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SECRETARY OF EDUCATION

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GOVERNOR

**Charter Schools Division
2022-23 Annual Report
February 2, 2024**

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: Justine Vigil

Authorized Grade Levels: 6-8

Grade Levels Served: 6-8

Authorized Enrollment Cap: 300

2022-23 End of Year Enrollment: 72

Contract Term: 2021-2026

Waivers: Subject Area: Bilingual Endorsement

Mission:

La Academia Dolores Huerta's mission is to provide a diverse bilingual educational program of the arts fostering the development of a strong social-cultural identity while achieving academic success.

Educational Program:

5.1.1 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.

5.1.2 All La Academia Dolores Huerta's students will participate in dual language and arts based classes.

5.1.3 All La Academia Dolores Huerta's students will participate in the approved Spanish Language Acquisition assessment.

5.1.4 All La Academia Dolores Huerta's core teachers 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.

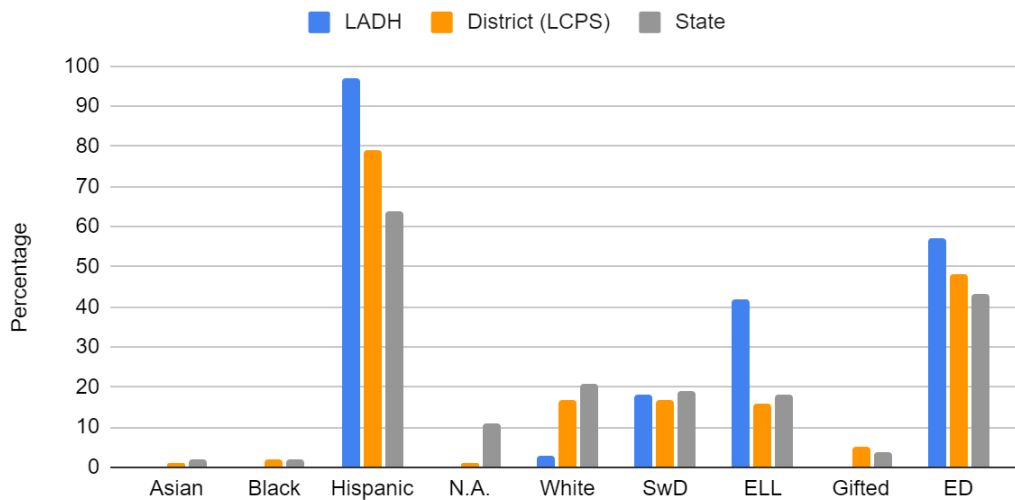
5.1.5. All La Academia Dolores Huerta's instructional staff will receive professional development in the areas of empirically validated dual language approaches and instructional frameworks/strategies, promoting cultural diversity, cross curricular arts based instruction and SEL.

5.1.6 All La Academia Dolores Huerta students will participate in community service projects, completing volunteer hours, as evidenced in student portfolios.

5.1.7 La Academia Dolores Huerta students will participate in a performance-based end of year cultural event.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	48
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	50
Overall Academic Score: average of indicators 1 and 3	49

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

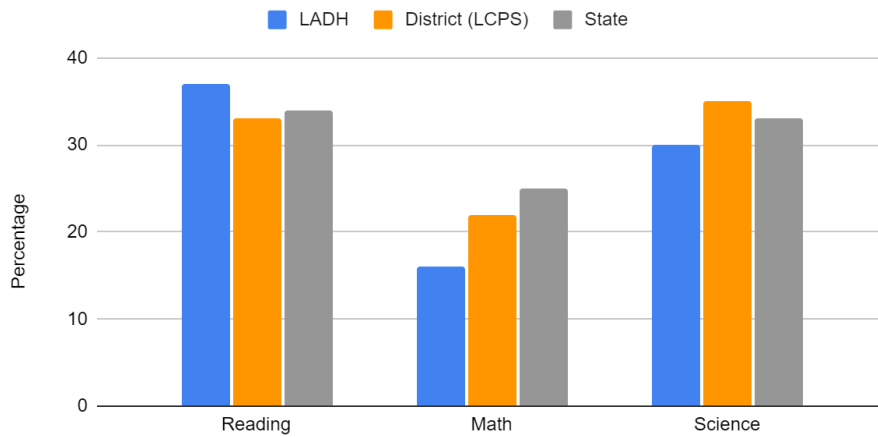
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **La Academia Dolores Huerta** received a designation of **Additional Targeted Support and Improvement School (ATSI)**.

