

**New Mexico Public Education Commission
Public Education Department
Options for Parents: Charter Schools Division
Cesar Chavez Community School
*2013 State Charter Renewal Application Kit***



**Effective Options
for New Mexico's
Families
Charter Schools**





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HANNA SKANDERA
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GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- 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;
- 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 the department's minimum educational standards or student performance standards identified in the charter application;

- 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 charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

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 by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their applications. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at tony.gerlicz@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Tony Gerlicz
Director
Options for Parents: Charter Schools Division

Hanna Skandera
Secretary of Education
Public Education Department

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

Instructions: 2013 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing your customized version of the 2013 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 Tony Gerlicz at tony.gerlicz@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p>Note: Submission prior to October 1st, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school’s folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate. The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (April – September 2013)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	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.
CSD Renewal Analysis (November 14)**	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Renewal Analysis (November 14–	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

December 2)**	
CSD Director's Recommendation (December 6)**	The CSD will send a recommendation to the PEC to approve or deny the renewal application on Friday, December 6, 2013 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 12–13)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 12–13, 2013 .
Contract Negotiations (December, 2013–March, 2014)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit, 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 recommendation 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 charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

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 examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

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

The CSD will rely on documentary evidence based on the reports from the PED's 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 CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

Glossary of Terms

Amended Charter School Act (SB446): 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.).

Contract Negotiation Process: *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

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

Goals/Indicators: Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

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

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. 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 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.

Mission-Specific Indicator(s): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

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: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The charter authorizer shall enter into a contract 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 of or enter into a contract within 30 days of the approval of the charter application, 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.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* 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; and,
- (9) governing body performance

Performance Contract Worksheet (“Worksheet”): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

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.

Self-Report: Self study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application

Part B—Renewal Site Visit Protocol

Part C—CSD Analysis and Recommendation

Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)

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 (April–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing Part A.

Charter School Pre-populated Data

Name Of School: Cesar Chavez Community School	School District: Albuquerque
Mailing Address of School: 1325 Palomas Dr SE, Albuquerque, NM 87108	Physical Address of School 1325 Palomas Dr SE, Albuquerque, NM 87108
Phone Number Of School: (505) 877-0558	Name and Email Of Head Administrator: Caryl Thomas, Director/Principal Email: cthomas@cesarchavezcharter.net
School's Initial Opening Date: 2004	Name and Email Of The Governing Body Chair/President: Dan Shapiro, Gov Board President Email: dan@danandbarbarashapiro.com
Grade Levels Served: 9-12	Current Enrollment Cap: 300

Current School Mission:

CCCS provides flexible and personalized programs for anyone seeking a high school diploma and who would benefit from services and educational programs offered during non-traditional hours. Src: 08-09 Renewal App

Current Enrollment And Demographic Information

(2012–2013 120 day count)

