



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

1. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

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

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School response:

La Academia Dolores Huerta is committed to increasing student achievement and as a result LADH has implemented several changes to improving student success. Numerous changes have been implemented for the 2018-2019 school year to improve the school's letter grade and mostly importantly student learning. The following changes were not present within the school in previous years and have been made in an effort to target and enhance academic performance at La Academia Dolores Huerta.

Head Administrator - Created and implemented several changes for the 2018-2019 school year (see below) to have the greatest impact on student learning and to create a professional learning community to encourage staff to continually collaborate and to incorporate effective and rigorous instructional strategies/lessons. In addition, the Head Administrator has inquired about Principal Pursuing Excellence (PPE) and is interested in participating in the two-year program to build and strengthen her leadership skills to transform LADH and improve student achievement. However according to the email (see appendix), Cohort 6 is closed. Therefore, the head administrator will inquiry and apply to the PPE in January 2019. As discussed in the NM Dash plan (see appendix), the head administrator will conduct weekly classroom walk throughs to ensure changes implemented this school year are being executed and will utilize the feedback from the classroom walk throughs to make any necessary revisions/changes as needed to support student achievement.

Instructional Coach (IC) – To assist with students' academic learning at LADH an Instructional Coach has been added to the staff this school year. The IC has an extensive background in Instructional Coaching and brings many new strategies and best practices to the school. The addition, the IC also helps to provide teachers with a common structure, such as Standardized Classrooms, and clear expectations for what should be happening in the classroom in order to help students learn and grow academically. The IC ensures teachers are supported as LADH implements the various changes made to address students' needs. The IC has also provided the teachers with the opportunity to participate in weekly in-house PD that provides direction as to how to utilize data to guide instruction and align curriculum keeping all the necessary indicators in mind, such as EOC's & PARCC. The IC also assists teachers and can coach teachers in addressing students' needs and can help tailor activities/lesson/strategies and/or suggest resources to meet the needs of students. The IC also mentors novice teachers, teachers who seek her advice, and/or who are looking to challenge themselves to learn new strategies/teaching practices. The IC also models various lessons, techniques to assist teachers improve their instructional practices, and resources/technology information provided during PLCs. Furthermore, the IC also provides feedback to ensure all staff is making the adjustments and/or improvements necessary to ensure all students are progressing and are successful.

Lesson Plan Template – the adoption of a common lesson planning template allows all teachers to ensure that they are identifying and addressing key areas of instruction such as : What Content, What Skills/CCCSS, What Instruction and What (Numeracy/Literacy) Results. Providing a clear easily accessible planning guide ensures that all teachers are making an effort to accurately address all of these areas. Teachers are then asked to use these lesson plans to guide what information is placed on their daily agenda boards in order to give students a clear picture of the daily expectations and content/language objectives.

Common Planning Time – The head administrator developed the master schedule to include common and cross-curricular planning time for teachers. The staff was organized into meaningful teams to encourage teachers to meet and collaborate frequently and regularly to review and craft lessons to improve the academic engagement and achievement for all students. As part of the common planning time, teachers meet weekly in Professional Learning Communities (PLCs).

Structured PLC – LADH has also implemented a clear, regularly scheduled PLC/PD process facilitated by the Instructional Coach. To help this process, teachers have common prep periods (common planning time) to help facilitate the weekly meetings and provide opportunities for collaboration and reflection. Teachers meet with the IC and/or Head Administrator every Thursday during their common planning time with the following schedule in mind (See appendix):

1st Week – During PLC teachers learn about new strategies and/or tools to help with planning and presenting instruction. Topics such as Differentiated Instruction Strategies, Scaffolding Instruction, Data Analysis and Analyzing the task within the CCSS are just some of the many topics that will be covered.

2nd Week - Teachers have already had time to implement the new ideas/strategies presented during the previous weeks PD/PLC. During this time, teachers come together to reflect on the results of their attempts, sharing the positives and stumbling blocks of their instruction that week. The IC is present to provide guidance, resources, other techniques etc. to assist teachers as needed.

3rd Week – the 3rd week is used to analyze data gathered during their ongoing instruction and assessments. Together with the IC, teachers will use the data collected to continue to adjust and monitor student success as well as teacher instruction. They will also be asked to evaluate assignments given to students using the Criteria for High Quality Assignments provided by The Southern Region Educational Board (SREB) in conjunction with the Educators Evaluating Quality Instructional Products (EQUIP) Student Work Protocol.

The three-week rotation cycle will be ongoing throughout the entire school year continually scaffolding PD for the teachers and addressing any areas of need discovered during weekly classroom observations conducted by the IC and the Head Administrator. The weekly observations conducted will also be guided by the SREB Guide for Powerful Literacy & Powerful Mathematics Practices Rubric. The results based on this rubric will help the IC provide constructive feedback to teachers during the weekly PLC meeting.

Standardized Classrooms- To improved student achievement, the staff of LADH received clear expectations of the resources, artifacts, tools, and references that need to be presented/posted in every classrooms to aide instruction and the learning environment such as Word Walls, Daily Agenda Boards, Data Walls, Lesson Plan Boxes, Make- up Work areas, Content & Language Objectives etc. The IC and Head Administrator will conduct classroom walk throughs to ensure teachers are utilizing the resources, interactive tools, and artifacts to increase student learning and engagement.

