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PUBLIC EDUCATION DEPARTMENT
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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

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.

Chart 1. Evaluation Ratings of the School's Progress Report, as confirmed at the renewal site visit		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
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>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
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

3) Attach a copy of the following

 X

a) Copy of the building E Occupancy certificate(s)
from Construction Industries Division numbers 12779

 X

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

attached

School Response to CSD Preliminary Analysis

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



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 15th 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 7th grade students scored "Met Expectation" according to the Illuminate orange assessment. According to the 2018 PARCC assessment results, 6-9% of 6th grade students (now currently 7th 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 7th grade students' Illuminate scores, 6.25% of students "Met Expectation" in the area of math. In 2018, 6-9% of the 6th students (now 7th 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 8th 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

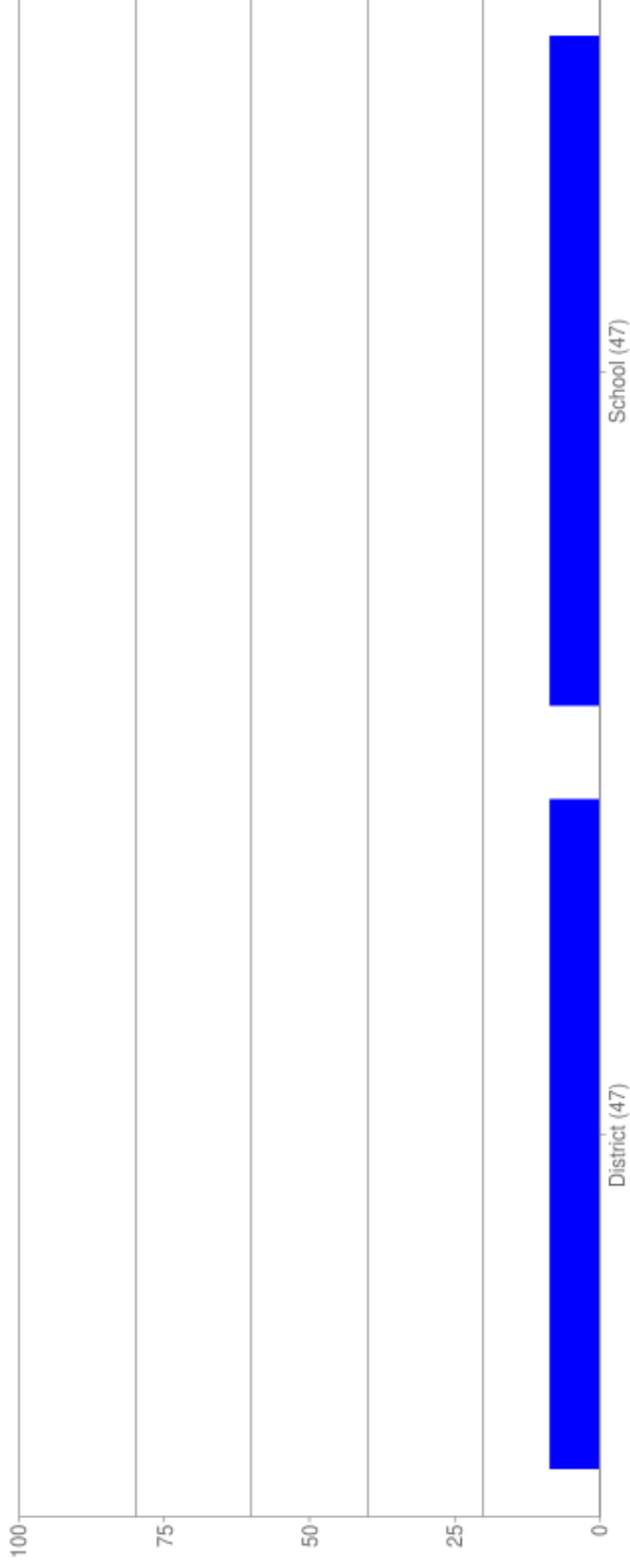
Performance Summary Report for Inspect Grade 8 ELA Interim Orange 2018-2019 Online Only

