

The New Mexico Public Education Commission  
&  
Public Education Department  
State Charter Renewal Application



Revised and Adopted by the PEC, February 2020



**Options for Parents and Families  
Charter Schools Division**



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The Public Education Commission (PEC), and its Charter Schools Division (CSD) staff within the Public Education Department (PED) seek to provide families with effective, quality educational options through charter schools. The CSD provides staff support to the PEC and will review your renewal application, conduct the renewal site visits, and provide an analysis for renewal, non-renewal, or a conditional renewal. The PEC makes the final decision regarding the charter renewal application after reading the school's application, the CSD preliminary analysis and the school's response, and, finally, considering the information provided by the CSD in their final analysis.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted **no later than the first business day of October** of the fiscal year prior to the expiration of the school's charter. In accordance with NMAC 6.80.4.13, the chartering authority must then rule in a public meeting on the renewal of the application no later than the first business day of January of the fiscal year in which the charter expires.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the PEC website at <https://webnew.ped.state.nm.us/bureaus/public-education-commission/policies-and-processes/>. The CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with the district on the forms and process that they require.

The enclosed renewal application is divided into five parts: **Part A: Your School's Summary Data Report and Current Charter Contract; Part B: Progress Report, Part C: Financial Statement; Part D: Petitions of Support; and Part E: Description of the Charter School Facilities.** These sections address the requirements of 1978 NMSA §22-8B-12(J) and are intended to provide the PEC the information necessary to determine if the school's past performance supports renewal

of the charter. 1978NMSA §22-8B-12(K) provides that a charter may be not renewed if the chartering authority determined the school (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract; (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract; (3) failed to meet generally accepted standards of fiscal management; or (4) violated any provision of law from which the charter school was not specifically exempted.

**Part A** is provided by the CSD and PED to the school in the summer before Renewal, updated after the newest academic data is released, and provided as Part A to the School's Renewal Application when the PEC receives it in October. The School is asked to verify the information in Part A. The school should use the information to report on academic performance goals and other contractual requirements.

**Part B** offers a School the opportunity to provide information regarding their uniqueness, innovation, academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter. This Part of the Application is divided into three sections: Section 1 – Academic Performance, Section 2 – Financial Compliance, and Section 3 – Contractual, Organizational, and Governance Responsibilities.

**In Section 1- Innovation and Distinctive Educational Program**, the school reports on its uniqueness, innovation, and distinctive education programming, to include its community contributions and student supports.

**Subsection a – All schools**, will report on its implemented initiatives that evidence their uniqueness and innovations, as aligned to the School's mission.

**Subsection b – All schools**, will create a representation to highlight the School's demonstrated efforts to support validation of students' cultures, identities, and sense of belonging.

**In Section 2 – Academic Performance**, the school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

**Subsection a –** If a school has **not** maintained a "C" or better letter grade in SY2017 and SY2018 AND was identified in the lower 25% of all schools in the NM System of School Support and Accountability in SY2019 or SY2020, then the School should provide a detailed narrative that addresses the improvement actions taken to improve the school's outcomes and the success of those actions. If providing data to support the school's narrative, provide it in an appendix (APPENDIX E – Academic Data). Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

**Subsection b - All schools**, will report on their performance in relation to its school or mission specific charter goals found in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII), and provided in an

appendix (APPENDIX A – Mission Goal Data). The school should report on the performance in each of the last four years (or for the contract term, if shorter than four years). Schools that have **not** met their school or mission specific goals in each of the four years (or for the contract term, if shorter than four years) should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit. Schools that have met their school or mission specific goals in each of the years of the contract term **will not** provide a narrative.

In **Section 3 – Financial Compliance**, each school reports on its financial compliance during the term of the contract, including all findings identified in external audits completed and released during the term of the contract, and the requirements of the Financial Performance Framework.

**Subsection a** – For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school **must** provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

**Subsection b** - If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence provided in an appendix (APPENDIX B – Board of Finance Evidence).

In **Section 4 – Contractual, Organizational and Governance Responsibilities**, the school reports on its contractual, organizational, and governance responsibilities during the term of the contract, including achieving the objectives, state standards of excellence (applicable for SY2017 and SY2018), NM System of School Support and Accountability (applicable for SY2019 and SY2020), and any other terms of the charter contract.

**Subsection a - Each school** will provide a brief narrative describing how they have implemented the Material Terms or the Comprehensive Educational Program of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms, if applicable). The narrative will be verified during the site including renewal site visit. If the school has made substantial changes or has not met any



of the Material Terms or Comprehensive Educational Program of the contract during the term of the contract, the school must explain the improvement actions the school made during the term of the contract in order to meet those charter objectives. **All schools must provide a narrative for this section of the application.**

**Subsection b – Each school** will identify any organizational compliance findings from the Organizational Performance Framework over the term of the contract and provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

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

**Subsection c – Each school** will identify how they have met governance responsibilities during the term of the contract. Specifically, the school will identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members. The school will identify the amount of time any vacancies were open. The school will also identify any board members who did not complete required training hours in any of the years of the contract term. If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the site including renewal site visit. **All schools must provide a narrative for this section of the application.**

**Part C** offers a School the opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. The school must use the templates included within Part C of the renewal kit for the financial report. **All schools must provide a response for this section of the application.**

**For schools that have earned a “D” or lower letter grade in either SY2017 or SY2018, OR were identified in the lowest 25% of all schools in the NM System of Support and Accountability for either SY2019 or SY2020, the report should**

**specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement.**

**Part D** offers a School the opportunity to demonstrate the community support for the continuation of the school. 1978 NMSA §22-8B-12 requires the school provide two petitions: (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 during the year prior to the last year of the contract; (APPENDIX F – Employee Petition) and (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 on the 120<sup>th</sup> day of the year prior to the last year of the contract (APPENDIX G – Household Petitions). These petitions must be completed during the school year in which the applicant is applying for renewal, which is the year prior to the last year of the contract. Original signatures must be provided in the application. **All schools must provide a response for this section of the application.**

**Part E** requires the school to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2. The documentation required is the school's E-Occupancy Certificate, Facility Master Plan, PSFA letter determining the New Mexico Condition Index, and a copy of any lease documents. (APPENDIX D – Lease Agreement, APPENDIX H – Facility Master Plan, APPENDIX I – E-Occupancy, APPENDIX J – NMCI letter from PSFA) **All schools must provide a response for this section of the application.**

#### **District-Authorized charter school applying for State-Authorized charter renewal**

Only schools that are transferring authorizers (from a district to the Public Education Commission) must provide the additional information:

- ✓ Copies of the current Charter Contract, Performance Framework, and Annual Reports from the local authorizer.
- ✓ Copies of all financial statements and audit findings for any audits performed within the current charter contract.
- ✓ Membership figures for 80 day and 120 day reporting periods from STARS within the current charter contract.
- ✓ Copies of 910-B5's within the current charter contract.
- ✓ Copies of Site Visit Documents from within the current charter contract.
- ✓ Copies of any Corrective Action Plans or Other Actions taken by the district or the Public Education Department.
- ✓ Special Education Maintenance of Effort (MoE) Reports from within the current charter contract.
- ✓ A Recent Cash Report submitted to the New Mexico Public Education Department.
- ✓ Has the school's Board of Finance been removed during the current charter term? If so, please provide an explanation, including the time frame of the removal.

Upon receipt of the completed application, the CSD will review the application, verify data, and conduct a renewal site visit to verify information provided within the application. Afterwards, the CSD will write a preliminary analysis of the School's Renewal Application and send a copy to the School and the PEC. The School will have an opportunity to respond to the analysis provided. After the CSD receives the School's response, it will evaluate all information available and provide a final analysis for renewal, renewal with conditions, or non-renewal to the PEC and the School.

New Mexico law 1978, NMSA § 22-8B-12(K) provides the reasons for non-renewal of a school's charter. It provides that a charter may be not renewed by the chartering authority if the chartering authority determines that the charter school:

- committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- failed to meet generally accepted standards of fiscal management;
- for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- violated any provision of law from which the charter school was not specifically exempted.

Please contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us), with any questions regarding the state charter renewal application kit.

