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Part A: Data Report and Current Charter Contract Terms

La Academia Dolores Huerta

School Address: 400 Bell Avenue, Las Cruces, NM 88005

Head Administrator: Ms. Sylvy Galvan de Lucero

Business Manager: Mary Hagemann

Authorized Grade Levels: Grades 6th through 8th

Mission:

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

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

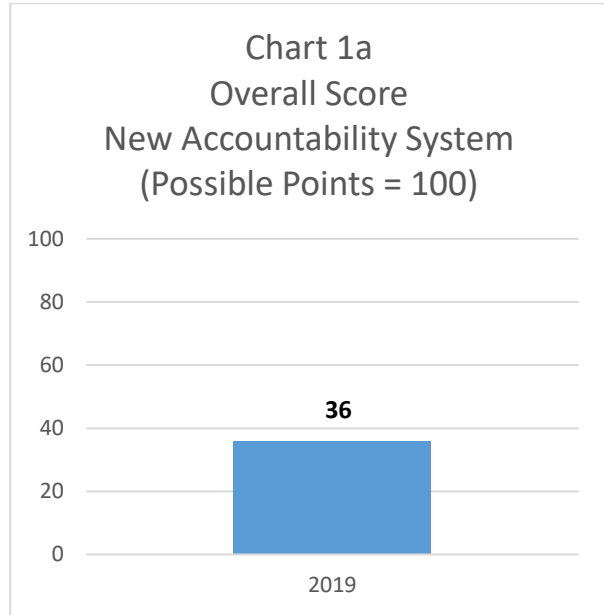
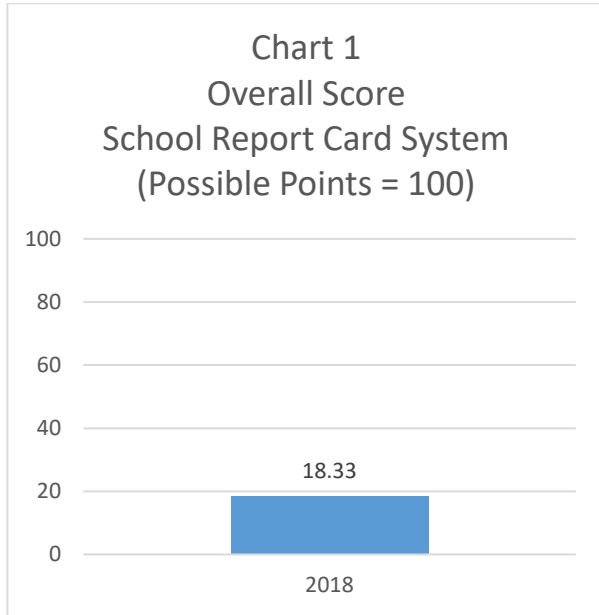
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

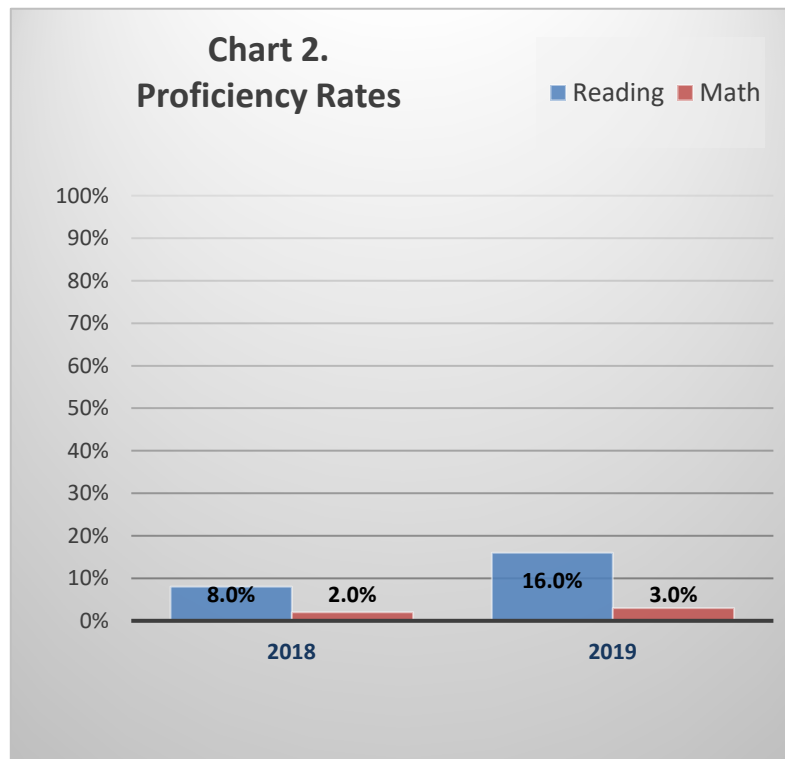
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

1a. Department's Standards of Excellence

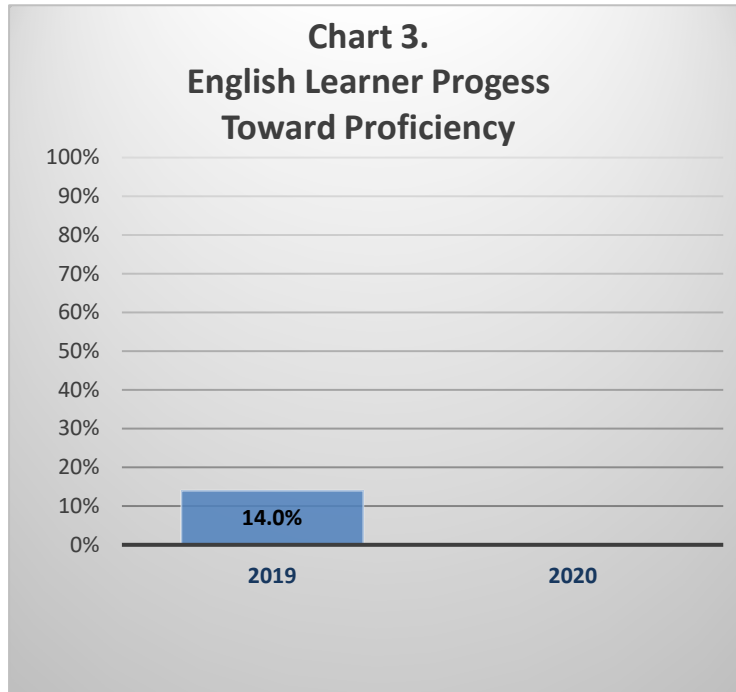
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



