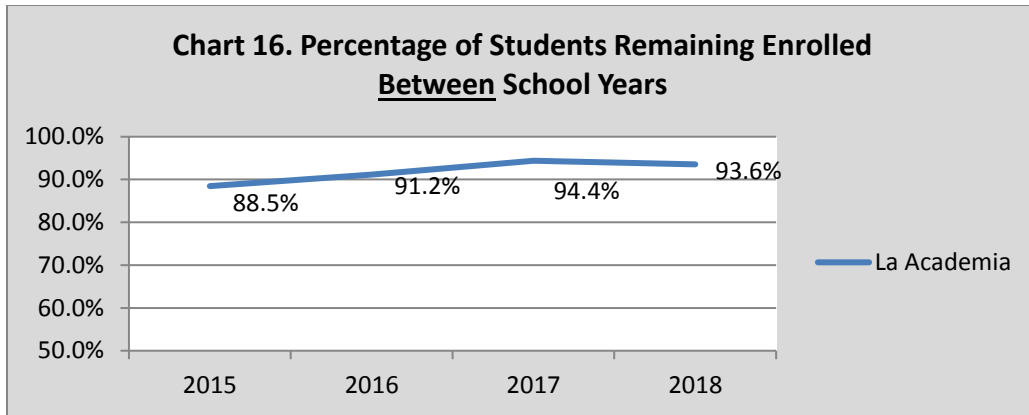
The student enrollment data in chart 17 (below) demonstrates that fewer than 10% of students enrolled during any given school year withdrew before the end of the school year. The percentage of students remaining enrolled has been consistently over 90%. In 2017-2018, 95% of the students remained enrolled until the end of the school year.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The next chart illustrates recurrent enrollment at the school. Student enrollment data indicates that 88.5% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. 93.6% of the students that completed the 2016-2017 school year returned to La Academia Dolores Huerta in 2017-2018. This indicates that, in addition to students remaining enrolled throughout the school year, the number who finish the year and return the following year is increasing and has always been over the goal of 85%.

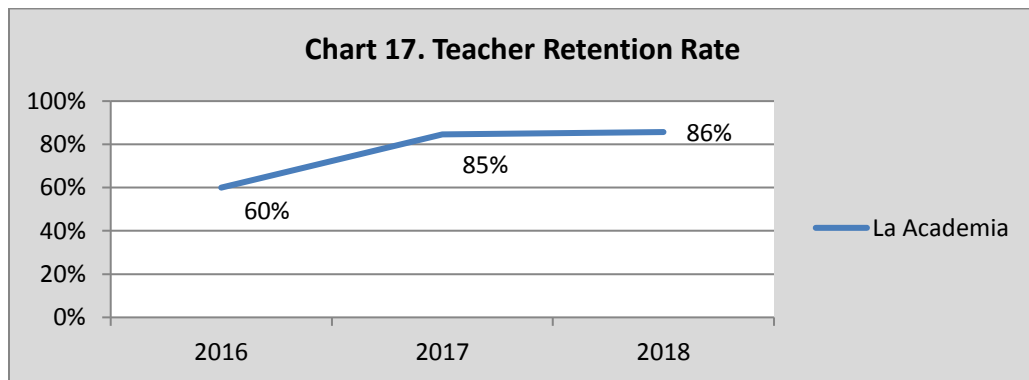


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The chart below demonstrates the school's teacher retention rate over the last three school years. The school's teacher turnover rate was 40% for the 2015-2016 school year, 15% for the 2016-2017 school year and 14% for the 2017-2018 school year. La Academia Dolores Huerta attained the expected teacher retention rates of at least 80% in both 2017 and 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	0	0
FY16	0	0	0
FY15	5	0	2

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of other matter** related to mileage reimbursements.

- **2017-001 Mileage Reimbursements Non-compliance**

Condition: For the year ended June 30, 2017, auditor noted that the School reimbursed employees for mileage at a rate of forty-four to fifty-four cents per mile. Of the 26 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate.

In **FY16**, the school received **0 audit findings**.

In **FY15**, the school received **2 finding of significant deficiency** related to (1) journal entries and (2) cash report and bank reconciliations, and **3 findings of non-compliance** related to (1) Form 1099-MISC, (2) inventory and capital assets, and (3) personnel files.

- **2015-001 Journal Entries Significant Deficiency**

Condition: For two of five journal entries selected for testing, in the amounts of \$6,353.68 and \$2,192.80, the school was not able to provide supporting documentation and proof of approval.

- **2015-002 Form 1099-MISC Non-compliance**

Condition: The school did not maintain copies of the Form1099 - MISC that were distributed for calendar year 2014. The auditors were unable to determine if the forms were distributed to the proper recipients and for the proper amounts.