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## Instructions: State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing the State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to: <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a> .
<b>Deadlines and Manner of Submission</b>	<p>The State Charter Renewal Application Kit must be submitted using your charter school account through the Web EPSS Website. You will learn more about using the Web-EPSS monitoring platform site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact <a href="mailto:charter.schools@state.nm.us">charter.schools@state.nm.us</a>.</p> <p>Files must be submitted via your account through Web-EPPS no later than 11:59 p.m. (mountain time), on the first business day of October.</p> <p>Note: Submission prior to the first business day of October of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<b>Technical Assistance Workshops (February-April )</b>	The CSD will facilitate technical assistance workshops for the charter renewal application process. These are all-day training sessions. Details regarding this training and future trainings are available at: <a href="https://webnew.ped.state.nm.us">https://webnew.ped.state.nm.us</a>
<b>Renewal Application Review Period (October 1–31)</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit and evaluate compliance with academic, contractual, organizational, governance, and financial requirements. The PEC shall receive Part A and all renewal applications within seven calendar days of the submission deadline.
<b>CSD Preliminary Renewal Analysis (November 12)</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in relation to the statutory reasons for non-renewal.
<b>Response to Preliminary Renewal Analysis (November 25)</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS and will be included in the CSD final renewal analysis.

<b>CSD Final Renewal Analysis to PEC (December 1)</b>	The CSD will send a final renewal analysis to the PEC to approve, approve with conditions, or deny the renewal application no later than December 1 <sup>st</sup> of the year the renewal application is submitted. Renewal applicants will receive a copy of the final renewal analysis.
<b>Final Authorization Meeting of PEC (within the first three weeks of December)</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application not later than January 1 <sup>st</sup> of the following calendar year.

## State Charter Renewal Application Evaluation Standards

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

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

The school's performance contract defines the terms under which it proposes to operate and the Performance Framework defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the application from the school during the renewal site visit, and from the monitoring conducted during the term of the contract, to determine if the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter. Applicants that are currently authorized by a school district, and not the PEC, must provide these documents as well.

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

The CSD will analyze and evaluate student achievement data on required state tests and on other measures set forth in the contract. The school must report data for school or mission specific goals both throughout the term of the contract and as part of the renewal application. The school's own analysis and supporting data will both be considered.

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

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

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

The CSD will rely on documentary evidence gathered by the PED or, if applicable, local district authorizer staff, during the term of the school's charter contract to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations. Evidence will also be evaluated during the site including renewal site visit and from monitoring reports throughout the term of the contract.

## Glossary of Terms

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

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

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

**Material Term:** The PEC and PED will use the following definition in the charter school contract

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

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

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

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

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

**Performance Contract:** (1978 NMSA §22-8B-9) The charter authorizer shall enter into a contract or schedule contract negotiations with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms, either party may appeal to the Secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

**Performance Frameworks:** (1978 NMSA §22-8B-9.1) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

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

## State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

**Part A—School’s Summary Data Report and Current Charter Contract (provided by the CSD)**

**Part B—Progress Report (provided by the school)**

**Part C—Financial Statement\***

**Part D – Petitions of Support\***

**Part E – Description of the Charter School Facilities\***

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

### Please Note

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





## **Part A—School’s Summary Data Report and Current Charter Contract**

(Provided by the CSD and includes data from  
State Accountability measures and STARS data.)



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance, contractual, organizational, and governance responsibilities of the charter school, including achieving the school or mission specific 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)

The following rubric will be used to evaluate the narratives in Part B:

<b>Meets the Standards</b>	<ul style="list-style-type: none"> <li>In <b>each</b> year of the contract term, the school has a demonstrated record of meeting <b>all</b> standards, which is supported by evidence.</li> </ul>	
<b>Demonstrates Substantial Progress</b>	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard.</li> </ul>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>The narrative describes <b>specific adult</b> (teacher, leader, board) <b>actions taken to improve performance and outcomes</b> by <b>addressing the root cause</b> of the inadequate performance;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The <b>site visit</b> team can verify the <b>implementation of reported improvement actions</b> by evaluating <b>specific evidence</b> at the school site that is <b>observable, verifiable, and readily available</b>;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>The narrative identifies <b>measurable successes</b> during the most recent year <b>resulting from the improvement actions taken</b>;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>An evaluation of the data and <b>evidence supports the observable and reported successes.</b></li> </ul>
<b>Failing to Demonstrate Progress</b>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years of the contract term.</li> <li>An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard.</li> </ul> <p style="text-align: center;">AND ONE OR MORE OF THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>The narrative is focused on <b>describing circumstances connected to the poor performance and/or excuses for the poor performance</b> (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or <b>either does not describe specific adult improvement actions taken</b> or describes <b>minimal adult improvement actions taken</b>;</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>The site visit team is not able to verify implementation of the reported adult improvement actions because there is no <b>observable, verifiable</b> evidence presented during the site including renewal site visit;</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>The narrative <b>fails to identify any measurable successes</b> during the most recent year, or evaluation of the <b>data and evidence directly contradicts reported successes.</b></li> </ul>	

## **1. Innovative and Distinctive Education Program**

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

### **a. School or Mission Specific Unique, Innovative, and Significant Contributions**

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social emotional and behavioral development

### **School response:**

“La Academia Dolores Huerta's mission is to create an engaging culturally diverse education 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.”

LADH implemented a required ADVISORY Class in addition to the standard required courses. Via this daily Advisory class students benefit from days dedicated to Tutoring/Study Hall, SEL Activities, Data Tracking and Progress monitoring as well as being the Home Base of our Cultural Community Program. The addition of this course provides a space where LADH students and teachers can focus on all the various elements of LADH's Mission.

**Measures of Student Achievement:** Via Advisory students are guided through the process of setting target academic improvement goals using their assessment data from BOY, MOY & EOY assessments. Students are taught to identify areas of need in order to help them focus in on their learning gaps in an effort to be able to seek out support in the areas where they most need improvement. They are guided through the process of creating a Data Folder for themselves where they identify gaps, set goals & track progress. These folders are shared and reviewed with parents during quarterly Parent Nights. This gives parents the opportunity to identify areas where they can support student growth at home and also gives teachers the opportunity to share resources for educational support with parents.

**Professional Development:** Teachers are provided training in Unpacking the CC Standards in an effort to better understand what the standard is asking of both the teacher and the student; this allows the teacher to better target instruction and design lessons that are purposeful in helping students reach their targets and addressing learning gaps. Teachers are also provided with PD that gives them updated info on assessment & assessment data as new goals and criteria are continuously identified. Strategies for facilitating instruction are emphasized via PD and monitored via regular classroom walkthroughs. The Admin/Instructional Coach provides regular feedback to teachers and conferences with them in order to help guide them in an effort to provide the best and most supportive instruction for our students as possible.

**Learning Programs and Social-Emotional Learning:** Via Advisory we have implemented the Scholastic “ACTION” curriculum. It provides short nonfiction informational texts, that are selected to introduce students to relevant & timely science, health and social studies concepts. The supporting activities include items such as debates to spark class discussion, develop social-emotional learning and help students build argumentative reading & writing skills. Included are a variety of visual texts helping students learn to read and understand items such as infographics, bar graphs, pie charts as well as timelines in order to help them better interpret information learned via this type of resource. Through the implementation of Scholastic Action teachers have better access to materials that help build the knowledge and skills students need. Activities in every issue build comprehension and foundational ELA skills such as identifying text features, identifying textual evidence, comparing and contrasting, inferencing, and summarizing. Embedded comprehension supports, including a question designed to set the purpose for reading and prompts reminding students to pause and think, are provided directly in the text, along with academic and domain-specific vocabulary building activities.

The addition of Scholastic Action to the Advisory curriculum provides teachers with age appropriate cross-curricular resources that they can easily access in order to best meet the needs of their class.

Through the rigorous implementation of strategies and concepts embedded within all of these areas students at LADH are continually being challenged to identify and work towards their highest potential both academically and personally helping them to become more aware of their potential and the issues in the world around them helping them to develop their own personal and cultural identity.

## **b. Equity and Identity within the Culture of the School including Student Support**

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

### ***School response:***

**\*La Academia Dolores Huerta will take the opportunity to make a short presentation during the PEC meeting.**



## 2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of student performance standards identified in the charter contract.

### a. School Support and Accountability

**Any school that has not maintained a “C” or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).**

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the “desk audit” review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

**Schools that have maintained a “C” or better letter grade in SY2017 and SY2018 and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability AND have not received a “D” or “F” in any indicator of the state report card during SY2017 and SY2018 do NOT complete this Section.**

### **School response:**

Upon entering into the 2019-2020 school year and beginning the new charter contract La Academia was placed on a Corrective Action Plan outlining specific academic improvement criteria/indicators for our ELA, Math & ELL programs.

**ELA/Math Indicator-** The Definition of growth will be 10%. 65% of the lowest 50% of students in each grade level will show 10% growth in both ELA and Math from the fall administration of Illuminate to the Winter administration of Illuminate. There will be an additional 10% growth between the winter administration of Illuminate and the Spring administration.

As per the above stated indicators LADH students have performed as follows:

#### **6<sup>th</sup> Grade:**

##### **ELA**

**BOY to MOY:** 100% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 80% of the students in the targeted group had increased their performance rate well over the overall expected 20% yearlong increase in academic performance exceeding the 65% CAP criteria.

