



La Academia Dolores Huerta Charter Middle School

"A Dual Language Charter Middle School"

402 W Court Ave, Las Cruces, NM 88005

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The mission of La Academia Dolores Huerta is to provide a diverse bilingual educational program in the arts that fosters the development of a strong socio-cultural identity while achieving academic success.

La misión de La Academia Dolores Huerta es proporcionar un programa educativo bilingüe diverso de las artes que fomenta el desarrollo de una fuerte identidad sociocultural mientras se logra el éxito académico.

Regular Governing Council Meeting

Thursday September 18, 2025 at 5:30 PM

Meeting will be live streamed via YouTube Live Stream (refer to school website
<https://www.ladh.org>)

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- 1) Meeting called to order
 - 2) Approval of 9.18.25 regular GC meeting agenda
 - 3) Open forum-public input*

Public comments and observations regarding education policy and governance issues, as well as the strategic planning are heard at this time. Time limit per presenter may be imposed by Chair

- 4) Review, discussion, and possible approval of the 8.21.25 regular GC meeting minutes.

ACTION ITEMS

-
- 5) Review, discussion, and possible approval of SY26 Alma d'Arte MOU updates.
 - 6) Review, discussion, and possible approval of BARs:
(a.) 560-000-2526-0004-I

NEW BUSINESS: DISCUSSION ITEMS ONLY – NO ACTION WILL BE TAKEN

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- 7) Finance Committee Report
 - a. Revenue and expense reports
 - 8) 2025-2026 student recruitment/enrollment update
 - 9) Updates:
 - a. Possible merger with Alma d'Arte
 - b. New building search update
 - 10) Update: LADH renewal process
 - 11) Equity Council update
 - 12) Community schools report
 - Coordinator report

13) Head Administrators Report

- Staffing needs
- Site visit date update

14) Secretary Report:

- GC Recruitment: search for member with financial expertise
- GC training
- Annual calendar review:
 - October:
 - Staffing needs Head Administrator's quarterly report addressing:
 - (a.) identification/application of grants;
 - (b.) classroom observations;
 - (c.) continuing education
- Next GC meeting:

15) Adjourn GC general meeting

*Any individual attending a board meeting may sign in to participate in the Public Input section of the Agenda, if any. Such persons may speak on any item after the individual is recognized by the President of the Board and introduces himself/herself at the podium. The Governing Council of La Academia Dolores Huerta will not take action on any item presented under Public Input, until an opportunity to do so is afforded. La Academia Dolores Huerta will provide an interpreter for the Hearing Impaired and simultaneous Spanish translation upon request. Requests should be submitted to the chancellor's office three days prior to the meeting.



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SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2025-26 Renewal Preliminary Part A
July 31, 2025**

School Name: La Academia Dolores Huerta
School Address: 402 W. Court St., Las Cruces NM 88005
Head Administrator: Sylvy Galvan de Lucero
Governing Board Chair: Adrian Gaytan
Business Manager: Katie Rarick
Authorized Grade Levels: 6-8
Authorized Enrollment Cap: 300
Facility/building capacity: 1,104
2024-25 120-Day Enrollment: 93
Contract Term: 2021-2026
Weighted NMCI Number FY25: 33.45%
Foundation (Y/N): No
Remote or in-person instruction (or combination): in-person
Food services offered: Yes
Transportation service offered (Y/N): No
Waivers: Subject Area: Bilingual Endorsement.
Source: CSD Internal Monitoring

History: La Academia Dolores Huerta opened in the school year 2004-2005 with Las Cruces Public Schools as their authorizer. They renewed with the Public Education Commission for the 2014-2015 school year. This will be their third application for renewal with the PEC, their fourth renewal overall.

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 of School as written in the contract:

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.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
12/13/24	Y	School Relocation Request