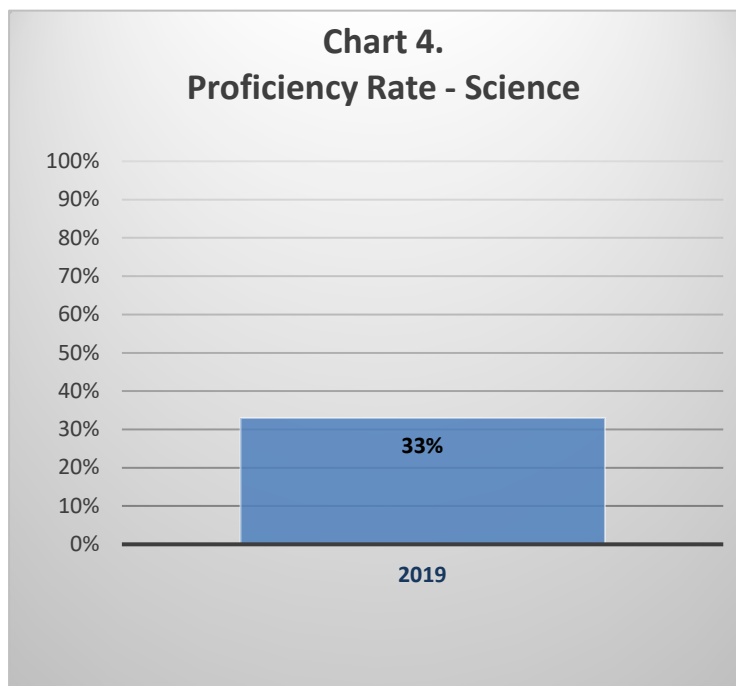
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2017-FY2019).



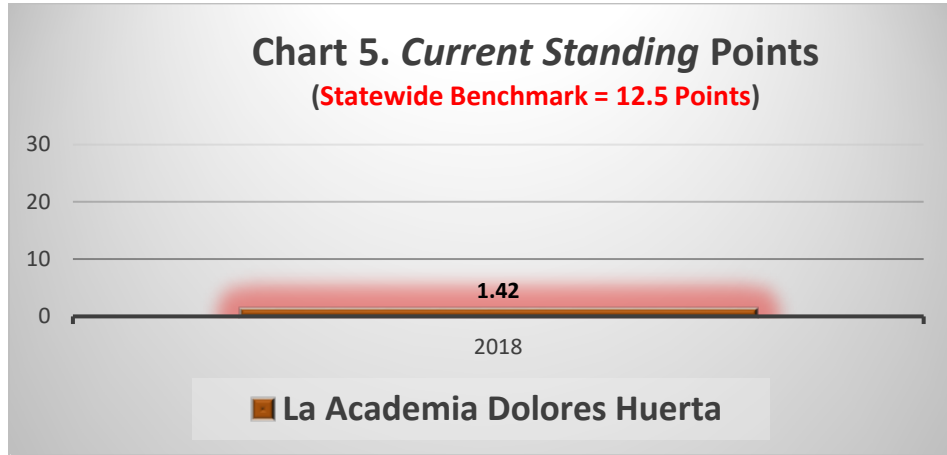
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



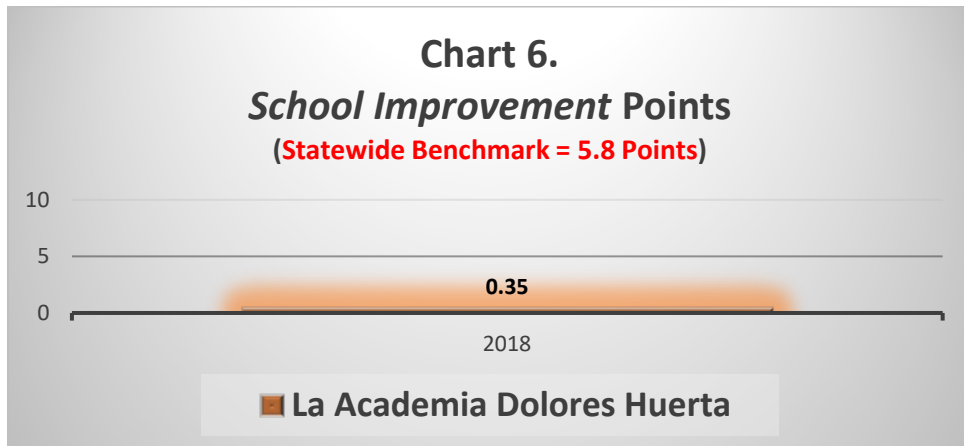
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



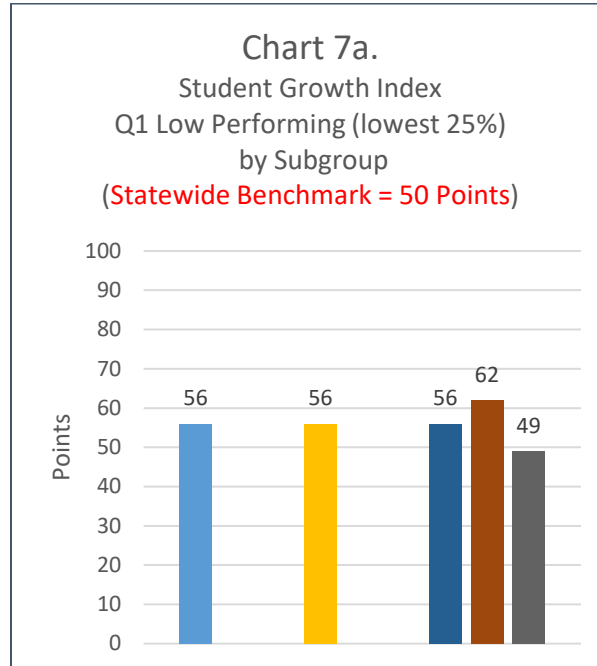
Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. **This measure is no longer available as of FY2019.**