Classroom Walk-Throughs-The Head Administrator and the Instructional Coach will conduct weekly classroom walk-throughs with a focus on specific “look fors” to get a better understanding of how teaching is occurring and to view whether strategies, techniques, instructional practices learned in PLC are being applied in the classroom. Teachers are asked to keep a current copy of their weekly lesson plans in a box near the door where the IC and

Administrator can easily access them when doing classroom observations in order to gauge whether what is happening in the classroom at that moment is in line with what the teacher has planned for. The classroom walk-throughs will provide opportunities for teachers to receive relevant individual feedback regarding classroom instruction and learning. Thus increasing the administrators awareness of what is happening in the classrooms and throughout the school. The walk-throughs will assist the administrators' understanding of curriculum gaps and inconsistencies and professional development needs.

After school tutoring/intervention program – LADH will implement an after school tutoring program to provide additional targeted support/interventions for students in the areas of language arts and math. Teachers will use data, classroom performance, grades etc. to identify students who would benefit from language arts and/or math interventions to accelerate and enhance student learning. LADH administrators and intervention teachers will monitor the progress of students participating in the interventions and as student's skills improve, the student may be removed from the interventions or moved to another group with a different focus depending on the student's needs. In addition, LADH staff will continue to monitor students to ensure they continue to progress after receiving the intervention supports.

Illuminate – LADH has entered into a contract with Illuminate Education in order to provide teachers with an assessment program that is rigorous, PARCC & CCSS aligned and provides timely feedback in order for the teacher to better assess the instruction and learning that is happening in their classrooms. The timely return of data along with all the pre-existing data (PARCC, EOC, ACCESS) allows teachers to get a more individualized look for each student in order to better identify their areas of need(s). Teachers will have the data they need ready to analyze during the designated PLC time in order to collaborate and adjust lesson planning to allow for any accommodations and reinforcements necessary.

New Teacher Induction Program – LADH is collaborating with Las Cruces Public Schools to provide teachers who are new to the profession and to the school, the opportunity to go through the New Teacher Induction Program in order to help them better prepare and collaborate with other new teachers giving them the opportunity to share ideas and be introduced to strategies necessary for classroom management, lesson planning and assessment. This process is designed to help new teachers be better prepared to handle the challenges of the profession and also helps to increase teacher retention rates.

Project Lead the Way – LADH has recently completed the Grant submission process to become a Project Lead the Way (PLTW) school. This will allow us to provide students with the diverse opportunities to learn about technical areas such as Engineering and Construction in conjunction with the math components that support these areas. Providing them with hands on real-world application scenarios.

NM Dash – To address LADH's school letter grade, LADH administrators and facility members created the NM Dash Plan after analyzing our school's data; analyzing and identifying the root cause of LADH's challenges to determine the adult actions and LADH's desired outcomes and goals.

The success of the actions taken place at LADH has yet to be determined, as the majority of the changes were made this school year 2018-2019.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

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.*

LADH is no longer using Discovery Education short cycle assessment data, as Discovery no longer provides short cycle assessments. For the 2017-2018 school year, LADH contracted with Istations to provide short cycle assessments and instructional software. As part of our contract with Istations, LADH staff received professional development (PD) provided by Istations to assist teachers become familiar with Istation programs and how to utilize the data offered by the company.

LADH contracted with Illuminate for the 2018-2019 school year. In addition to the short cycle assessments, Illuminate offers other assessments to assist teachers with classroom instruction. As part of our contract with Illuminate, LADH staff will receive professional development on how to utilize Illuminate short cycle assessment data and other assessments align to CCSS to assist with increasing student achievement.

The implementation of a regularly scheduled PLC/PD process. Giving teachers common planning time within the core classes to help facilitate weekly meetings and provide opportunities for collaboration and reflection. Teachers meet with the Instructional Coach every Thursday during their Prep Period with the following schedule in mind:

1st Week – During PD teachers learn about new strategies and/or tools to help with planning and presenting instruction. Topics such as Differentiated Instruction Strategies, Scaffolding Instruction, Data Analysis and Analyzing the task within the CCSS are just some of the many topics that will be covered.

2nd Week - Teachers have had time to put into effect new ideas/strategies that were covered during the previous weeks PD and now come together with the IC to reflect on the results of their attempts, sharing the positives and stumbling blocks of their instruction that week.

3rd Week – the 3rd week is used to analyze data gathered during their ongoing instruction and assessment the past few weeks, along with Illuminate Short Cycle Assessment data. Together with the IC, teachers will use this data together with data analyzed from PARCC, EOC & ACESS to continue to adjust and monitor student success as well as teacher instruction. They will also be asked to identify areas of weakness for their students in order to better differentiate and reinforce instruction

The three-week rotation cycle will be ongoing throughout the entire school year continually scaffolding PD for the teachers and addressing any areas of need discovered during weekly classroom observations conducted by the IC. The weekly observations conducted by the IC will also be guided by the SREB Guide for Powerful Literacy & Powerful Mathematics Practices Rubric. The results based on this rubric will help the IC provide constructive feedback to teachers during the weekly PLC meeting.

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 to their first short cycle assessment.