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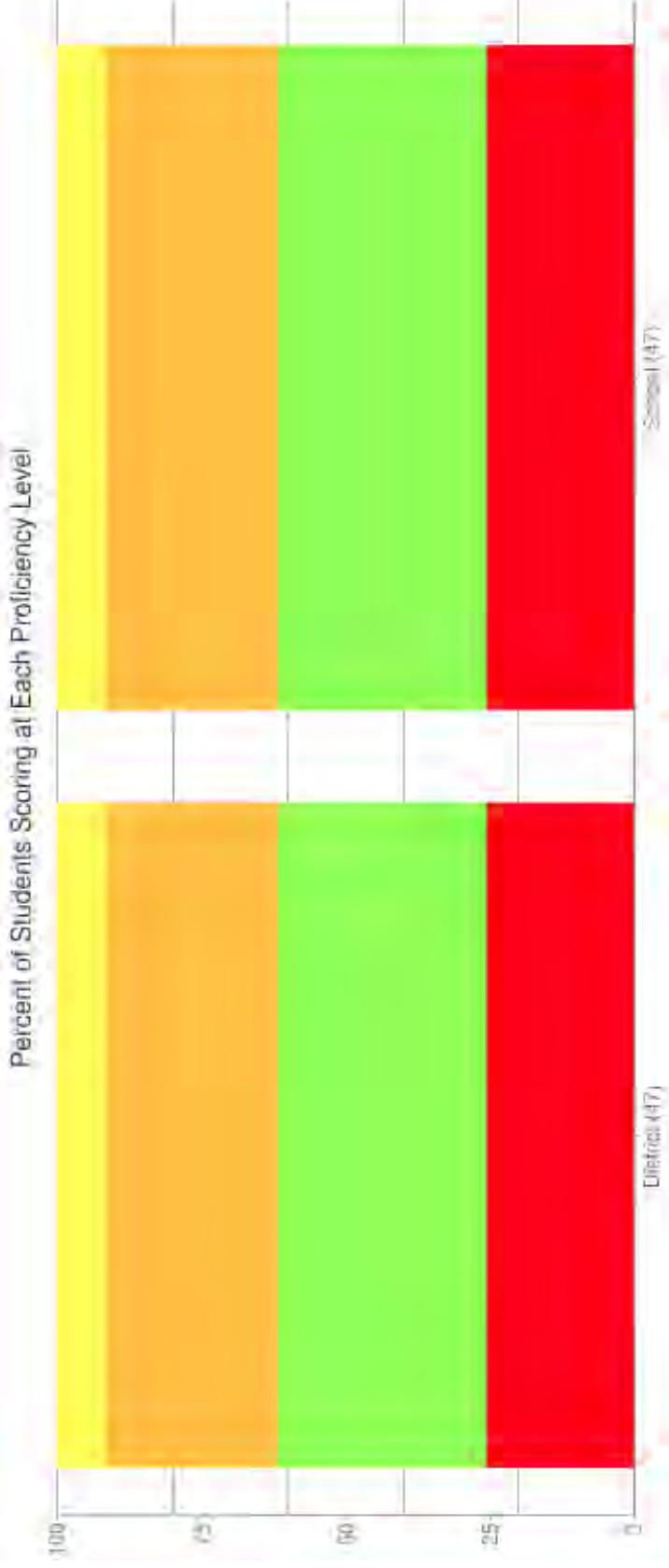
Site: La Academia Dolores Huerta (District)
 Date: Control Panel (11-26-2018)
 Academic Years:
 Group:
 Department:
 Course:
 User:
 Section:
 Student:
 Student Program:
Timeblock:
 English Proficiency:
 Race Slash Ethnicity: All Reported Races
 Non Visibility Group:
 Gender: Male & Female
 Special Education: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

