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SECRETARY OF EDUCATION

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## **2018 Charter School Renewal – La Academia Dolores Huerta**

### **PED RECOMMENDATION**

The PED recommends **non-renewal** because the school has not made substantial progress, demonstrating a downward trend, towards meeting the Department’s standards for excellence and student performance standards (NMSA 1978 § 22-8B-12(K)(2)). In addition, the school only met one (1) of five (5) school-specific goals during the past two (2) years.

### **Summary of Performance**

***In regards to failure to meet or show substantial progress towards standards of excellence:*** Since 2015 LADH has had a marked decline in student achievement as evidenced by earning increasingly fewer overall points even with inclusion of bonus points earned on the A-F School Grading Report resulting in a letter grade of “F” during three (3) of the past four (4) years. In four (4) of five (5) categories (*current standing, school improvement, improvement of higher-performing students [Q3], and improvement of lowest-performing students [Q1]*) the school earned below the statewide benchmark in each category receiving a letter grade of “F” in each one, three (3) years in a row with the exception of *improvement of lowest-performing (Q1) students* in 2016 when the school earned a “D” in the category. Overall points earned on the School Grading Report has decreased by -35.81 points over a 4-year period. The school met one (1) of five (5) school specific goals in 2018 and none in 2017 which was an improvement. ***Note:*** The school did meet the majority of its goals during the initial two (2) years of its current contract.

The school has had six (6) financial audit findings during the last three (3) years, two (2) of which were at the significant deficiency category. During the 2017-2018 school year, the school met or is working to meet 17 of 17 indicators in the organizational framework (zero ‘*Falls Far Below Standard*’ ratings). The prior year in 2016-2017 the school met 15 of 17 indicators (2 ‘*Falls Far Below Standard*’ ratings). Compliance concerns that received “*Falls Far Below Standard*” ratings that year ranged from lack of documentation for required instructional hours to proper identification procedures of English Learners and proper identification of homeless students. Lastly, during the last 2 years (2017-2018 and 2016-2017) the school was non-compliant with state-funded Bilingual Multicultural Education Program (BMEP) requirements in which at least one (1) teacher for the duration of the academic year did not possess the requisite Bilingual and Modern and Classical Languages (MCL) endorsement(s) (see p. 14 of Guidance Manual).

## Renewal Application - La Academia Dolores Huerta

### **PART A: Data analysis, provided by CSD**

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

### **PART B: Progress Report provided by the School**

Please see Part B for the school's self-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.

<b>Chart 1. Evaluation Ratings of the School's Progress Report, as confirmed at the renewal site visit</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department's Standards of Excellence— A-F Letter Grades	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Demonstrates Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last two (2) school years (2016-2017 and 2017-2018) are provided in Appendix A.

### **1) Academic Performance**

*Failing to  
Demonstrate  
Substantial  
Progress*

#### **a) Department's Standards of Excellence - A-F Letter Grades**

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

**Academic Performance Framework 1a: Overall NM School Grades: C, F, F, and F.**

**The school was identified by PED as a TSI (Targeted Support and Improvement) School in December 2017 and has submitted an NM DASH school improvement plan, as required.**

*Failing to  
Demonstrate  
Substantial  
Progress*

#### **b) School Specific Charter Goals**

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

**Academic Performance Framework 1b and 1c:**

**Mission Specific Goals, Optional Supplemental Indicators, & any School Specific Terms**

- Professional development on short cycle assessment data: *Working to Meet Standard*
- Short Cycle Assessment data to measure academic growth in reading: *Falls Far Below Standard*
- Short Cycle Assessment data to measure academic growth in math: *Falls Far Below Standard*
- Spanish Language Proficiency: *Falls Far Below Standard*

## 2) Financial Compliance

*Demonstrates  
Substantial  
Progress*

### a) **Audit**

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.

**Organizational Performance Framework 2a and 2b**

*Meets the  
Standard*

### b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

### c) **Additional Financial Information**

**Financial Performance Framework #1-8: Self-Assessment Survey**

## 3) Contractual, Organizational, and Governance Responsibilities

*Demonstrates  
Substantial  
Progress*

### a) **Charter Material Terms**

All schools must provide a response for this section of the application.

**Organizational Performance Framework 1a: Material Terms**

- **Students participate in dual language classes in all subject areas.**
- **Instructional staff will pursue or hold a bilingual endorsement/certification or TESOL endorsement/certification**
- **Instructional staff will receive professional development in the areas of empirically validated dual language approaches and instructional frameworks/strategies**
- **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**

### b) **Organizational Performance Framework**

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.

**Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c**

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: None known.

*Demonstrates  
Substantial  
Progress*

### c) **Governance Responsibilities**

All schools must provide a response for this section of the application.

**Organizational Performance Framework 3a and 3b**

*Demonstrates  
Substantial  
Progress*

X  

**PART C: Financial Statement**

A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.

**PART D: Petitions of Support**

  X  

- 1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit.  
Number: 20 of 22 Percentage: 91 %

  X  

- 2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit.  
Number: 125 Percentage: 82 %

**PART E: Description of the Charter School Facilities and Assurances**

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.

  X  

- 1) A narrative description of its facilities

  X  

- 2) Attach      facility plans or   X   the school’s Facility Master Plan

  X  

- 3) Attach a copy of the following

- a) Copy of the building E Occupancy certificate(s)  
from Construction Industries Division numbers 12779
- b) Letter from PSFA (dated 2018) with the facility NMCI Score 23.05% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students).

  X  

- 3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.  
  X   Public (Cert A) **FOR LAND**      Private (Cert B)      Foundation (Cert C)  
*School provided a copy of the lease agreement.*

  X  

**PART F: Amendment Requests**

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

- Number of proposed amendments submitted by school for new contract:   0
- Number of prior Amendment Requests on file with CSD since 2014:   0

  X  

attached

**School Response to CSD Preliminary Analysis**

<input checked="" type="checkbox"/>	La Academia Dolores Huerta	2016-2017	2017-2018
	<b>Category I. Academic Performance Framework</b>		
<input type="checkbox"/>	<b>I-A.00</b> (1a) NM A-F School Grading System	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.01</b> (1b) Mission Specific Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
	<b>Category II. Financial Performance Framework</b>		
<input type="checkbox"/>	<b>II-A.00-06</b> (#1-8) Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
	<b>Category III. Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>III-A.00</b> (1a) Educational Plan: <b>material terms</b> of the approved charter application	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.01</b> (1b) Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.02</b> (1c) Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.03</b> (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.04</b> (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.05</b> (1f) Educational Plan: complying with the compulsory <b>attendance</b> laws	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.06</b> (1g) Educational Plan: meet their <b>recurrent enrollment</b> goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>IV-A.00</b> (2a) Business Management & Oversight: meeting <b>financial</b> reporting & compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>IV-A.01</b> (2b) Business Management & Oversight: following generally accepted <b>accounting</b> principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.00</b> (3a) Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.01</b> (3b) Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.00</b> (4a) Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.01</b> (4b) Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.02</b> (4c) Employees: completing required <b>background checks</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VII-A.00</b> (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.01</b> (5b) School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VII-A.02</b> (5c) School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
	<b>Category: Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable

## Appendix A



400 W. Bell Ave; Las Cruces, NM 88005

Telephone: (575) 526-2984

Fax: (575) 523-5407

## La Academia Dolores Huerta (LADH) Response to the 2019 CSD Preliminary Analysis of Renewal Application and Site Visit

November 26, 2018

**School Name:** La Academia Dolores Huerta

**School Address:** 400 W. Bell Ave. Las Cruces, NM 88005

**Head Administrator:** Melissa A. Miranda

**Business Manager:** Michael Vigil (The Vigil Group)

**Authorized Grade Levels:** 6-8

**Authorized Enrollment:** 300

**Contract Term:** July 1, 2014 – June 30, 2019

**Mission:** 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.

### Please Note:

As of July 1, 2018, La Academia Dolores Huerta's address has changed to 400 W. Bell Ave. Las Cruces, NM 88005. The PEC approved our moved in June 2018. In addition, LADH has acquired a new business manager, Michael Vigil of The Vigil Group. The notification of the change in business manager was placed on the PEC consent agenda for the November 15<sup>th</sup> meeting.

### CSD Review of Part B (Progress Report) and Renewal Site Visit in October

A renewal site visit took place on Tuesday, October 30, 2018. The feedback from the site visit along with the preliminary analysis will be utilized to assist LADH in making the necessary changes needed to ensure LADH continues to progress and achieve financial, contractual, and organizational compliance. The feedback from the visit and the preliminary analysis will also be used to assist LADH in achieving substantial progress to ensure all students achieve academic success, thus addressing the academic performance portion of the CSD's renewal rating on our renewal application. Furthermore, LADH's governing council is working to address the governance responsibilities to ensure the council complies with the mandatory trainings thus demonstrate substantial progress.

## Academic Performance

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

There is no denying that LADH has struggled to achieve or maintain a C or better letter grade over the term of our contract. Unfortunately, the analysis provided by CSD appears to be a true representation of LADH's lack of academic performance thus leading to LADH's school grades over the previous years. LADH recognizes our short comings in providing students with the education they deserve; however, we are committed to making the changes needed to ensure every student is successful while attending LADH. To do this, LADH has implemented numerous changes in the 2018-2019 school year as indicated in the renewal application and the preliminary analysis (i.e. hiring of an Instructional Coach, common planning time, Professional Learning Communities (PLC), classroom walk-throughs etc.). In addition, LADH has now implemented the after-school tutoring/intervention program as stated in our renewal application. Students attending the after-school tutoring/intervention program receive additional reading/writing and/or math interventions to assist students who need the additional support to progress toward grade-level curriculum.

In addition, although LADH was not able to provide two years of sustained improvement due to the changes occurring this school year (2018-2019), LADH would like to provide some data from our first short cycle assessment taken in November 2018. LADH has implemented a new short-cycle assessment, Illuminate, which now aligns the short-cycle assessment rubric to the PARCC assessment rubric. Thus, providing us with an indication of how the students will perform on the PARCC assessment that will be administered later in the school year. Teachers can also utilize the various reports provided by Illuminate to analyze how students perform overall, how individual students performed, can view questions to determine how his/her class performed, and standards for which students need additional support, just to name a few. The data provided by Illuminate is analyzed by teachers, the Instructional Coach, and Head Administrator individually and collaboratively during PLCs.

After analyzing the data from the first short cycle assessment (Illuminate Inspect Grade 7 ELA Interim Orange Assessment) and comparing the data to the 2018 PARCC data, it appears that 12.21%-15.21% demonstrated growth as 21.21% of the 7<sup>th</sup> grade students scored "Met Expectation" according to the Illuminate orange assessment. According to the 2018 PARCC assessment results, 6-9% of 6<sup>th</sup> grade students (now currently 7<sup>th</sup> grade students) scored "Met Expectations." Thus, indicating some progress when comparing the Illuminate Orange Assessment (21.21%) to the 2018 PARCC scores (6-9%). In addition, according to the 7<sup>th</sup> grade students' Illuminate scores, 6.25% of students "Met Expectation" in the area of math. In 2018, 6-9% of the 6<sup>th</sup> students (now 7<sup>th</sup> grade students) scored "Met Expectations" according to their PARCC scores. Although these scores do not demonstrate growth, the data provided by the Illuminate Reports/Scores provide teachers, the Instructional Coach, and the administrator with the information needed to assist LADH in targeting instruction to address deficits to ensure student progress toward the common core standards/curriculum.

Furthermore, according to the data provided by both Illuminate Orange Assessment and the 2018 and 2017 PARCC scores, the current 8<sup>th</sup> grade students did not demonstrate growth in both ELA or Math (please see attachments). Although the data analyzed does not demonstrate growth, LADH will utilize the information provided to target areas of concerns, differentiate instruction, provide interventions etc.

### 1b) Specific Charter Goals

LADH is aware of the struggles to meet or exceed our specific charter school goals throughout the duration of our charter school contract. As previously stated in the renewal application and the preliminary analysis, LADH has implemented

various changes to address our mission specific goals of professional development, reading, mathematics, Spanish language proficiency, and English language proficiency.

### Contractual, Organizational, and Governance

#### 3c) Governance Responsibilities

As stated in both the renewal application and the CSD Preliminary Analysis Report, the governing council has amended the bylaws to assist in the record keeping of the trainings attended and the trainings needed to ensure the Governing Council is meeting the mandatory trainings. As of November 30, 2018, one of the governing council members has completed all of the required trainings and the remainder of the GC members are aware of the training requirements needed to ensure all members are completing the mandatory trainings and to bring this indicator into compliance.

In closing, LADH would like to thank the CSD for the feedback provided while conducting the renewal site visit and the preliminary analysis report. The feedback provided will assist LADH in continuing to evolve to ensure each student achieves academic success.

Sincerely,

Melissa A. Miranda  
Head Administrator  
La Academia Dolores Huerta



## Partnership for Assessment of Readiness for College and Career (PARCC) Spring 2018

### State, Districts, and Schools

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students.
- 2) Percentages may be reported in ranges.
- 3) ^ Data from these cells were combined with a neighboring cell.
- 4) Because of rounding, percentages may not add up to 100%.

Levels 4 and 5 are Proficient.

Code	District	School	Assessment	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Level 5 (%)
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	Algebra 1	^	^	≥ 80	≤ 20	^
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	ELA Grade 6	20-24	40-44	25-29	6-9	≤ 5
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	ELA Grade 7	45-49	30-34	6-9	10-14	≤ 5
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	ELA Grade 8	40-44	30-34	20-24	≤ 5	≤ 5
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	Math Grade 6	30-34	35-39	25-29	6-9	≤ 5
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	Math Grade 7	30-34	45-49	15-19	≤ 5	≤ 5
560001	La Academia Dolores Huerta Charter	La Academia Dolores Huerta Charter	Math Grade 8	40-44	45-49	10-14	≤ 5	≤ 5

## Partnership for Assessment of Readiness for College and Career (PARCC) Spring 2017

### State, Districts, and Schools

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students.
- 2) Percentages may be reported in ranges.
- 3) ^ Data from these cells were combined with a neighboring cell.