2015-2016 School Year:

Please see appendix in Web EPPS

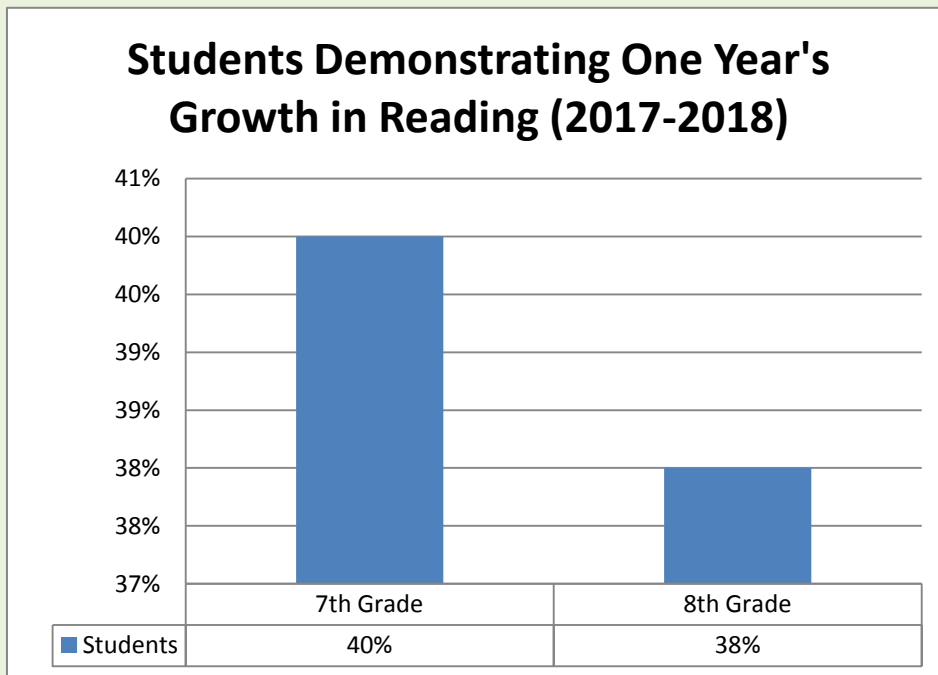
2016-2017 School Year:

There was no short-cycle assessment available for the 2016-2017 school year; therefore, there was no data to provide evidence of students' demonstrating one year's growth in the area of reading.

2017-2018 School Year

Students Demonstrating One Year's Growth in Reading

Reading: 7th Grade - 40% 8th Grade – 38%



LADH will meet the target of this indicator if 55-74% of identified students made at least one full year's growth in reading short-cycle assessment proficiency scores when comparing the beginning of the year results to the end of the year results. To do this I worked with Lauren Lombard, Istation implementation specialist, to assist me with acquiring a report to demonstrate which students made "one year's growth" in the area of reading. Lauren was able to generate a report with students' grade level equivalency (GLE) and email me a link to access the report (please see report provided). Once I was able to access the report, I filter the report to see only the beginning of the school year (August) and the end of the school year (May) to compare August to May in order to determine which students made "one year's growth." After analyzing the data and calculating the students' growth using an Excel spreadsheet, I created the above graph to determine the percentage of students that made "one year's growth" for both 7th grade (40%) and 8th grade (38%) students. In addition, the data will be used to determine which students would benefit from additional reading instruction and will be scheduled into the reading intervention classes provided at LADH.

Additional Information Requested:

Mission Specific Indicator #2.b states data used will include students who have attended two semesters or more prior to their first short cycle assessments; therefore, I only included 7th & 8th Grade students when comparing beginning of the year results to the end of the year results. Other students who were excluded from the analysis were 7th & 8th Grade students who were new to LADH. To determine if a student demonstrated “one year’s growth,” I compared the beginning of the year to the end of the year results and if a student made 0.9 or greater progress, I included the student as demonstrating “one year’s growth” which was twenty-two 7th and twenty-one 8th Grade students. Therefore, thirty-three 7th Grade students & thirty-four 8th Grade students did not demonstrate “one year’s growth” as the scored under 0.9 when comparing BOY to EOY grade equivalent reading score. Fifty-five 7th Grade students and fifty-five 8th Grade students’ scores were eligible when determining the percentage of students that made “one year’s growth.” To determine the percentage for seventh grade, I divided 22 by 55 (0.4) and to determine the percentage for eighth grade, I divided 21 by 55 (0.38181818).