ELA_6th_Illuminate 2019-2020										
Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of the Lowest 50%
2035	6	9.38%	3	32	10.32%	43.75%	14	32	11.35%	
2036	6	15.63%	5	32	17.19%	46.88%	15	32	18.91%	
2074	6	18.75%	6	32	20.63%	53.13%	17	32	22.69%	
2034	6	21.88%	7	32	24.07%	78.13%	25	32	26.48%	
2044	6	28.13%	9	32	30.94%	31.25%	10	32	34.03%	

##### **Math**

**BOY to MOY:** 100% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 100% of the students in the targeted group had already met or exceeded their overall expected 20% yearlong increase in academic performance.

MATH_6th_Illuminate 2019-2020										
Student ID	Grade Level	% Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of the Lowest 50%
2044	6	4.76%	1	21	5.24%	23.81%	5	21	5.76%	
2074	6	9.52%	2	21	10.47%	33.33%	7	21	11.52%	
2073	6	9.52%	2	21	10.47%	28.57%	6	21	11.52%	
2035	6	9.52%	2	21	10.47%	19.05%	4	21	11.52%	
2057	6	14.29%	3	21	15.72%	19.05%	4	21	17.29%	

## 7<sup>th</sup> Grade:

### ELA

**BOY to MOY:** 90% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 90% of the students in the targeted group had already met or exceeded their overall expected 20% yearlong increase in academic performance.

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase
2088	7	8.70%	2	23	9.57%	56.52%	8	23	10.52%
2048	7	8.70%	2	23	9.57%	47.83%	11	23	10.52%
2019	7	13.04%	3	23	14.34%	30.43%	7	23	15.78%
2069	7	13.04%	3	23	14.34%	39.13%	9	23	15.78%
2051	7	13.04%	3	23	14.34%	17.39%	4	23	15.78%
2049	7	13.04%	3	23	14.34%	26.09%	6	23	15.78%
2050	7	13.04%	3	23	14.34%	26.09%	6	23	15.78%
2040	7	17.39%	4	23	19.13%	65.22%	15	23	21.04%
2068	7	17.39%	4	23	19.13%	30.43%	7	23	21.04%
2075	7	17.39%	4	23	19.13%	13.04%	3	23	21.04%
2076	7	21.74%	5	23	23.91%	43.48%	10	23	26.30%

Identified 65% of the Lowest 50%

### MATH

**BOY to MOY:** 82% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 82% of the students in the targeted group had already met or exceeded their overall expected 20% yearlong increase in academic performance.

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	Actual MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase
2037	7	0.00%	0	29	0.00%	0.00%	0	29	0.00%
2028	7	0.00%	0	29	0.00%	13.79%	4	29	0.00%
2049	7	0.00%	0	29	0.00%	6.90%	2	29	0.00%
2050	7	0.00%	0	29	0.00%	6.90%	2	29	0.00%
2076	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%
2068	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%
2089	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%
2069	7	3.45%	1	29	3.80%	10.34%	3	29	4.18%
2048	7	3.45%	1	29	3.80%	3.45%	1	29	4.18%
2038	7	6.90%	2	29	7.59%	13.79%	4	29	8.35%
2085	7	6.90%	2	29	7.59%	10.34%	3	29	8.35%

Identified 65% of the Lowest 50%

## 8<sup>th</sup> Grade:

### ELA

**BOY to MOY:** 87.5% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 87.5% of the students in the targeted group had already met or exceeded their overall expected 20% yearlong increase in academic performance.

ELA_8th_Illuminate 2019-2020									
Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase
2081	8	14.29%	3	21	15.72%	57.14%	12	21	17.29%
2072	8	19.05%	4	21	20.96%	52.38%	11	21	23.06%
2032	8	19.05%	4	21	20.96%	61.90%	13	21	23.06%
2070	8	23.81%	5	21	26.19%	42.86%	9	21	28.81%
2091	8	33.33%	7	21	36.66%	23.81%	5	21	40.33%
2052	8	38.10%	8	21	41.91%	66.67%	14	21	46.10%
2079	8	38.10%	8	21	41.91%	42.86%	9	21	46.10%
2033	8	38.10%	8	21	41.91%	66.67%	14	21	46.10%

Identified 65% of lowest 50%

### MATH

**BOY to MOY:** 87.5% of students in the identified group not only met, but exceed their growth target.

**MOY to EOY:** Unfortunately, due to COVID19 closures students weren't able to complete the End of Year (EOY) assessment, however 87.5% of the students in the targeted group had already met or exceeded their overall expected 20% yearlong increase in academic performance.

MATH_8th_Illuminate 2019-2020									
Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase
2070	8	4.17%	1	24	4.59%	16.67%	4	24	5.05%
2032	8	8.33%	2	24	9.16%	25.00%	6	24	10.56%
2081	8	8.33%	2	24	9.16%	20.83%	5	24	10.56%
2053	8	12.50%	3	24	13.75%	33.33%	8	24	15.13%
2079	8	12.50%	3	24	13.75%	8.33%	2	24	15.13%
2026	8	12.50%	3	24	13.75%	33.33%	8	24	15.13%
2071	8	16.67%	4	24	18.34%	33.33%	8	24	20.17%
2052	8	20.83%	5	24	22.91%	29.17%	7	24	25.20%

Identified 65% of lowest 50%

**ELL Program Indicator** - The school will meet or exceed its WIDA goal of .5% growth.

During the 2019-2020 school year a change in staff was made for the English Language Learner program. Thankfully students were able to complete the WIDA ACCESS for EL's assessment. Data revealed that 70% of the ELL student population was able to either meet or exceed the identified 0.5% growth target.

Grade	State Student ID	2019 Scale Score	2020 Scale Score	%Growth
6	484511985	324	336	3.70%
6	383865433	377	383	1.59%
6	216174466	375	375	0%
6	485534929	353	370	4.82%
6	751917469	379	380	0.26%
6	784534976	326	316	-3.07%
6	778487199	356	356	0%
7	661494583	368	373	1.36%
7	824832448	340	372	9.41%
7	724557244	325	326	0.31%
7	786153767	335	326	-2.69%
7	791577877	342	350	2.34%
7	863892378	315	337	6.98%
7	396873887	311	369	18.65%
7	739832954	NA	324	NA
7	779479872	339	361	6.49%
7	767115843	339	335	-1.18%
7	229268164	344	376	9.30%
7	578589368	362	367	1.38%
7	284378833	323	356	10.22%
7	773433883	303	317	4.62%
7	871752564	314	321	2.23%
8	135596435	NA	332	NA
8	878775451	386	389	0.78%
8	297924151	361	384	6.37%

Did not meet 0.5% growth

Dropped Below Original Score

No Previous Score for Comparison

The school will meet or exceed its WIDA goal of 0.5%

70% of all ELL students either met or exceeded the 0.5% WIDA goal.

(See Appendix E-Academic Data)

The commitment to increasing student achievement has led La Academia Dolores Huerta to implement several changes. Among those is the adoption of new CCSS aligned Math & ELA which are developed by the AP College Board in alignment with SAT. Also adopted are Spanish & Science curriculums as well as the implementation of the Illuminate standards-based assessments, for ELA & Math. Along with these new implementations, there are also other ongoing changes that continue to enhance and develop the academic performance of students at LADH.

**Head Administrator-** The Head Administrator has completed the certificate program for Development in Dual Language & Literacy Acquisition through Texas A&M and has been accepted to and begun the training process for, RISE Reset-Reignite-Reimagine foundations for School Leaders, formerly known as the Principals Pursuing Excellence (PPE) program.



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

**Structured PLC** – LADH has also implemented a clear, regularly scheduled PLC/PD process facilitated by the Administrator/Instructional Coach. To help this process, teachers have common prep periods (common planning time) to help facilitate the weekly meetings and provide opportunities for collaboration and reflection. Teachers meet with the IC/ Head Administrator every Tuesday during their planning time with the following schedule in mind (See appendix): 1st Week – During PLC teachers learn about new strategies and/or tools to help with planning and presenting instruction. Topics such as Differentiated Instruction Strategies, Scaffolding Instruction, Data Analysis and Analyzing the task within the CCSS are just some of the many topics that are covered. 2nd Week - Teachers have had time to implement the new ideas/strategies presented during the previous weeks PD/PLC. During this time, teachers come together to reflect on the results of their attempts, sharing the positives and stumbling blocks of their instruction that week. The IC is present to provide guidance, resources, other techniques etc. to assist teachers as needed. 3rd Week – is time used to analyze data gathered during their ongoing instruction and assessments. Together with the IC, teachers will use the data collected to continue to adjust and monitor student success as well as teacher instruction. They will also be asked to evaluate assignments given to students using the Criteria for High Quality Assignments provided by The Southern Region Educational Board (SREB) in conjunction with the Educators Evaluating Quality Instructional Products (EQUIP) Student Work Protocol. The three-week rotation cycle is ongoing throughout the entire school year, continually scaffolding PD for the teachers and addressing any areas of need discovered during weekly classroom observations conducted by the IC/ Head Administrator. The weekly observations conducted will also be guided by the SREB Guide for Powerful Literacy & Powerful Mathematics Practices Rubric. The results based on this rubric will help the IC provide constructive feedback to teachers during the weekly PLC meeting. Half-day Professional Development days have also been scheduled quarterly to allow teachers more time to develop new strategies and take a deeper dive into information/data gathered from their instruction and assessments. The timing of these days is designed to be right after students have completed their BOY, MOY and EOY assessments. This provides teachers with ample time to review data and begin the process of planning instruction accordingly based on the targets identified.