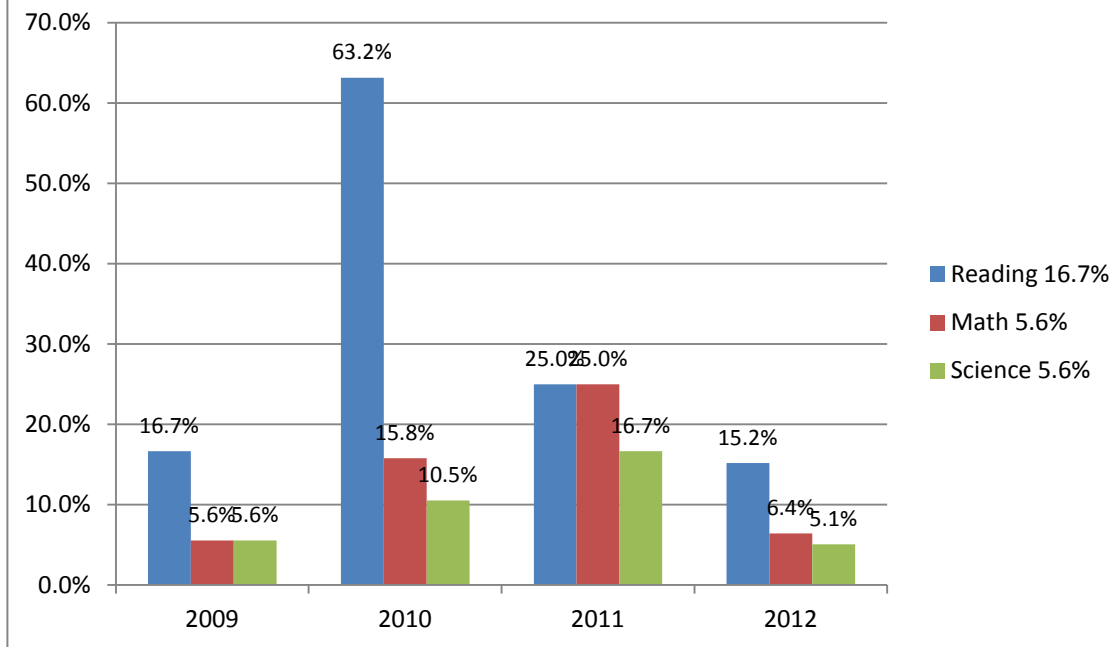
Enrollment	Percent
Total Enrollment: 203	
Gender	
# Male: 92	45%
# Female: 111	55%
Ethnicity/Race	
# White: 5	2%
# Hispanic: 174	86%

# African American: 4	2%
# Asian: 1	0%
#Native American: 19	9%
Special Populations	
# Economically Disadvantaged: 188	93%
# Students With IEPs: 25	12%
# English Language Learners: 84	41%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 203	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 203	100%

School Proficiencies

	2009	2010	2011	2012
Reading	16.7%	63.2%	25.0%	15.2%
Math	5.6%	15.8%	25.0%	6.4%
Science	5.6%	10.5%	16.7%	5.1%

Cesar Chavez Community Charter Proficiencies



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

School Report Card Snapshot (source: School Grading Report 2011-2012)

Final Grade: F Total Points: 29.8	Current Standing: F Points: 4.9 Possible Points: 30	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): F Points: 1.1 Possible Points: 15	Growth of Q1 (lower performers): C Points: 7.7 Possible Points: 15	Opportunity to Learn: C Points: 6.3 Possible Points: 8
Graduation: F Points: 7.7 Possible Points: 17	College & Career Readiness: F Points: 0.9 Possible Points: 15	Bonus Points: 1.2 Possible Points: 5 Reasons: For exceptional parent engagement
Reading Proficiency: 11.1% State Reading Goal: 52.3%	Math Proficiency: 4.7% State Math Goal: 45.0%	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

*** The profile of these indicators should be considered individually as well as a whole.**



Part A—Self-Report on Progress
(A Report on the Current Charter Term)

Part A—Self Study/Report on Progress

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Part A—Self Study/Report on Progress

I. Report on Progress—Charter School Self Report

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Education Plan

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 the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1. NMSBA School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:

School Proficiencies: *As shown in the above Cesar Chavez Community Charter Proficiencies graph, CCCS scores increased each year until 2012. The high reading score in 2010, as far as we can tell, is due to the fact that the small testing cohort was comprised of a group of students whose skills and abilities were atypical of the general student population served by CCCS: the score is based upon 19 students out of a total of 125 students tested, a sample not large enough to draw valid conclusions. The dip in scores for 2012 is directly related to the fact that this was the first year that the test scores for H2 students were included. The categories H2, H3, etc. (chronological year of high school) were introduced for the 2012 testing year and all students in their second chronological year of high school(H2), despite subjects passed, were tested. Therefore, reclassified 9th graders, who could have very few or no credits earned were tested, often before any or very few high school level math or English classes had been successfully completed. Because CCCS specializes in serving students who are often 17 or 18 years old with few credits and histories of sporadic enrollment in multiple high schools, CCCS scores are particularly vulnerable to such impacts. We do think it likely that, while our individual students will show scale score growth, the aggregate proficiency percentages may remain lower than the state average because of the*