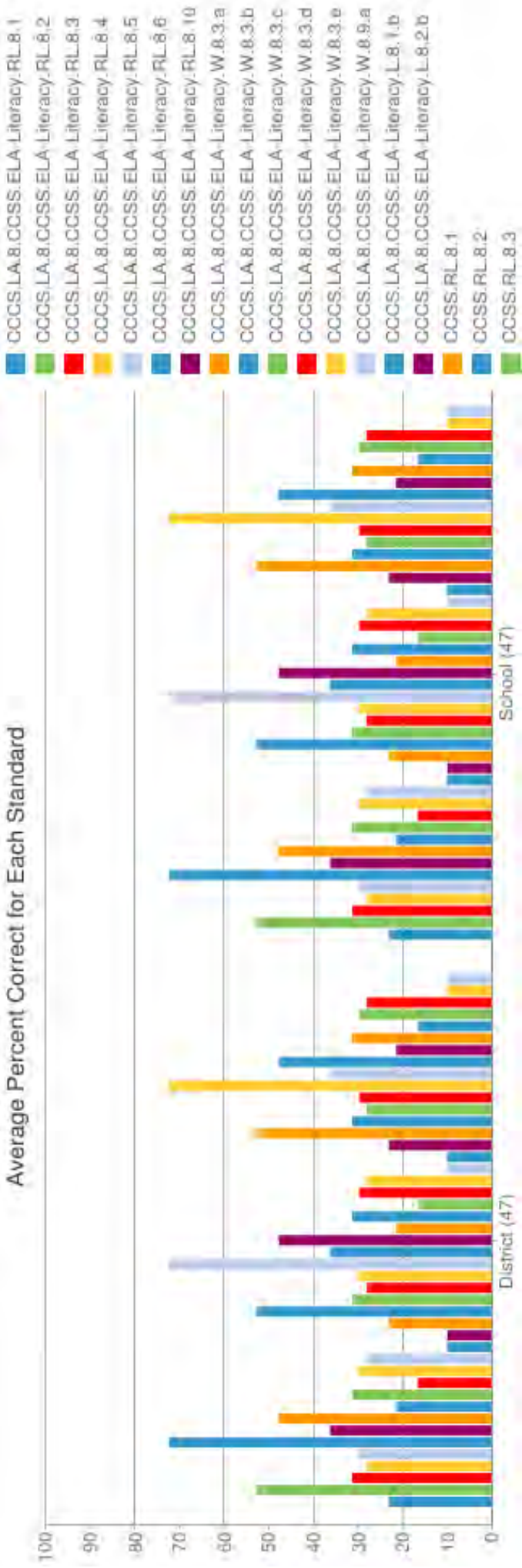


Standard	District (47)	School (47)
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.1	23.40%	23.40%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.2	53.19%	53.19%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.3	31.20%	31.20%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.4	28.37%	28.37%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.5	29.79%	29.79%
CCCS.LA.8.CCSS.ELA-Literacy.RL.8.6	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 8 ELA Interim Orange 2018-2019 Online Only



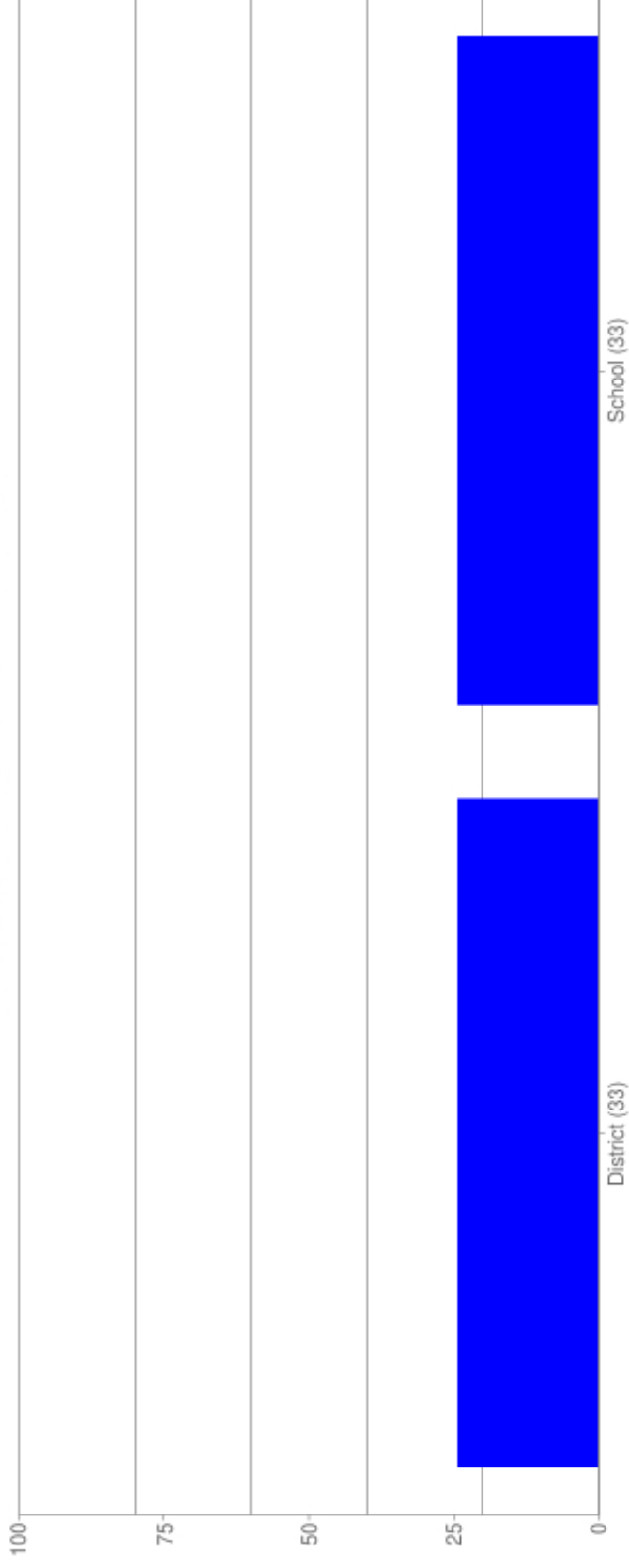
Performance Summary Report for Inspect Grade 7 ELA Interim Orange 2018-2019 Online Only