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

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



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

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

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

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

## b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §22-8B-9.1 each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

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

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

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

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

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

***School response:***

**Goal:** Each academic year, at least 70% of La Academia Dolores Huerta (LADH) Charter School's 8<sup>th</sup> grade students listed on 40-day enrollment report will complete 20-volunteer hours within the community and will demonstrate increased cultural competence as measured by a panel presentation. Rubric provided by the school. (Students enrolled after the 40<sup>th</sup> day will participate but will not be included in the calculations for this target.)

To meet this goal LADH implemented the Cultural Community Program (CCP). This program is designed to give LADH students the opportunity to become active members of their community while increasing their cultural awareness.

The main goals of CCP are:

- To increase social-cultural identity
- To promote cultural awareness
- To create an atmosphere of inclusivity

Eighth grade students are required to not only complete 20 hours of community service, but also create a presentation that will be graded by a panel. In their presentation's students will be asked to discuss their experiences, how the community service hours impacted them, how the experience influenced their self-identity, cultural awareness, etc. We are aware that learning starts at home; therefore, we also require parent involvement. Parents are asked to assist their student with at least 10% of the total service hours. Students are provided with a list of recommended community outreach program's that support civic involvement.

At the beginning of the school year students were asked to complete Cultural Competence Self-Assessment Survey. The self-assessment tool is designed to explore individual cultural competence. Its purpose is to help students to consider their skills, knowledge, and awareness of being of themselves in their interactions with others. Its goal is to assist them in recognizing what they can do to become more effective in working and living in a diverse environment. At the end of the year, students are asked to once again complete this survey upon completion of their CCP project and reflect on any changes within themselves. They are also provided with a packet detailing all criteria of the CCP and all resources they will need for progress monitoring and documentation of their involvement.

Before officially allowing students to begin their CCP work LADH hosts a parent night that provide the parents/guardians with all the necessary information of the CCP project requirements and gives them an opportunity to have their questions and concerns addressed. It also gives them the opportunity to collaborate with other parents to provide ideas for possible projects that they can support each other with.

Despite challenges presented due to COVID19 school closures, 40% of our 8<sup>th</sup> grade students had already accumulated enough service hours by the end of February to be able to successfully complete their CCP requirement and submit virtual presentations for review.

**(See Appendix A for Supporting Mission Goal resources)**

### 3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

#### a. Audit Report Summary

Every charter school is subject to the Audit Act. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq.*) The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY19	4	2019-001: Purchasing (Other Noncompliance)  2019-002: Internal Controls over Financial Reports (Material Weakness)  2019-003: Internal Controls over Payroll Files (Other Noncompliance)  2019-004: Internal Controls over Cash Receipts (Other Noncompliance)	See Attached LADH CAP FY19
Year 2			
Year 3			

## b. Board of Finance

Pursuant to 1978 NMSA §22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to 1978 NMSA §22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

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

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

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

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

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

***School response:***

Click here to enter text.

**4. Contractual, Organizational, and Governance Responsibilities**

The Charter School Act provides as follows:  
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter... *or*...violated any provision of law from which the charter school was not specifically exempted.

**a. Charter Material Terms of Comprehensive Educational Program**

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of “working to meet standard” or “falls far below standard” for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.



La Academia Dolores Huerta is the only dual language middle school in Las Cruces serving students grades six through eight from the surrounding areas. La Academia Dolores Huerta's mission is to create an engaging culturally diverse educational program of the arts and languages that enables LADH middle school students to achieve high personal growth and strong social-cultural identity that leads to academic success.

To achieve this, LADH provides dual language instruction in core classes such as ELA/ELD, Mathematics, Science, & Social Studies and our elective classes. The elective classes, such as Ballet Folklórico, Conjunto, Mariachi, etc. offered at LADH assist students with developing a strong social-cultural identity. Students learn the value, meaning, customs, and beliefs of the Hispanic/Mexican Southwestern culture. In addition, students can become involved in various electives, extra-curricular activities, and performances that peak students' interest. At LADH, students learn about their culture and that of the area in which they live, providing students with the opportunity to enhance their feelings of belonging and strengthening/developing their sense of self. Via the newly implemented Cultural Community Program, students are encouraged to get involved in and learn about their community via community service.

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

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

## b. Organizational Performance Framework

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

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

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

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

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

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

***School response:***

Between the 2018-2019 & 2019-2020 School year La Academia Dolores Huerta (LADH) did not receive any repeated “Working to Meet” findings, however there were 6 items marked as “Pending” that required the submission of supporting information or documentation to ensure that these items have been addressed.

**III-A.04 – Protecting the Rights of English Language Learner’s:** The Registrar & Bilingual Director have developed a system to ensure LADH properly obtains the LUS from the previously attended school district(s). Checklist have been developed and put in to place in student’s cumulative folders. This checklist helps the registrar and Bilingual Coordinator maintain accurate records for all ELL students. “ELP Error Reports” from STARS are now run quarterly to assist in identifying and/or screening students to determine if any students are eligible for EL services and that records reflect accurate information.

**III-A.06 – Meeting Recurrent Enrollment Goals:** LADH has worked diligently to maintain the recurrent enrollment of students that are eligible to return for the following academic year. From the 2019-2020 school year to the 2020-2021 school year all but two students returned. La Academia has also been working to recruit students via Social Media, Radio, News and by placing Recruiting Posters throughout the community, in both English & Spanish.

**IV-A.00-Business Management & Oversight:** The business Manager has completed all required CPO certification training and has provided all information to the State Purchasing Division.

**V-A.01-Governance and Reporting:** The Governance Board worked with the Las Cruces Public Schools and development a functional and effective Head Administrator evaluation tool.

**VI-A.00-Teacher & Staff Credentialling:** A detailed process and checklist for creating and reviewing human resources files for all staff has been created and put in to effect.

**VII-A.01-Compliance with Health & Safety Requirements:** LADH has updated the Master Immunization Log to reflect proper identification of students that are compliant with approved exemption waivers and ensure that all students are compliant with vaccination requirements.

### c. Governance Responsibilities\*

Pursuant to 1978 NMSA §22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

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

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.

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

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

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

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

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

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

***School response:***

La Academia Dolores Huerta's (LADH) is proud to report that the Governing Council has successfully met all specified governance responsibilities during the first year (07/01/19 to 06/30/20) of its current two-year (07/01/19 to 06/30/21) contract.

Specifically:

- The GC secretary maintains a log which identifies all GC members, their term start and end dates, and officers. The log is updated each month at the GC meeting if needed;
- The GC did not fall below the requirements in their by-laws or the statutory minimum of 5 members at any time;
- There were no vacancies;
- All GC members completed required training hours during the first year of the contract term.

**GC CAP Requirements:**

The GC also successfully completed the requirements outlined in the CAP:

(1.) GC worked with the Las Cruces Public Schools and development a functional and effective Head Administrator evaluation tool. (see Part B-Sec. 4c attachment)

(2.) GC identified areas of concerns/needs and provided the PEC with a list of trainings they would like to receive.