Part A—Self Study/Report on Progress

population CCCS serves. It is important to remember that the CCCS population is a concentration of students who choose to attend CCCS because they have not experienced success in previous schools. Only 10% of the 2012/2013 student population was incoming freshman. The average age for a student last year was 18 years old. In a study done two years ago, 86.8% of responding CCCS students reported one or more indicators identified as high-risk for permanent drop-out: 1) failed a core class during their first year of high school, 2) received 2 credits or fewer, or 3) had multiple high school enrollments. During the 11/12 school year, the year of the 2012 scores above, 73% of students entered CCCS below 9th grade in reading and 90% below 9th grade in math. Of those, 46% were significantly below 6th grade in reading and 77% significantly below 6th grade in math. CCCS specializes in placing students in work at their current level and moving them forward as rapidly as possible. This helps such failing students regain a feeling of stability and confidence that motivates them to continue to strive. Classes are small, instruction is differentiated, progress is individualized, and each student receives a high level of academic, emotional and social support.

School Grade: The 2011/2012 CCCS school grade of F reflects, we believe, many unique challenges in using normed and other statistical methods to assign a grade to a school serving a concentration of a type of student. The comments provided above regarding School Proficiencies also impact the school grade. The PED CCCS Site Instructional Audit conducted in Fall 2012 contained the following comments in the final report: CCCS through intentional and purposeful work has created an impressive educational community and a culture of respect, care and high standards. The feeling of community and partnership between education staff, students, and families was pervasive. The strong emphasis on student achievement was clear. The thoughtful and purposeful design of the school and incredible, focused work to implement this design was consistently evident throughout my visit.

CCCS acknowledges the unique nature of their school and their consumers. Many schools I have worked with use the uniqueness of their schools and student populations as an excuse to not be accountable to national and state standards of achievement and practices. CCCS does not. The school works to create systems that are compliant with federal regulations and state regulations, and are responsive to their students and families through evidence-based practices, attention and care to each student and his or her family, and building an educational community that is welcoming, respectful, positive, and safe.

CCCS cannot adequately be described across the data points contributing to the school's grade. (CCCS underline)

Current Standing: this represents the percentage of CCCS testing students who scored proficient or above on the Standards Based Assessment, with the resulting school grade based upon a baseline of all schools in the state. CCCS students scored 16% proficient in reading and 6% in math. Such low proficiencies reflect the fact that students enter CCCS with skill deficits placing them far below the testing levels of the SBA, as described in the School Proficiencies section above. The CCCS short-cycle assessments (SCA) spring data for the 2011-2012 school year showed 4.1% growth in reading with 45.7% of students performing at high school level (grade 9+) and 12.3% growth in math with 28.6% of students performing at high school level.

School growth of highest performing (Q3): Once again, this calculation is based upon the baseline comparison to the distribution of all schools, established in 2011. The SCA scores described in the above section are more indicative of CCCS student progression into high school skill levels. The PED Instructional Audit noted in the "Effective Instruction" section: "Teachers were fluent in their content instruction and were able to make skills and knowledge accessible to students. Teachers linked content to other disciplines and provided students with rationale for learning the concepts, skills and knowledge being taught." We look forward to next year's growth measures, which will be based upon an actual comparison of 2 year's of testing by the same student, and especially useful, 2 year's of testing at CCCS by the same testing students.

School growth of lowest performing (Q1): CCCS tracks the SCA scores of the Q1 students. The 2011-2012 school year spring data in reading showed 11.6% growth with an average Lexile level of 635 (approximately

Part A—Self Study/Report on Progress

Grade 3-4 range) and in math showed 20% growth with an average 4.8 grade equivalency. CCCS experienced a spike in the number of non-readers enrolled for this school year. During the fall semester, as many as nine non-readers were placed in a special reading class staffed by both a special education teacher and a regular education reading teacher, using the reading program System 44. Students who reach high school as non-readers are especially challenging, as they tend to drop in and out of school frequently. CCCS has been able to help some non-readers stabilize in school and show as much as 5-6 years growth in 2-3 years at the school.