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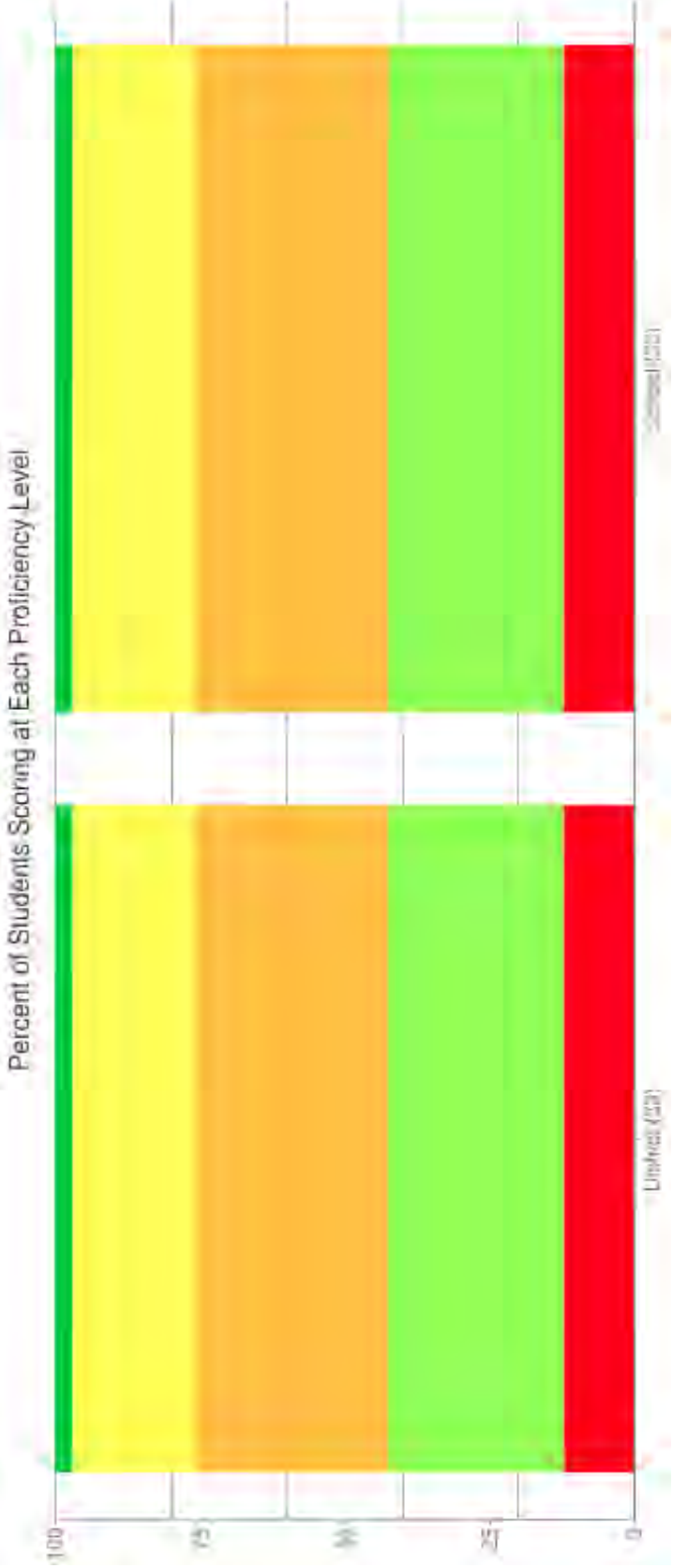
Site: La Academia Dolores Huerta (District)
 Date: Control Panel (11-26-2018)
 Academic Years:
 Group:
 Department:
 Course:
 User:
 Section:
 Student:
 Student Program:
Timeblock:
 English Proficiency:
 Race Slash Ethnicity: All Reported Races
 Non Visibility Group:
 Gender: Male & Female
 Special Education: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