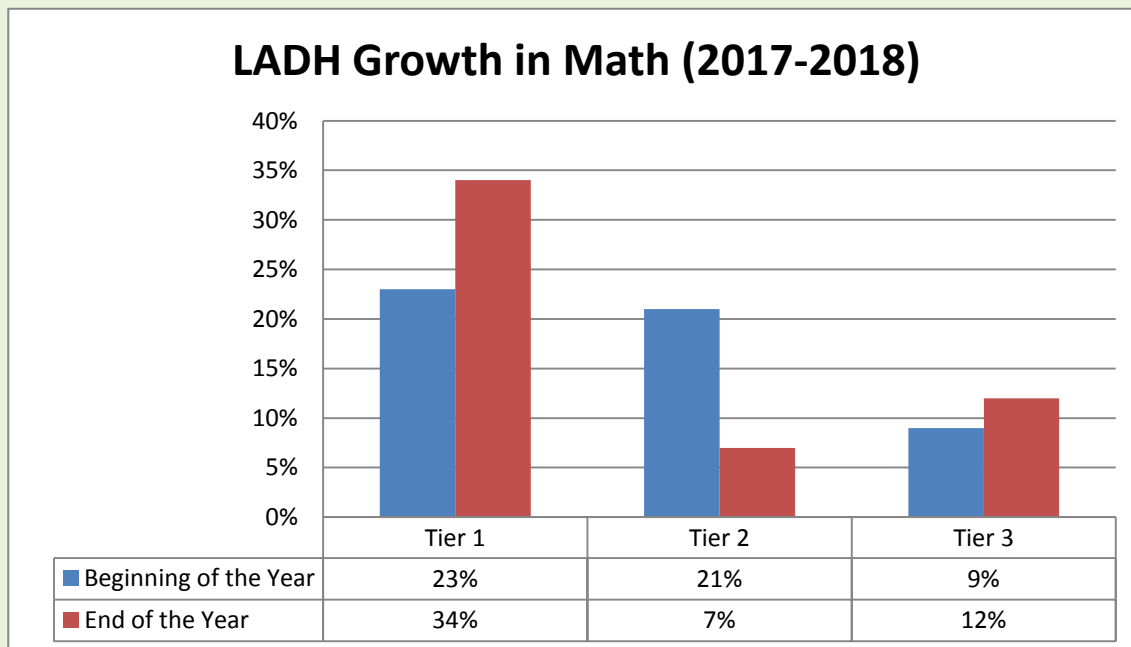
2015-2016 School Year:

Please see appendix in Web EPPS

2016-2017 School Year:

There was no short-cycle assessment available for the 2016-2017 school year; therefore, there was no data to provide evidence of students’ demonstrating one year’s growth in the area of reading.

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 to their first short cycle assessment.



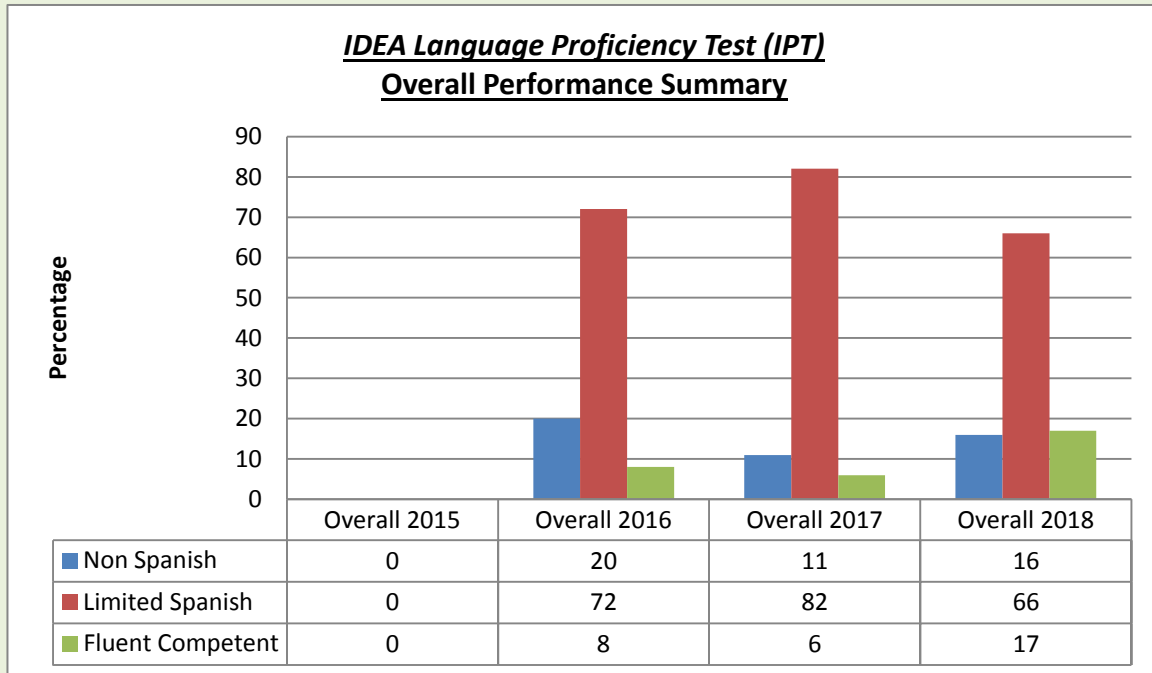
LADH Growth in Math

LADH will meet the target of this indicator if 55-74% of identified students made at least one full year's growth in mathematics short-cycle assessment proficiency scores when comparing the beginning of the year results to the end of the year results. To do this, I worked with Lauren Lombard to assist me with acquiring a report to demonstrate which students made "one year's growth" in the area of math. Lauren informed me that students are not given a grade level equivalency for math. However, she recommended using their percentile and their quartile to determine the students' growth. Lauren generated a report for both August and May with students' percentile (PTILE) and quartile scores and emailed me a link to access both reports (please see reports provided). Once I was able to access the report, I combined both reports into one spreadsheet in order to compare August and May scores to determine which students demonstrated growth in the area of math. After analyzing the data and calculating the students' growth using their quartile scores and an Excel spreadsheet, I created the above graph to determine the number of students who progressed in math. In August 2017, 23 students scored Tier 1 ("on track to meet grade level expectations"); 21 students scored Tier 2 ("at some risk of not meeting grade level expectations"); and 9 students scored Tier 3 ("at significant risk of not meeting grade level expectations). At the end of the year (May), 34 students scored Tier 1 which indicates 11 additional students are on track to meet grade level expectations; 7 students score Tier 2 indicating 11 students moved to Tier 1; and 12 students scored Tier 3 demonstrating 3 additional students needed more intervention at the end of the year. The data provided will be used to determine which students will be placed into the math intervention classes provided at LADH to assist students who need additional assistance in the area of math. In addition, LADH will be looking into other short cycle assessments that can provide grade level equivalency in the area of math to ensure the data we acquire from the short cycle assessment is able to assist LADH with providing the data we need to address the indicators as defined by our charter contract.