Proficiency

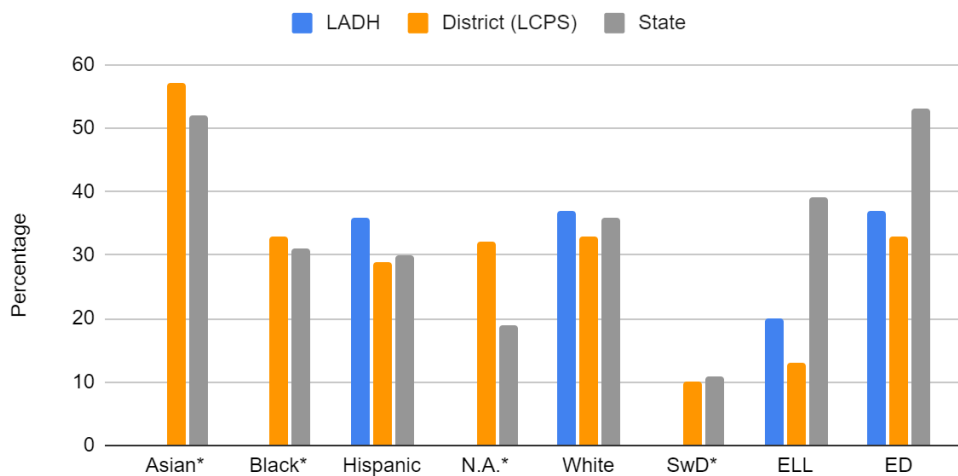
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

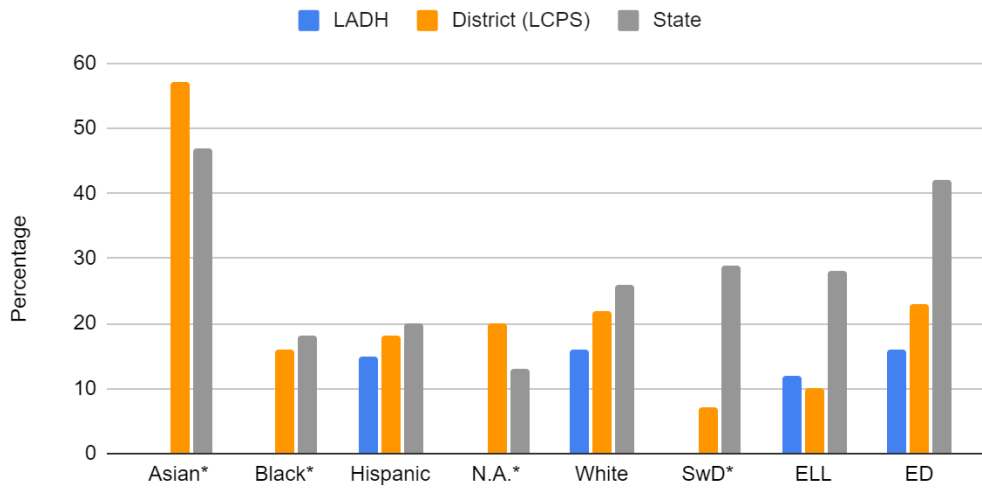
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school.