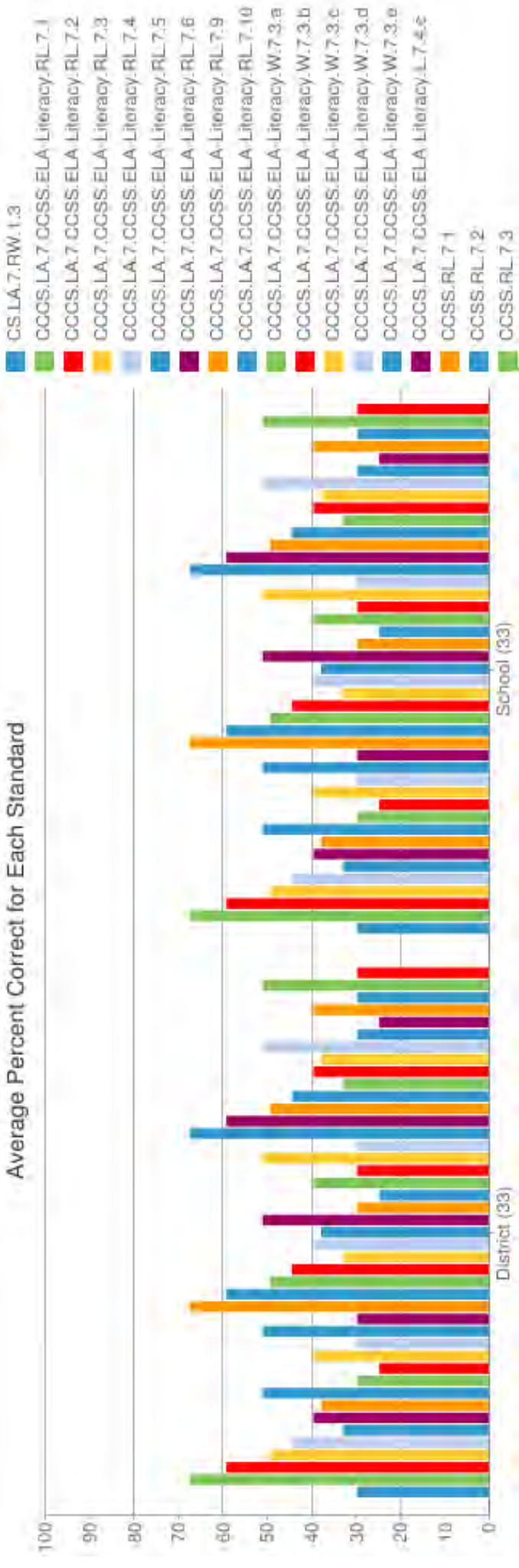


Standard	District (33)	School (33)
CS.LA.7.RW.1.3	30.30%	30.30%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.1	66.67%	66.67%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.2	58.59%	58.59%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.3	48.48%	48.48%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.4	43.94%	43.94%
CCCS.LA.7.CCSS.ELA-Literacy.RL.7.5	33.33%	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 ELA Interim Orange 2018-2019 Online Only



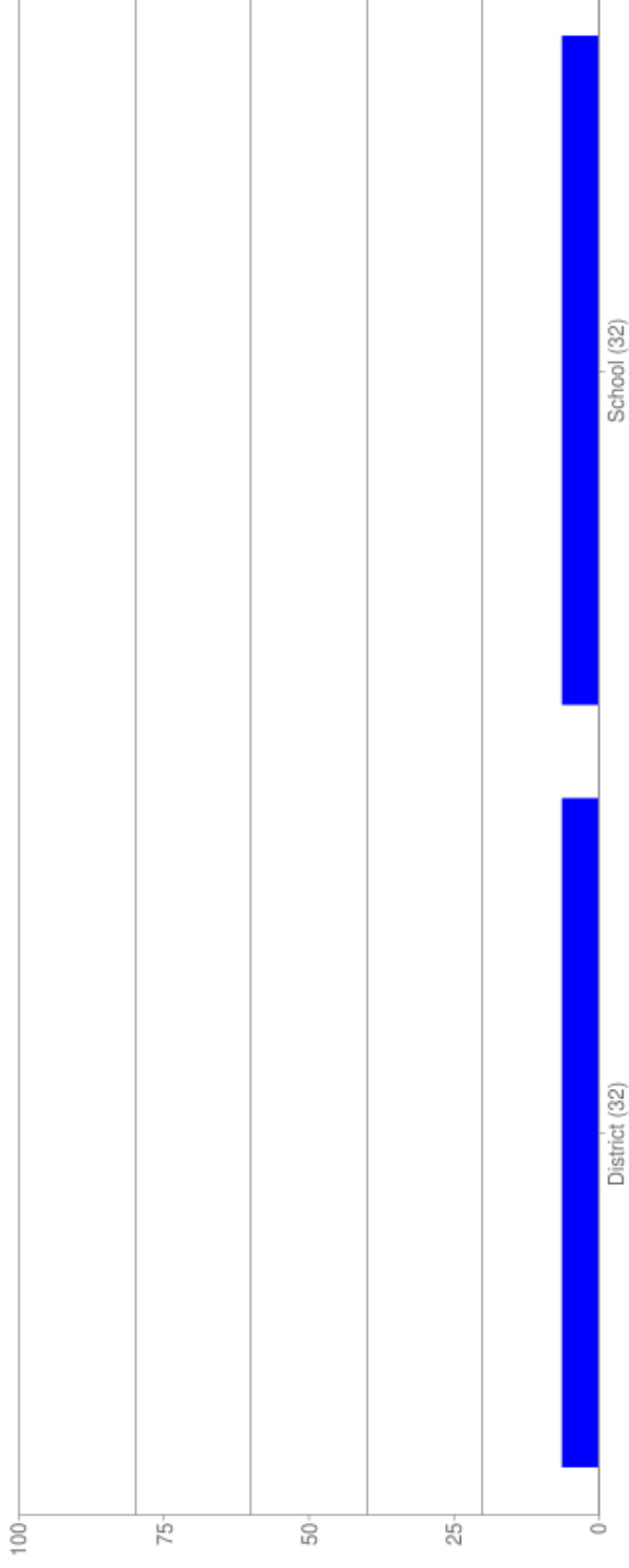
Performance Summary Report for Inspect Grade 7 Math Interim Orange 2018-2019 Online Only