Additional Information Requested:

Mission Specific Indicator #2.c states data used will include students who have attended two semesters or more prior to their first short cycle assessments; therefore, I only included 7th & 8th Grade students when comparing beginning of the year results to the end of the year results. Since Istation does not provide grade level equivalency information, I compared the students Tier level from the beginning to the end of the year (please see spreadsheet) to determine progress made. After comparing the students' tiers, I created a graph with the data compiled.

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 LADH.



(at time of reporting 2015 Data was unavailable)

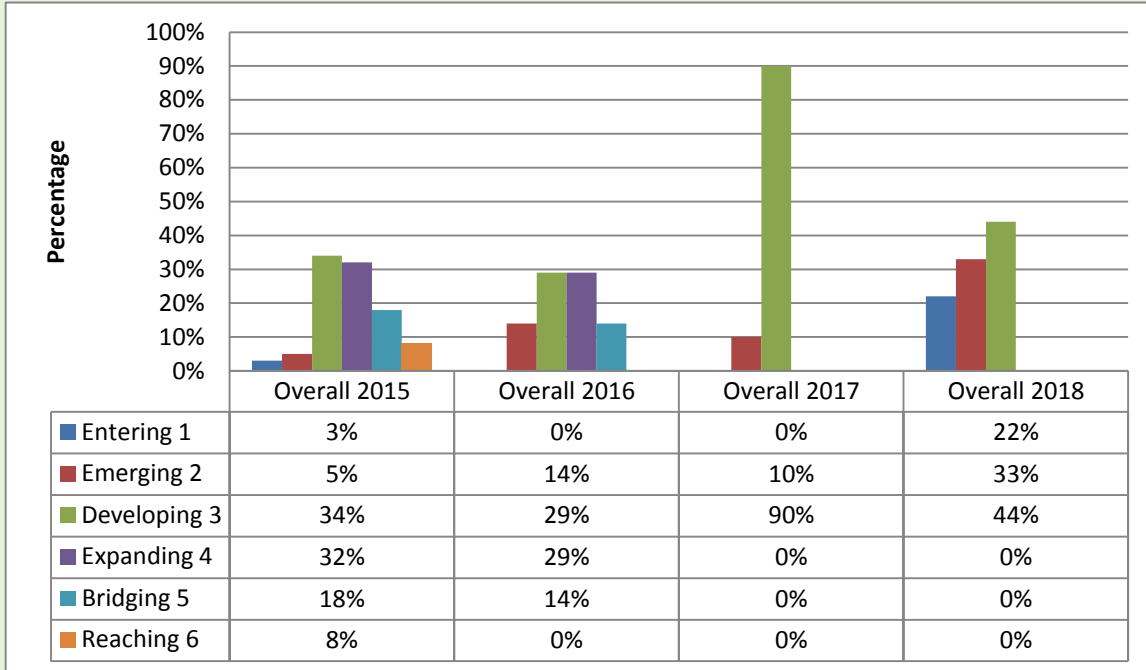
As a Dual Language school it is part of the La Academia Dolores Huerta mission to help students become Bilingual & Bi-literate. Over the past few years we have seen a steady increase in the proficiency levels of our students. With this past spring having our largest group students testing at the Fluent/Proficient level on the IPT Spanish Language fluency test.

From 2017 to 2018 there was an increase in students testing at **Early Advanced and above:**
2017=49% to 2018=52%

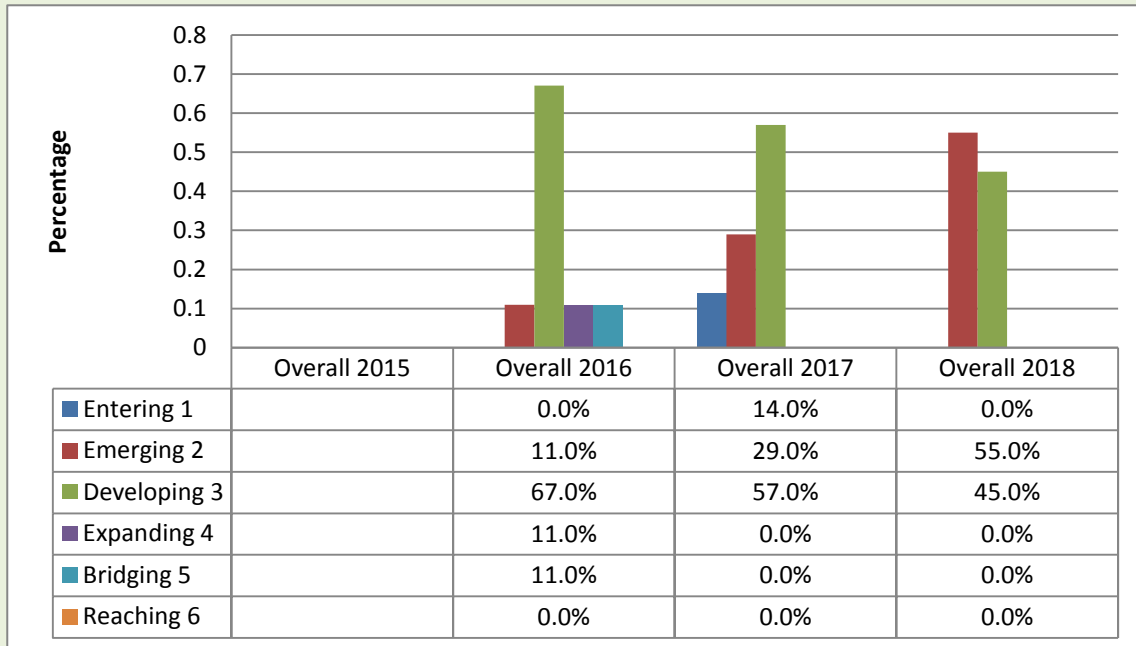
There was also a decrease in the amount of students being tested due to them testing at the level of Fluent/Competent = Advanced and therefore did not have to test in one or more areas of the test.