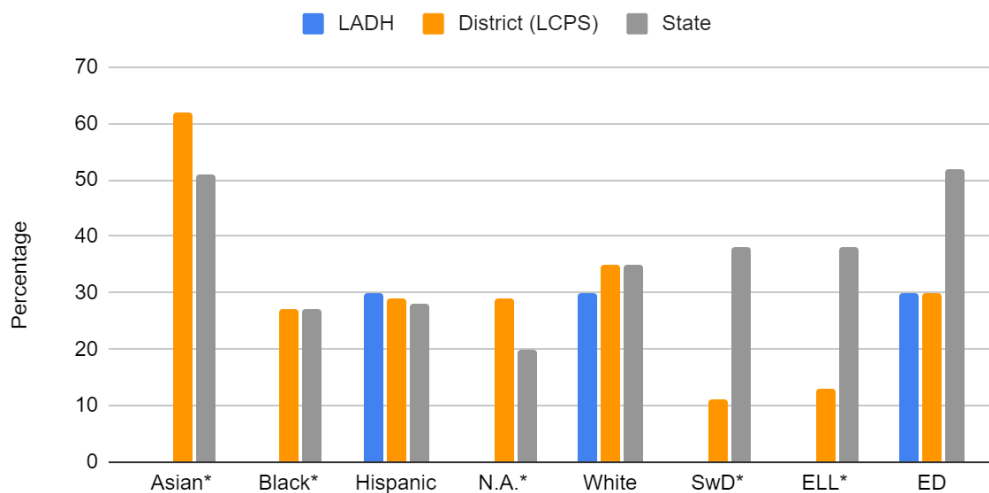
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school.

Percent Proficient in Science by Subgroup 2022-23

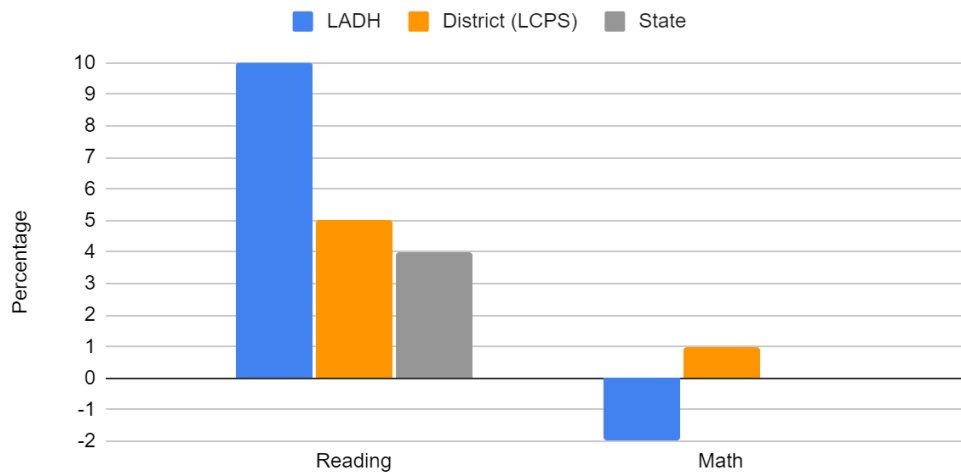


Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school.

Improvement (Growth)

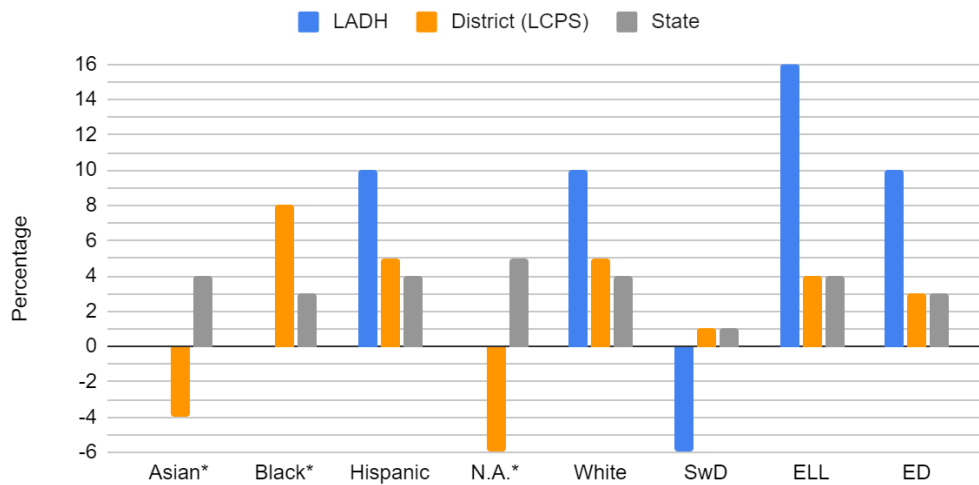
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

Note: Math growth was 0% for the state for SY2023.