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



## Part C—Financial Statement\*

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public; 2) that allows comparison of costs to other schools or comparable organizations; and 3) that is in a format required by the department

### **Instructions:**

- a. Complete the table specific to your operational budget for each fiscal year within the school's current charter contract (Year 1 through 4). *\*Please edit the actual year you are referring to in each table (such as FY16 and so forth).*

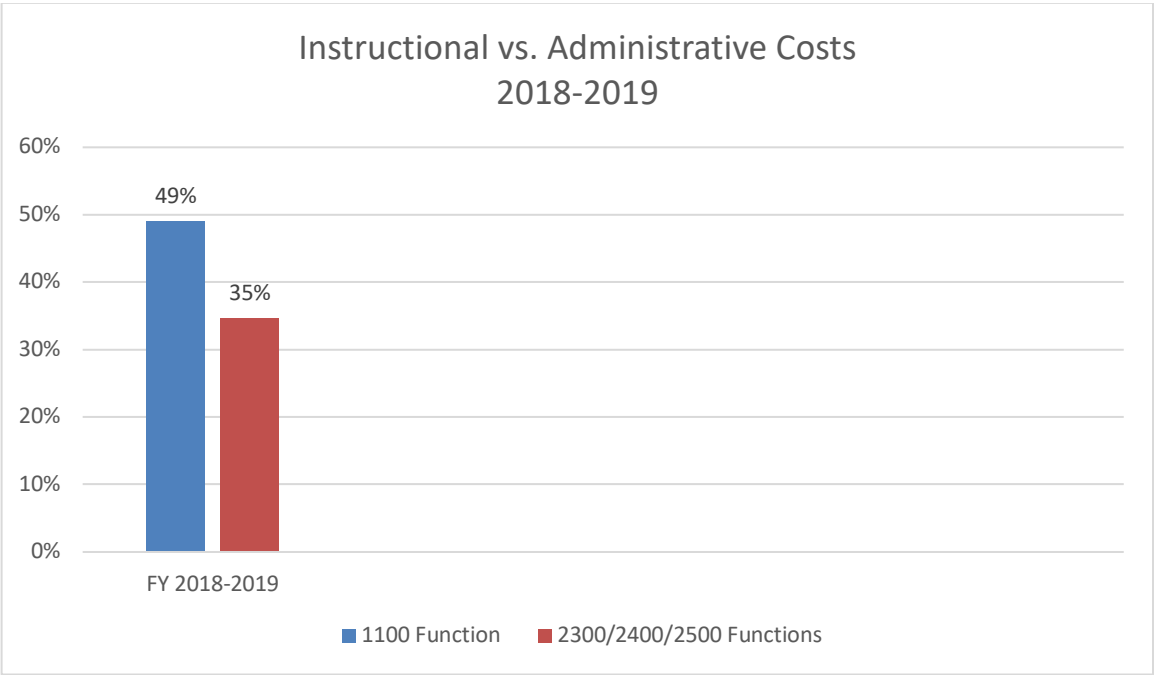
b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

## Year 1

Fund	Fund Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	49.00%	\$612,930
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	5.87%	\$73,388
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0.15%	\$1,864
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	19.36%	\$242,096
2400	School Administration	School Administrator, etc.	2.20%	\$27,496
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	13.08%	\$163,567
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	9.06%	\$113,328
	Other	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	1.29%	\$16,111
Grand Total			100%	\$1,250,780
Total Amount of Operational Dollars Going Directly to Supporting Student Success <i>(Includes Direct Instruction, Student Support, Instructional Support, and School Administration)</i>			57.22%	\$715,678

**Operational Budget in Bar Graph (right click on chart and input % for each field):**

*\*Please edit the actual year you are referring to in the graph below*



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

**The percentages are of the TOTAL budget from the tables on the previous pages.**

1100 (Direct Instruction) is compared to 2300/2400/2500 (Central Administration/School Administration/Central Services)  
The chart does NOT include Student Support, Instructional Support, Maintenance and Operations, Food Services and Other funding and therefore does not add up to 100%.





## **Part D—Petitions of Support\***

1. A petition in support of the charter school renewing its charter status signed by no less than sixty-five percent of the employees in the charter school during the year prior to the last year of the contract; (APPENDIX F – Employee Petition).
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 on the 120<sup>th</sup> day of the year prior to the last year of the contract (APPENDIX G – Household Petitions). Provide only household names and not the students' names, in order to protect PII and be compliant with FERPA. If the school uses student names for ease of collection, please redact the names prior to submission.

These petitions must be completed during the school year in which the applicant is applying for renewal, which is the year prior to the last year of the contract.

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

## 1. Petition of Support from Employees

Instructions: Signatures must be collected during the year prior to the last year of the contract, using the school's employee information on the 120<sup>th</sup> day.

A certified petition in support of the charter school renewing its charter status signed by no less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 § NMSA 1978.

Include, as **Appendix F – Employees Petition**, a certified affidavit of the Employees' Support Petition from no less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have original signatures.

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

STATE OF NEW MEXICO)

ss.

COUNTY OF [ ] )

I, [ ], being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this [ ] day of [ ] 2020.

\_\_\_\_\_  
Notary Public

My Commission Expires

## 2. Petition of Support from Households

### Instructions:

- Signatures must be collected during the year prior to the last year of the contract, using the school's enrollment information on the 120<sup>th</sup> day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

A certified petition in support of the charter school renewing its charter status signed by no less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA § 1978.

Include, as **Appendix G – Household Petition**, a certified affidavit of the household support petition of the charter school renewing its charter status from no less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have original signatures.

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

STATE OF NEW MEXICO)

ss.

COUNTY OF [ ])

I, [ ], being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this [ ] day of [ ] 2020.

\_\_\_\_\_  
Notary Public

My Commission Expires:



## **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)

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

E. Facility and Assurances

<p>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.</p>
<p>The school must provide a copy of the facility lease agreement in APPENDIX D – Lease Agreement.</p> <p>The school must provide a narrative description of its facilities. The school should attach any facility plans or the school’s Facility Master Plan in <b>Appendix H –Facility Master Plan</b>.</p> <p>In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as <b>Appendix I – E-Occupancy certificate and Appendix J – New Mexico Condition Index letter from PSFA</b>, indicating that the school facility meets the requirements of 1978 NMSA §22-8B-4.2(C)</p> <p>If the charter school is relocating or expanding to accommodate more students, the school must also provide assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2, – Additional Facility Assurance.</p>
<p><b>School response:</b></p> <p>On July 1, 2018 La Academia Dolores Huerta relocated to a facility owned by Las Cruces Public Schools. This move was conducted in order to comply with the requirements of Section 22-8B-4.2 NMSA 1978. The facility provides LADH with enough space for all our students and has even provided an area for a conference room for our weekly PLC meetings, teacher’s lounge, PE classroom, and a computer lab. LADH is utilizing the entire facility, including all six portables on site and steel frame building affectionately called “The Barn.” The Barn has also provided space where PE can conduct indoor activities during inclement weather and also provides a large enough indoor space to conduct a variety of activities such as Open House Receptions and 8<sup>th</sup> grade recitals. (please see floor plan-Appendix D).</p>



# Cultural Community Program (CCP)

The LADH Cultural Community Program is designed to give the students of LADH the opportunity to become active members in their community and to increase their cultural awareness.

The goals of the CCP are:

- To increase social-cultural identity
- To promote cultural awareness
- To create an atmosphere of inclusivity

The requirements of the CCP are:

- 8<sup>th</sup> graders will complete 20hrs of service in the community
- 7<sup>th</sup> graders will complete 15hrs of service in the community
- 6<sup>th</sup> graders will complete 10hrs of service in the community
- All students will create a presentation to a graded panel discussing their experiences, how the community service hours impacted them, any misconceptions, how the experience influenced their cultural awareness, self identity, etc.

We are aware that learning starts at home; therefore, we are requesting parental assistance with at least 10% of the total service hours

- 2 hours of service in the community for 8<sup>th</sup> students
- 1.5 hours of service in the community for 7<sup>th</sup> students
- 1 hour of service in the community for 6<sup>th</sup> students

Possible Community Outreach Programs may include:

- Mariachi Conference
- Pennies for Patients
- Special Olympics
- Gospel Rescue Mission
- Jardin de Los Ninos
- Good Samaritan Village
- Road Trash Pick Up
- Casa de Peregrinos
- Raices Del Saber
- March of Dimes

Please note that this is not a complete list of groups/organizations to acquire service hours.

If you have any questions, please contact LADH at (575) 526-2984.



## **Guidelines for Preparation of the Cultural Community Program (CCP) Panel Presentation**

These guidelines are not a “prescription”! You do not have to follow them exactly as they are explained! The guidelines and the rubric are tools which should help you “organize” (but not exactly dictate) your CCP Panel Presentation.

Ultimately, your individuality, experience, creativity, and effort are what should drive your panel presentation!

- I. Introduction (2-3 slides don’t forget pictures)
  - ✓ Introduce your self to the panel (name, grade, art form etc.)
  - ✓ What is your definition of “the CCP”? What were your expectations of this experience before you started?
  - ✓ What process did you go through in acquiring your volunteer hours?
    - \* Was it easy?
    - \* Was it challenging?
- II. Your CCP (3-4 slides don’t forget pictures)
  - ✓ Explain the location(s) (business/place) where you earned your hours
    - \* Explain the job that you were placed to do
    - \* What did you actually do?
- III. Reflection on your CCP Experience (2-3 slides don’t forget pictures)
  - ✓ What is your overall reaction about your CCP experience?
    - \* What, about it, was rewarding?
    - \* What, about it, could have gone better?
    - \* What did you learn?
    - \* What would you do/not do over?
    - \* How will this experience affect your future?
- IV. Conclusion – The LADH Experience (2-3 slides don’t forget pictures)
  - ✓ What has the “LADH” experience been for you?
    - \* How has your time at La Academia affected you?
    - \* What LADH experiences will help you in your future?
    - \* What would you do/not do over from your entire time at LADH?
    - \* What would your advice be to future LADH students?
    - \* End it with your own personal touch!!