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 LADH who have attended two or more semesters prior to taking the assessment.*

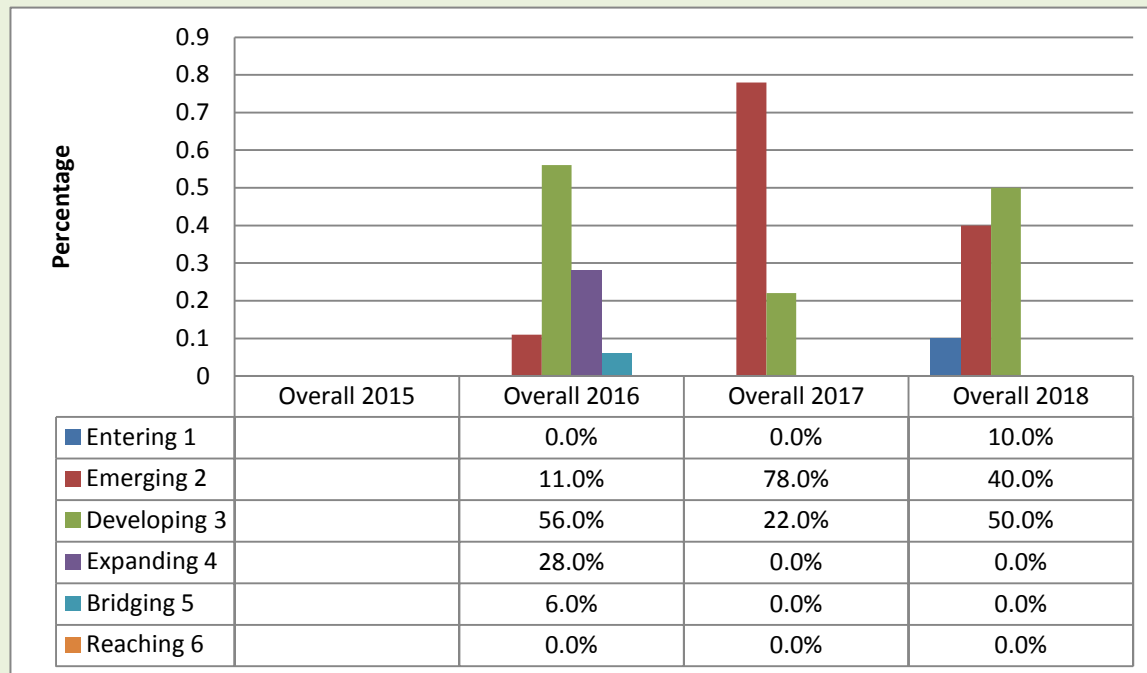
6th Grade ACCESS Overall Performance Summary



7th Grade ACCESS Overall Performance Summary



8th Grade ACCESS Overall Performance Summary



La Academia Dolores Huerta utilizes the “WIDA/ACCESS” assessment in order to demonstrate proficiency in the English Language. At the time of reporting only 6th grade data was available for the 2015 school year. During the time between the 2016 & 2017 school year WIDA/ACCESS raised their cut score making it more challenging for students to score at Reaching (proficient), this caused LADH to see a downward trend on the scores from the Spring 2017 testing period in comparison to the previous year. Using this data LADH identified areas of need in order to address instruction in the ELL classroom helping to again show an increase in student performance during the Spring 2018 testing period.

Improved actions to address specific charter goals

LADH has implemented several changes this school year (2018-2019) to address both the school’s grade and the goals specific to La Academia Dolores Huerta. The changes made are discussed in Subsection A of the application and include: Common Plan Time, Professional Learning Communities (PLCs), Common Lesson Plan Template/Classrooms, NM Dash Plan, Classroom Walk Throughs, Instructional Coaching, Analyzing Data to name a few. LADH recognizes several changes must occur to increase student achievement and will continue to make the changes needed to ensure all students are successful while attending LADH and throughout the students’ educational career. At this time, LADH does not have evidence to support the success of the actions taken place because the majority of the actions were implemented this school year 2018-2019.

2. Financial Compliance

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.

a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

For Fiscal Year 2015, La Academia received two significant findings.

