



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Charter Schools Division 2021-22 Annual Report

School Name: La Academia Dolores Huerta

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

Head Administrator: Sylvy Galvan de Lucero

Governing Board Chair: Adrian Gaytan

Business Manager: Gustavo Muñoz

Authorized Grade Levels: 6-8

Authorized Enrollment: 300

2021-22 End of Year Enrollment: 70

Contract Term: 2021-2026

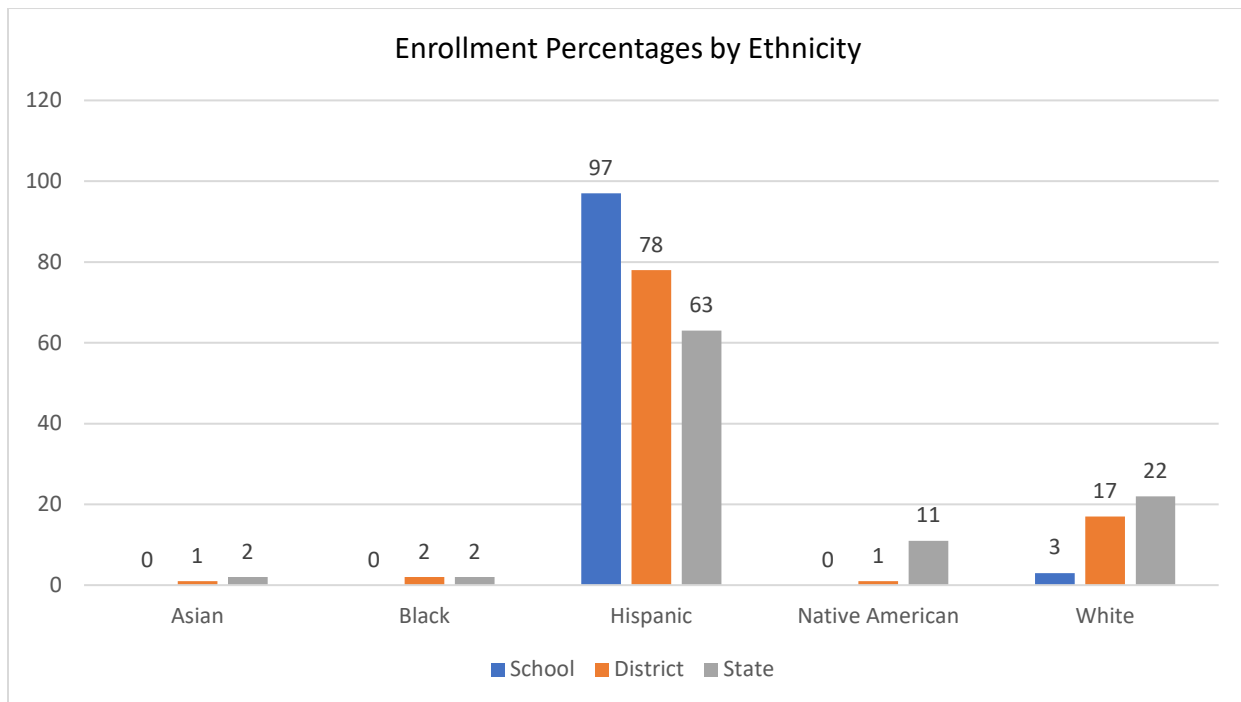
Mission: La Academia Dolores Huerta's mission is to create an engaging culturally diverse educational program of the arts and languages that enable LADH middle school students to achieve high personal growth and strong social-cultural identity that leads to academic success.