Levels 4 and 5 are Proficient.

Code	District	School	Assessment	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Level 5 (%)
560000	La Academia Dolores Huerta	Districtwide	Algebra 1	^	^	≥ 80	≤ 20	^
560000	La Academia Dolores Huerta	Districtwide	ELA Grade 6	25-29	35-39	30-34	≤ 5	≤ 5
560000	La Academia Dolores Huerta	Districtwide	ELA Grade 7	40-44	30-34	25-29	≤ 5	≤ 5
560000	La Academia Dolores Huerta	Districtwide	ELA Grade 8	30-34	25-29	20-24	15-19	≤ 5
560000	La Academia Dolores Huerta	Districtwide	Math Grade 6	40-44	50-54	6-9	≤ 5	≤ 5
560000	La Academia Dolores Huerta	Districtwide	Math Grade 7	15-19	35-39	45-49	≤ 5	≤ 5
560000	La Academia Dolores Huerta	Districtwide	Math Grade 8	30-39	30-39	20-29	≤ 10	≤ 10

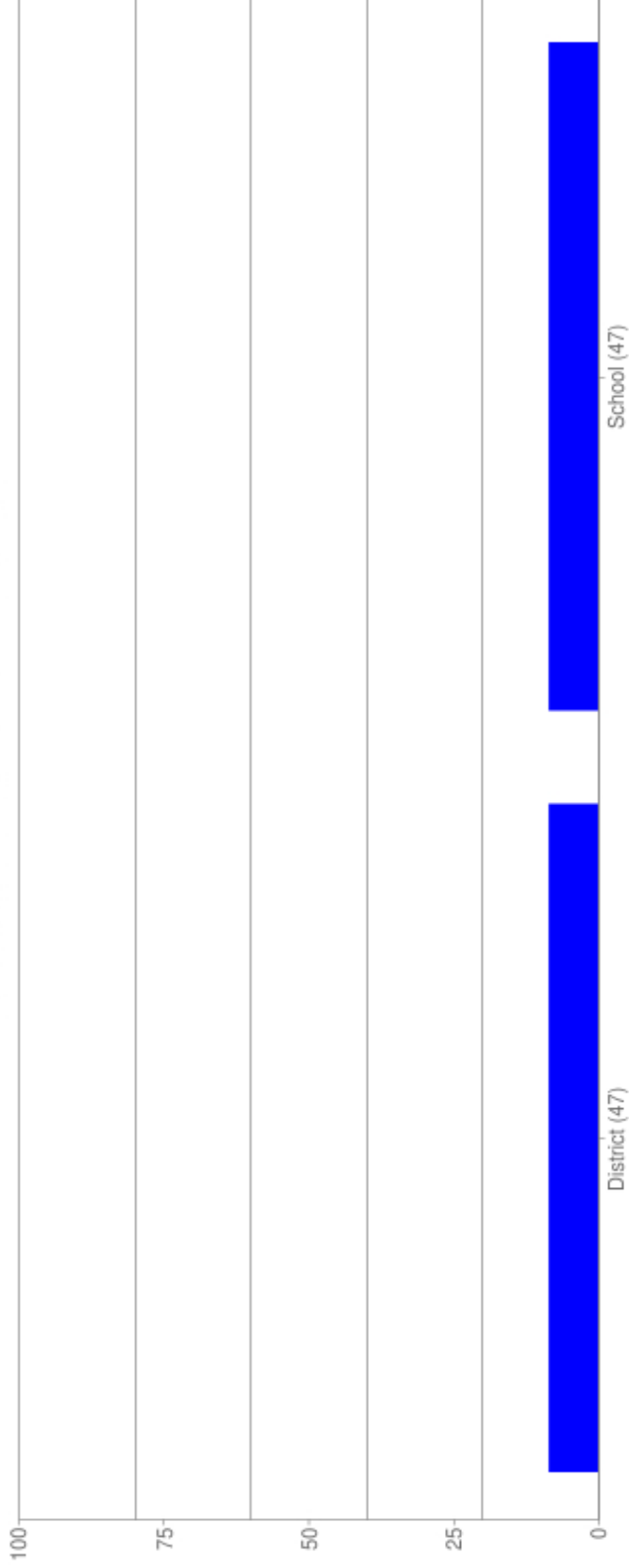
# Performance Summary Report for Inspect Grade 8 ELA Interim Orange 2018-2019 Online Only

This report is generated with the following options:

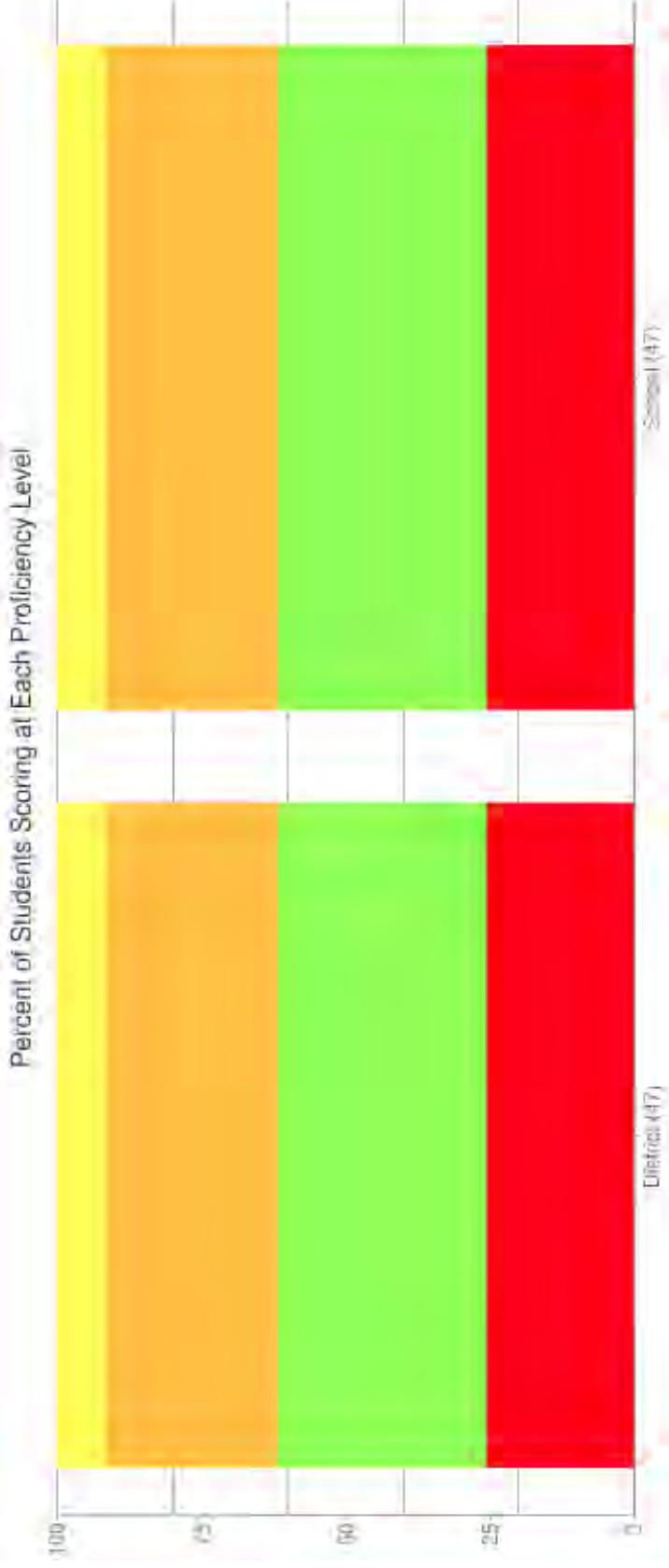
**Site:** La Academia Dolores Huerta (District)   
 **Date:** Control Panel (11-26-2018)   
 **Academic Years:**   
 **Group:**   
 **Department:**   
 **Course:**   
 **User:**   
 **Section:**   
 **Student:**   
 **Student Program:**  
**Timeblock:**   
 **English Proficiency:**   
 **Race Slash Ethnicity:** All Reported Races   
 **Non Visibility Group:**   
 **Gender:** Male & Female   
 **Special Education:** Special & Non Special Ed   
 **Socio Economic:**   
 **House:**   
 **Counselor:**

	Not Meeting	Partially Met	Approaching	Met Expectations	Exceeds Expectations	Mastered
District (47)	25.53%	36.17%	29.79%	8.51%	0.00%	8.51%
School (47)	25.53%	36.17%	29.79%	8.51%	0.00%	8.51%

Percent of Students Scoring Proficient and Above



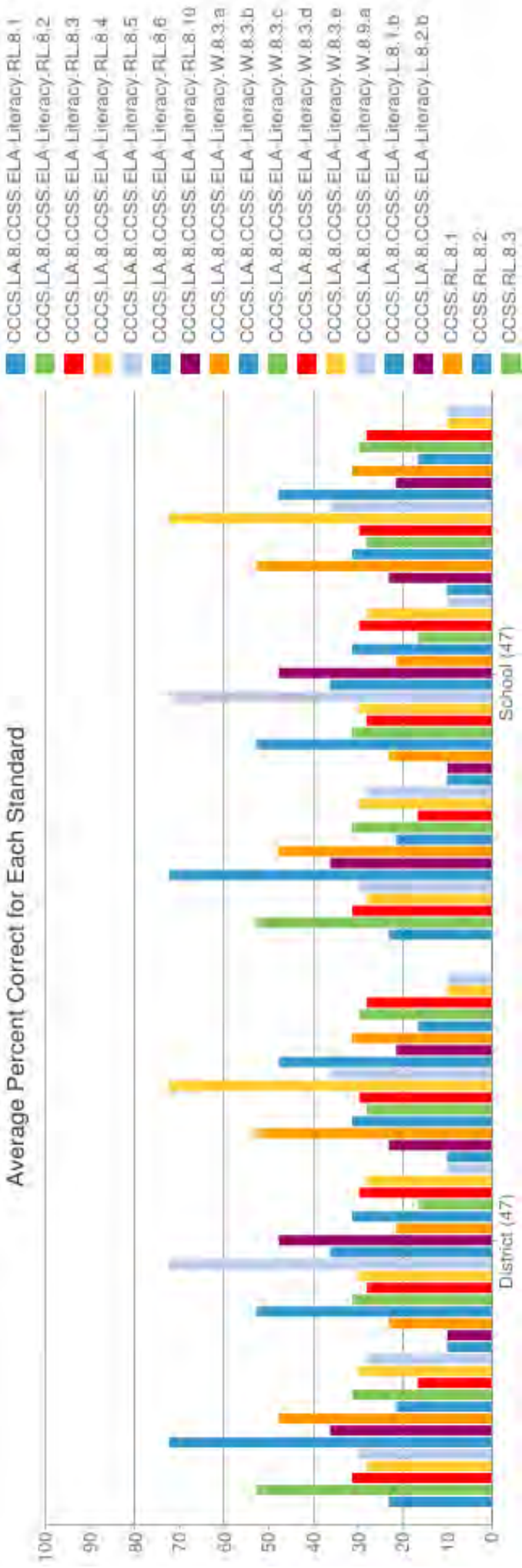
Performance Summary Report for Inspect Grade 8 ELA Interim Orange 2018-2019 Online Only



Standard	District (47)	School (47)
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.1	23.40%	23.40%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.2	53.19%	53.19%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.3	31.20%	31.20%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.4	28.37%	28.37%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.5	29.79%	29.79%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.6	72.34%	72.34%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.10	36.17%	36.17%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.3.a	46.81%	46.81%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.3.b	21.28%	21.28%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.3.c	31.91%	31.91%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.3.d	17.02%	17.02%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.3.e	29.79%	29.79%
CCCS.LA.8.CCSS.ELA-Literacy.W.8.9.a	27.66%	27.66%
CCCS.LA.8.CCSS.ELA-Literacy.L.8.1.b	10.64%	10.64%
CCCS.LA.8.CCSS.ELA-Literacy.L.8.2.b	10.64%	10.64%
CCSS.RL.8.1	23.40%	23.40%

Performance Summary Report for Inspect Grade 8 ELA Interim Orange 2018-2019 Online Only

Standard	District (47)	School (47)
CCSS.RL.8.2	53.19%	53.19%
CCSS.RL.8.3	31.20%	31.20%
CCSS.RL.8.4	28.37%	28.37%
CCSS.RL.8.5	29.79%	29.79%
CCSS.RL.8.6	72.34%	72.34%
CCSS.RL.8.10	36.17%	36.17%
CCSS.W.8.3.a	46.81%	46.81%
CCSS.W.8.3.b	21.28%	21.28%
CCSS.W.8.3.c	31.91%	31.91%
CCSS.W.8.3.d	17.02%	17.02%
CCSS.W.8.3.e	29.79%	29.79%
CCSS.W.8.9.a	27.66%	27.66%
CCSS.L.8.1.b	10.64%	10.64%
CCSS.L.8.2.b	10.64%	10.64%
CCSS.CCSS.ELA-Literacy.RL.8.1	23.40%	23.40%
CCSS.CCSS.ELA-Literacy.RL.8.2	53.19%	53.19%
CCSS.CCSS.ELA-Literacy.RL.8.3	31.20%	31.20%
CCSS.CCSS.ELA-Literacy.RL.8.4	28.37%	28.37%
CCSS.CCSS.ELA-Literacy.RL.8.5	29.79%	29.79%
CCSS.CCSS.ELA-Literacy.RL.8.6	72.34%	72.34%
CCSS.CCSS.ELA-Literacy.RL.8.10	36.17%	36.17%
CCSS.CCSS.ELA-Literacy.W.8.3.a	46.81%	46.81%
CCSS.CCSS.ELA-Literacy.W.8.3.b	21.28%	21.28%
CCSS.CCSS.ELA-Literacy.W.8.3.c	31.91%	31.91%
CCSS.CCSS.ELA-Literacy.W.8.3.d	17.02%	17.02%
CCSS.CCSS.ELA-Literacy.W.8.3.e	29.79%	29.79%
CCSS.CCSS.ELA-Literacy.W.8.9.a	27.66%	27.66%
CCSS.CCSS.ELA-Literacy.L.8.1.b	10.64%	10.64%
CCSS.CCSS.ELA-Literacy.L.8.2.b	10.64%	10.64%