**Questions highlighted in this color are for 8<sup>th</sup> grade students only!!**



## Rubric for CCP Panel Presentation

Category	50	40	30	20
Attractiveness	Makes excellent use of technology and/or props (fonts, color, graphics and images, effects) to enhance the presentation.	Makes good use of technology and/or props to enhance the presentation.	Uses technology and/or props.	Uses technology and/or props but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four to five misspellings and/or grammatical errors.	More than five spelling or grammar errors.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there is minimal explanation.	Content is minimal.
Organization	Content is well organized. Related material is grouped together. Transitions between topics are smooth.	Material is grouped together but the overall transition between topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of information.
Originality	Overall content and presentation shows a large amount of original thought. Ideas are presented in a creative and inventive manner	Presentation shows some original thought. Work shows new ideas and insights.	There is little evidence of original thinking/learning.	There is no evidence of original thinking/learning.
TOTAL POINTS for each Category				

Total Possible Points = 250 points (if you get a 50 in every Category!)

# La Academia Dolores Huerta Charter Middle School Cultural Community Program

Dear Volunteer Leader,

Thank you for accepting a La Academia Dolores Huerta Charter Middle School student as a volunteer. The Cultural Community Program at La Academia Dolores Huerta Charter Middle School is comprised of several elements. Cooperation between the student, mentor, and facilitator is critical for its success. Please review the following expectations:

- The Resume/Interview: After initial contact is made between the facilitator/teacher and the mentor, the apprentice will contact the mentor for a preliminary intake interview. The apprentice is expected to conduct themselves in a professional manner and deliver a quality resume with references to their mentor. At this time, the apprentice will discuss the work/educational experience s/he will be expected to accomplish school year (as described below).
- The Hours: Apprentices are expected to complete a minimum of 20 hours between August 30, 2019 and April 20, 2020. The mentor and apprentice will determine a working schedule in order to fulfill this requirement.
- The Hours/Task Log: The student is expected to keep a weekly log tracking their hours worked and the tasks completed/skills learned. The mentor will sign this weekly hours/task log and the apprentice will turn it in on a weekly basis.
- Participation/Attitude: The student is expected to attend their placement at the agreed hours. If the apprentice is not able to attend, they are expected to notify their mentor as well as their facilitator/teacher prior to the absence.
- End Project/Product: The student is expected to complete an end project or product within their apprenticeship. The project must be reflective of the work they have completed with their mentor/s. Depending on the apprenticeship, this may be a series of artwork, a portfolio highlighting their work projects, a lesson plan completed with a class, or an individual execution of a task learned through the volunteer experience.
- The Panel: The days of May 4-8, 2020, the apprentice is required to complete their 8<sup>th</sup> grade panel, an opportunity for them to showcase their middle school career and cultural community program. We are requesting that the volunteer leaders attend this important comprehensive evaluation.

Below is the contact information for the facilitators/teachers. Please feel free to contact us at any time. Thank you again for making the La Academia Dolores Huerta Middle School apprenticeship a success!

Yours truly,

Michelle Paz, [mpaz@ladh.org](mailto:mpaz@ladh.org)  
Program Facilitator

Sylvy Galvan de Lucero, [slucero@ladh.org](mailto:slucero@ladh.org)  
LADH Principal



# Culture to Community Hours for Completion Agreement

All parties involved prior to the first day of the student's culture to community experience must sign this agreement, and copies will be given to all responsible parties.

I \_\_\_\_\_ agree to abide by the following conditions.  
Student Name

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Mailing Address, City, Zip

1. To undertake activities which provide a comprehensive view of the culture to community experience.
2. To consult with my C to C facilitator/teacher regularly regarding my experiences.
3. To be regular in attendance and on time at my C to C sites. Arriving late or leaving early must be called in to your leader and your facilitator/teacher.
4. To notify my C to C facilitator/teacher should any problems or concerns arise regarding my volunteer site(s).
5. To conform to the regulations of the organizations in which I am working (dress, conduct, etc.)
6. To complete a minimum of 20 hours at the end of the semester in order to receive a grade.
7. To understand that failure to complete 20 hours by the end of the semester will result in no credit being awarded.
8. To complete the hours/task log, and any additional paperwork required by the culture to community program. Paperwork must be turned in on or before the scheduled deadlines—failure to meet deadlines will result in points being deducted from your course grade.
9. To understand that completion of the required hours does not determine your course grade. In addition to the completion of hours, course semester grades are based on class work, facilitator/teacher evaluations, special projects, participation, recordkeeping deadlines, and the culture to community panel.

\_\_\_\_\_  
Culture to Community Student

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Culture to Community Facilitator

# Cultural Competence Self-assessment Checklist

Adapted from the Greater Vancouver Island Multicultural Society Cultural Competence Self-assessment Checklist. That checklist was created with funding from the Government of Canada and the Province of British Columbia.

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term 'culture' includes not only culture related to race, ethnicity and ancestry, but also the culture (e.g. beliefs, common experiences and ways of being in the world) shared by people with characteristics in common, such as people with disabilities, people who are Lesbian Bisexual, Gay and Transgender (LGBT), people who are deaf, members of faith and spiritual communities, people of various socio- economic classes, etc.) In this tool, we are focusing on race, ethnicity and ancestry. However, remember that much of the awareness, knowledge and skills which you have gained from past relationships with people who are different from you are transferable and can help you in your future relationships across difference.

Read each entry in the Awareness, Knowledge and Skills sections Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that

column. Multiple the number of times you have checked "Never" by 1, "Sometimes/Occasionally" by 2, "Fairly Often/Pretty well" by 3 and "Always/Very Well" by 4. The more points you have, the more culturally competent you are becoming.

This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and areas that need further development in order to help you reach your goal of cultural competence.

Remember that cultural competence is a process, and that learning occurs on a continuum and over a life time. You will not be asked to show anyone your answers unless you choose to do so.

While you complete this assessment, stay in touch with your emotions and remind yourself that learning is a journey.



**Western**

Centre for Research & Education on  
Violence Against Women & Children

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Citizenship and  
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Citoyenneté et  
Immigration Canada



Awareness		Never	Sometimes/ Occasionally	Fairly Often/ Pretty Well	Always/ very well
Value Diversity	I view human difference as positive and a cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.				
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.				
Be curious	I take any opportunity to put myself in places where I can learn about difference and create relationships.				
Aware of my privilege if I am White	If I am a White person working with an Aboriginal person or Person of Colour, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as 'unbiased' or as an ally.				
Aware of social justice issues	I'm aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives.				
		1 pt x	2 pt x	3 pt x	4 pt x

Knowledge					
Gain from my mistakes	I will make mistakes and will learn from them				
Assess the limits of my knowledge	I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more				
Ask questions	I will really listen to the answers before asking another question				
Acknowledge the importance of difference	I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I. I will not hide behind the claim of "colour blindness".				
Know the historical experiences of non-European Canadians	I am knowledgeable about historical incidents in Canada's past that demonstrate racism and exclusion towards Canadians of non-European heritage (e.g. the Chinese Head Tax, the Komagata Maru, Indian Act and Japanese internment).				
Understand the influence culture can have	I recognize that cultures change over time and can vary from person to person, as does attachment to culture				
Commit to life- long learning	I recognize that achieving cultural competence involves a commitment to learning over a life-time				
Understand the impact of racism, sexism, homophobia ...	I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their membership in groups which are different from myself				
Know my own family history	I know my family's story of immigration and assimilation into Canada				
Know my limitations	I continue to develop my capacity for assessing areas where there are gaps in my knowledge				
Awareness of multiple social identities	I recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc and the importance of each of these identities vary from person to person				

Knowledge					
Inter-cultural and intracultural differences	I acknowledge both inter-cultural and intracultural differences				
Point of reference to assess appropriate behaviour	I'm aware that everyone has a "culture" and my own "culture" should not be regarded as a point of reference to assess which behavior is appropriate or inappropriate				
		1 pt x	2 pt x	3 pt x	4 pt x



Skills					
Adapt to different situations	I am developing ways to interact respectfully and effectively with individuals and groups				
Challenge discriminatory and/or racist behaviour	I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.				
Communicate across cultures	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.				
Seek out situations to expand my skills	I seek out people who challenge me to maintain and increase the cross-cultural skills I have.				
Become engaged	I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I can act in ways that demonstrate respect for the culture and beliefs of others.				
Practice cultural protocols	I am learning about and put into practice the specific cultural protocols and practices which necessary for my work.				
Act as an ally	My colleagues who are Aboriginal, immigrants or People of Colour consider me an ally and know that I will support them with culturally appropriate ways.				
Be flexible	I work hard to understand the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people who are different from me.				
Recognize my own cultural biases	I can recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases				
Be aware of within-group differences	I'm aware of within-group differences and I would not generalize a specific behavior presented by an individual to the entire cultural community.				
		1 pt x	2 pt x	3 pt x	4 pt x





## La Academia Dolores Huerta Culture to Community Program Weekly Hours / Task Log Spring 2020

### Instructions:

Make an entry for each day. List the date, hours, and tasks you completed for your Community volunteer field work experience. Total the hours and have your Leader (or Teacher) sign this form verifying the hours you have completed. The hours/task log must be submitted to your platica facilitator/teacher **every Monday**, for the previous week's field work. This is an integral part of your community volunteer course grade.