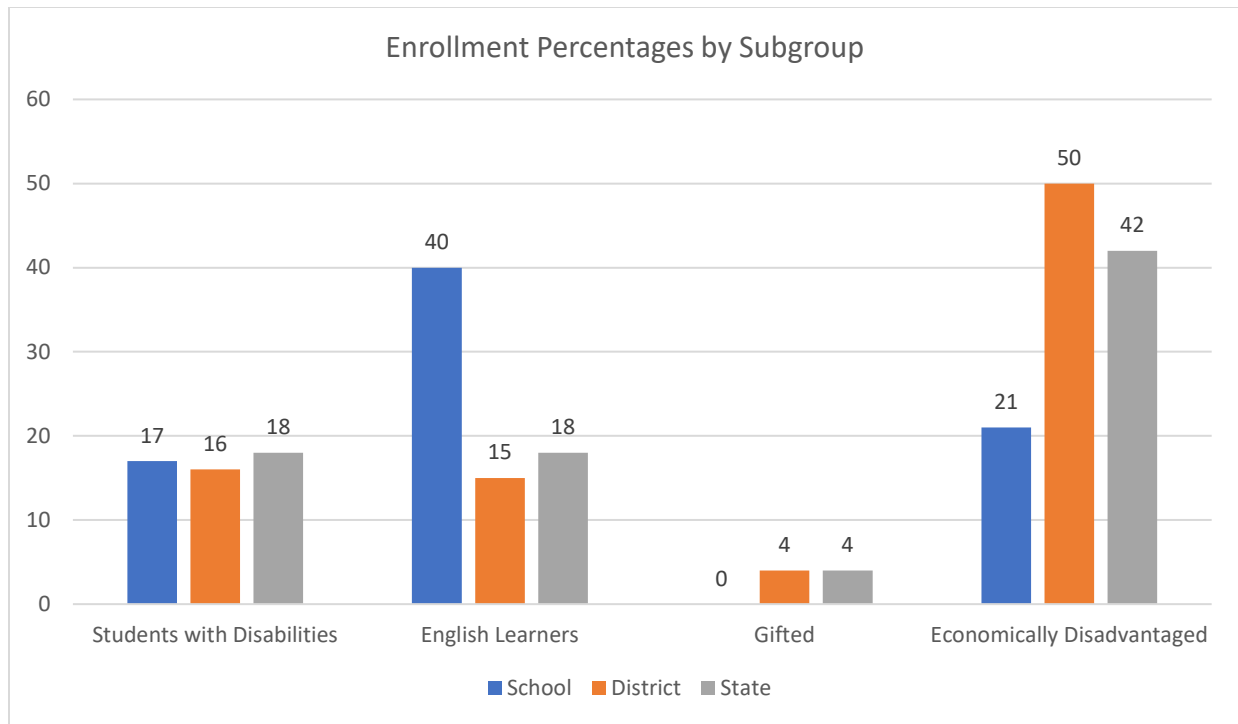
About the School

La Academia Dolores Huerta (LADH) serves students grades 6-8, and as of school year 2021-22 has a total enrollment of 70 students. The school uses a bilingual arts-based program and focuses on Spanish language fluency for all students. The school's arts-based learning program is cross curricular and instructional staff utilize empirically validated instructional frameworks to deliver dual language curriculum to students. All instructional staff are TESOL or Bilingual endorsed and receive professional development in empirically validated language approaches.

All students participate in community-based service projects and students create portfolios as a demonstration of learning, which are presented at the school's end of year cultural celebration. The school has active Ballet Folklorico and Mariachi band programs which further connect students to their cultural and linguistic roots. Students are drawn to the school because of the arts program and the linguistically, community-driven curriculum.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	35
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	77
Overall Academic Score: average of Indicators 1 and 3	56

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

La Academia Dolores Huerta ranked above **54.4%** of elementary and middle schools statewide. The school received a Designation of **Traditional Support School**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$. In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	26%	≤ 20%	*****
Asian			
Black			
Hispanic	26%	≤ 20%	*****
Native			
White	*****		*****
SwD	*****	*****	
EL	*****	*****	
FRL	26%	≤ 20%	*****

English Learner Progress toward Proficiency: 4%

Mission-Specific Goals

Goal 1: 70% of 8th Grade students, enrolled on the 40th and 120th day, complete the 20-volunteer hours, complete a Cultural Competence Self-Assessment Checklist, and earn an overall C or better on the EOY Portfolio.