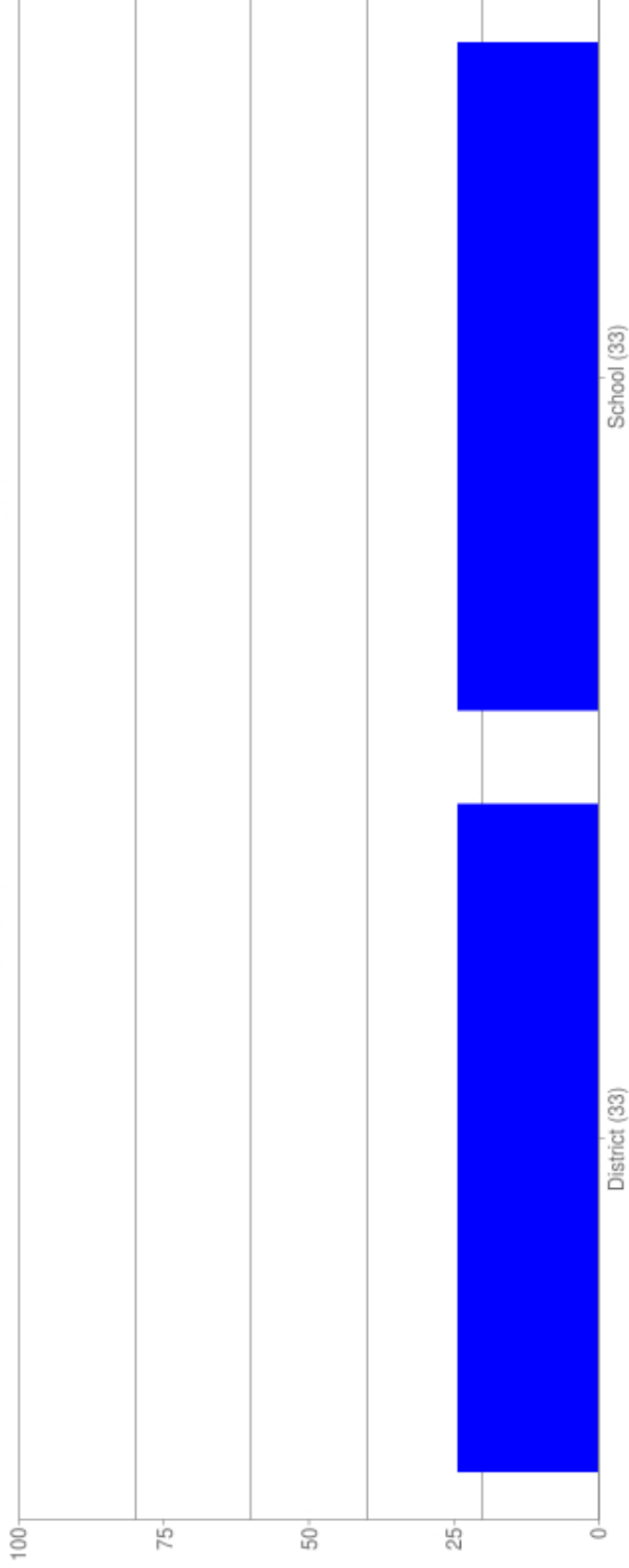
# Performance Summary Report for Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only

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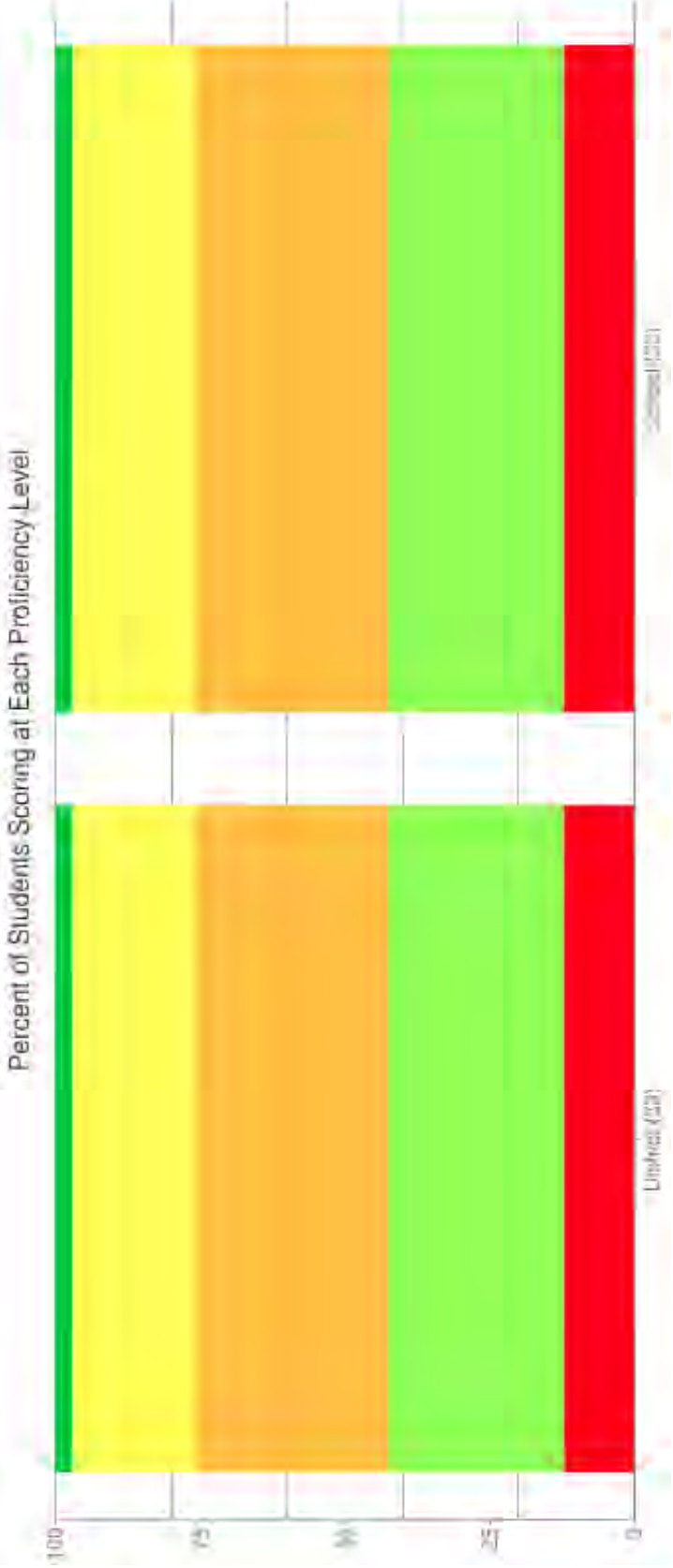
**Site:** La Academia Dolores Huerta (District)   
 **Date:** Control Panel (11-26-2018)   
 **Academic Years:**   
 **Group:**   
 **Department:**   
 **Course:**   
 **User:**   
 **Section:**   
 **Student:**   
 **Student Program:**  
**Timeblock:**   
 **Grade Level:**   
 **English Proficiency:**   
 **Race Slash Ethnicity:** All Reported Races   
 **Non Visibility Group:**   
 **Gender:** Male & Female   
 **Special Education:** Special & Non Special Ed   
 **Socio Economic:**   
 **House:**   
 **Counselor:**

	Not Meeting	Partially Met	Approaching	Met Expectations	Exceeds Expectations	Mastered
District (33)	12.12%	30.30%	33.33%	21.21%	3.03%	24.24%
School (33)	12.12%	30.30%	33.33%	21.21%	3.03%	24.24%

Percent of Students Scoring Proficient and Above



Performance Summary Report for Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only

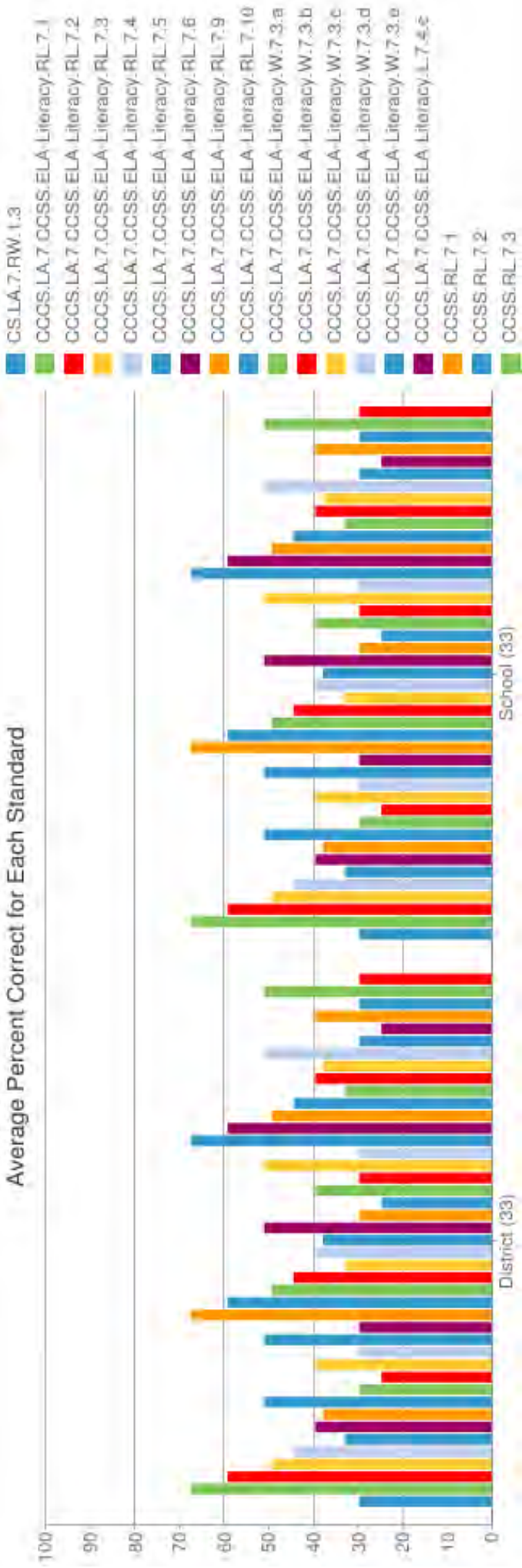


Standard	District (33)	School (33)
CS.LA.7.RW.1.3	30.30%	30.30%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.1	66.67%	66.67%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.2	58.59%	58.59%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.3	48.48%	48.48%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.4	43.94%	43.94%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.5	33.33%	33.33%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.6	39.39%	39.39%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.9	37.88%	37.88%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.10	50.65%	50.65%
CCCS.LA.7.CCSS.ELA-Literacy.W.7.3.a	30.30%	30.30%
CCCS.LA.7.CCSS.ELA-Literacy.W.7.3.b	24.24%	24.24%
CCCS.LA.7.CCSS.ELA-Literacy.W.7.3.c	40.15%	40.15%
CCCS.LA.7.CCSS.ELA-Literacy.W.7.3.d	30.30%	30.30%
CCCS.LA.7.CCSS.ELA-Literacy.W.7.3.e	50.50%	50.50%
CCCS.LA.7.CCSS.ELA-Literacy.L.7.4.c	30.30%	30.30%
CCCS.RL.7.1	66.67%	66.67%

Performance Summary Report for Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only

Standard	District (33)	School (33)
CCSS.RL.7.2	58.59%	58.59%
CCSS.RL.7.3	48.48%	48.48%
CCSS.RL.7.4	43.94%	43.94%
CCSS.RL.7.5	33.33%	33.33%
CCSS.RL.7.6	39.39%	39.39%
CCSS.RL.7.9	37.88%	37.88%
CCSS.RL.7.10	50.65%	50.65%
CCSS.W.7.3.a	30.30%	30.30%
CCSS.W.7.3.b	24.24%	24.24%
CCSS.W.7.3.c	40.15%	40.15%
CCSS.W.7.3.d	30.30%	30.30%
CCSS.W.7.3.e	50.50%	50.50%
CCSS.L.7.4.c	30.30%	30.30%
CCSS.CCSS.ELA-Literacy.RL.7.1	66.67%	66.67%
CCSS.CCSS.ELA-Literacy.RL.7.2	58.59%	58.59%
CCSS.CCSS.ELA-Literacy.RL.7.3	48.48%	48.48%
CCSS.CCSS.ELA-Literacy.RL.7.4	43.94%	43.94%
CCSS.CCSS.ELA-Literacy.RL.7.5	33.33%	33.33%
CCSS.CCSS.ELA-Literacy.RL.7.6	39.39%	39.39%
CCSS.CCSS.ELA-Literacy.RL.7.9	37.88%	37.88%
CCSS.CCSS.ELA-Literacy.RL.7.10	50.65%	50.65%
CCSS.CCSS.ELA-Literacy.W.7.3.a	30.30%	30.30%
CCSS.CCSS.ELA-Literacy.W.7.3.b	24.24%	24.24%
CCSS.CCSS.ELA-Literacy.W.7.3.c	40.15%	40.15%
CCSS.CCSS.ELA-Literacy.W.7.3.d	30.30%	30.30%
CCSS.CCSS.ELA-Literacy.W.7.3.e	50.50%	50.50%
CCSS.CCSS.ELA-Literacy.L.7.4.c	30.30%	30.30%