Student Name: \_\_\_\_\_ Volunteer Site: \_\_\_\_\_

Week Dates: \_\_\_\_\_ Total Hours: \_\_\_\_\_  
month/day – month/day

**Leader Signature:** \_\_\_\_\_ (if hours were completed with mentor)

**Facilitator/Teacher Signature:** \_\_\_\_\_ (if hours were completed in the classroom)

Date/Hours	Activities/Tasks performed for your Apprenticeship field work experience

## ELA\_6th\_Illuminate 2019-2020

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	50% Identified 65% of the Lowest
2035	6	9.38%	3	32	10.32%	43.75%	14	32	11.35%	
2036	6	15.63%	5	32	17.19%	46.88%	15	32	18.91%	
2074	6	18.75%	6	32	20.63%	53.13%	17	32	22.69%	
2034	6	21.88%	7	32	24.07%	78.13%	25	32	26.48%	
2044	6	28.13%	9	32	30.94%	31.25%	10	32	34.03%	
2057	6	31.25%	10	32	34.38%	68.75%	22	32	37.82%	
2047	6	31.25%	10	32	34.4%	53.13%	17	32	37.84%	
2097	6	34.38%	11	32	37.82%	56.25%	18	32	41.60%	
2059	6	34.38%	11	32	37.82%	40.63%	13	32	41.60%	
2073	6	34.38%	11	32	37.82%	40.63%	13	32	41.60%	
2066	6	40.63%	13	32	44.69%	84.38%	27	32	49.16%	
2045	6	40.63%	13	32	44.69%	56.52%	18	32	49.16%	
2082	6	43.75%	14	32	48.13%	62.50%	20	32	52.94%	
2058	6	46.88%	15	32	51.57%	71.88%	23	32	56.73%	

 Met or Exceeded 10% Growth  
 No Change in Original Score  
 Dropped Below Original Score  
 Did Not Meet 10% Target But Did Grow

## MATH\_6th\_Illuminate 2019-2020

Student ID	Grade Level	% Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of Lowest 50%
2044	6	4.76%	1	21	5.24%	23.81%	5	21	5.76%	
2074	6	9.52%	2	21	10.47%	33.33%	7	21	11.52%	
2073	6	9.52%	2	21	10.47%	28.57%	6	21	11.52%	
2035	6	9.52%	2	21	10.47%	19.05%	4	21	11.52%	
2057	6	14.29%	3	21	15.72%	19.05%	4	21	17.29%	
2045	6	14.29%	3	21	15.72%	19.05%	4	21	17.29%	
2036	6	14.29%	3	21	15.72%	9.52%	2	21	17.29%	
2047	6	14.29%	3	21	15.72%	28.57%	6	21	17.29%	
2034	6	28.57%	6	21	31.43%	47.62%	10	21	34.57%	
2059	6	28.57%	6	21	31.43%	42.86%	9	21	34.57%	
2097	6	33.33%	7	21	36.66%	47.62%	10	21	40.33%	
2082	6	33.33%	7	21	36.66%	33.33%	7	21	40.33%	
2066	6	38.10%	8	21	41.91%	38.10%	8	21	46.10%	
2058	6	42.86%	9	21	47.15%	38.10%	8	21	51.87%	

Met or Exceeded 10% Growth

No Change in Original Score

Dropped Below Original Score

Did Not Meet 10% Target But Did Grow



# ELA\_7th\_Illuminate 2019-2020

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase
2088	7	8.70%	2	23	9.57%	56.52%	8	23	10.52%
2048	7	8.70%	2	23	9.57%	47.83%	11	23	10.52%
2019	7	13.04%	3	23	14.34%	30.43%	7	23	15.78%
2069	7	13.04%	3	23	14.34%	39.13%	9	23	15.78%
2051	7	13.04%	3	23	14.34%	17.39%	4	23	15.78%
2049	7	13.04%	3	23	14.34%	26.09%	6	23	15.78%
2050	7	13.04%	3	23	14.34%	26.09%	6	23	15.78%
2040	7	17.39%	4	23	19.13%	65.22%	15	23	21.04%
2068	7	17.39%	4	23	19.13%	30.43%	7	23	21.04%
2075	7	17.39%	4	23	19.13%	13.04%	3	23	21.04%
2076	7	21.74%	5	23	23.91%	43.48%	10	23	26.30%
2064	7	21.74%	5	23	23.91%	60.87%	14	23	26.30%
2078	7	21.74%	5	23	23.91%	26.09%	6	23	26.30%
2037	7	21.74%	5	23	23.91%	39.13%	9	23	26.30%
2021	7	21.74%	5	23	23.91%	78.26%	18	23	26.30%
2089	7	21.74%	5	23	23.91%	65.22%	15	23	26.30%
2087	7	26.09%	6	23	28.70%	60.87%	14	23	31.57%
2027	7	26.09%	6	23	28.70%	52.17%	12	23	31.57%
2038	7	30.43%	7	23	33.47%	56.52%	13	23	36.82%
2077	7	30.43%	7	23	33.47%	60.87%	14	23	36.82%
2030	7	30.43%	7	23	33.47%	34.78%	13	23	36.82%
2041	7	30.43%	7	23	33.47%	43.48%	10	23	36.82%
2023	7	30.43%	7	23	33.47%	60.87%	14	23	36.82%
2061	7	30.43%	7	23	33.47%	69.57%	16	23	36.82%
2020	7	34.78%	8	23	38.26%	56.52%	13	23	42.08%
2062	7	39.13%	9	23	43.04%	56.52%	13	23	47.35%
2028	7	39.13%	9	23	43.04%	47.83%	11	23	47.35%
2085	7	43.48%	10	23	47.83%	60.87%	14	23	52.61%
2022	7	43.48%	10	23	47.83%	73.91%	17	23	52.61%
2060	7	47.83%	11	23	52.61%	82.61%	19	23	57.87%
2063	7	47.83%	11	23	52.61%	78.26%	18	23	57.87%
2039	7	47.83%	11	23	52.61%	60.87%	14	23	57.87%
2084	7	52.17%	12	23	57.39%	69.57%	16	23	63.13%
2086	7	73.91%	17	23	81.30%	78.26%	18	23	89.43%