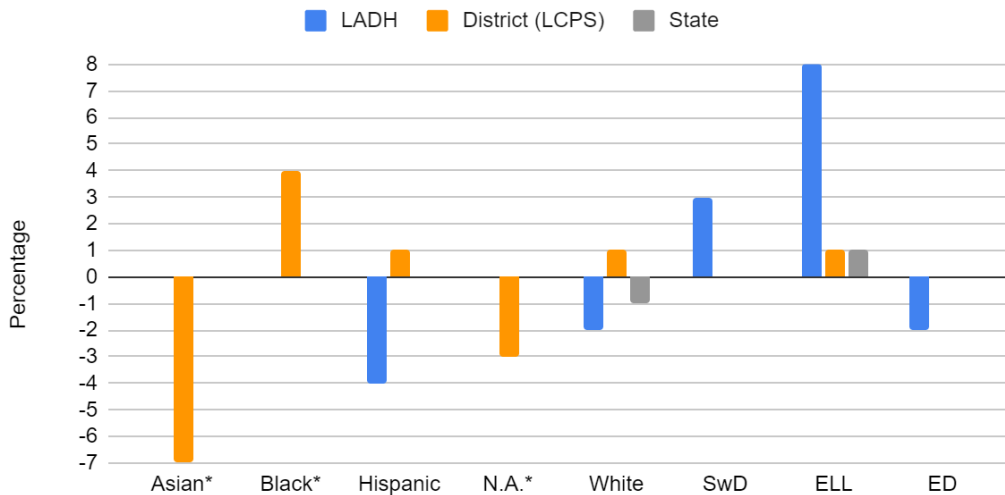
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): ≤ 10% (masked due to population size)

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 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.	75
Does Not Meet Standard	50% 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.	25
Falls Far Below Standard	Less than 50% 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.	0

Rating: Does Not Meet- 54% attainment- 25 pts.

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- 74% attainment- 75 pts.

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

La Academia Dolores Huerta	2021-22	2022-23
Organizational and Financial Performance		
1a Mission and Educational Program	Working to Meet Standard	Working to Meet Standard
1b State Assessment Requirements	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	Meets Standard	Meets Standard
2a Financial Reporting and Compliance	Meets Standard	Working to Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard
2d Managing Grant Funds	Working to Meet Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Does Not Meet Standard
4a Rights of All Students	Working to Meet Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard
4c Staff Credentialing	Working to Meet Standard	Meets Standard
4d Employee Rights	Working to Meet Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard
5b Transportation	N/A	N/A
5c Health and Safety	Working to Meet Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

1.a. One of the mission goals was not met.

2.a. Late submission in Quarter 1.

2.b. [FY22 audit](#) reflects two audit findings, one of which is a material weakness.

2.c. FY22 audit reflects one repeat finding 2022-002 from 2021-001 audit.

2.d. 54.13% of CY% remaining in SY22-23, fund 27407 reverted 60.95% all other carryover grants expended accordingly.

3.c. Two governing board membership changes were reported late. One of the late notifications was for the resignation of a board member whose designation in August 2022 was never reported. Therefore, the school has a total of 3 late notifications to date.

Site Visit Attendees

Wednesday, Feb 1, 2023

CSD Team: Lucy Valenzuela (Lead), Martica Davis, Corina Chavez, Kyle Wood, and Kimberly Gonzales (both Kyle & Kim were remote)

School Leadership: Sylvy Galvan de Lucero, Head Administrator

Governing Board: Elaine Palma and Dalina Matsumoto