Performance Level	Target	Points
Exceeds Standard	85% or more of 8th grade students, enrolled on the 40th and 120th day, complete the 20-volunteer hours, complete a Cultural Competence Self-Assessment Checklist, and earn an overall C or better on the EOY Portfolio.	100
Meets Standard	70% or more of 8 th grade students, enrolled on the 40th and 120th day, complete the 20-volunteer hours, complete a Cultural	75

	Competence Self-Assessment Checklist, and earn an overall C or better on the EOY Portfolio.	
Does Not Meet Standard	50% or more of 8 th grade students, enrolled on the 40th and 120th day, complete the 20-volunteer hours, complete a Cultural Competence Self-Assessment Checklist, and earn an overall C or better on the EOY Portfolio.	25
Falls Far Below Standard	Less than 50% of 8 th grade students, enrolled on the 40th and 120th day, complete the 20-volunteer hours, complete a Cultural Competence Self-Assessment Checklist, and earn an overall C or better on the EOY Portfolio.	0

Rating: Meets Standard (76%, combined score)

Goal 2: 70% of students, enrolled on the 40th and 120th day, will complete the final EOY Portfolio and/or Performance and will complete a course of study in a specific arts discipline with an average of a C or better.

Performance Level	Target	Points
Exceeds Standard	85% or more of students, enrolled on the 40th and 120th day, will complete the final EOY Portfolio and/or Performance and will complete a course of study in a specific arts discipline with an average of a C or better.	100
Meets Standard	70% or more of students, enrolled on the 40th and 120th day, will complete the final EOY Portfolio and/or Performance and will complete a course of study in a specific arts discipline with an average of a C or better.	75
Does Not Meet Standard	50% or more of students, enrolled on the 40th and 120th day, will complete the final EOY Portfolio and/or Performance and will complete a course of study in a specific arts discipline with an average of a C or better.	25
Falls Far Below Standard	Less than 50% of students, enrolled on the 40th and 120th day, will complete the final EOY Portfolio and/or Performance and will complete a course of study in a specific arts discipline with an average of a C or better.	0

Rating: Meets Standard (78%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: **Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

La Academia Dolores Huerta	2021-22
Organizational and Financial Performance	
1a Mission and Educational Program	Working to Meet Standard
1b State Assessment Requirements	Meets Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Working to Meet Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	Working to Meet Standard
2a Financial Reporting and Compliance	Meets Standard
2b Accounting Principles	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard
2d Managing Grant Funds	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard
2f Internal Controls	Meets Standard
3a Governance Requirements	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard
3c Reporting Requirements	Meets Standard
4a Rights of All Students	Working to Meet Standard
4b Attendance and Retention	Meets Standard
4c Staff Credentialing	Working to Meet Standard
4d Employee Rights	Working to Meet Standard
4e Background Checks, Ethics	Meets Standard
5a Facilities	Meets Standard
5b Transportation	N/A
5c Health and Safety	Working to Meet Standard
5d Handling Information	Meets Standard

Explanation of 2021-22 Indicator Ratings

1.a. School working on Bilingual Program, in process of hiring bilingual staff to be compliant based on BMEP expectations, strong in the cultural/heritage and Arts.

1.d. Not all ELs receive services as evidenced by STARS data reporting for services coded as 1062 (ESL) or 1063 (ELA/ELD). ACCESS tests not administered to all ELs new to the school.

1.f. The school did not complete an annual plan in the NM DASH system, which is required for charter schools that have a CSI or TSI designation. It should be noted that these designations were made based on 2017-18 data and will be revised based on 2021-22 data.

2.b. Significant Deficiency audit finding in FY21.

2.d. Family Income Index funds not expended.

4.a. Lottery Policies need to be reviewed and possibly revised per PED guidance document.

4.c. Credentialing is in progress for TESOL and bilingual endorsed teachers.

4.d. Although the school informally implements a new teacher mentorship program, alignment with 6.60.10.8 NMAC was not evident.

5.c. Minor school safety violation relative to Safe Schools Plan (visitor sign-in not implemented as described in the family/ student handbook).