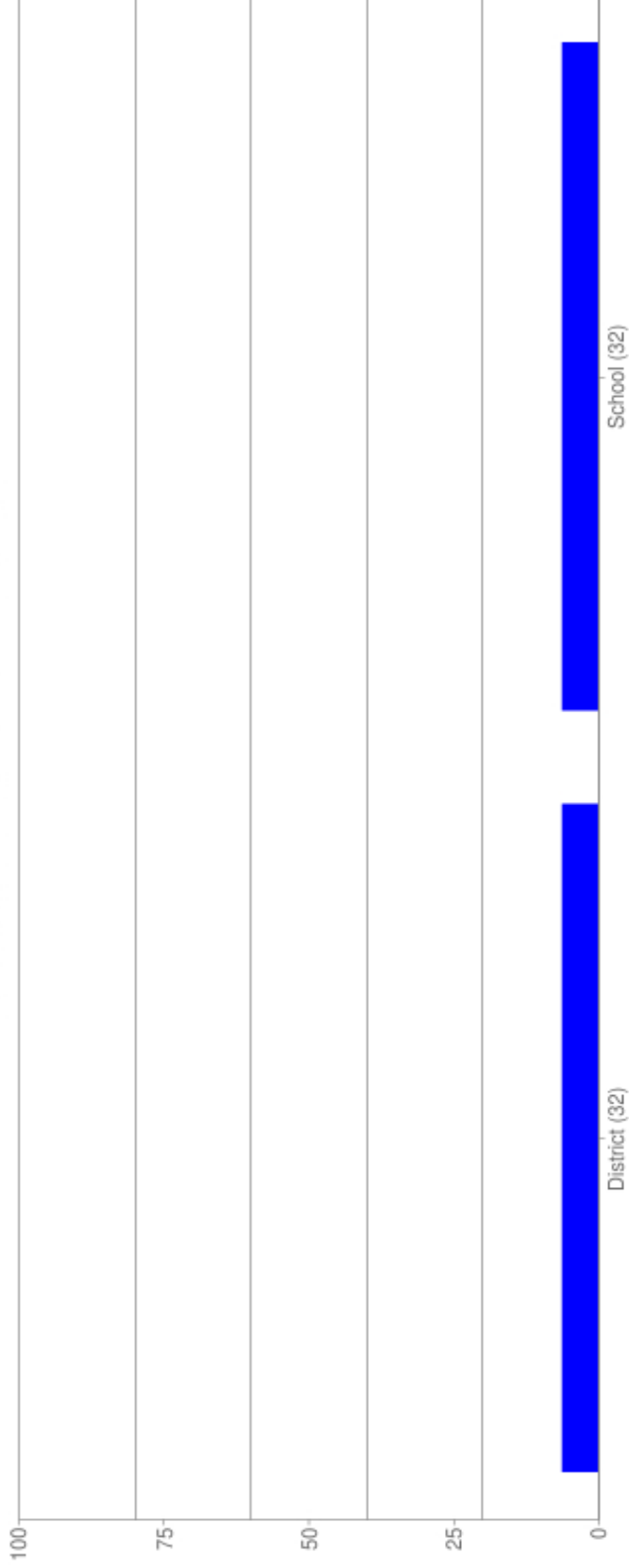
# Performance Summary Report for Inspect Grade 7 Math Interim Orange 2018-2019 Online Only

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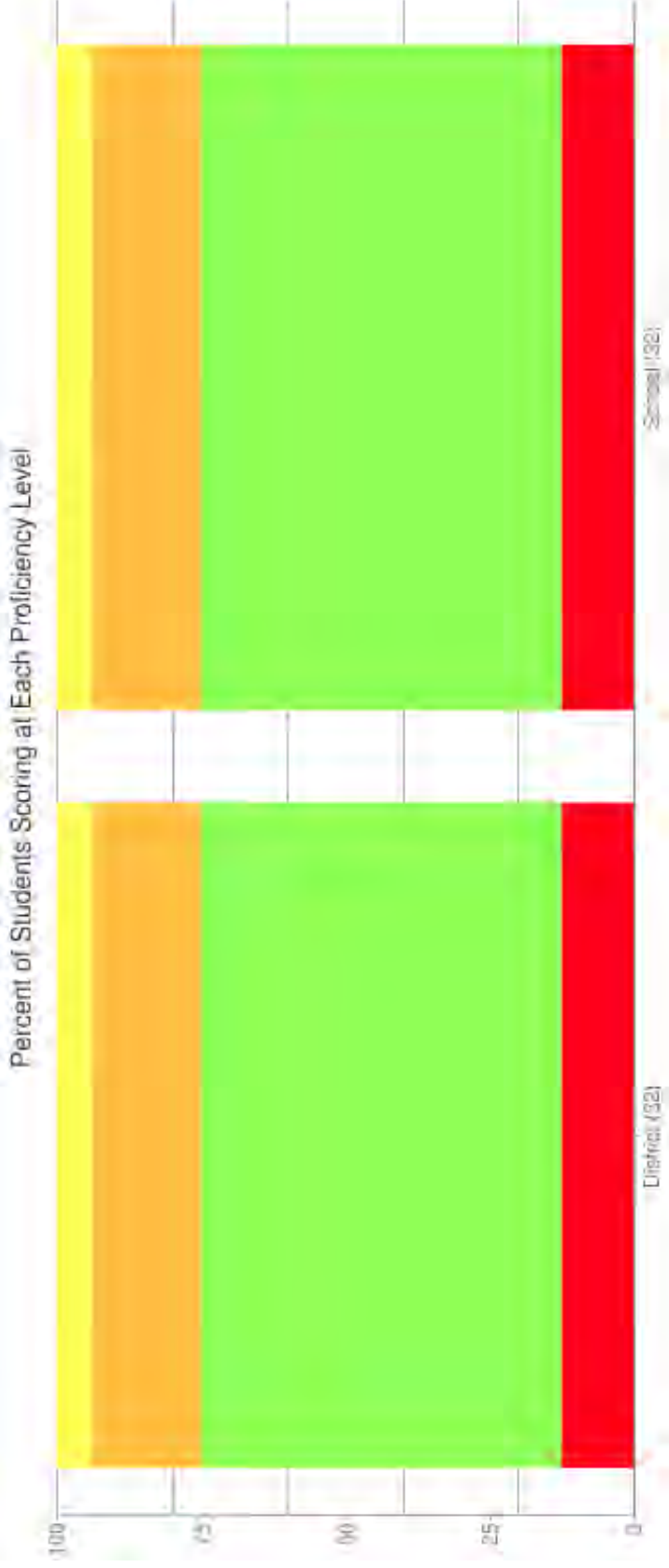
**Site:** La Academia Dolores Huerta (District)    **Date:** Control Panel (11-26-2018)    **Academic Years:** Group:    **Department:** Course:    **User:** Section:    **Student:** Student Program:  
**Timeblock:**    **Grade Level:** English Proficiency:    **Race Slash Ethnicity:** All Reported Races    **Non Visibility Group:**    **Gender:** Male & Female    **Special Education:** Special & Non Special Ed    **Socio Economic:**    **House:**    **Counselor:**

	Not Meeting	Partially Met	Approaching	Met Expectations	Exceeds Expectations	Mastered
District (32)	12.50%	62.50%	18.75%	6.25%	0.00%	6.25%
School (32)	12.50%	62.50%	18.75%	6.25%	0.00%	6.25%

Percent of Students Scoring Proficient and Above



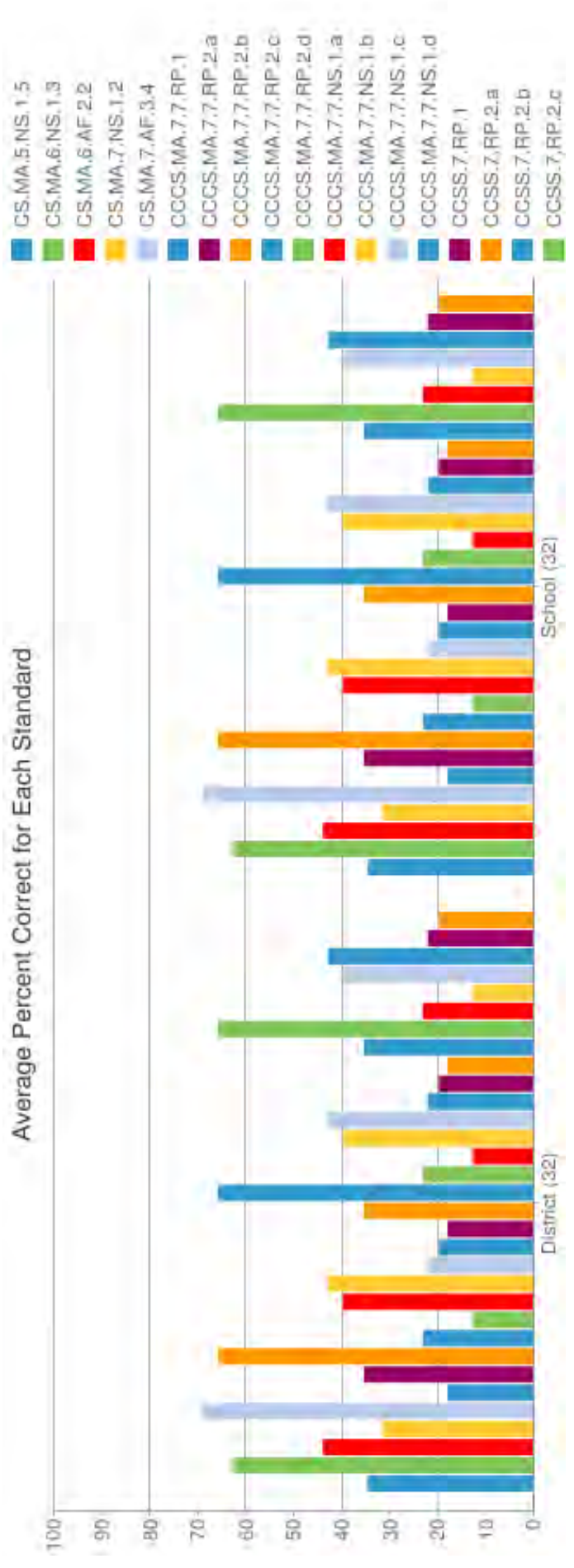
Performance Summary Report for Inspect Grade 7 Math Interim Orange 2018-2019 Online Only



Standard	District (32)	School (32)
CS.MA.5.NS.1.5	34.38%	34.38%
CS.MA.6.NS.1.3	62.50%	62.50%
CS.MA.6.AF.2.2	43.75%	43.75%
CS.MA.7.NS.1.2	31.25%	31.25%
CS.MA.7.AF.3.4	68.75%	68.75%
CCCS.MA.7.7.RP.1	17.71%	17.71%
CCCS.MA.7.7.RP.2.a	35.16%	35.16%
CCCS.MA.7.7.RP.2.b	65.63%	65.63%
CCCS.MA.7.7.RP.2.c	22.91%	22.91%
CCCS.MA.7.7.RP.2.d	12.50%	12.50%
CCCS.MA.7.7.NS.1.a	39.58%	39.58%
CCCS.MA.7.7.NS.1.b	42.71%	42.71%
CCCS.MA.7.7.NS.1.c	21.87%	21.87%
CCCS.MA.7.7.NS.1.d	19.53%	19.53%
CCSS.7.RP.1	17.71%	17.71%
CCSS.7.RP.2.a	35.16%	35.16%

Performance Summary Report for Inspect Grade 7 Math Interim Orange 2018-2019 Online Only

Standard	District (32)	School (32)
CCSS.7.RP.2.b	65.63%	65.63%
CCSS.7.RP.2.c	22.91%	22.91%
CCSS.7.RP.2.d	12.50%	12.50%
CCSS.7.NS.1.a	39.58%	39.58%
CCSS.7.NS.1.b	42.71%	42.71%
CCSS.7.NS.1.c	21.87%	21.87%
CCSS.7.NS.1.d	19.53%	19.53%
CCSS.CCSS.Math.Content.7.RP.A.1	17.71%	17.71%
CCSS.CCSS.Math.Content.7.RP.A.2.a	35.16%	35.16%
CCSS.CCSS.Math.Content.7.RP.A.2.b	65.63%	65.63%
CCSS.CCSS.Math.Content.7.RP.A.2.c	22.91%	22.91%
CCSS.CCSS.Math.Content.7.RP.A.2.d	12.50%	12.50%
CCSS.CCSS.Math.Content.7.NS.A.1.a	39.58%	39.58%
CCSS.CCSS.Math.Content.7.NS.A.1.b	42.71%	42.71%
CCSS.CCSS.Math.Content.7.NS.A.1.c	21.87%	21.87%
CCSS.CCSS.Math.Content.7.NS.A.1.d	19.53%	19.53%