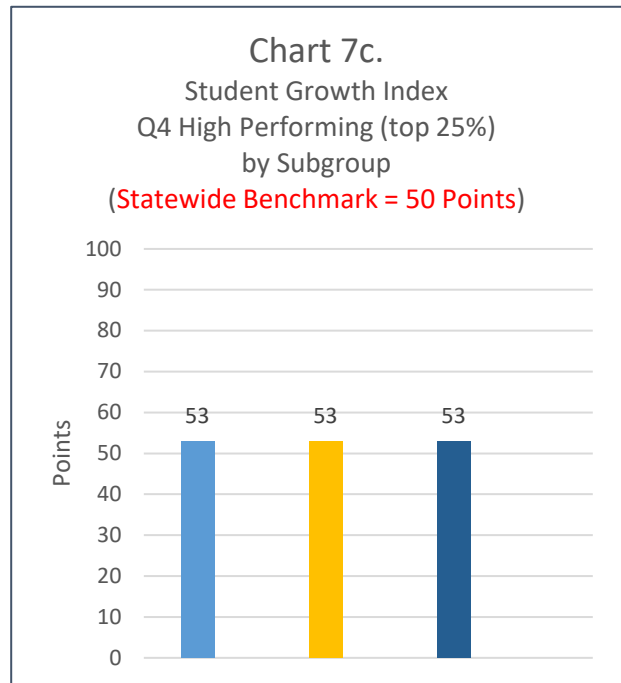
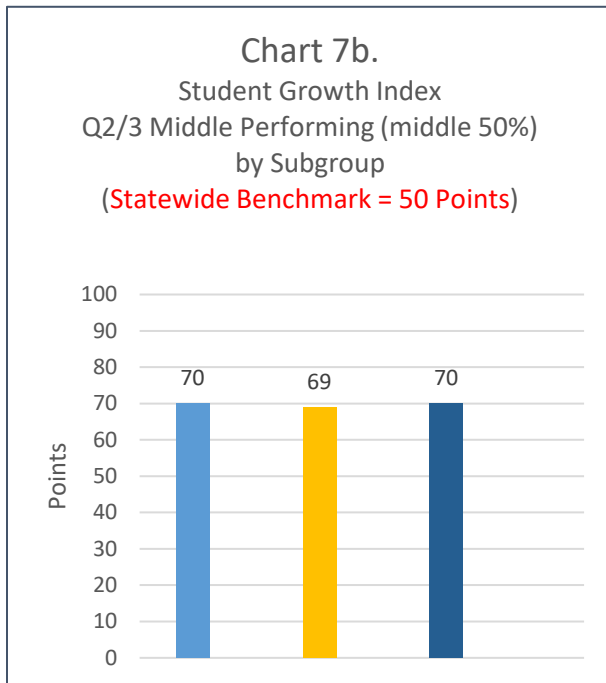
School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is no longer available as of FY2019.**



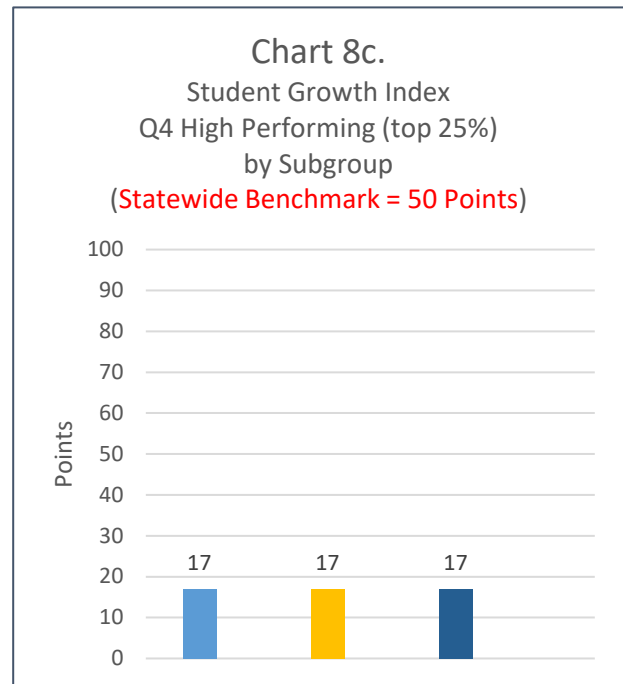
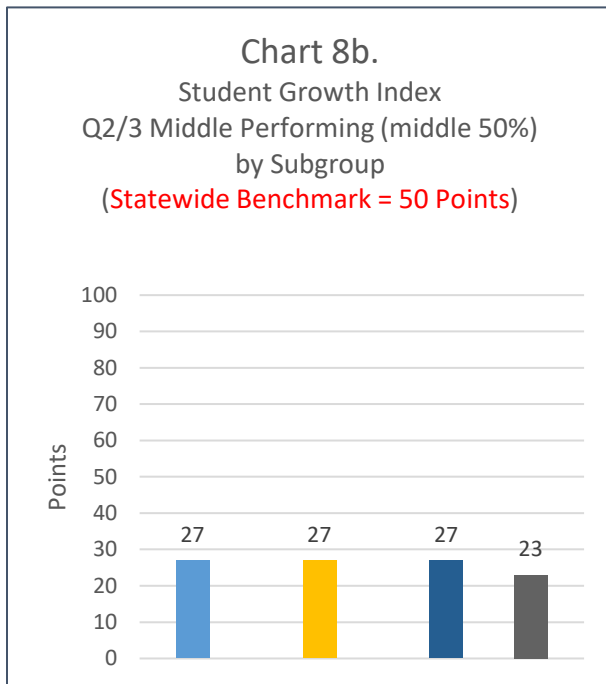
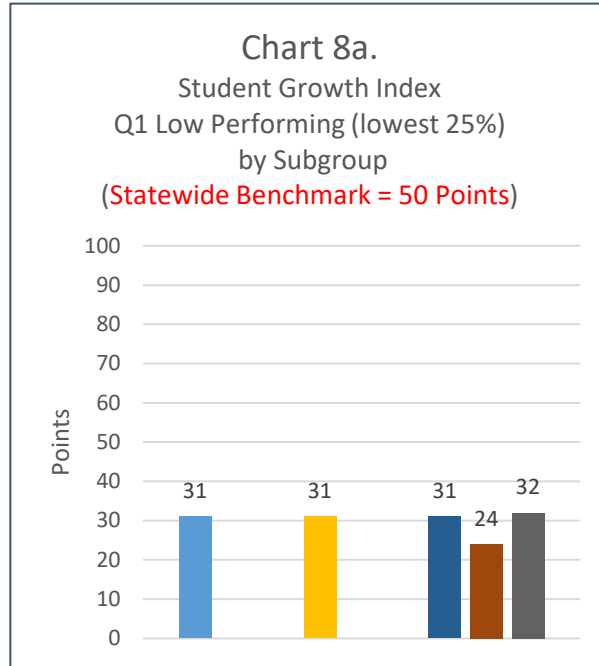
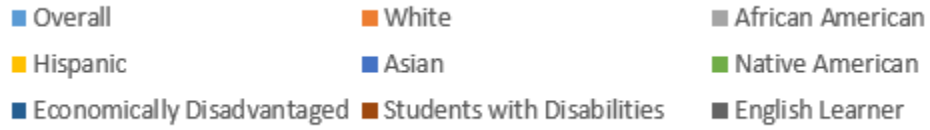
Growth Index for Reading FY2019