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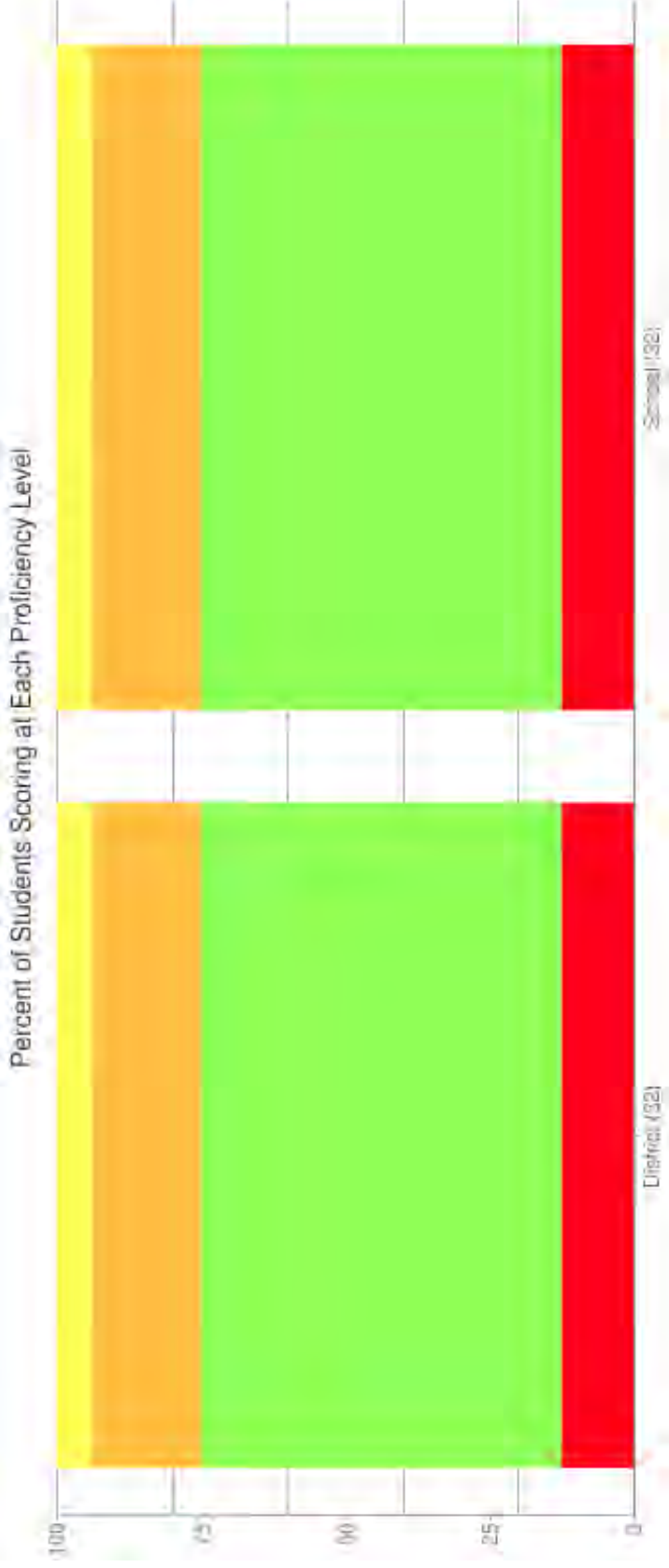
Site: La Academia Dolores Huerta (District)
 Date: Control Panel (11-26-2018)
 Academic Years:
 Group:
 Department:
 Course:
 User:
 Section:
 Student:
 Student Program:
Timeblock:
 English Proficiency:
 Race Slash Ethnicity: All Reported Races
 Non Visibility Group:
 Gender: Male & Female
 Special Education: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