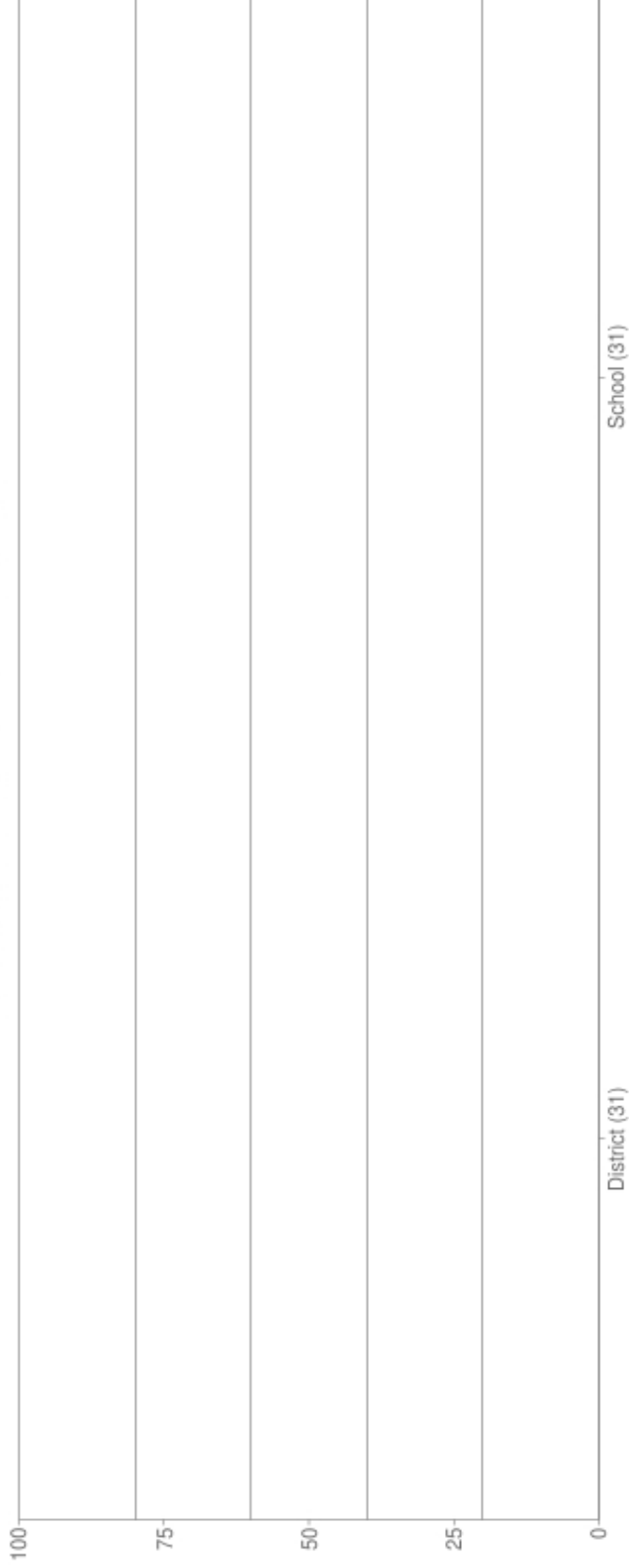
# Performance Summary Report for Inspect Grade 8 Math Interim Orange 2018-2019 Online Only

This report is generated with the following options:

**Site:** La Academia Dolores Huerta (District)   
 **Date:** Control Panel (11-26-2018)   
 **Academic Years:**   
 **Group:**   
 **Department:**   
 **Course:**   
 **User:**   
 **Section:**   
 **Student:**   
 **Student Program:**  
**Timeblock:**   
 **Grade Level:**   
 **English Proficiency:**   
 **Race Slash Ethnicity:** All Reported Races   
 **Non Visibility Group:**   
 **Gender:** Male & Female   
 **Special Education:** Special & Non Special Ed   
 **Socio Economic:**   
 **House:**   
 **Counselor:**

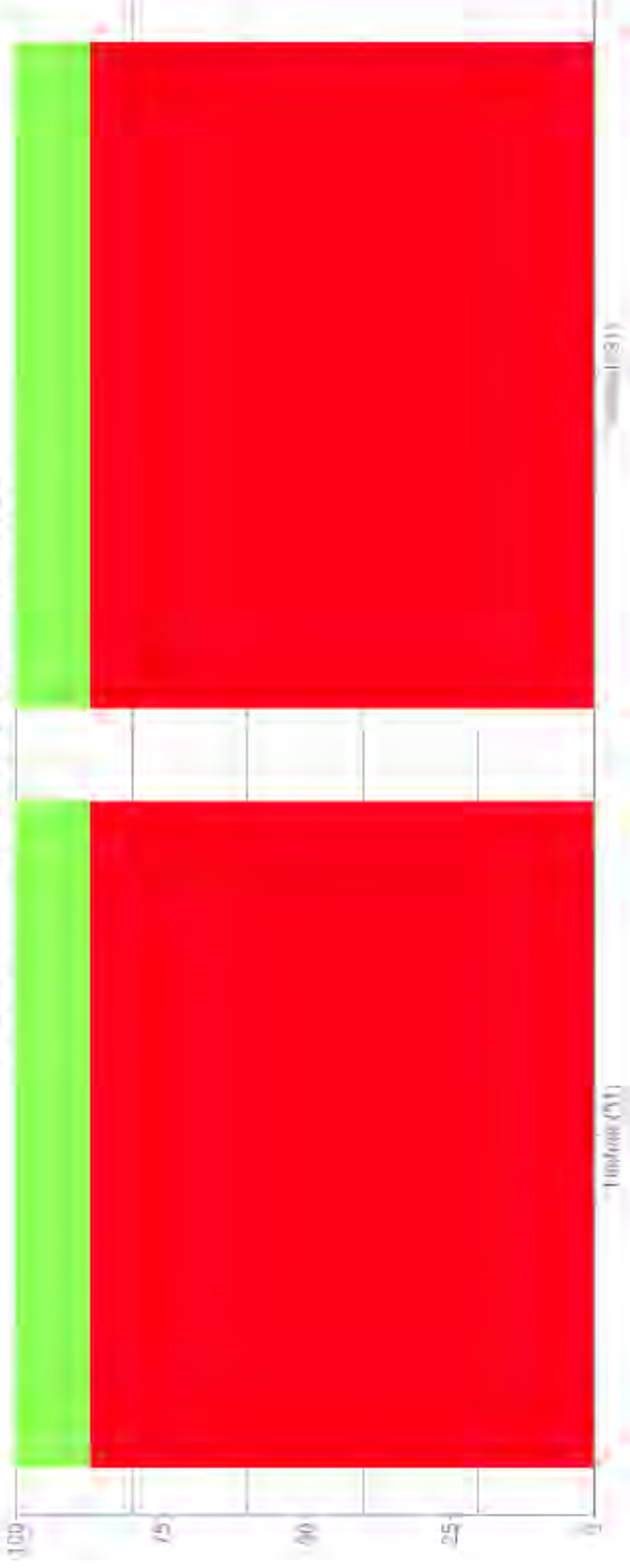
	Not Meeting	Partially Met	Approaching	Met Expectations	Exceeds Expectations	Mastered
District (31)	87.10%	12.90%	0.00%	0.00%	0.00%	0.00%
School (31)	87.10%	12.90%	0.00%	0.00%	0.00%	0.00%

Percent of Students Scoring Proficient and Above



Performance Summary Report for Inspect Grade 8 Math Interim Orange 2018-2019 Online Only

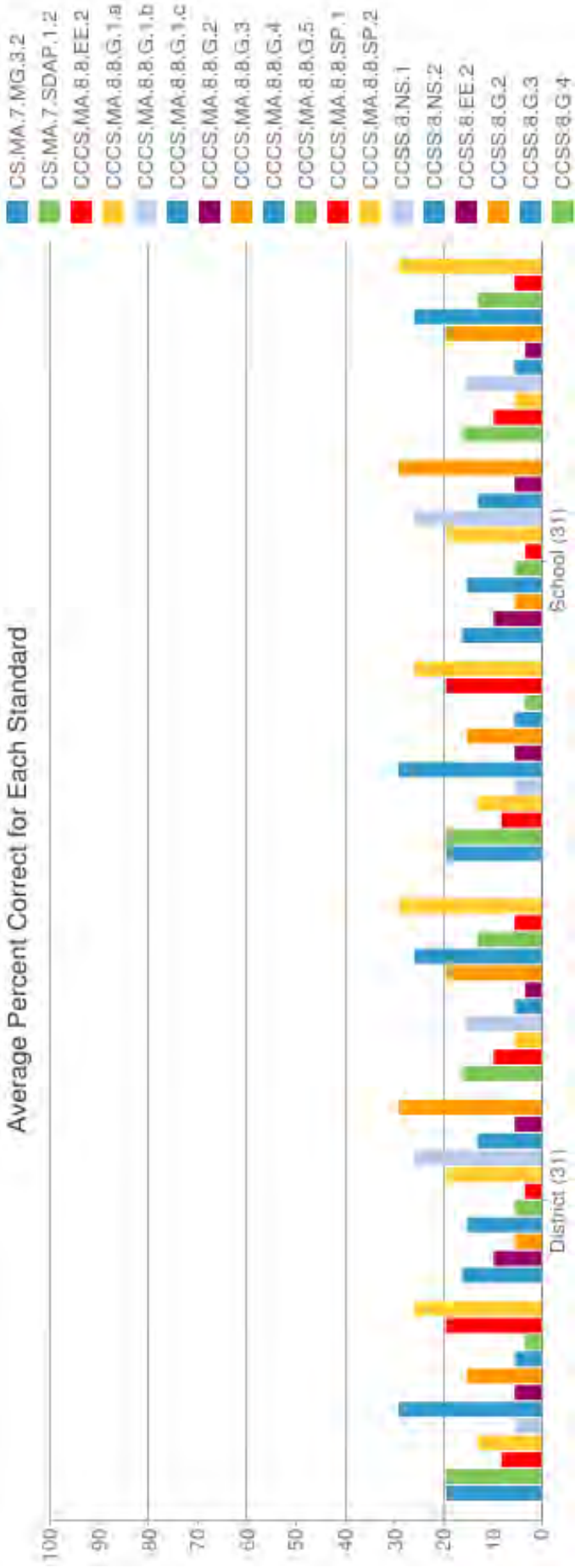
Percent of Students Scoring at Each Proficiency Level



Standard	District (%)	School (%)
CS.MA.7.MG.3.2	19.35%	19.35%
CS.MA.7.SDAP.1.2	19.35%	19.35%
CCCS.MA.8.8.EE.2	8.06%	8.06%
CCCS.MA.8.8.G.1.a	12.90%	12.90%
CCCS.MA.8.8.G.1.b	5.38%	5.38%
CCCS.MA.8.8.G.1.c	29.03%	29.03%
CCCS.MA.8.8.G.2	5.38%	5.38%
CCCS.MA.8.8.G.3	15.05%	15.05%
CCCS.MA.8.8.G.4	5.38%	5.38%
CCCS.MA.8.8.G.5	3.23%	3.23%
CCCS.MA.8.8.SP.1	19.35%	19.35%
CCCS.MA.8.8.SP.2	25.81%	25.81%
CCCS.8.NS.1	0.00%	0.00%
CCCS.8.NS.2	16.13%	16.13%
CCSS.8.EE.2	9.68%	9.68%
CCSS.8.G.2	5.38%	5.38%

Performance Summary Report for Inspect Grade 8 Math Interim Orange 2018-2019 Online Only

Standard	District (37)	School (37)
CCSS.8.G.3	15.05%	15.05%
CCSS.8.G.4	5.38%	5.38%
CCSS.8.G.5	3.23%	3.23%
CCSS.8.SP.1	19.35%	19.35%
CCSS.8.SP.2	25.81%	25.81%
CCSS.8.G.1.a	12.90%	12.90%
CCSS.8.G.1.b	5.38%	5.38%
CCSS.8.G.1.c	29.03%	29.03%
CCSS.CCSS.Math.Content.8.NS.A.1	0.00%	0.00%
CCSS.CCSS.Math.Content.8.NS.A.2	16.13%	16.13%
CCSS.CCSS.Math.Content.8.EE.A.2	9.68%	9.68%
CCSS.CCSS.Math.Content.8.G.A.2	5.38%	5.38%
CCSS.CCSS.Math.Content.8.G.A.3	15.05%	15.05%
CCSS.CCSS.Math.Content.8.G.A.4	5.38%	5.38%
CCSS.CCSS.Math.Content.8.G.A.5	3.23%	3.23%
CCSS.CCSS.Math.Content.8.SP.A.1	19.35%	19.35%
CCSS.CCSS.Math.Content.8.SP.A.2	25.81%	25.81%
CCSS.CCSS.Math.Content.8.G.A.1.a	12.90%	12.90%
CCSS.CCSS.Math.Content.8.G.A.1.b	5.38%	5.38%
CCSS.CCSS.Math.Content.8.G.A.1.c	29.03%	29.03%







**STATE OF NEW MEXICO**  
**PUBLIC EDUCATION DEPARTMENT**  
**300 DON GASPAR**  
**SANTA FE, NEW MEXICO 87501-2786**  
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[www.ped.state.nm.us](http://www.ped.state.nm.us)

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

**2019 CSD Preliminary Analysis of Renewal Application and Site Visit**

**School Name:** La Academia Dolores Huerta

**School Address:** 1480 North Main Street Las Cruces, NM 88001

**Head Administrator:** Melissa Miranda

**Business Manager:** Juliette Sanchez

**Authorized Grade Levels:** 6-8

**Authorized Enrollment:** 300

**Contract Term:** July 1, 2014 – June 30, 2019

**Mission:** *“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.” (Contract, p. 32)*

**Part B (Progress Report) Evaluation**  
*based on the rubric contained in the application*

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

<b>Chart 1. Renewal Application Ratings by Indicator</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence— A-F Letter Grades	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Demonstrates Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Failing to Demonstrate Substantial Progress</i>

## CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 30, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

### **Academic Performance**

**1a)** Schools that maintain 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 are rated as “meets the standard”. La Academia Dolores Huerta (LADH) earned an Overall Grade of “C” in the first year of the contract term (2015) and an Overall Grade of “F” in the following three consecutive years (2016-2018). A grade of “F” was also received on four of the five indicators (Current Standing, School Improvement, Q3 Performance, and Q1 Performances) for the last two years. The school received a grade of “A” in Opportunity to Learn in 2018. The school reported that 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 Part B, Subsection A of the application and include the following: hired an Instructional Coach (IC); provides weekly professional development to staff; use of common lesson plan templates; common planning time with weekly Professional Learning Communities (PLCs); weekly classroom walk-throughs conducted; and use of new short-cycle assessments and progress monitoring. The school has been identified as a Targeted Support and Improvement (TSI) school and is implementing an NM DASH plan. According to LADH’s application, the school recognizes that several changes must occur to increase student achievement and will continue to make the changes needed to ensure all students are successful. At this time, LADH does not have evidence to support the success of the implemented improvement because the majority of those actions were implemented the current school year. The CSD team has rated this indicator as “**failing to demonstrate progress**” because the school does not have a demonstrated record of meeting all standards in each of the years of the contract term, an evaluation of the data and evidence does not demonstrate at least two years of sustained improvement, and the narrative fails to identify any measurable successes during the most recent year. The CSD did observe beginning stages of implementation during the renewal site visit. The school’s proposed after-school tutoring/intervention program has not yet started.