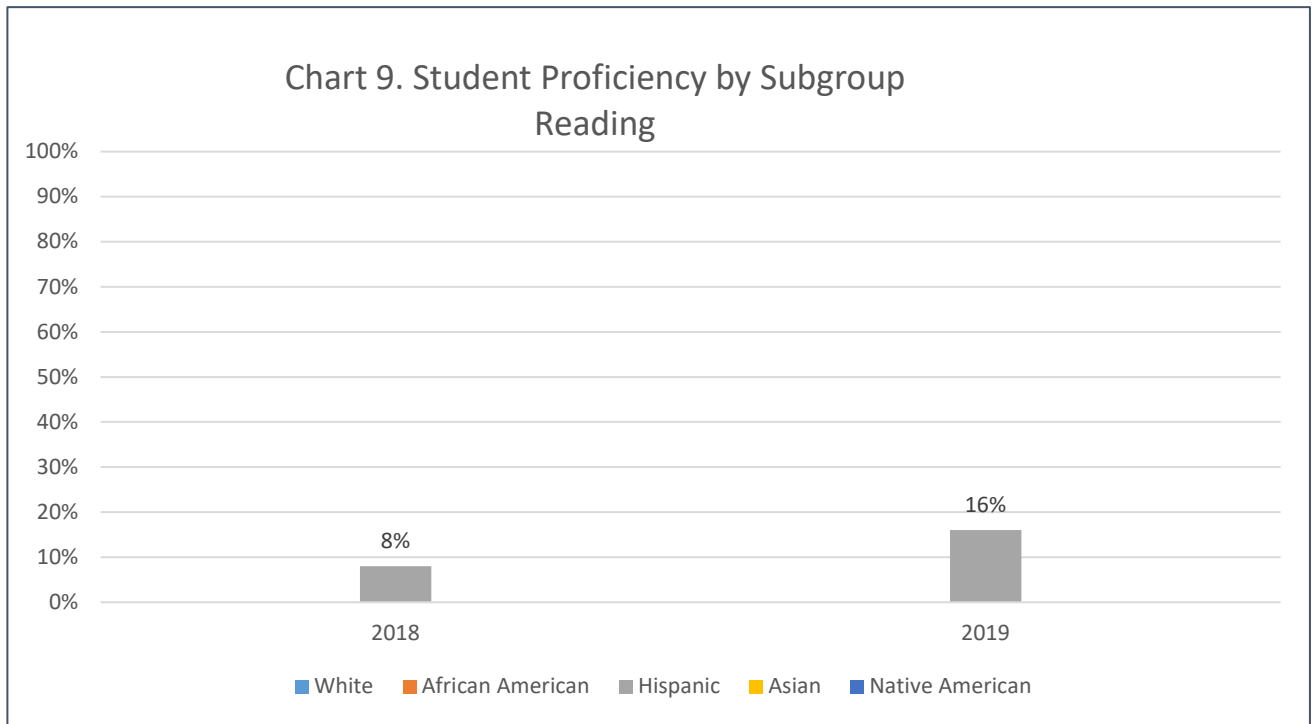
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