Opportunity to Learn: this C grade reflects a combination of a high student survey rating and an annual attendance rate of 72%. CCCS tracks, analyzes and works to improve attendance throughout every school year. Internal analysis shows that 80% of the students maintain 80% or better attendance. The bottom 20% represent students who attend sporadically despite the high level of support and monitoring provided by the school. Similar to the impact on school scores, the concentrated high-risk student population brings to CCCS many students with very significant life challenges that directly impact student success. From homelessness to drugs to incarcerated or missing parents to a severe lack of coping skills (mentioning but a few of their challenges), CCCS continues to work with every student with whom contact and interaction can be maintained, even when a pattern of low attendance negatively affects the school's annual attendance rate. Efforts to improve attendance continue.

Graduation: awarding the highest number of points for the 4-year cohort pushes CCCS into a low grade. 20% of the graduates for this grade calculation graduated in 4 years, while 55.8% graduated in 5 years and 35.4% graduated in 6 years. Once again, as described above, CCCS serves a concentrated population of older students with histories of dropping in and out of high school before completing at CCCS. Almost every graduate at CCCS is a recovered drop-out and a victory for the student, family and school! CCCS is designated a Supplemental Accountability Model (SAM) school and received a **SAM graduation rate of 76.5%**. We believe this method of calculating the graduation rate is more indicative of the graduation recovery accomplished at CCCS, and in fact, it is similar to how we have measured our charter graduation objective for the last 4 years.

Career/College Readiness (CCR): CCCS appealed this grade, won the appeal and lost a fraction of a point in the recalculation. The appeal was based upon the fact that CCCS believes the ACT Work Keys test, provided for seniors on-site, is a strong and appropriate preparation indicator. PED agreed and now allows this indicator for all SAM schools. CCCS has provided this testing on-site since 2006. The Work Keys scores qualify students for the national Career Readiness Certificate awarded through the governor's office in states throughout the country. CCCS awards all levels of the national Career Readiness Certificate (Platinum, Gold, Silver, Bronze) as earned by each graduate. PED decided, when agreeing to allow the Work Keys as an indicator, to disallow the Bronze Certificate. This decision, plus the PED requirement to include only the 4-year cohort graduates for CCR calculation, served to exclude enough graduates so that the CCCS score remained an F. CCCS internal data shows that 84% of actual 2012 CCCS graduates earned a national certificate. We would also like to point out that the Bronze Certificate shows readiness for jobs ranging from Auditor to Welding Machine Setters and Set-up Operators as shown on the ACT Occupational WorkKeys Profiles. We firmly believe that the Bronze Certificate is a strong preparation indicator and should be included in the grade calculations. It is also noteworthy that the graduate survey charter objective #4 data later in this report reflects a significant increase in graduate-reported college and training enrollment.

Bonus Points:

CCCS received bonus points for "exceptional parent engagement". We submitted based upon our staff-to-student mentoring program, which we believe is one of the foundations of student success at CCCS. Below is the description submitted for the bonus points.

Parent/Family participation-quarterly mentor meetings SY11/12: all full-time staff members are trained to mentor a caseload of students and their families. All siblings in a single family are grouped with the same mentor, who works with that family for the siblings' entire CCCS enrollment; all Spanish-speaking families work

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with a bilingual mentor.