**1b)** A school earns a rating of “meets the standard” when the school has met or exceeded their specific charter school goals each year of the contract term. The CSD team has rated this indicator as “**failing to demonstrate progress**” because the school has not met all standards in each of the years in the contract term, an evaluation of the data and evidence does not demonstrate at least two years of sustained improvement, and the narrative fails to identify any measurable successes during the most recent year.

The current mission-specific goals are (1) professional development, (2) reading, (3) mathematics, (4) Spanish language proficiency, and (5) English language proficiency (per ACCESS for ELLs assessment). The school received a “falls far below” rating in all five (5) indicators during 2016-2017 and in three (3) indicators (reading, math, and Spanish) during 2017-2018. In 2017-2018, the school earned a “does not meet” for professional development and a “meets standard” for English language proficiency.

### **Financial Compliance**

**2a)** A rating of “meets the standard” is earned by schools that receive no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract. The CSD team has rated this indicator as “**demonstrating substantial progress**” because the school had five (5) audit findings, including two significant deficiencies, in FY15 and one (1) finding in FY17. However,

new practices and policies are in place via a Corrective Action Plan (CAP) in response to the annual audit, and LADH has not received any material/significant findings since the FY15 school year, thus demonstrating progress toward achieving and maintaining financial compliance. The school also stated that

*“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 NNASBO 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.”*

These additional steps may lead to improved financial compliance, however, cannot be evaluated as these measures were not implemented until the current school year.

**2b)** The CSD team has rated this indicator as **“meets the standard”** because the school has maintained all Board of Finance authority during the entire term of the contract.

### **Contractual, Organizational, and Governance**

**3a)** The CSD team has rated this indicator as **“demonstrates substantial progress”** because the school has improved its implementation of the Material Terms of the Charter from a “working to meet standard” rating in FY17 to a “meets standard” rating in FY18.

**3b)** The CSD team has rated this indicator as **“demonstrates substantial progress”** because the school received four (4) “working to meet” and three (3) “falls far below” ratings in 2016-2017 and four (4) “working to meet” ratings in 2017-2018. The concerns identified in 2017-2018 included: (1) instructional days/hours; (2) compulsory attendance 5-day notice; (3) audit findings; and (4) emergency drills. The school has implemented remedies and has provided action plans to resolve the concerns. The CSD team confirmed that the school meets minimum requirements for instructional hours, observed the 5-day attendance letter, and is current on emergency drills thus far this year.

**3c)** The CSD team has rated this indicator as **“failing to demonstrate progress”** due to the fact there has been repeated non-compliance in completing mandatory training and three(3) of seven (7) Governing board members did not complete the required training again in 2017-2018. The school acknowledged that record-keeping and getting Governing Council members to attend all trainings has been challenging. This year, the school has amended its bylaws to appoint the Governing Council Secretary as keeper of a Governing Council training log. This step may bring the school into compliance on this indicator but, at this time, cannot be evaluated.

### Stakeholder Interviews

As part of the school’s renewal site visit on October 30, 2018, following a musical performance by the middle school students, stakeholder interviews were conducted at La Academia Dolores Huerta. The participants included three (3) parents, three (3) students, three (3) Governing Council members, and four (4) staff members. The following provides some additional context regarding the school from various perspectives.

The parents chose to send their children to this school for the bilingual program and the arts, including ballet folklórico. One parent remarked, *"We chose to come here because we come from a Hispanic Mexican background, which the school also has. The school is really small and that allows more attention to the kids."* One parent told us that she travels 30 miles to get her student to the school and has had nothing but good experiences. Another parent commented, *"I'm very happy with [my son's] education these past three years. He has improved in math and English. He speaks Spanish and English fluently. My son likes coming to school."* A parent of a student who receives special education services said that her son *"always had a hard time concentrating and would be bullied.....[and] is now a straight A and B student when he was an F and D student before. His self-esteem has improved. This school is more like a family."*

When asked why they wanted to attend La Academia Dolores Huerta, students cited the arts, the Ballet Folklórico, and creative media. One said she is *"doing a lot better in math because teachers have more time to help each kid."* The students claimed that they wouldn't really change anything about the school, except for funding because the school *"had to let go of a couple of teachers because we didn't have the money to pay for them."* The students also stressed that everyone is willing to participate in fundraisers to support the school.

Governing Board members listed a daughter who attended the school, former work with the school, and involvement in arts as reasons for joining the board. When asked about the academic performance, it was stated that the school has *"not performed academically the way they were expected. The last few years have not gone well. The last years our grades have been lower. I know we switched programs this year to look at monthly assessments."* Regarding evaluations of the Head Administrator, one of the members reported *"It is a work in progress. The last evaluation was one we thought was not sufficient enough. We are looking to coming up with a new evaluation. This governing council is having to clean up a lot of what was happening in the past..."*. They also confirmed the new procedure for tracking completion of mandatory training for all Governing Board members and that the Secretary was designated as the keeper of the log.

The staff members included the school secretary (a former student of the school), the business specialist who handles many operational tasks, and two teachers. Comments made include *"I love .... the small environment we have here"* and *"My son attended here.....He is now attending early college and maintaining As and Bs."* When asked about addressing struggling students, it was stated that *"Getting everyone on the same page makes everything a lot easier. I think this institution does a good job of identifying struggling students and everyone who has that student provides input."* Another explained that he follows the IEP accommodations and the staff have conversations about students at schoolwide meetings. The interviewers asked the staff to address how the Instructional Coach has improved academics at the school and the response was that she is the Assistant Principal, leads the PLC meetings, and has helped to standardize what teachers include in lesson plans and how classrooms are set up. The staff also confirmed the weekly PLC meetings that have covered data, common core, lesson plans, etc. *"We have a more systematic approach and the Head Administrator is doing regular classroom walk-throughs."*

Please see sections of the renewal application package for additional details, as follows:

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests

Appendices of additional documentation from the school, if any



## 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.”*<sup>1</sup> 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.<sup>2</sup>

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

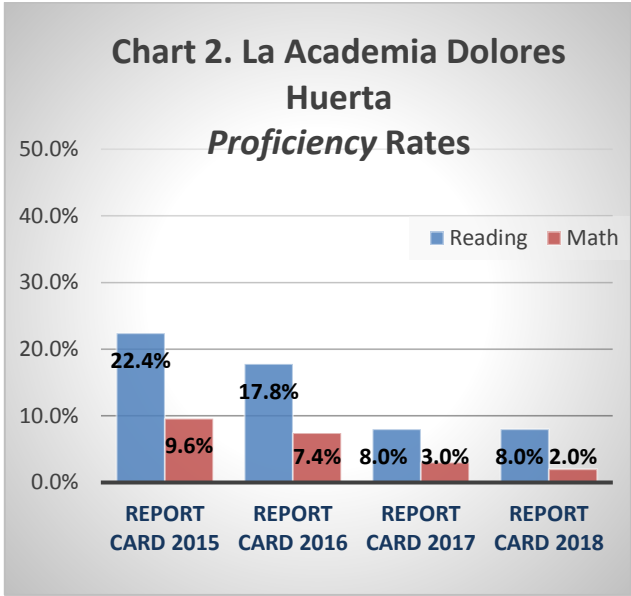
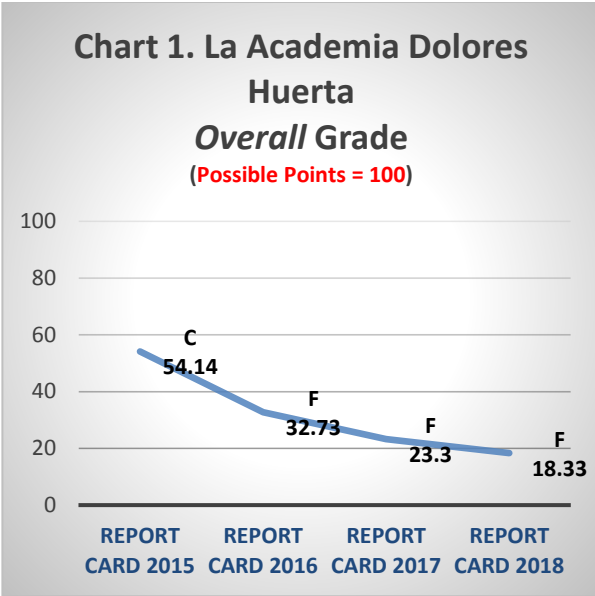
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

**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.

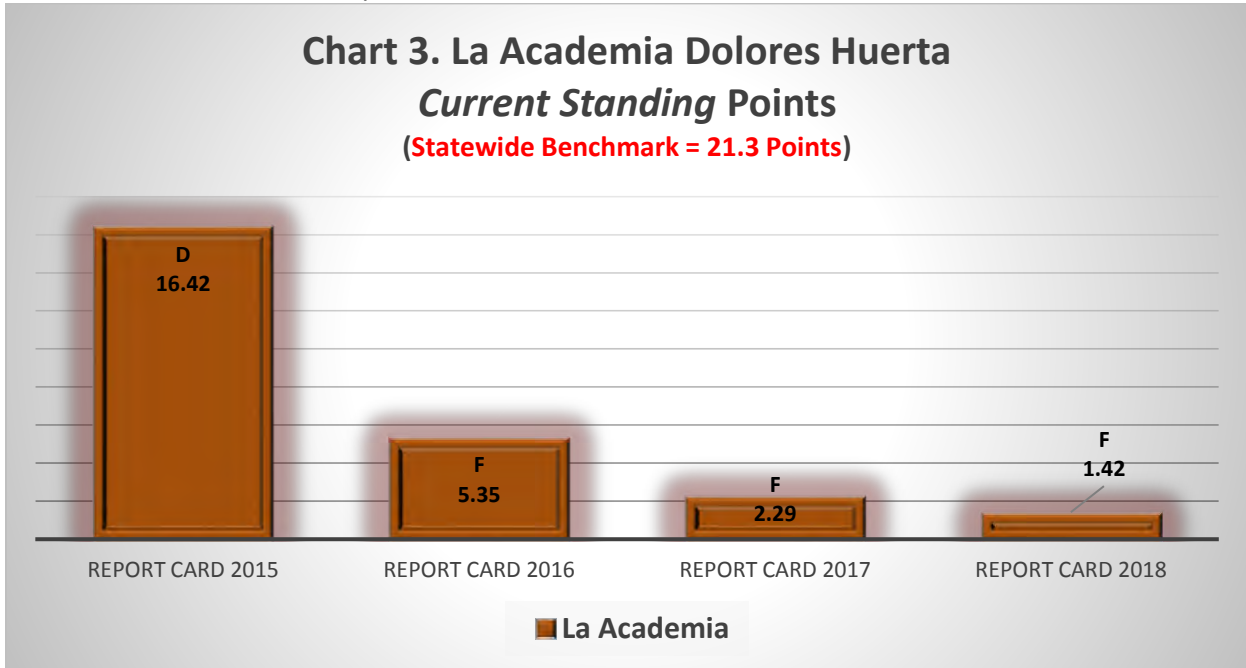
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<sup>1</sup> The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

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



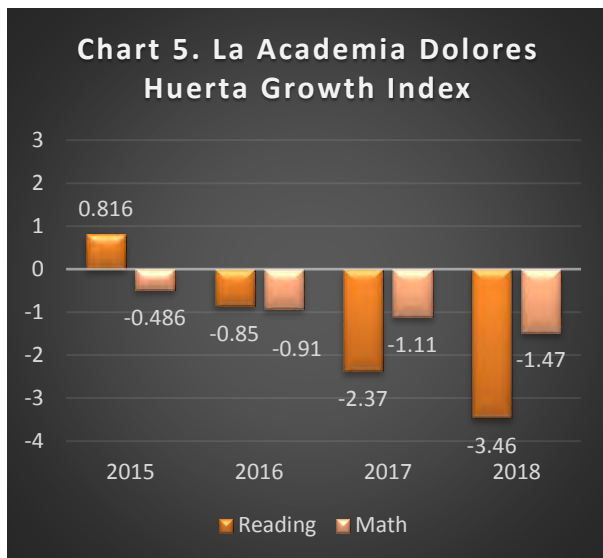
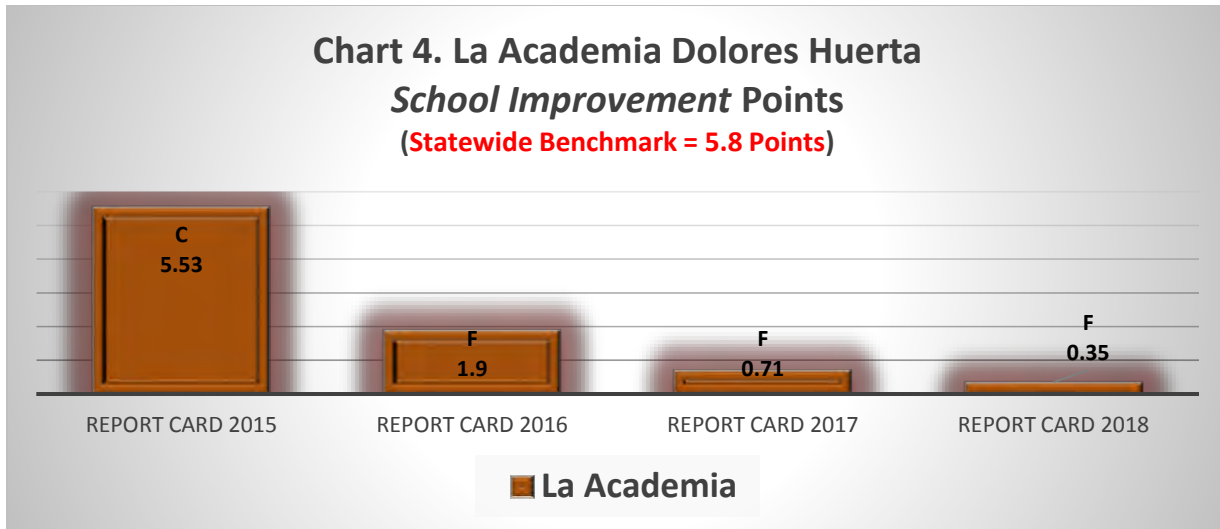
**Current Standing.** Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 1.42 points 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 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.