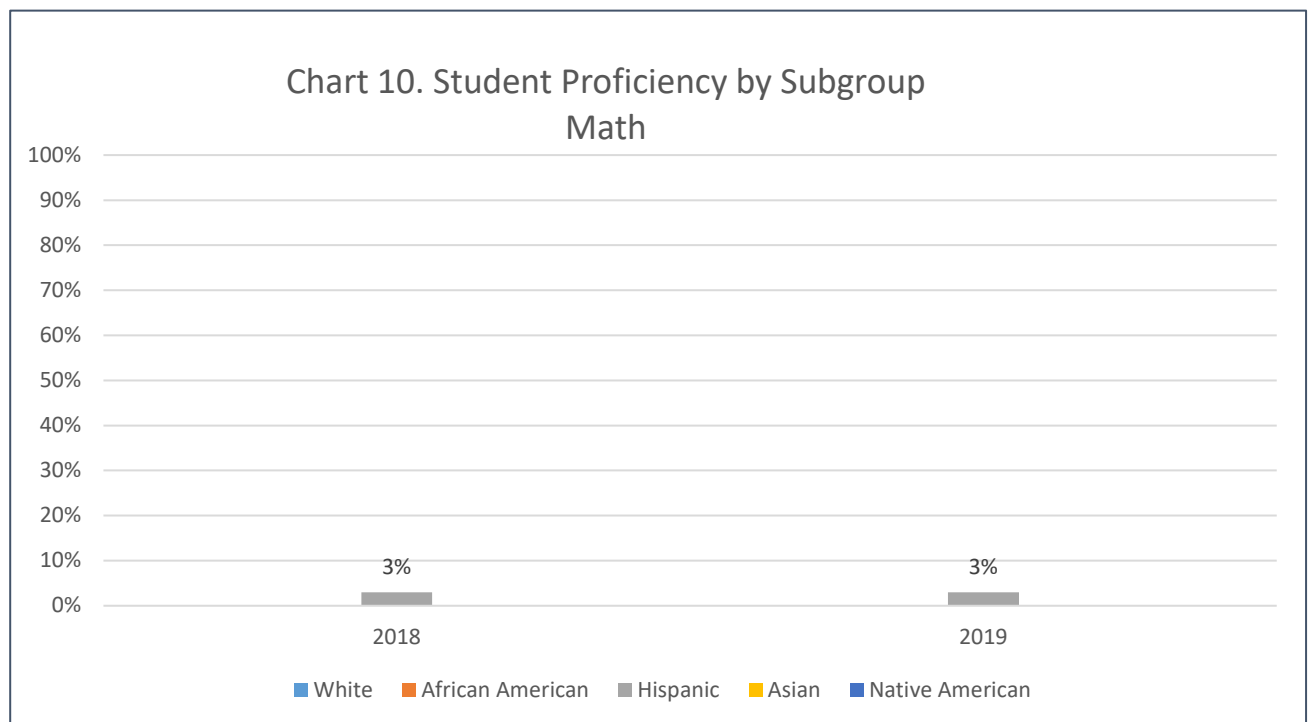
Growth Index for Math FY2019



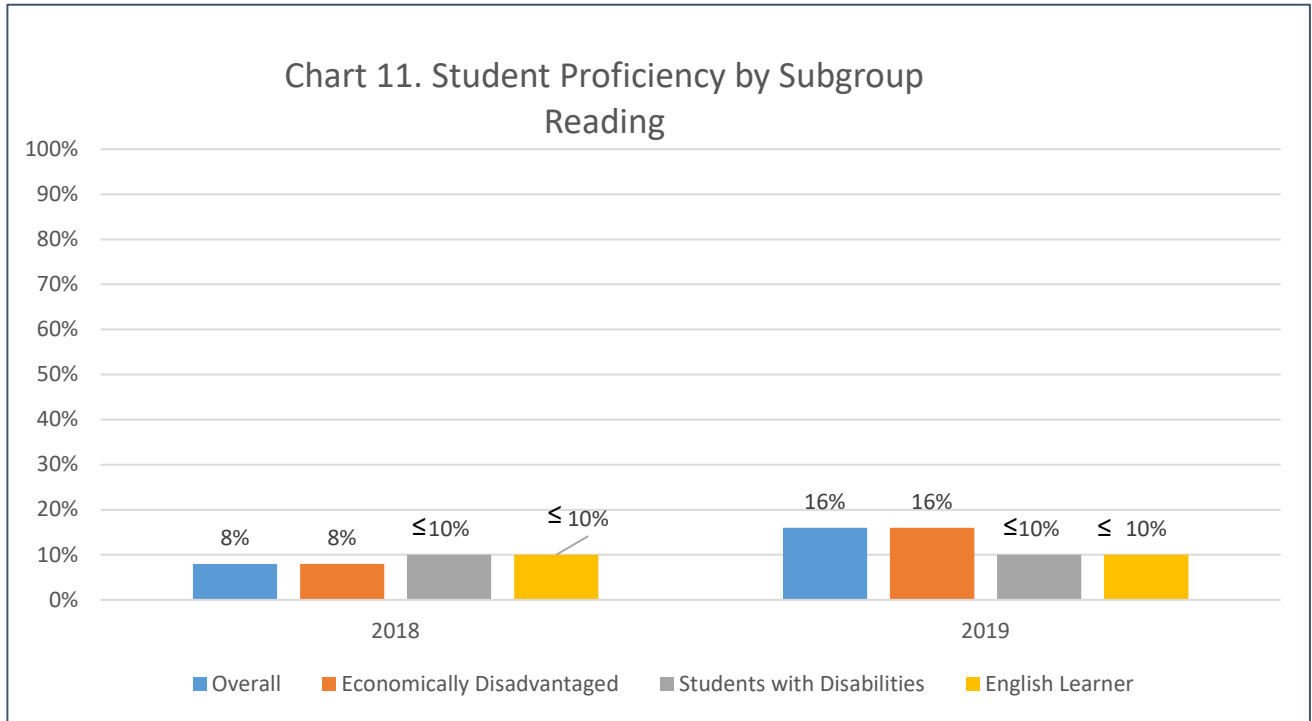
Race/Ethnicity Subgroups - Proficiency in Reading



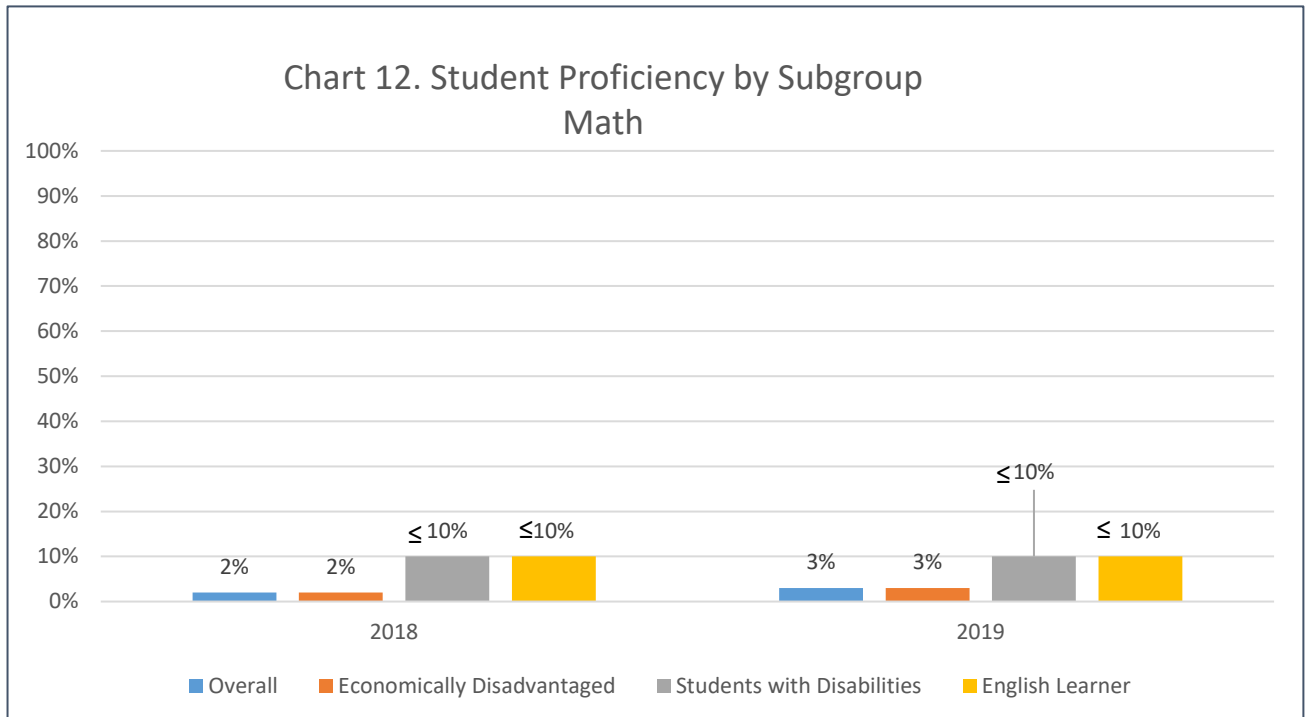
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Goal: Each academic year, at least 70% of La Academia Dolores Huerta (LADH) Charter School’s 8th 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 40th day will participate but will not be included in the calculations for this target.)