**All staff meet with mentees and parents every 9 weeks*

**Meetings are at least 30 min. and include grade and credit review, attendance and academic contracts, Next Step Plans and personal interventions*

**Mentors are the first line of contact for parents and students who have behavioral, academic, scheduling and personal issues*

**Mentors also make personal home phone calls as needed during the quarter. Parents call mentors for any help or information needed.*

Percentage of parent/family quarterly meeting participation for SY11/12: 85%

October	87%
January	87.15%
March	85.2%
May	80%

School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

Final Grade

Grade: B	Total Points: 65.5	
<i>Provide a statement of progress and additional information regarding the above data: This grade more accurately reflects the high quality teaching and learning that takes place in the school. For the first time, the school grade includes the actual growth of the same individual high school students who have taken the SBA twice while attending CCCS.</i>		

Current Standing

Grade: C	Points: 11.8	Possible Points: 30
<i>Provide a statement of progress and additional information regarding the above data: this represents the percentage of CCCS testing students who scored proficient or above on the state tests. CCCS students scored 17.6% proficient in reading and 6.8% in math. Such low proficiencies reflect the fact that students enter CCCS with skill deficits far below the testing levels of the SBA. It continues to be significant that the population served by CCCS represents a <u>concentration</u> of students who have reached high school with multiple years of growth still needed to reach proficient on the state testing. CCCS is constantly working to help students grow academically, as will be made abundantly clear later in this report; however, as the difficulty of the testing increases, it is likely that standardized scores will be affected accordingly as long as students come to CCCS with such severe deficits and challenges. Given the population we strive to serve, Current Standing for CCCS shows average standing in the service of a very less-than-average population.</i>		

School Growth

Grade: D	Points: 4.4	Possible Points: 10
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Provide a statement of progress and additional information regarding the above data: School Growth is now a score separate from student growth, a change made this year. As described on the School Report Card, “Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.” Since this is the first year that high school grades can actually reflect individual student growth by comparing 2 high school years of test scores, CCCS did an internal analysis of School Growth in terms of the students at CCCS for the 2 testing years. CCCS looked at the following details. A total of 77 students were tested in Spring 2013. Of those, 28 were H2 or chronological second year high school students. The remaining 49 students were H3 or chronological third year students. This was the first high school SBA testing for the 28 H2, therefore, actual growth at CCCS can be measured by the performance of the H3 students who tested at CCCS last year and the previous year. Through the internal analysis, we found that 21(43%) of the 49 H3 students have 2 years of testing at CCCS. Of these, 18 showed growth, with an average scale score increase of 6.7 points in reading and 5.8 points in math. The CCCS School Growth grade of D does not reflect this, because, as we understand it, the grade was calculated based upon all of the H3 students regardless of where the first of the two testing years occurred. The following is an excerpt from a response PED sent to CCCS on School Growth: Keep in mind that school growth is reflecting three years of performance, so if CCCS continues to make dramatic gains in a positive direction, such as those that are apparent in your third year, your school growth scores will continue to rise and reflect that positive trend. The school grading model generates letter grades by comparing your school to the growth of other schools in the state in the base year (baseline distribution of all schools in the state in 2011). The letter grade results from your school’s position in that distribution. (parenthesis added by CCCS)

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 10	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data: The addition this year of the measure of actual individual student scale score growth allowed CCCS to show that individual students are growing, even if they have not yet reached proficiency. This grade and the grade below for the Q1 students more accurately illustrate the teaching and learning occurring at CCCS. This validates what internal scores and data show: CCCS students are making progress. You will see more evidence of this later in the report. The CCCS instructional program focuses on each individual student’s needs and progress; intervention is continuous and fluid. The PED Instructional Audit noted: Students were aware of and able to discuss multiple data sources they use to monitor their learning, progress to graduation, and reading and math levels.</i>		

Q1 (Lowest Performing 25%) Growth

Grade: A	Points: 9.6	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data: The addition this year of the measure of actual individual student scale score growth allowed CCCS to show that individual students are growing, even if they have not yet reached proficiency. This grade and the grade above for the Q3 students more accurately illustrate the teaching and learning occurring at CCCS. This validates what internal scores and data show: CCCS students are making progress. You will see more evidence of this later in the report. The CCCS instructional program focuses on each individual student’s needs and progress; intervention is continuous and fluid. The PED Instructional Audit noted: Students were aware of and able to discuss multiple data sources they use to monitor their learning, progress to graduation, and reading and math levels.</i>		