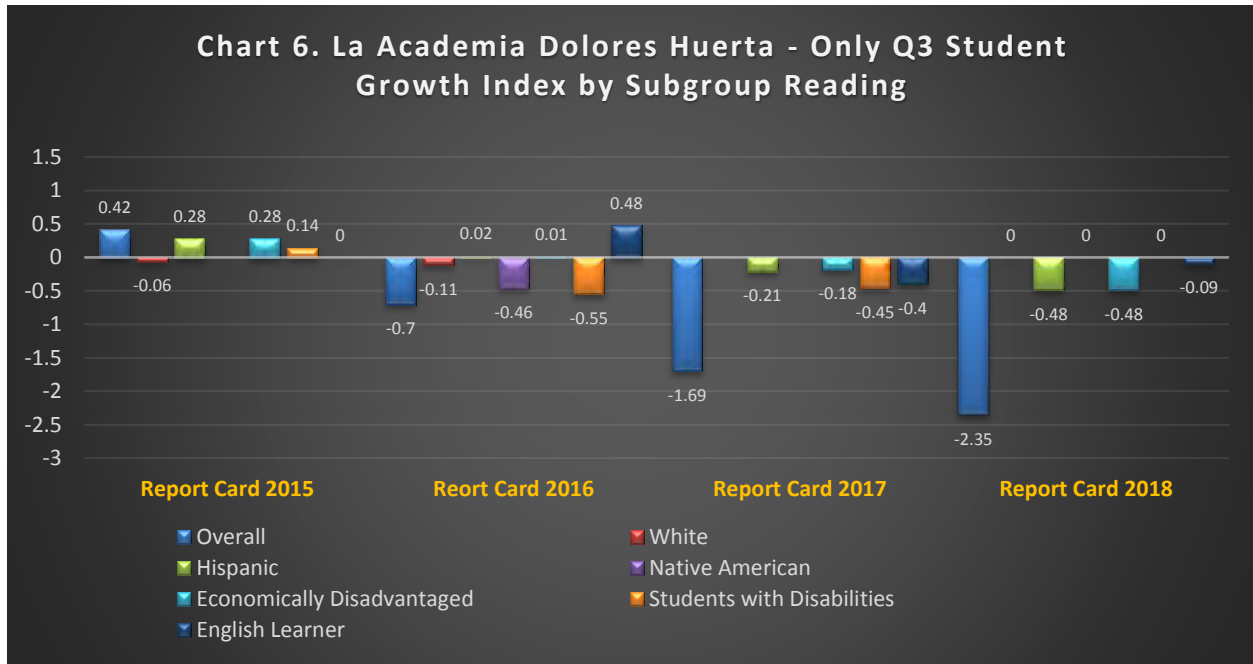
Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index 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.

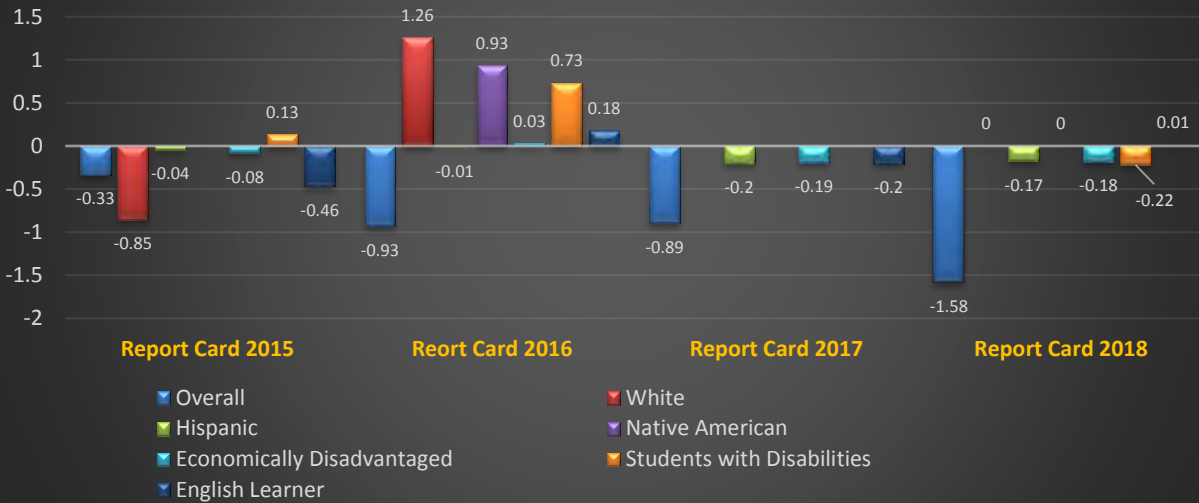
Figure 1. Points earned in School Improvement section (10 total points possible).

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

**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.

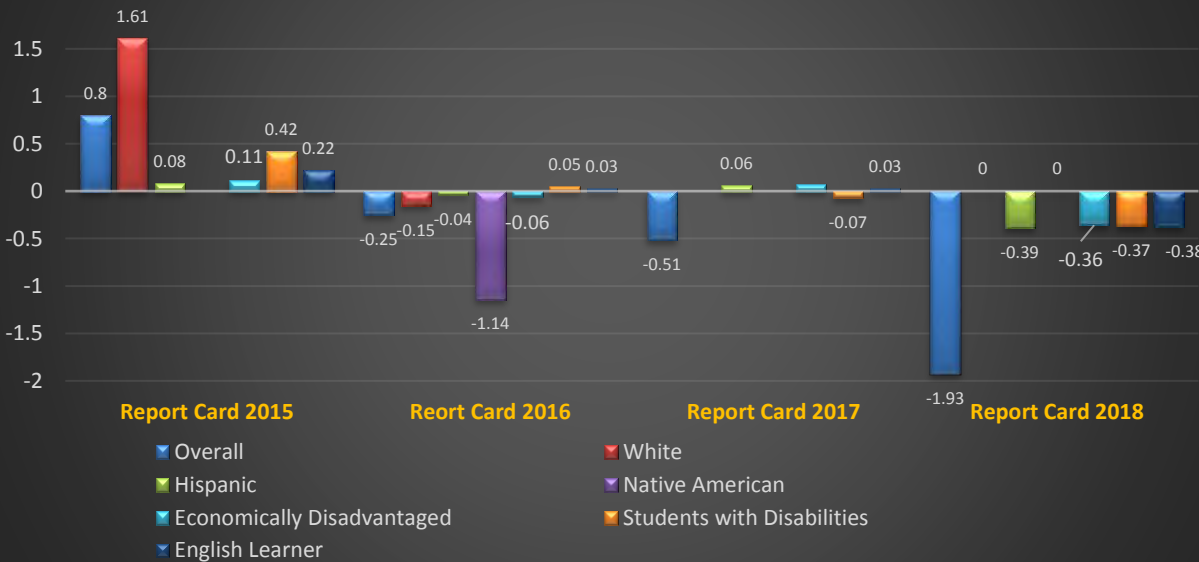


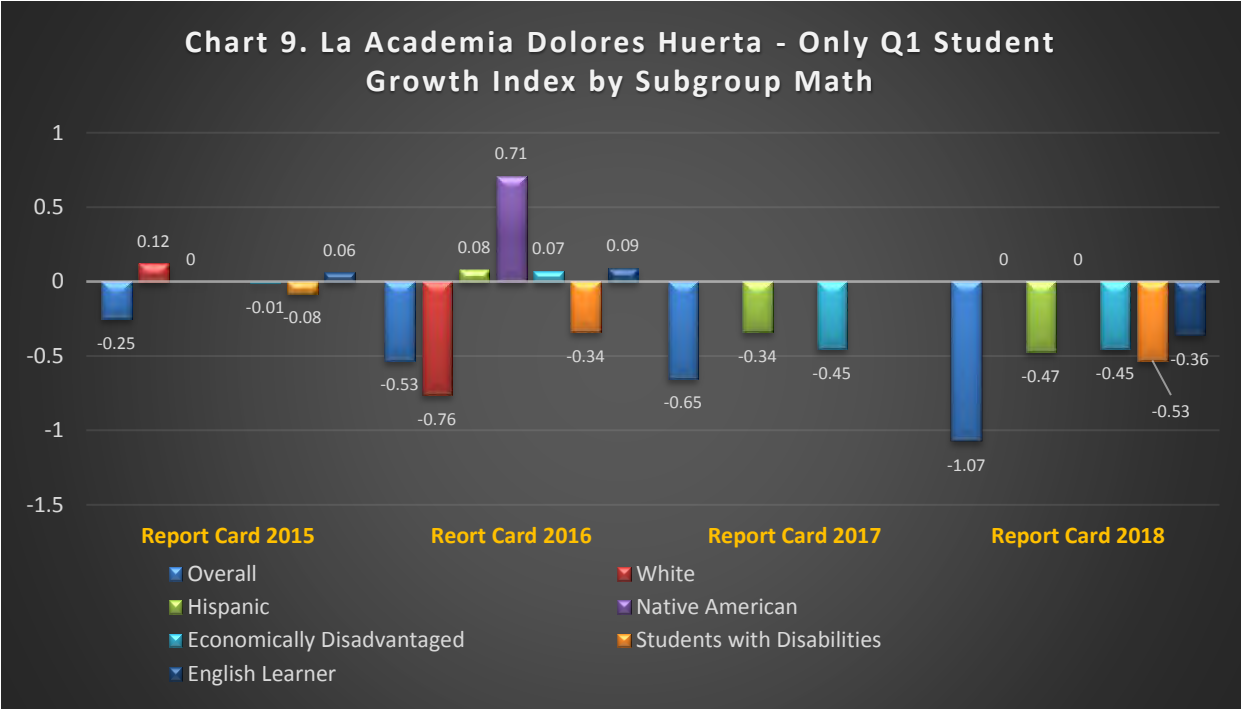
**Chart 7. La Academia Dolores Huerta - Only Q3 Student Growth Index by Subgroup Math**



**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.

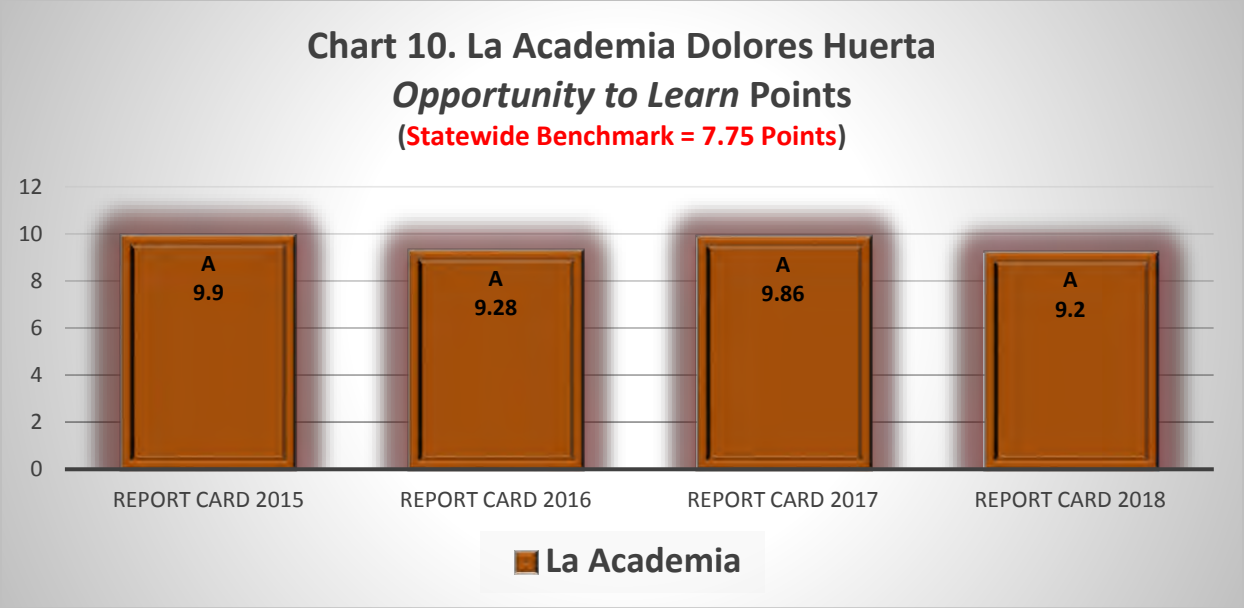
**Chart 8. La Academia Dolores Huerta - Only Q1 Student Growth Index by Subgroup Reading**





**Opportunity to Learn (OTL).** Opportunity to learn represents the quality of learning environment schools provide)<sup>3</sup>. 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.