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2
2019		
2020		

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

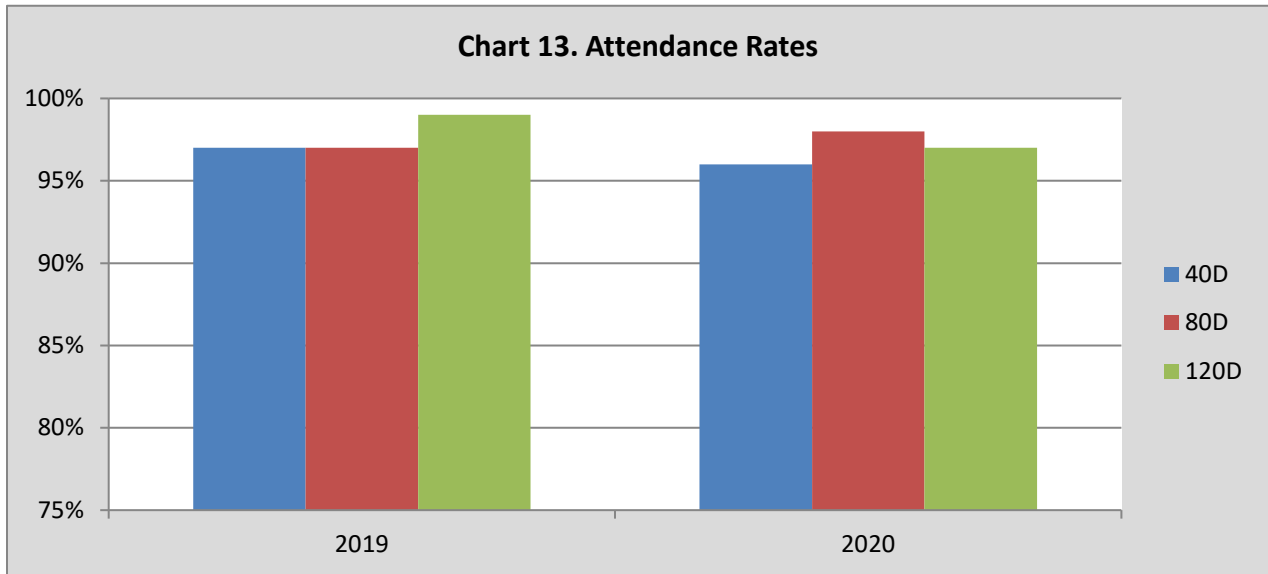
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

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

Attendance Rate (The statewide target is 95% or better.)

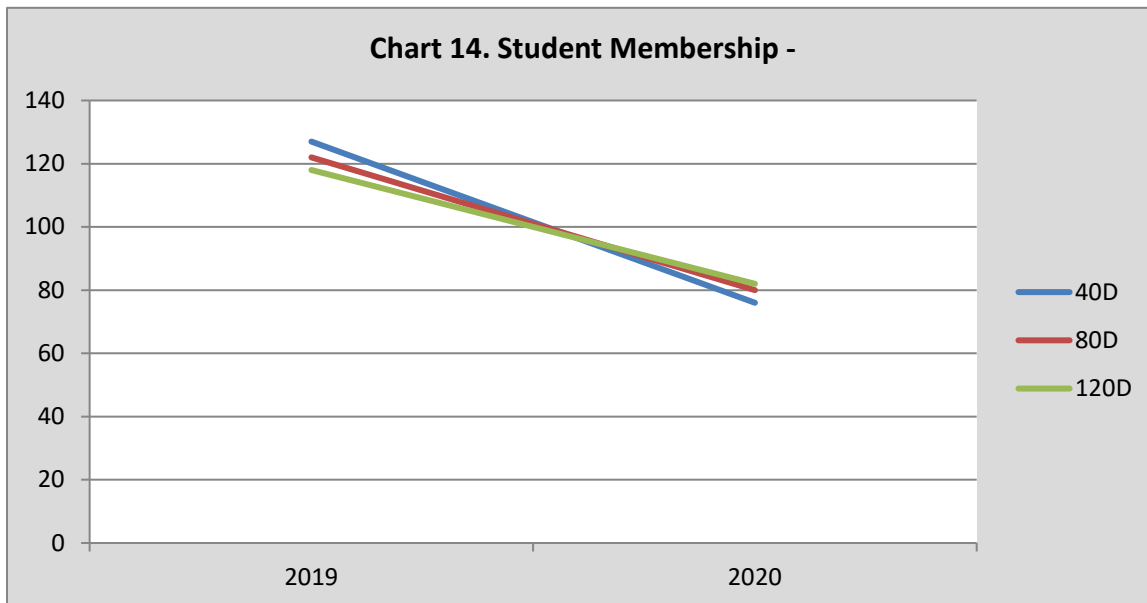
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



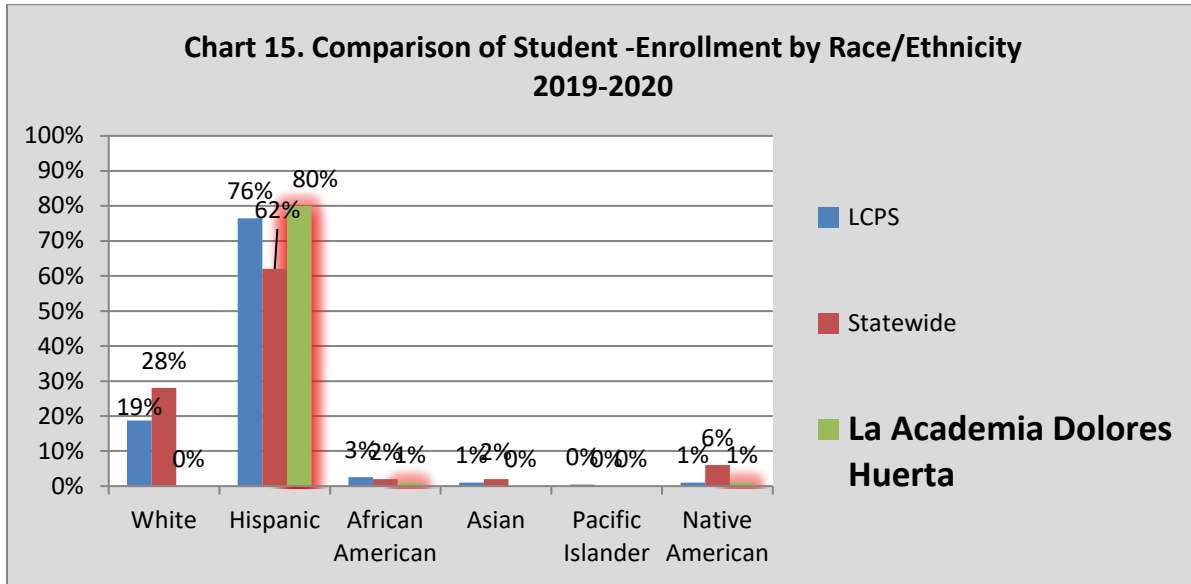
Student Membership (Enrollment)