Identified 65% of the Lowest 50%

Met or Exceeded 10% Growth

No Change in Original Score

Dropped Below Original Score

Did Not Meet 10% Target But Did Grow



# MATH\_7th\_Illuminate 2019-2020

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	Actual MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of Lowest 50%
2037	7	0.00%	0	29	0.00%	0.00%	0	29	0.00%	
2028	7	0.00%	0	29	0.00%	13.79%	4	29	0.00%	
2049	7	0.00%	0	29	0.00%	6.90%	2	29	0.00%	
2050	7	0.00%	0	29	0.00%	6.90%	2	29	0.00%	
2076	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%	
2068	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%	
2089	7	3.45%	1	29	3.80%	17.24%	5	29	4.18%	
2069	7	3.45%	1	29	3.80%	10.34%	3	29	4.18%	
2048	7	3.45%	1	29	3.80%	3.45%	1	29	4.18%	
2038	7	6.90%	2	29	7.59%	13.79%	4	29	8.35%	
2085	7	6.90%	2	29	7.59%	10.34%	3	29	8.35%	
2062	7	6.90%	2	29	7.59%	24.14%	7	29	8.35%	
2030	7	6.90%	2	29	7.59%	13.79%	4	29	8.35%	
2019	7	6.90%	2	29	7.59%	10.34%	3	29	8.35%	
2084	7	6.90%	2	29	7.59%	20.69%	6	29	8.35%	
2051	7	6.90%	2	29	7.59%	3.45%	1	29	8.35%	
2064	7	10.34%	3	29	11.37%	10.34%	3	29	12.51%	
2078	7	10.34%	3	29	11.37%	3.45%	1	29	12.51%	
2087	7	10.34%	3	29	11.37%	27.59%	8	29	12.51%	
2041	7	10.34%	3	29	11.37%	10.34%	3	29	12.51%	
2023	7	10.34%	3	29	11.37%	10.34%	3	29	12.51%	
2061	7	10.34%	3	29	11.37%	6.90%	2	29	12.51%	
2075	7	10.34%	3	29	11.37%	6.90%	2	29	12.51%	
2077	7	13.79%	4	29	15.17%	20.69%	6	29	16.69%	
2060	7	13.79%	4	29	15.17%	37.93%	11	29	16.69%	
2088	7	13.79%	4	29	15.17%	20.69%	6	29	16.69%	
2040	7	13.79%	4	29	15.17%	13.79%	4	29	16.69%	
2021	7	13.79%	4	29	15.17%	13.79%	4	29	16.69%	
2027	7	13.79%	4	29	15.17%	10.34%	3	29	16.69%	
2020	7	17.24%	5	29	18.96%	3.45%	1	29	20.86%	
2063	7	24.14%	7	29	26.55%	34.48%	10	29	29.21%	
2039	7	24.14%	7	29	26.55%	44.83%	13	29	29.21%	
2022	7	27.59%	8	29	30.35%	31.03%	9	29	33.39%	
2086	7	37.93%	11	29	41.72%	51.72%	15	29	45.89%	

Met or Exceeded 10% Growth

No Change in Original Score

Dropped Below Original Score

Did Not Meet 10% Target But Did Grow



# ELA\_8th\_Illuminate 2019-2020

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	ACTUAL MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of Lowest 50%
2081	8	14.29%	3	21	15.72%	57.14%	12	21	17.29%	
2072	8	19.05%	4	21	20.96%	52.38%	11	21	23.06%	
2032	8	19.05%	4	21	20.96%	61.90%	13	21	23.06%	
2070	8	23.81%	5	21	26.19%	42.86%	9	21	28.81%	
2091	8	33.33%	7	21	36.66%	23.81%	5	21	40.33%	
2052	8	38.10%	8	21	41.91%	66.67%	14	21	46.10%	
2079	8	38.10%	8	21	41.91%	42.86%	9	21	46.10%	
2033	8	38.10%	8	21	41.91%	66.67%	14	21	46.10%	
2071	8	42.86%	9	21	47.15%	57.14%	12	21	51.87%	
2053	8	42.86%	9	21	47.15%	71.43%	15	21	51.87%	
2054	8	42.86%	9	21	47.15%	66.67%	14	21	51.87%	
2092	8	47.62%	10	21	52.38%	57.14%	12	21	57.62%	
2026	8	47.62%	10	21	52.38%	61.90%	13	21	57.62%	
2055	8	47.62%	10	21	52.38%	61.90%	13	21	57.62%	
2056	8	52.38%	11	21	57.62%	57.14%	12	21	63.38%	
2095	8	52.38%	11	21	57.62%	66.67%	14	21	63.38%	
2046	8	61.90%	13	21	68.09%	71.43%	15	21	74.90%	
2042	8	61.90%	13	21	68.09%	76.19%	16	21	74.90%	
2024	8	66.67%	14	21	73.34%	80.95%	17	21	80.67%	
2031	8	66.67%	14	21	73.34%	71.43%	15	21	80.67%	
2025	8	66.67%	14	21	73.34%	66.67%	14	21	80.67%	
2093	8	71.43%	15	21	78.57%	66.67%	14	21	86.43%	
2080	8	76.19%	16	21	83.81%	66.67%	14	21	92.19%	
2043	8	76.19%	16	21	83.81%	76.19%	16	21	92.19%	

 Met or Exceeded 10% Growth  
 No Change in Original Score  
 Dropped Below Original Score  
 Did Not Meet 10% Target But Did Grow



# MATH\_8th\_Illuminate 2019-2020

Student ID	Grade Level	BOY % Correct	# Correct	# Possible	Projected MOY 10% Increase	<u>ACTUAL</u> MOY % Correct	# Correct	# Possible	Projected EOY 10% Increase	Identified 65% of Lowest 50%
2070	8	4.17%	1	24	4.59%	16.67%	4	24	5.05%	
2032	8	8.33%	2	24	9.16%	25.00%	6	24	10.56%	
2081	8	8.33%	2	24	9.16%	20.83%	5	24	10.56%	
2053	8	12.50%	3	24	13.75%	33.33%	8	24	15.13%	
2079	8	12.50%	3	24	13.75%	8.33%	2	24	15.13%	
2026	8	12.50%	3	24	13.75%	33.33%	8	24	15.13%	
2071	8	16.67%	4	24	18.34%	33.33%	8	24	20.17%	
2052	8	20.83%	5	24	22.91%	29.17%	7	24	25.20%	
2091	8	20.83%	5	24	22.91%	37.50%	9	24	25.20%	
2072	8	20.83%	5	24	22.91%			24	25.20%	
2031	8	20.83%	5	24	22.91%	33.33%	8	24	25.20%	
2080	8	20.83%	5	24	22.91%	45.83%	11	24	25.20%	
2093	8	20.83%	5	24	22.91%	41.67%	10	24	25.20%	
2046	8	25.00%	6	24	27.50%	25.00%	6	24	30.25%	
2024	8	25.00%	6	24	27.50%	62.50%	15	24	30.25%	
2042	8	25.00%	6	24	27.50%	29.17%	7	24	30.25%	
2092	8	25.00%	6	24	27.50%	25.00%	6	24	30.25%	
2025	8	25.00%	6	24	27.50%	29.17%	7	24	30.25%	
2033	8	25.00%	6	24	27.50%	33.33%	8	24	30.25%	
2094	8	25.00%	6	24	27.50%	37.50%	9	24	30.25%	
2055	8	25.00%	6	24	27.50%	16.67%	4	24	30.25%	
2056	8	25.00%	6	24	27.50%	37.50%	9	24	30.25%	
2095	8	25.00%	6	24	27.50%	37.50%	9	24	30.25%	
2043	8	29.17%	7	24	32.09%	33.33%	8	24	35.30%	
2054	8	29.17%	7	24	32.09%	33.33%	8	24	35.30%	

 Met or Exceeded 10% Growth  
 No Change in Original Score  
 Dropped Below Original Score  
 Did Not Meet 10% Target But Did Grow

Grade	State Student ID		2019 Scale Score	2020 Scale Score	%Growth
6	484511985		324	336	3.70%
6	383865433		377	383	1.59%
6	216174466		375	375	0%
6	485534929		353	370	4.82%
6	751917469		379	380	0.26%
6	784534976		326	316	-3.07%
6	778487199		356	356	0%
7	661494583		368	373	1.36%
7	824832448		340	372	9.41%
7	724557244		325	326	0.31%
7	786153767		335	326	-2.69%
7	791577877		342	350	2.34%
7	863892378		315	337	6.98%
7	396873887		311	369	18.65%
7	739832954		NA	324	NA
7	779479872		339	361	6.49%
7	767115843		339	335	-1.18%
7	229268164		344	376	9.30%
7	578589368		362	367	1.38%
7	284378833		323	356	10.22%
7	773433883		303	317	4.62%
7	871752564		314	321	2.23%
8	135596435		NA	332	NA
8	878775451		386	389	0.78%
8	297924151		361	384	6.37%

Did not meet 0.5% growth

Dropped Below Original Score

No Previous Score for Comparison

The school  
will meet or  
exceed its  
WIDA goal  
of 0.5%

70% of all ELL students either  
met or exceeded the 0.5% WIDA  
goal.



# FY 2019 CORRECTIVE ACTION PLAN

CHARTER SCHOOL NAME:

La Academia Dolores Huerta

FINDING NUMBER	FINDING DESCRIPTION	STEPS TO RESOLVE FINDING	RESPONSIBLE PERSON	DUE DATE
2019-001	Purchasing - Sales Tax	A review is in place to ensure the school is in compliance with all state tax laws.	Administration and Business Manager	12/31/2019
2019-002	Internal Controls over Financial Reports	Management will ensure a process at year-end to properly identify RfRs needed and properly identify all accounts payable and receivables.	Administration and Business Manager	6/30/2020
2019-003	Internal Controls over Payroll and File Maintenance	A checklist and review is in place to ensure every employee has the needed documents in personnel files.	Administration and Business Manager	12/31/2019
2019-004	Internal Controls over Cash Receipts	A review process is in place to log all deposits received and to ensure the required timelines.	Administration and Business Manager	12/31/2019