<sup>3</sup> 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) goals 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 Academic 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 Academic 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.<sup>4</sup>

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet <sup>5</sup>	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 <sup>6</sup>						X				X
3	Math		X Ibid						X				X
4	Spanish language proficiency		X Ibid				X <sup>7</sup>						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		

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

<sup>5</sup> Also “Working to Meet Standard.”

<sup>6</sup> 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.”

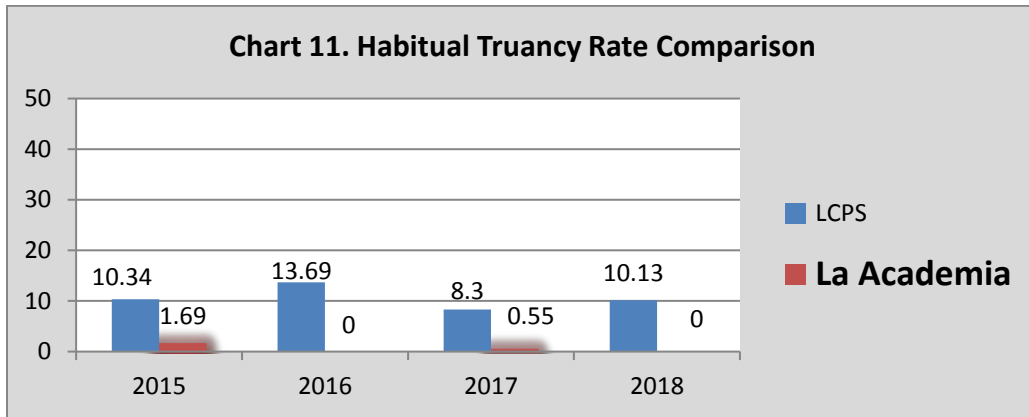
<sup>7</sup> The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated a “Meets Standard” (or above) and provided the following statement: “CSD cannot verify this rating because no supporting data was provided.”

## 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

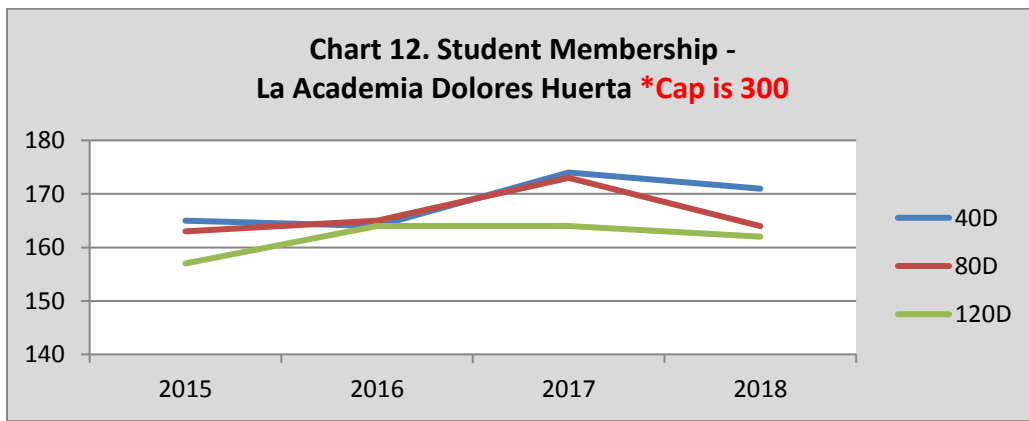
The chart below reflects the school’s habitual truancy rate compared to the local district, Las Cruces Public Schools (LCPS). La Academia Dolores Huerta’s habitual truancy rate is extremely low, below 2%, each year. The school’s truancy rate was at 0% in 2017-2018. Caution should be used when interpreting 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)

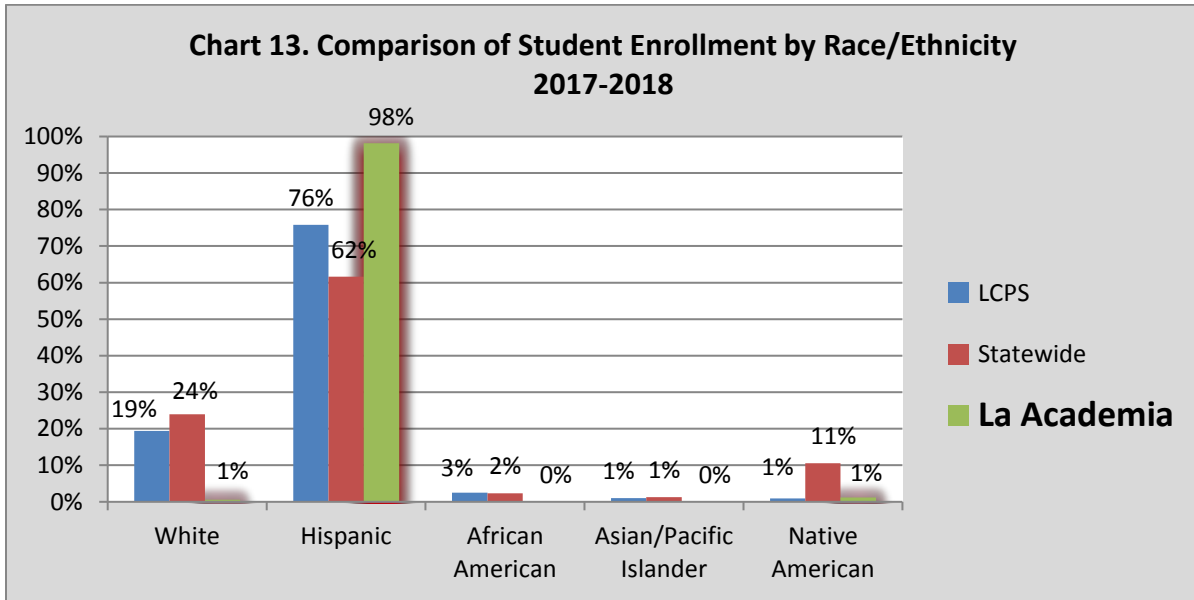
The chart below demonstrates the school’s student membership for each of the years in operation during the current contract term. The school’s enrollment at 40D has fluctuated with an overall incline. The 80D numbers show a dip in enrollment with a significant decline from the 40D in the last two years. 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.**

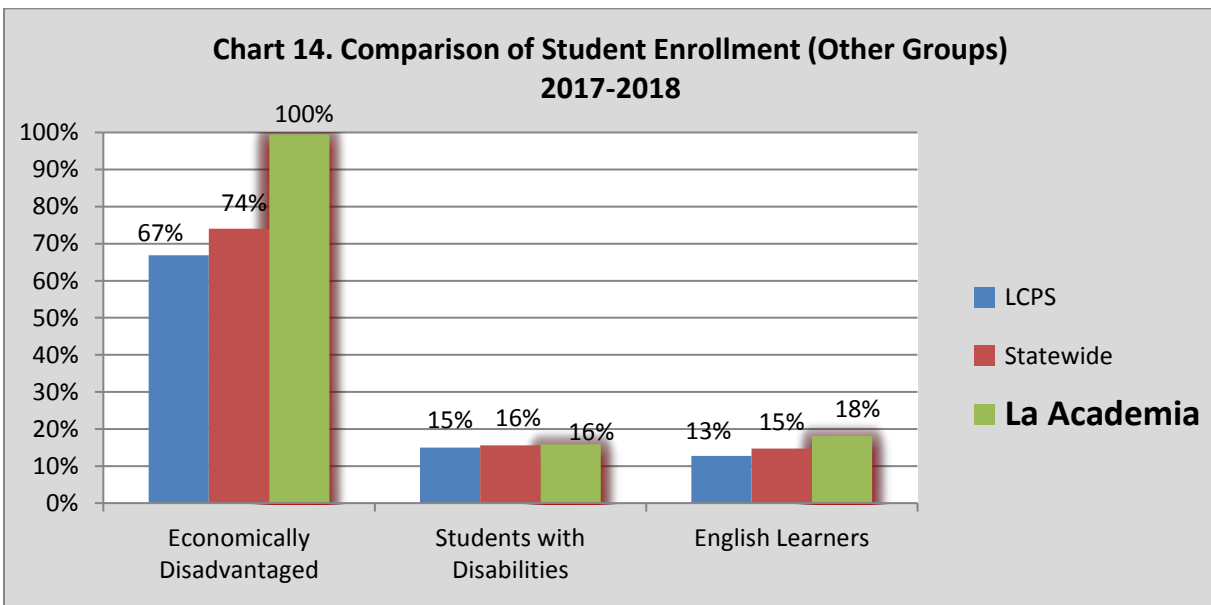
The school’s student demographic data illustrates that it serves a *higher* Hispanic population and a *lower* White population when compared to the surrounding district. The differences in the other subgroups listed are rather insignificant as the school has a less than 3% difference in those groups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

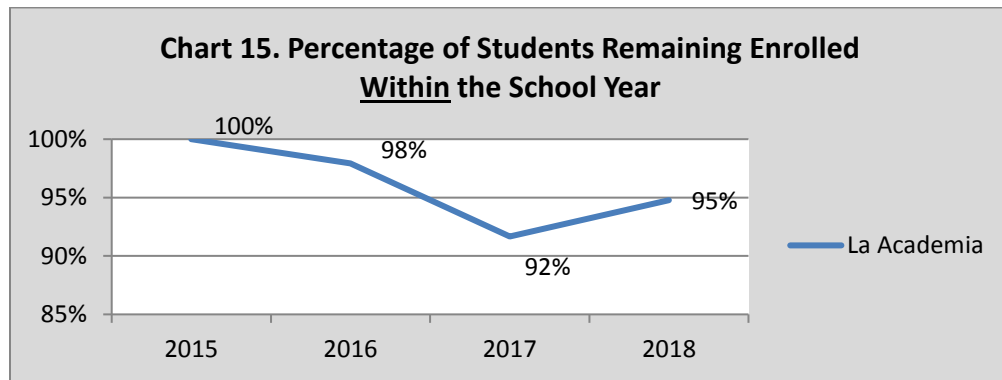


### Retention and Recurring Enrollment

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.

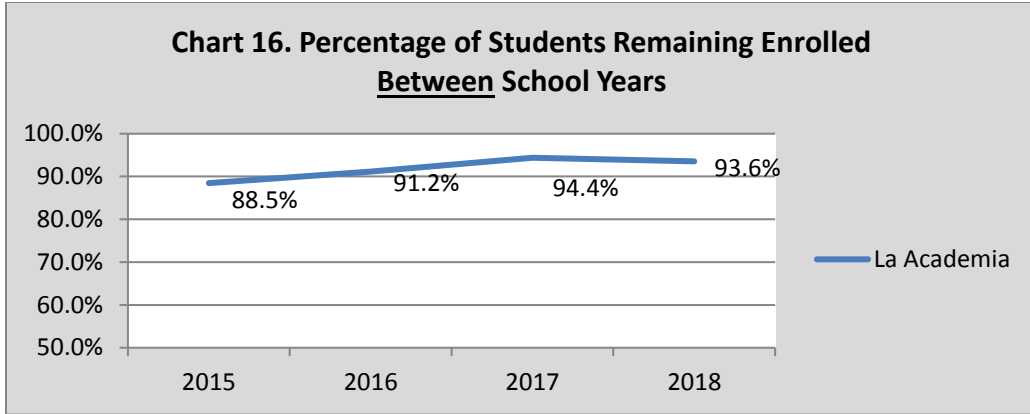
The student enrollment data in chart 17 (below) demonstrates that fewer than 10% of students enrolled during any given school year withdrew before the end of the school year. The percentage of students remaining enrolled has been consistently over 90%. In 2017-2018, 95% of the students remained enrolled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

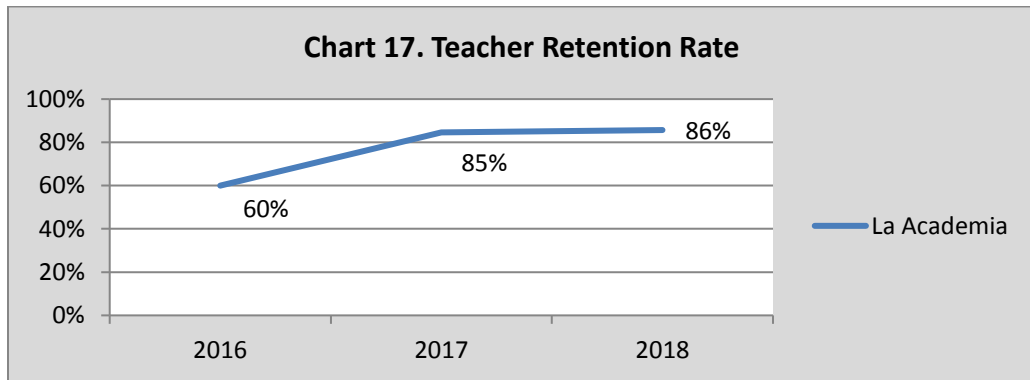


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

### 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.