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

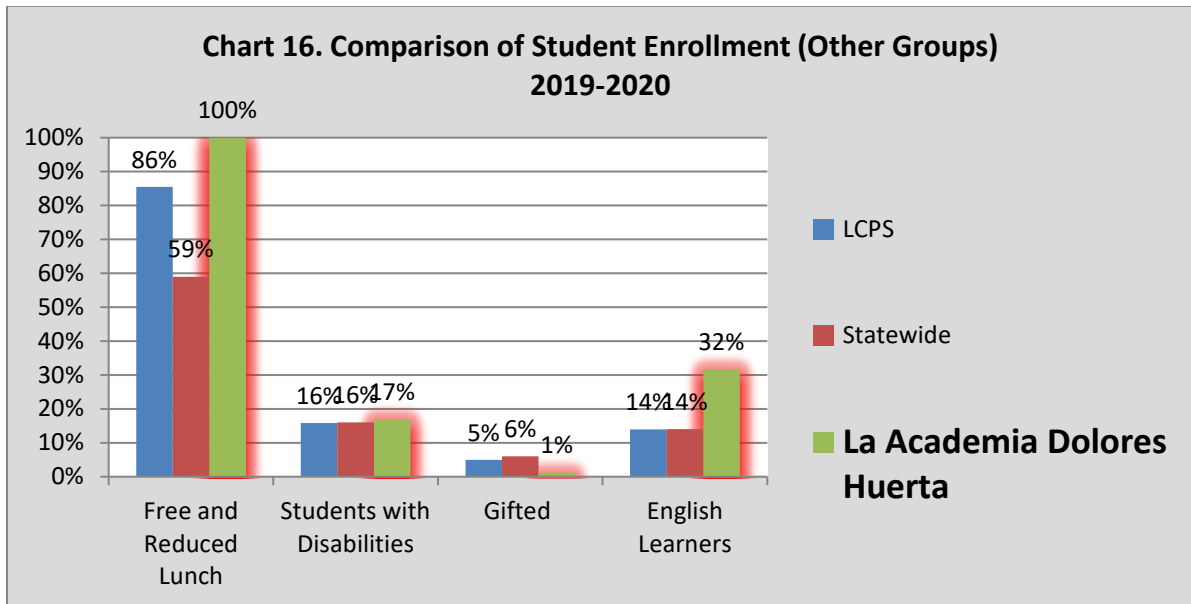


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

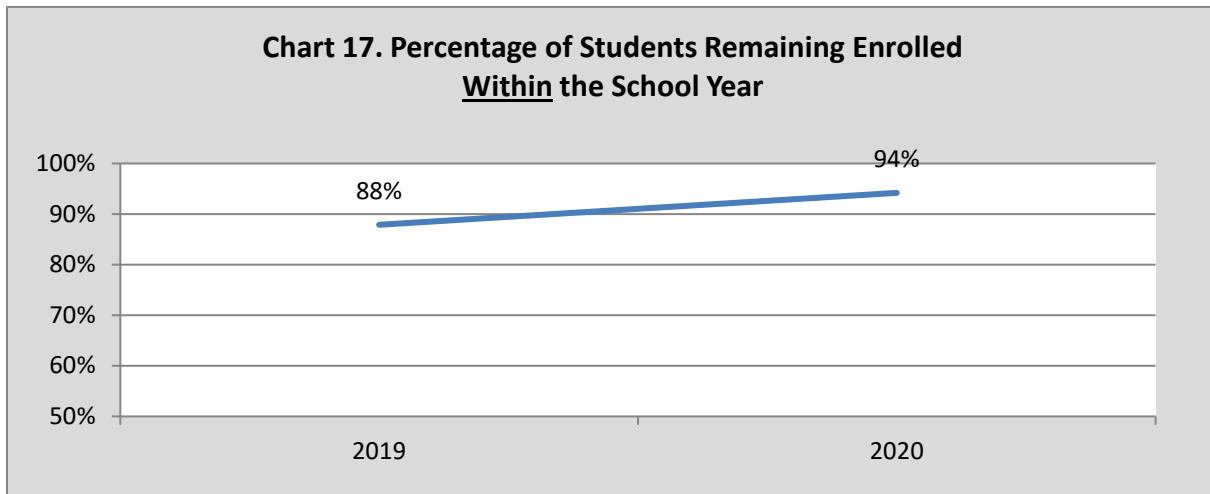


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

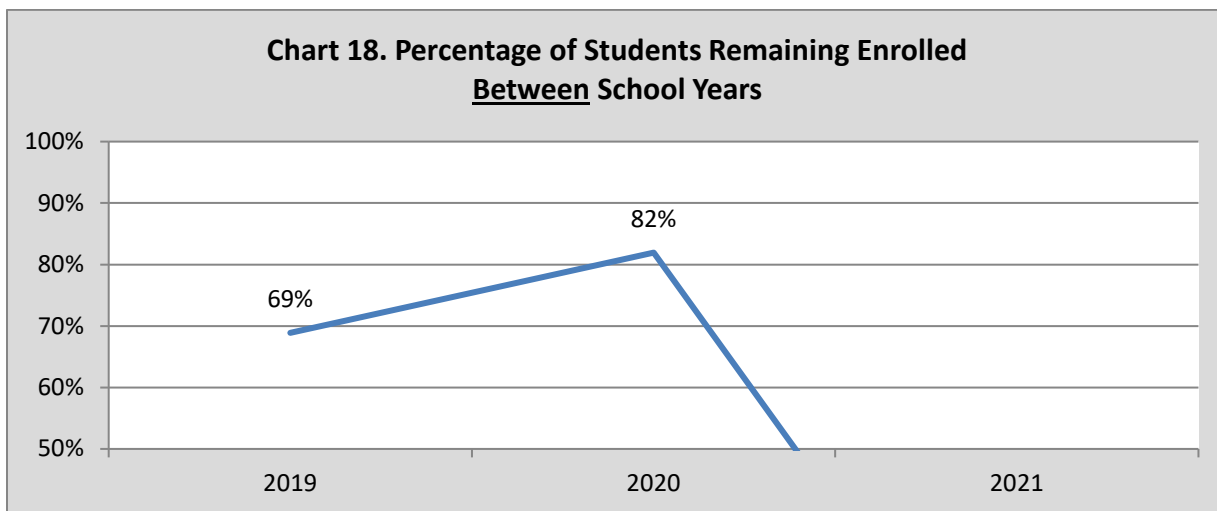
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set. 2021 data will be added after 40day Report.