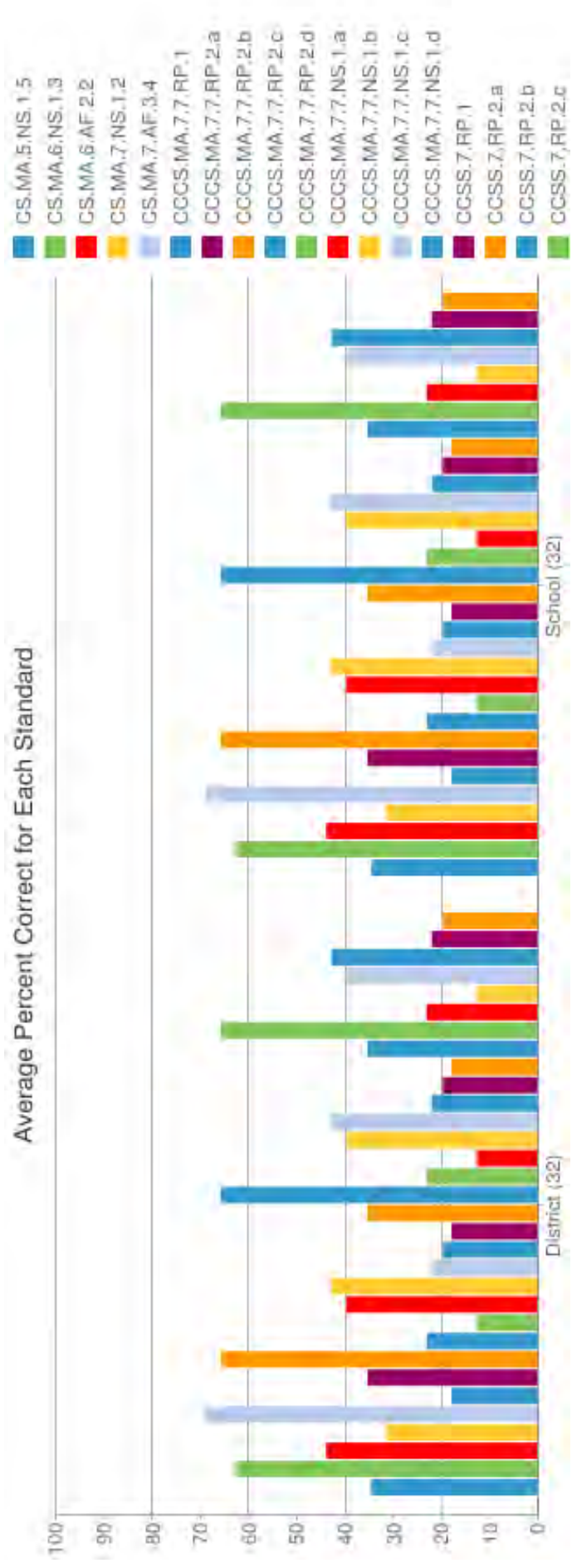
Performance Summary Report for Inspect Grade 7 Math Interim Orange 2018-2019 Online Only



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%



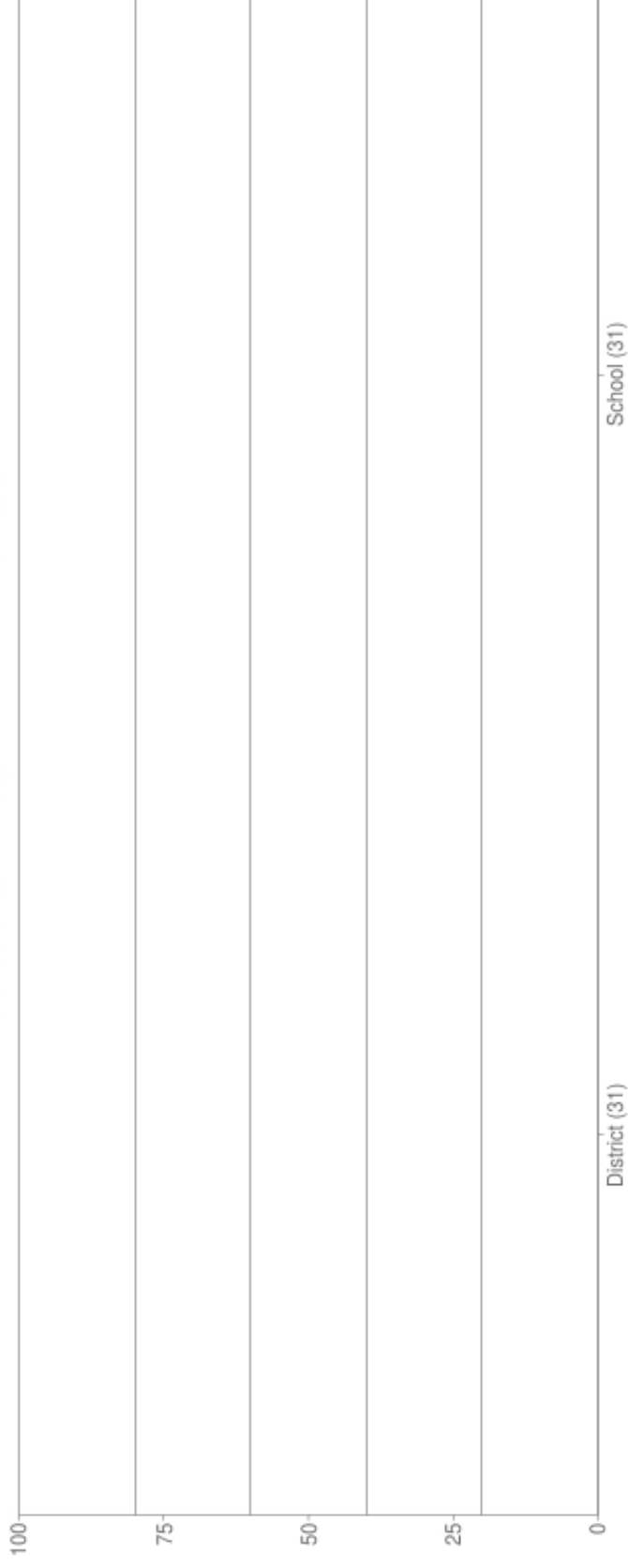
Performance Summary Report for Inspect Grade 8 Math Interim Orange 2018-2019 Online Only