Opportunity to Learn

Grade: A	Points: 6.2	Possible Points: 8
<i>Provide a statement of progress and additional information regarding the above data: CCCS continues to receive a high score on the student survey and continues to work to improve attendance.</i>		

Graduation—as applicable

Grade: C	Points: 13	Possible Points: 17
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*Provide a statement of progress and additional information regarding the above data: CCCS had a 4-year cohort rate of 35.4%, a 5-year rate of 25.7% and a 6-year rate of 58.5%. The 15% increase in the 4-year cohort apparently resulted in enough points to earn the C grade. The **CCCS SAM graduation rate was 92.9%**. As mentioned above in the grading comments for the previous year, CCCS continues to believe that the SAM graduation rate is more indicative of the graduation recovery accomplished at the school.*

College and Career Readiness—as applicable

Grade: C	Points: 9	Possible Points: 15
<p><i>Provide a statement of progress and additional information regarding the above data: As stated in the test results, the CCR follows the cohort model used for graduation rates, placing emphasis on the 4-year cohort. This resulted in a 21.5% CCCS participation rate (ACT, PSAT, AccuPlacer, WorkKeys) and 14% success rate. If we look at the percentages based simply upon the 36 actual CCCS 2013 graduates, we see the following: 15 of the graduates (42%) took the ACT, and 7 of those (47%) scored an 18 or higher (18 is an entry score for UNM); 78% of the graduates took the WorkKeys, with 42% earning a Silver Certificate and 28% earning a Bronze Certificate (Bronze disallowed by PED). 67% of the graduates completed the AccuPlacer test. No students at CCCS take the PSAT, so this inclusion in the calculation reflects testing at previously attended schools. As can be seen by these numbers, the CCR grade would better reflect the accomplishments of all CCCS graduates if the calculation was based upon the SAM graduation formula and the if Bronze Certificate was allowed.</i></p>		

Bonus Points

Points: 1.5	Possible Points: 5	Reason: Parental Engagement
<p><i>Provide a statement of progress and additional information regarding the above data: Once again, CCCS received bonus Points for parental engagement. These points were awarded for a student and parent food drive during which 15 needy CCCS families were identified and given food packages for the Thanksgiving holiday.</i></p> <p><i>It also noteworthy that for SY 12/13, parent participation in quarterly mentor meetings averaged 86.2%.</i></p>		

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2. Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #2 and 3:

Student Objective/ Performance Standard #2: In math, 85% of graduates who have been enrolled at CCCS for 2 years or more will exit at high school level or 2 grades above enrollment score as measured by the STAR assessment.

Student Objective/ Performance Standard #3: In reading, 85% of graduates who have been enrolled at CCCS for 2 years or more will exit at high school level or 2 grades above enrollment score as measured by the SRI assessment.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate Proficiency):

Scholastic Reading Inventory (SRI): 1000+ Lexile = high school level proficiency (100 Lexiles approximates 1 year’s growth).

STAR Math: GE 9.0+ = high school level proficiency (GE= Grade Equivalent)