2015-001 Journal Entries – Significant Deficiency

The school was unable to provide supporting documentation and proof of approval for two journal entries. In order to ensure the finding does not reoccur, La Academia Dolores Huerta has implemented a policy that all journal entries MUST contained supporting documentation for each entry. In addition, the Head Administrator will review the journal entry with the Business Manager and will approve each journal entry. As a result of the new process, LADH has not received another finding. Thus, there have been no repeat findings demonstrating progress toward achieving and maintaining financial compliance.

2015-005 PED Cash Reports – Significant Deficiency

The PED Cash Report, general ledger, and the bank reconciliation did not align, thus all three cash balances did not match. To address this finding and to ensure the finding is not repeated, the Finance Committee, Business Manager and Business Specialist review the cash reports quarterly to ensure the cash reports correspond with both the bank reconciliations and general ledger. As a result, there have been no repeat findings after FY 15 demonstrating progress toward achieving and maintaining financial compliance.

With the new practices/policies in place, LADH has not received any Materials/Significant findings after the 2015 Fiscal Year, thus demonstrating progress toward achieving and maintaining financial compliance.

Furthermore, the Business Specialist is in the process of acquiring her Business License which will provide her with additional information and knowledge as she and the Business Manager work together (along with the Head Administrator) to ensure LADH continues to achieve and maintain financial compliance. In addition, the Head Administrator has enrolled and is planning to attend the NMASBO 2018 Boot Camp to become familiar and knowledgeable with best practices, policies, state statutes, etc. to ensure LADH continues to manage finances in the best interest of the school. In addition, the Business Specialist and the Head Administrator are looking into obtaining the Chief Procurement Officer Certification to become familiar with the responsibilities of acquiring and purchasing services, good, etc.

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

[Click here to enter text.](#)

3. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

School response:

La Academia Dolores Huerta is the only dual language middle school in Las Cruces serving students grades sixth through eighth from the surrounding areas. 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. To achieve this LADH provides dual language instruction in both our core classes of Language Arts, Mathematics, Science, & Social Studies and our elective classes. The elective classes, such as Ballet Folklorico, Conjunto, Mariachi, etc. offered at LADH assist with students' developing a strong social-cultural identity as students learn the value, meaning, customs, and beliefs of the Hispanic/Mexican culture. In addition, students can become involved in various electives, groups, activities, and performances that peak students' interest. At LADH, students begin to learn or continue to learn about their culture and/or the culture of others thus providing students with the opportunity to enhance their feelings of belonging and strengthening/developing their sense of self.

All students who attend LADH participate in the dual language program and receive instruction in both English and Spanish by teachers who hold or are pursuing their Bilingual Endorsement and/or TESOL Endorsement. In addition, all students who have been identified as English Learners receive services to maximize their language acquisition as well as participate in both the WIDA/ACCESS and IPT assessments. Students receive EL services and participate in the required assessments until students have been exited from program. Students are exited from program when students demonstrate proficiency in English as measured by the ACCESS assessment. Once exited, the student(s) will continue to be monitored to ensure the student is successful throughout the duration of their academic career at LADH. On the other hand, students who have been identified as Non-English Learners also participate in dual language program offered at LADH and partake in the Spanish IPT assessment to evaluate the students' Spanish language acquisition. The focus of LADH is to ensure students achieve academic success in both the English and Spanish languages.

La Academic Dolores Huerta makes every attempt to hire and retain highly qualified teachers to ensure academic success. LADH teachers are required to possess or pursue a Bilingual Endorsement and/or TESOL Endorsement to ensure students receive quality research-based dual language instruction, strategies, and interventions to support them as they acquire their second language. In addition, teachers received professional development in dual language approaches and instructional strategies, such as Sheltered Language Instruction to best address students' academic and language acquisition needs. Furthermore, teachers participate in weekly Professional Learning Communities (PLC)s where teachers learn various strategies to address not only students' language needs but also various learning needs to ensure all students' needs are being addressed. Moreover, teacher will receive professional development in areas of promoting cultural diversity and mindfulness/non-violence principles in order to provide teachers with the resources/strategies necessary to guide/support students' emotional well being in order to promote academic success.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

2016-2017

La Academia Dolores Huerta received three “Falls Far Below” ratings for the 2016 -2017 school year.

Instructional Hours:

La Academia Dolores Huerta did not provide evidence ensuring all students received the statutorily and contractually required instructional hours. To ensure LADH did not repeat the rating regarding instructional hours, the head administrator developed the 2018 – 2019 school calendar and the instructional day to ensure all students receive the required instructional hours according to both state statute and the charter school contract. With the development of the school calendar and the instructional day, students are now in school for at least 6.5 instructional hours per day and for a total of 167 days per school year thus demonstrating progress toward achieving and maintaining organizational performance compliance.

McKinney-Vento Dispute Resolution Policy:

La Academia Dolores Huerta also received “Falls Far Below” rating regarding the McKinney-Vento Dispute Resolution Policy. LADH did not provide evidence of a dispute resolution policy approved by the governing council. To address this issue, LADH created the required McKinney-Vento Dispute Resolution Policy. The policy was also presented to the governing council and the council approved the Dispute Resolution Policy. As a result, LADH now has the required McKinney-Vento Dispute Resolution Policy thus demonstrating progress toward meeting the organizational performance expectation and statute.