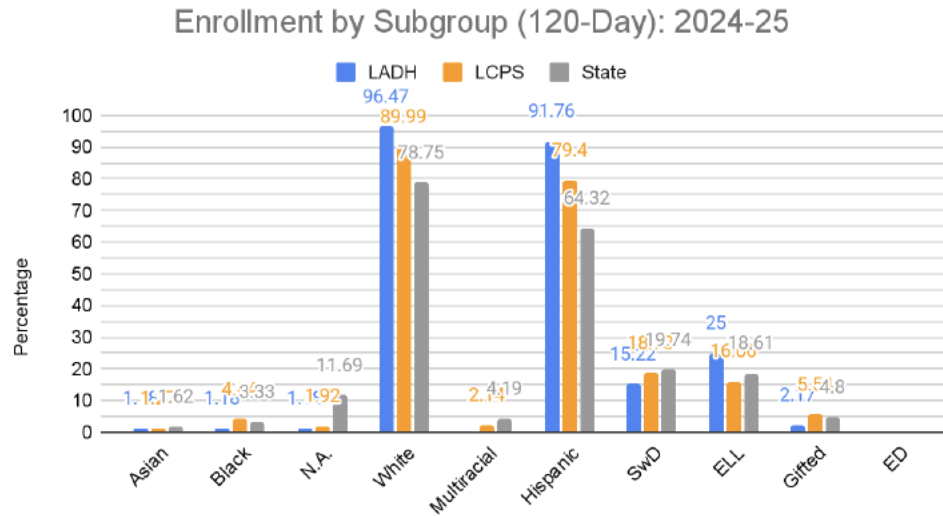
Source: Amendments and Notifications

Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
10/22/2021	Business Manager	Mike Vigil II
05/19/2023	Business Manager	Katie Rarick

Source: Amendments and Notifications

Demographics as reported in Nova 2024-25 120-Day:



Source: NOVA Enrollment Subgroup Percentages with Averages

Source: NOVA > District and Location Reports > General Reports > Enrollment Subgroup Percentages with Averages

Note: There appears to be a discrepancy in how school demographics and district demographics were calculated, and some data are missing (e.g., district and state data for economically disadvantaged students). CSD is working with the PED IT Nova team to resolve these discrepancies, so some data charts may change. We will send a revised report so schools can review before finalizing for PEC.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score*	2024-25 Score
State Accountability System: NMVISTAS Overall Score (100 points possible)	Traditional 35	Traditional 47.5	Traditional 44.2	pending
School-specific Goals: if two goals, average of points on each goal (100 points possible)	75**	50	87.5	100
Overall Academic Score: average of NMVistas score and Mission Goal score	55	48.75	65.85	—

Note: 2024-25 will be added when available. Vistas scores were not available in 2020-21.

***Note:** Per NM Vistas, point totals from SY21-22/SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

****Note:** The school's mission goal score for their 2021-22 Annual Report was erroneously labeled as 77. The correct score should be 75.

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 New Mexico Public Education Department (NMPED).

The New Mexico State Accountability System (published on [NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI	Traditional: No other designation	TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)
		ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.
		CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%
		MRI (More Rigorous Intervention): on CSI for 3 years

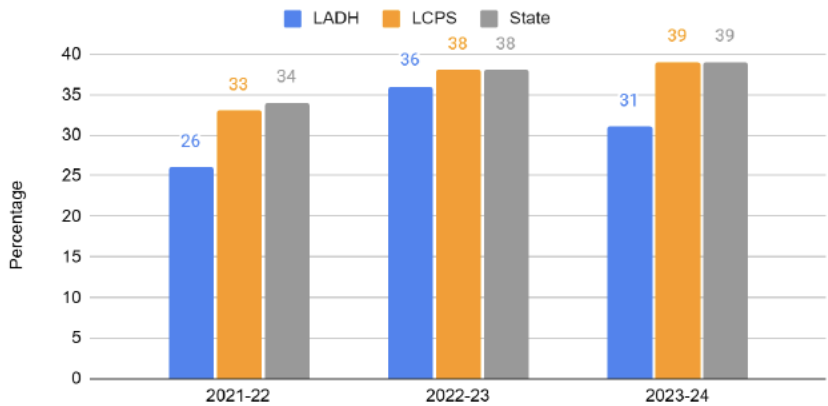
Note: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is "Spotlight," however, an additional designation/distinction of "Excellence" is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

Academic Proficiency:

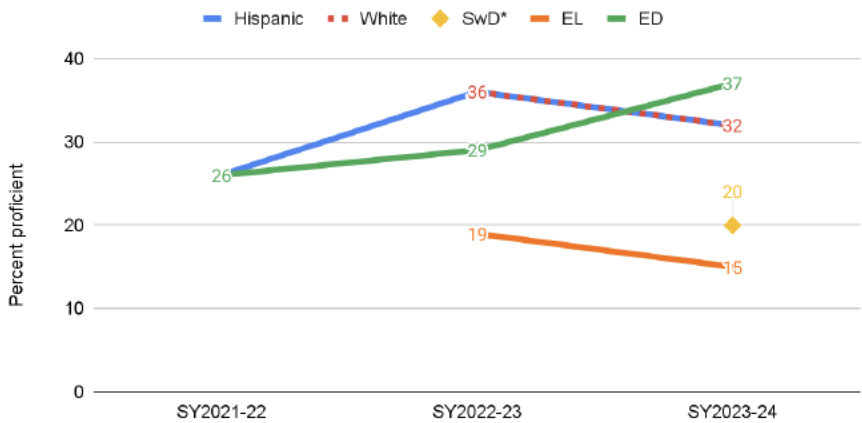
Reading

Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

LADH Reading Proficiency by Subgroup over Charter Term

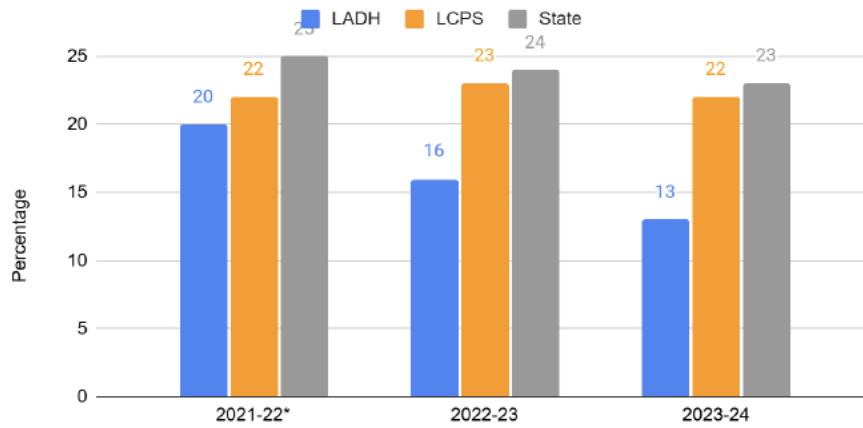


Note: Black, white, EL, and SwD subgroups partially represented or not represented on graph due to small N sizes

***Note:** students with disabilities (SwD) partially masked in 2023-24 due to small N size, ≤20% proficient. The dotted red line overlapping the blue line indicates that white and Hispanic subgroups followed the same trajectory from 2022-23 to 2023-24.

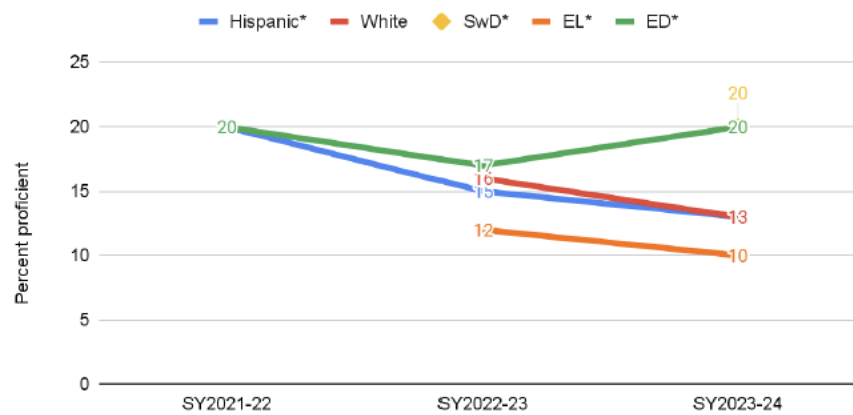
Mathematics

Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

LADH Math Proficiency by Subgroup over Charter Term



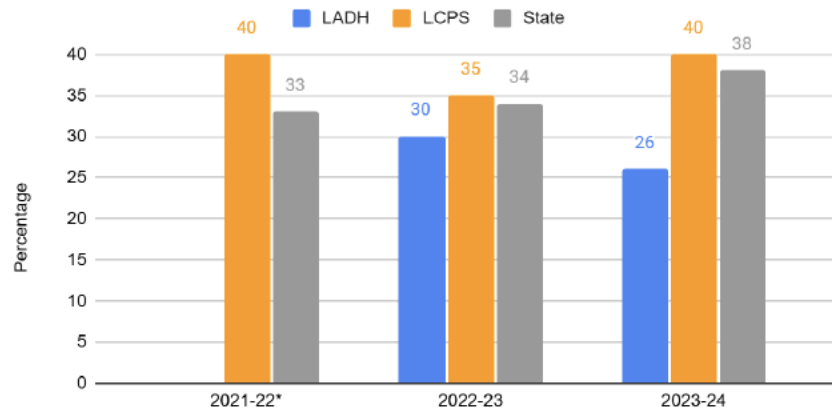
Note: Subgroups partially represented or not represented on graph due to small N sizes.