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:

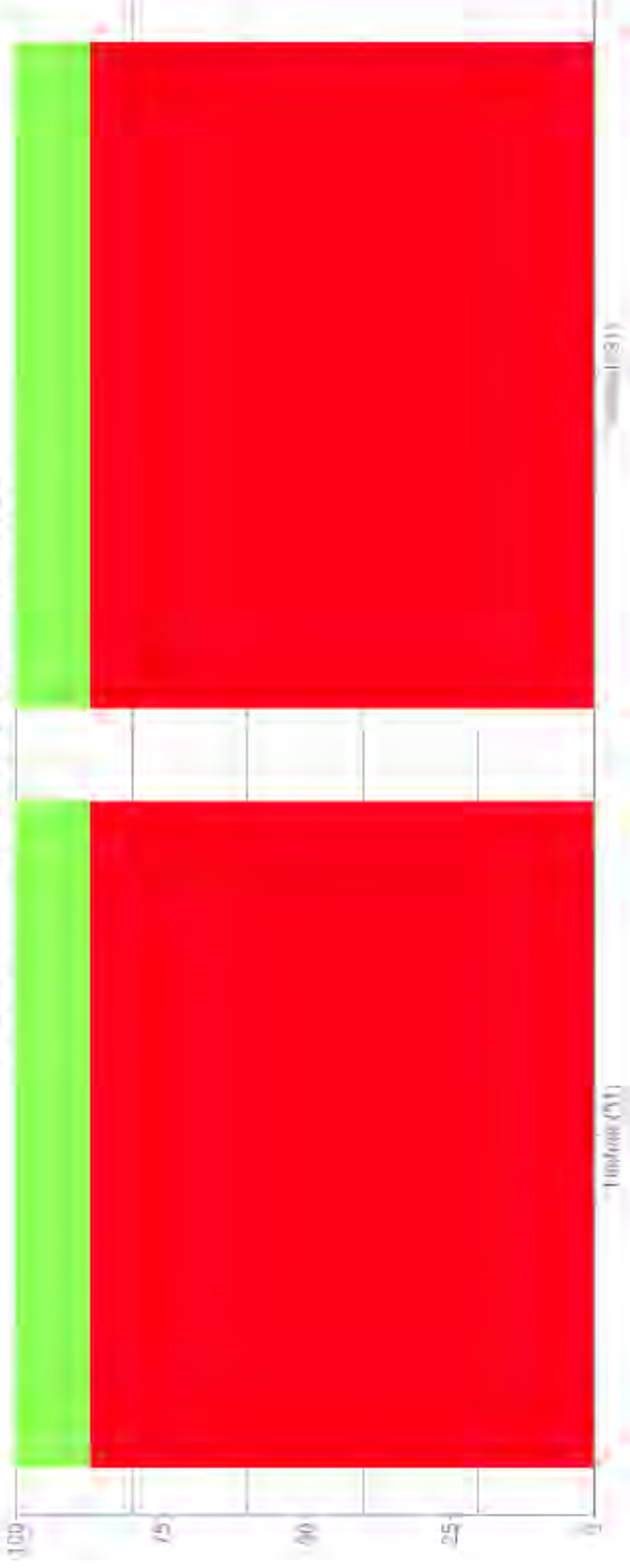
	Not Meeting	Partially Met	Approaching	Met Expectations	Exceeds Expectations	Mastered
District (31)	87.10%	12.90%	0.00%	0.00%	0.00%	0.00%
School (31)	87.10%	12.90%	0.00%	0.00%	0.00%	0.00%

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 (31)	School (31)
CS.MA.7.MG.3.2	19.35%	19.35%
CS.MA.7.SDAP.1.2	19.35%	19.35%
CCCS.MA.8.EE.2	8.06%	8.06%
CCCS.MA.8.G.1.a	12.90%	12.90%
CCCS.MA.8.G.1.b	5.38%	5.38%
CCCS.MA.8.G.1.c	29.03%	29.03%
CCCS.MA.8.G.2	5.38%	5.38%
CCCS.MA.8.G.3	15.05%	15.05%
CCCS.MA.8.G.4	5.38%	5.38%
CCCS.MA.8.G.5	3.23%	3.23%
CCCS.MA.8.SP.1	19.35%	19.35%
CCCS.MA.8.SP.2	25.81%	25.81%
CCSS.8.NS.1	0.00%	0.00%
CCSS.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%

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