- **2015-003 Inventory and Capital Assets Non-compliance**

Condition: During our testing of inventory and capital assets we noted the following:

- The school maintains a listing technology assets, but does not conduct an annual inventory of these items.
- The listing also does not include historical costs on these items.
- School personnel were unable to locate the school's listing of capital assets and the associated depreciation schedule.

- **2015-004 PED Cash Reports and Bank Reconciliations Significant Deficiency**

Condition: The following items were noted during our testing of cash:

- At June 30, 2015 the general ledger reports a cash balance of \$275,587.93.
- At June 30, 2015 the bank reconciliations report a cash balance of \$273,021.06.
- At June 30, 2015 the PED Cash Report shows a balance of \$277,208.34.

- **2015-005 Personnel Files Non-compliance**

Condition: In a payroll test of nine personnel files, one personnel file was missing the Form I-9.

2b. Board of Finance

The governing council of La Academia Dolores Huerta's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

La Academia Dolores Huerta's mission is to create an engaging culturally diverse educational program of the arts and languages that enable LADH middle school students to achieve high personal growth and strong social-cultural identity that leads to academic success.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

La Academia Dolores Huerta's educational approach to maximizing each student's language acquisition and fluency in English and Spanish is to provide a dual language approach utilizing empirically validated instructional frameworks and/or strategies.

Student – Focused Term(s).

- *All La Academia Dolores Huerta's students will participate in dual language classes in all subject areas.*
- *All La Academia Dolores Huerta's students who have been identified as English Language Learners will participate in the WIDA/ACCESS assessments and the IPT.*
- *All La Academia Dolores Huerta's students who have been identified as non-English Language Learners will participate in the Spanish IPT.*

Teacher – Focused Term(s).

- *All La Academia Dolores Huerta's instructional staff will pursue or hold a bilingual endorsement/certification or TESOL endorsement/certification.*

- *All La Academia Dolores Huerta’s instructional staff will receive professional development in the areas of empirically validated dual language approaches and instructional frameworks/strategies.*
- *All La Academia Dolores Huerta’s instructional staff will receive professional development in the areas of promoting cultural diversity and non-violence principles in order to align the school’s curriculum with the NM Common Core State Standards and NM Standards and Benchmarks.*

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “*Meets Standard*,” “*Working to Meet Standard*,” or “*Falls Far Below Standard*.” During the past 2 years, La Academia Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	4	0

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
10	4	3

Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Instructional Hours.** The school did not provide evidence it ensures all students receive the statutorily and contractually required instructional hours [6.29.1.9(J)(6) NMAC].
- **McKinney-Vento Dispute Resolution Policy.** The school did not provide evidence of a dispute resolution policy, approved by the governing board [6.10.3.9(D)(2) NMAC].
- **English Language Learners.** The school did not provide evidence of properly obtaining the LUS (language usage survey) or identifying and screening eligible English Language Learner [6.29.5.11.E NMAC].

3c. Governing Body Performance

According to the last reporting from the school, La Academia Dolores Huerta has seven members serving on the Governing Body. Based on the information provided to the PED, the following members are currently serving on La Academia Dolores Huerta’s Governing Board:

Figure 6. Current governing council members.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Patty Montoya	President	February 21, 2018	New	Complete
Robert Palacios	Member	February 21, 2018	New	Incomplete
Yolanda Silva	Member	February 21, 2018	New	Complete
Adrian Gaytan	Member	February 21, 2018	New	Complete
Michael Sena	Member	February 21, 2018	New	Complete
Michael Gutierrez	Member	N/A	Continuing	Incomplete
Elaine Palma	Member	September 7, 2017	New	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Palacio lacks 2 hours (elective), Mr. Gutierrez lacks 2 hours (academic and fiscal), and Ms. Palma lacks 1 hour (ethics). The school had eight members complete the required training in FY17. The school had eight members complete the required training in FY16. The school had nine members complete the required training in FY15.

Ms. Montoya, Mr. Palacios, Ms. Silva, Mr. Gaytan, Mr. Sena, and Ms. Palma did not complete Introductory training prior to voting as required per 6.80.5.8.B NMAC.

Spencer Herrera, whose term expired in September 2017, had not completed the prorated required training for this year as per 6.80.5.9.F NMAC. As per PED records, Mr. Herrera had completed no training this year.

Elena Hinderlich, whose term expired in September 2017, had not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Hinderlich has completed no training this year.

Sarah Luz Ramos, who left the board in January 2018, has not completed the prorated required training this fiscal year as per 6.80.5.9.F NMAC. As per PED records, Ms. Luz Ramos has completed no training this year.

Juliette Sanchez-Rivera is the current business manager and CPO for La Academia Dolores Huerta.