***Note:** Students partially masked due to small N sizes: ED $\leq 20\%$ proficient in 2021-22 and 2023-24; Hispanic $\leq 20\%$ proficient in 2021-22; ELs $\leq 10\%$ proficient in 2023-24; students with disabilities (SwD) $\leq 20\%$ proficient in 2023-24.

Science

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

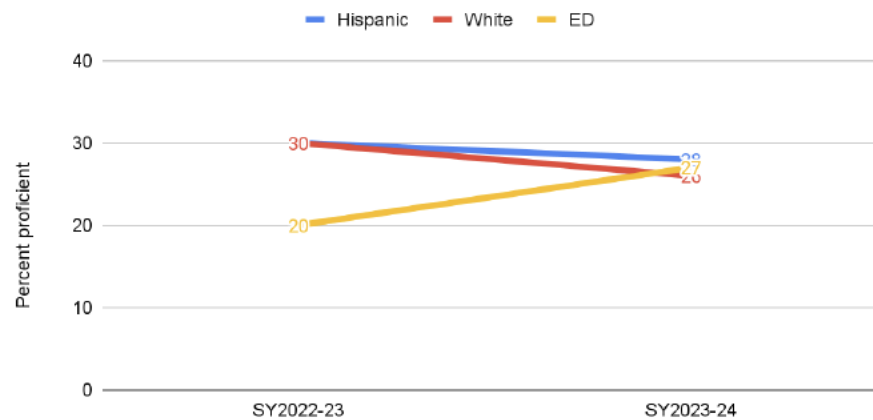
Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Note: all science proficiencies masked for LADH in school year 2021-22.

LADH Science Proficiency by Subgroup over Charter Term



Note: Black, EL, and SwD subgroups not represented on graph due to small N sizes

English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency within five years.

SY2021-22	SY2022-23	SY2023-24
4%	3.8%	≤10%

Note: Calculations for EL Progress have changed over the charter term. In the school year 2023-24, the target ACCESS score was 4.7 to be considered proficient. Prior to that, a score of 5.0 was required to pass as proficient.

Source: NMVistas.org (WIDA/ACCESS for ELLs)

School-Specific or Mission-Specific Goals:

Year	Goal 1 Data	Goal 1 Rating	Goal 1 Points
2021-22	76%	Meets Standard	75
2022-23	54%	Does Not Meet	25
2023-24	92.5%	Exceeds Standard	100
2024-25	85%	Exceeds Standard	100

Year	Goal 2 Data	Goal 2 Rating	Goal 2 Points
2021-22	78%	Meets Standard	75
2022-23	74%	Meets Standard	75
2023-24	72.85%	Meets Standard	75
2024-25	73%	Meets Standard	75

Year	Overall Data	Overall Rating	Overall Points
2021-22	77%	Meets Standard	75
2022-23	64%	Does Not Meet	50
2023-24	82.68%	Meets Standard	75
2024-25	79%	Meets Standard	75

Source: School reported data

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	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	70-84% of 8th grade students	75
Does Not Meet	50-69%	25
Falls Far Below	<50%	0

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	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	70-84% of students	75
Does Not Meet	50-69%	25
Falls Far Below	<50%	0

Financial Compliance

Enrollment Trends as reported in STARS/NOVA EOY:

Grades Served	FY22	FY23	FY24	FY25
Grade 6	27	21	29	39
Grade 7	24	26	27	26
Grade 8	18	23	29	28
Total	69	70	85	93

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D)

Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY22	%	FY23	%	FY24	%	FY25
1000	Direct Instruction	608,478	41%	896,843	66%	558,347.4	57%	
2100	Student Support	35,518	2%	17,328	1%	12,009	1%	
2200	Instructional Support	800	0%	0	0%	0	0	
2300	Central Administration	162,066	11%	162,879	12%	169,545	17%	
2400	School Administration	29,111	2%	33,770	2%	995	0%	
2500	Central Services	176,605	12%	185,854	14%	186,058	19%	
2600	Maintenance and Operations	67,801	5%	57,283	4%	53,536	5%	
2700-5999	All Other Function Codes	411,488	28%	0	0%	0	0%	
Total Operational Expense Fund 11000		1,491,867		1,353,957				
Total Operational Revenue Fund 11000								