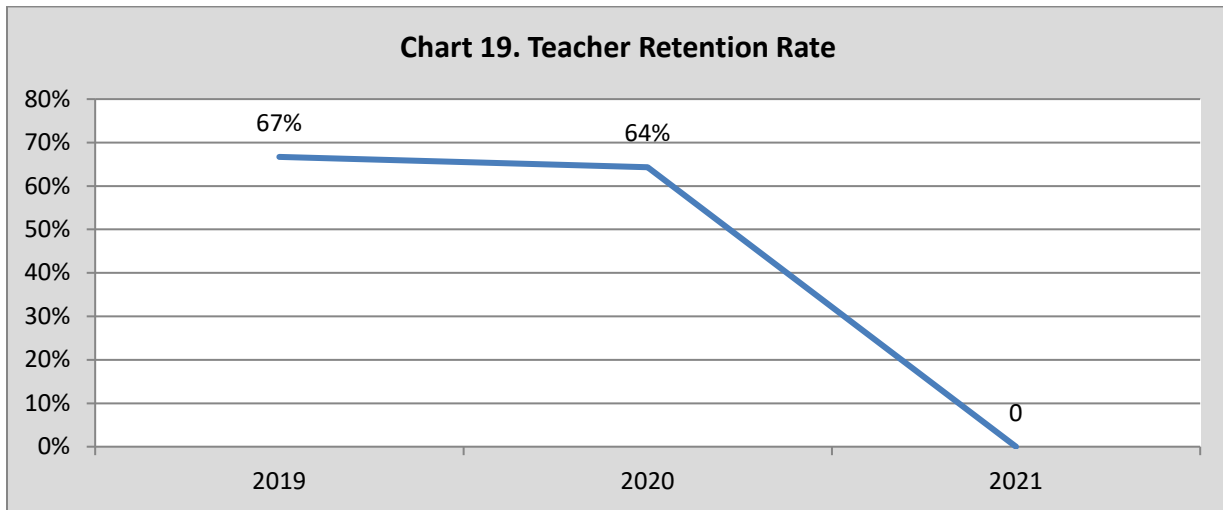


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year. 2021 data will be added after 40day Report.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	4	3	1
FY18	5	0	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit finding:

2019-001 Purchasing (Previously #2018-001) (Other Noncompliance)

Condition/Context: During testing over cash disbursements, we noted 1 out of 33 disbursements in which the school paid \$19.47 in sales taxes for tangible goods that are eligible for tax-exempt status.

Management's Response: Management will review the current internal controls and make any necessary adjustments, to ensure that the school is in compliance with all state tax laws and regulations.

2019-002 Internal Controls over Financial Reports (Material Weakness)

Condition/Context:

- During our testing over subsequent disbursements and client identified accounts payable listing, total disbursements of \$17,322 were improperly identified as accounts payable at June 30, 2019.
- Testing over capital assets- disbursements, which were not identified as capital assets.
- During testing over revenue and expenses, the school failed to submit a reimbursement request for Fund 31700 in the amount of \$13,163. The expenses left in a reimbursement-based fund required an adjustment to move the funds to the operating fund.
- The end of the year balances reflect a deficit fund balance for Fund 31200 PSCOC Lease Reimbursement, which has carried over from FY17 and has not yet been addressed by the school.

Management's Response: Management will create a formal process specifically for year-end close outs to properly identify negative funds, needed Requests for Reimbursements, and related accounts receivable and payables. This process will include analyzing the school's negative funds to assess either needed cash transfers, reclassifications or Requests for Reimbursements, and a listing of subsequent disbursements and receipts will be reviewed by both the business manager and administration to properly identify all accounts payable and receivable.

2019-003 (Previously #2018-003) Internal Controls over Payroll and File Maintenance (Other Noncompliance)

Condition/Context: During our testing over payroll, the following was identified:

- 1 instance in which the ERB enrollment form was not in the file.
- During review of 941-payroll filing, we were informed by the new business manager that the school received an IRS notification letter that the quarter three filing was not processed. The new business manager processed the filing that had not been filed by the previous business manager, for which the school received a penalty of \$121.03.

Management's Response: Management will put a review process in place to ensure that every employee has an ERB enrollment form in their file. A checklist of proper personnel documents and procedures over implementing employee contracts and payroll liabilities.

2019-004 (Previously #2018-002) Internal Controls over Cash Receipts (Other Noncompliance)

Condition/Context: Testing identified 5 out of 15 cash receipts which did not include supporting cash receipt logs; thus, we were unable to determine if the receipts were deposited within the next business day of receipt.

Management's Response: Management will add a review process and a log of all deposits received in order to ensure timely deposits within the required timelines. Compliance with these procedures will be emphasized to the staff and clubs collecting funds.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

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

- i. All La Academia Dolores Huerta's students will participate in dual language classes in all subject areas.
- ii. All La Academia Dolores Huerta's students will participate in the IPT assessment.
- iii. All La Academia Dolores Huerta's instructional staff will hold a bilingual endorsement / certification or TESOL endorsement/certification or will be required to enroll in an accredited program to obtain such certification or take the La Prueba test within two years.
- iv. All La Academia Dolores Huerta's instructional staff will receive professional development in the areas of empirically validated dual language approaches and instructional frameworks/strategies.
- v. All La Academia Dolores Huerta's instructional staff will receive professional development in the areas of promoting cultural diversity in order to align the school's curriculum with the NM Common Core State Standards and NM Standards and Benchmarks.

3b. Organizational Performance Framework

La Academia Dolores Huerta	2018-2019	2019-2020
Category I. Academic Performance Framework		
I-A.00 NM A-F School Grading System / NM Sysytem of School Support & Accountability	Falls Far Below (or Does Not Meet) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Pending
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable
Category II. Financial Performance Framework		
II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Mea	Meets (or Exceeds) Standard	Pending
Category III. Organizational Performance Framework		
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Pending
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Pending
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Pending
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard	Pending
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Pending
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Pending
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Pending
V-A.01 Governance and Reporting: holding management accountable	Working to Meet Standard	
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Pending
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable		Not Applicable
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Pending
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework		
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable
OTHER		
School specific conditions in the Charter Contract, if any		
Indicator 1b Educational Program: complying with all state and contractual assessment requirements		Pending
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs		Pending
Indicator 1f Educational Program: NM DASH Plan		Pending
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings		Pending
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility		Pending
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management		Pending
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls		Not Applicable
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements		Pending
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls		Pending
Indicator 5b School Environment: complying with transportation requirements		Not Applicable

3c. Governing Body Performance

The school has 5 members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Robert Palacios	Treasurer	2/21/2018	Active	8	9	0
Yolanda Silva		2/21/2018	Active	8	8	0
Adrian Gaytan	President	2/21/2018	Active	8	9	0
Michael Sena		2/21/2018	Active	8	8	0
Elaine Palma	Secretary	9/7/2017	Active	8	8	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.