English Language Learners:

La Academia Dolores Huerta received the rating “Falls Far Below” in regards to properly obtaining the Language Usage Survey (LUS). LADH did not provide evidence of properly obtaining the LUS or identifying and screening ELL. To ensure organizational compliance, LADH no longer includes the LUS form as part of the registration packet. Instead, the registrar and the Bilingual Director have developed a system to ensure LADH properly obtains the LUS from the previously attended school district(s). When the registrar requests the students’ records from the previous school district, she will specifically include a request for the students’ LUS, W-Apt screener, and ACCESS results, if applicable. In addition, the Bilingual Director may acquire the information from Synergy if results are available. After three documented attempts with no response from the school district, LADH will conduct our own LUS to ensure students receive the services they required to best address their needs. Furthermore, the Bilingual Director may generate the “ELP Error Report for Snapshot” from STARS to assist in identifying and/or screening students to determine if any of the students are eligible for EL services.

LADH has made the necessary corrections to demonstrate progress toward achieving and maintaining organizational performance and compliance with state and federal laws as confirmed by 0 “Falls Far Below” ratings for the 2017-2018 school year.

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

It is important to note that all the members of the current LADH GC are newly appointed, all beginning their term during the 2017-2018 school year. Although a full effort was made to obtain historical information through review of past GC General Meeting Minutes and review of paperwork maintained in the administration office, much of the needed information to adequately respond to three areas below was not well documented in past by the previous GC.

- (1.) Identification of any time when GC membership fell below the requirements in bylaws or the statutory minimum of five-members.

GC Response: To the GC's knowledge, there was no time when the GC membership fell below the statutory minimum of five-members.

Throughout the five-year period, the GC consistently strived to recruit members to ensure their membership did not fall below the requirements in the bylaws by creating and supporting a recruitment committee and by individually recruiting community members they felt would be good additions and supporters of the school and its mission. Records indicate that there were various times that the membership was below the requirements of the bylaws; however, due to deficient record keeping an accurate assessment as to the number of times the membership fell below requirements could not be made. Based on available historical data, previous GC members informed PED of all changes of GC membership.

Corrective Action: The GC acknowledges that previous record keeping has been deficient and therefore proposes the following changes:

- (a.) Propose amendments to *Article VI Number 3, Responsibilities of Officers, Secretary* of the bylaws to include additional job duties. The GC Secretary will be responsible for maintaining a comprehensive GC log to include:
 - Beginning term date
 - Ending term date
 - Resignation date
 - Completion of GC changes report to PED
- (b.) Identifying one person on the GC that will be responsible for maintaining GC membership records will ensure completeness and accuracy.
- (c.) An approved CG membership log will be the only form utilized for record keeping.
- (d.) The Secretary will maintain all logs and submitted documentation on a flash drive, which will be the property of LADH and will be available for future GCs to reference, ensuring continuity.

- (2.) Identification of time intervals when any GC positions were vacant.

GC Response: Although historical records indicated when former GC members resigned, they lacked the following information: how long their position was vacant and who filled their specific position when new CG members were voted in. These incomplete records made it impossible to provide accurate information regarding how long positions were vacant. It is likely that former GC members provided PED with information regarding vacancies that extended past 30-days, as an extension would have to be requested; however, those documents were not readily available to the current GC.

Corrective Action: The GC acknowledges that previous record keeping has been deficient and therefore proposes the following changes:

- (a.) Propose amendments to *Article VI Number 3, Responsibilities of Officers, Secretary* of the bylaws to include additional job duties. The GC Secretary will be responsible for maintaining a comprehensive GC log to include:
 - Beginning term date
 - Ending term date
 - Resignation date
 - Completion of GC changes report to PED
 - Which position new GC members are filling
 - (b.) Identifying one person on the GC that will be responsible for maintaining GC membership records will ensure completeness and accuracy.
 - (c.) An approved GC membership log will be the only form utilized for record keeping.
 - (d.) The Secretary will maintain all logs and submitted documentation on a flash drive, which will be the property of LADH and will be available for future GCs to reference, ensuring continuity.
- (3.) Identification of GC members that did not complete required training hours.

GC Response: This has been the most difficult/challenging area of compliance for current and past GC members. Although past and new GC members were informed of training requirements during the New GC Member training provided by PED, most do not comprehend how difficult it can be to obtain the required hours. Thankfully, PED has attempted to help by providing trainings in Las Cruces and approving some online trainings; however, these limited events often do not fulfill all training

requirements.

It is important to note that none of the current GC members took part in any voting prior to completing the required training.

Corrective Action:

- I. All new GC members will participate in an orientation session with a continuing GC member. During this session the new member will be given a binder with information about the school (i.e. history, mission, administrative staff contact information, etc.), names and contact information for current GC members, and the GC bylaws. Additionally, the new GC member will be provided with training requirements and information about how to secure trainings.
- II. The GC secretary will initially provide all new members and continuing members with a list of training requirements via email and at the first GC meeting of the school year.
- III. The GC secretary, in conjunction with the business specialist, will monitor training completion by maintaining a training roster/log and will continuously update members of the trainings that are lacking.
- IV. The GC secretary will inform NMPED of any changes in the GC in a timely manner, following all guidelines.

In order to ensure that the above-mentioned procedural guidance is successful, the LADH GC will propose to amend *Article VI Number 3, Responsibilities of Officers, Secretary* of the bylaws to include additional job duties.

The Corrective Actions that are now in place will assist La Academia Dolores Huerta's Governing Council demonstrate progress toward meeting all governance requirements.