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School Year 09-10											
Entry SRI	Entry STAR	Exit SRI	Exit STAR	SRI Diff	STAR Diff	SRI HS?	SRI 200+?	SRI Met?	STAR HS?	STAR 2+?	STAR Met?
716	3.9	906	6.0	190	2.1	No	No	No	No	Yes	Yes
983	6.4	1045	13.0	62	6.6	Yes	No	Yes	Yes	Yes	Yes
1333	12.9	1340	13.0	7	0.1	Yes	No	Yes	Yes	No	Yes
770	4.8	1178	11.1	408	6.3	Yes	Yes	Yes	Yes	Yes	Yes
921	5.0	862	6.5	-59	1.5	No	No	No	No	No	No
94	5.1	463	4.2	369	-0.9	No	Yes	Yes	No	No	No
1069	3.1	1052	6.3	-17	3.2	Yes	No	Yes	No	Yes	Yes
722	2.8	327	3.5	-395	0.7	No	No	No	No	No	No
834	5.4	1186	6.1	352	0.7	Yes	Yes	Yes	No	No	No
1193	5.0	1383	13.0	190	8.0	Yes	No	Yes	Yes	Yes	Yes
485	4.8	1140	6.4	655	1.6	Yes	Yes	Yes	No	No	No
713	6.1	1084	13.0	371	6.9	Yes	Yes	Yes	Yes	Yes	Yes
694	3.6	976	6.7	282	3.1	No	Yes	Yes	No	Yes	Yes
1008	9.8	1326	13.0	318	3.2	Yes	Yes	Yes	Yes	Yes	Yes
1251	8.4	1369	8.5	118	0.1	Yes	No	Yes	No	No	No
815	7.9	925	6.4	110	-1.5	No	No	No	No	No	No
779	2.7	555	2.2	-224	-0.5	No	No	No	No	No	No
1003	8.5	1302	13.0	299	4.5	Yes	Yes	Yes	Yes	Yes	Yes
1125	5.2	1165	7.3	40	2.1	Yes	No	Yes	No	Yes	Yes
967	2.2	734	3.6	-233	1.4	No	No	No	No	No	No
914	5.5	1178	6.3	264	0.8	Yes	Yes	Yes	No	No	No
				148	2.4	56.5	39.1	65.2	30.4	43.5	47.8
School Year 10-11											
Entry SRI	Entry STAR	Exit SRI	Exit STAR	SRI Diff	STAR Diff	SRI HS?	SRI 200+?	SRI Met?	STAR HS?	STAR 2+?	STAR Met?
1204	12.9	1320	13.0	116	0.1	Yes	No	Yes	Yes	No	Yes
386	5.1	877	8.1	491	3.0	No	Yes	Yes	No	Yes	Yes
513	13.0	902	12.9	389	-0.1	No	Yes	Yes	Yes	No	Yes
247	6.3	503	12.5	256	6.2	No	Yes	Yes	Yes	Yes	Yes
452	2.5	800	6.4	348	3.9	No	Yes	Yes	No	Yes	Yes
1204	7.8	1180	13.0	-24	5.2	Yes	No	Yes	Yes	Yes	Yes
1097	4.3	1086	13.0	-11	8.7	Yes	No	Yes	Yes	Yes	Yes
906	6.6	1052	13.0	146	6.4	Yes	No	Yes	Yes	Yes	Yes
171	2.4	475	12.4	304	10.0	No	Yes	Yes	Yes	Yes	Yes
1069	3.0	1190	5.4	121	2.4	Yes	No	Yes	No	Yes	Yes
1124	12.1	1081	13.0	-43	0.9	Yes	No	Yes	Yes	No	Yes
1023	4.9	1117	12.5	94	7.6	Yes	No	Yes	Yes	Yes	Yes
817	5.9	1022	8.2	205	2.3	Yes	Yes	Yes	No	Yes	Yes
1148	6.2	1277	11.3	129	5.1	Yes	No	Yes	Yes	Yes	Yes
813	3.7	1008	13.0	195	9.3	Yes	No	Yes	Yes	Yes	Yes
1500	6.5	1264	13.0	-236	6.5	Yes	No	Yes	Yes	Yes	Yes
864	4.1	1178	6.3	314	2.2	Yes	Yes	Yes	No	Yes	Yes
				164	4.7	70.6	41.2	100.0	70.6	82.4	100.0