Source: School Budget Bureau

Operational Cash Balance:

Year	Cash Available to Budget on July 1	% Increase (Decrease)	Days Cash on Hand
FY22	\$208,450.00	-26.57%	181.2
FY23	\$501,614.00	140.64%	39.6
FY24	\$123,165.00	-75.45%	3.5
FY25	\$10,954.00	-91.11%	Not Available

Source: FY24, FY23, FY22, and FY21 NMPED Audit Report, Clifton Larson and Associates; Cash amount is based on the June 30 "Cash Available to Budget" of the Operational Account (11000) at the close of the prior Fiscal Year.

Audit Findings: Due to the timing of audit completions, schools receive the audit report for the prior fiscal year during the first year of their contract. Consequently, the performance ratings for Year 1 (SY 2021-22) are based on the audit report for FY2021 (SY 2020-21).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY21	4	0	0	2	No
FY22	2	1	1	0	No
FY23	1	0	0	0	No
FY24	0	0	0	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY22	Adrian Gaytan	Yolanda Silva	Elaine Palma	5	No late notifications
FY23		Adrian Gaytan		5	No late notifications
FY24	Adrian Gaytan	Hilda Paz	Elaine Palma	5	No late notifications
FY25	Adrian Gaytan	Hilda Paz	Elaine Palma	6	No Late notifications Board fell below 5 members- PEC Meeting 8/16/2024; Restored back to 5 members during 9/20/2024 PEC meeting

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours?

Board Members	FY22	FY23	FY24	FY25
Robert Palacios	10	0(R)		
Yolanda Silva	8			
Adrian Gaytan	8	8	8	5
Elane Palma	8	8	8	5
Dalina Matsumo	10	8	8	5.5
Nelly Garcia		10	0(R)	
Hilda Paz		10	9	5.5
Jovanna Payan		0(R)		
Milagros Guillen		0(R)		
Beatrice Beatriz Quintana-Heiserman			12	
Sonia Evaro				10
Soila Estrada				0

Source: CSD Internal Monitoring

*Note: When applicable, red font indicates that the member did not complete all required training hours. R=Resigned.

Performance Framework Ratings

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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2021-22	Meets Standard
Year 2	2022-23	Meets Standard
Year 3	2023-24	Meets Standard
Year 4	2024-25	Pending

Source: CSD Internal Monitoring

Screenshot of Multi-year Performance Framework Ratings

La Academia Dolores Huerta	2021-22	2022-23	2023-24	2024-25
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard	Working to Meet Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard	Meets Standard	Pending
1f NM DASH Plan	Meets Standard	Meets Standard	Meets Standard	N/A
2a Financial Reporting and Compliance	Meets Standard	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Working to Meet Standard	Working to Meet Standard	Meets Standard	Pending
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard	Pending
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
4a Rights of All Students	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
5b Transportation	N/A	N/A	N/A	N/A
5c Health and Safety	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Note: some ratings for SY2024-25 are labeled as "Pending" due to unavailability of data at the time of this publication.

Explanation of 2024-25 Indicator Ratings*:

An explanation will be provided here if any pending ratings do not meet the "Meets Standard" criteria.

Explanation of 2023-24 Indicator Ratings:

1.b. Participation rate for both math and reading was 90%, the target is 95%.

4.b. Attendance percentage rate is 96% (95% target), retention rate is N/A (80% target) and recurrent is 61% (70% target). The school submitted a 2023-24 attendance improvement plan.

5.a. During the visit, the site visit team observed that gates open by portables, campus not secure; school informed us that they were going to meet with LCPS regarding security. In July CSD was notified that school was given notice to vacate campus per letter from LCPS.

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.

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).

Source: CSD Internal Monitoring

Conditions, Corrective Action Plans (CAPs), or Intervention Ladder: None

Annual Report ratings/notices from PEC:

Annual Report Year	PEC Notice of Overall Performance	Unsatisfactory Terms (if any)	Unsatisfactory terms not corrected by next Annual Report
2022-23	Satisfactory	• Negative math growth • Mission Goal 1: Does Not Meet • Indicator 2.b. Accounting Principles • Indicator 3.c. Reporting Requirements	All corrected
2023-24	Satisfactory	None	