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School Year 11-12											
Entry SRI	Entry STAR	Exit SRI	Exit STAR	SRI Diff	STAR Diff	SRI HS?	SRI 200+?	SRI Met?	STAR HS?	STAR 2+?	STAR Met?
785	2.8	989	6.4	204	3.6	No	Yes	Yes	No	Yes	Yes
781	5.8	991	13.0	210	7.2	No	Yes	Yes	Yes	Yes	Yes
894	5.6	1014	11.5	120	5.9	Yes	No	Yes	Yes	Yes	Yes
879	4.4	883	6.6	4	2.2	No	No	No	No	Yes	Yes
835	6.0	1150	13.0	315	7.0	Yes	Yes	Yes	Yes	Yes	Yes
794	3.6	887	5.9	93	2.3	No	No	No	No	Yes	Yes
400	7.9	881	13.0	481	5.1	No	Yes	Yes	Yes	Yes	Yes
1134	7.6	1152	13.0	18	5.4	Yes	No	Yes	Yes	Yes	Yes
1203	6.7	1275	12.9	72	6.2	Yes	No	Yes	Yes	Yes	Yes
868	2.8	971	3.8	103	1.0	No	No	No	No	No	No
977	3.5	1013	11.7	36	8.2	Yes	No	Yes	Yes	Yes	Yes
779	6.3	1089	10.8	310	4.5	Yes	Yes	Yes	Yes	Yes	Yes
684	5.7	1090	8.0	406	2.3	Yes	Yes	Yes	No	Yes	Yes
1094	4.6	1331	11.9	237	7.3	Yes	Yes	Yes	Yes	Yes	Yes
1127	9.8	1117	13.0	-10	3.2	Yes	No	Yes	Yes	Yes	Yes
1010	8.4	1004	12.8	-6	4.4	Yes	No	Yes	Yes	Yes	Yes
1150	8.0	1200	13.0	50	5.0	Yes	No	Yes	Yes	Yes	Yes
				155	4.8	64.7	41.2	82.4	70.6	94.1	94.1
School Year 12-13											
Entry SRI	Entry STAR	Exit SRI	Exit STAR	SRI Diff	STAR Diff	SRI HS?	SRI 200+?	SRI Met?	STAR HS?	STAR 2+?	STAR Met?
318	4.4	1204	12.9	886.0	9	Yes	Yes	Yes	Yes	Yes	Yes
621	4.1	858	6.2	237.0	2	No	Yes	Yes	No	Yes	Yes
1045	5.3	1161	12.9	116.0	8	Yes	No	Yes	Yes	Yes	Yes
980	5.5	1284	11.3	304	6	Yes	Yes	Yes	Yes	Yes	Yes
971	8.5	1144	12.9	173	4	Yes	No	Yes	Yes	Yes	Yes
1029	6.2	952	9.1	-77.0	3	Yes	No	Yes	Yes	Yes	Yes
367	5.6	1028	12.7	661	7	Yes	Yes	Yes	Yes	Yes	Yes
984	4.9	1159	12.5	175.0	8	Yes	No	Yes	Yes	Yes	Yes
1237	7.5	1284	12.9	47	5	Yes	No	Yes	Yes	Yes	Yes
1115	5.1	1147	12.1	32	7	Yes	No	Yes	Yes	Yes	Yes
1068	5.2	1122	8.9	54.0	4	Yes	No	Yes	No	Yes	Yes
1108	11.1	1229	12.9	121.0	2	Yes	No	Yes	Yes	Yes	Yes
911	5.1	1132	12.9	221.0	8	Yes	Yes	Yes	Yes	Yes	Yes
991	6.1	1138	11.4	147	5	Yes	No	Yes	Yes	Yes	Yes
610	6.1	828	10.1	218	4	No	Yes	Yes	Yes	Yes	Yes
1095	7.4	1270	12.9	175	6	Yes	No	Yes	Yes	Yes	Yes
1381	8.5	1595	12.9	214.0	4	Yes	Yes	Yes	Yes	Yes	Yes
567	2.5	1003	6.9	436	4	Yes	Yes	Yes	No	Yes	Yes
830	7.1	1230	12.9	400	6	Yes	Yes	Yes	Yes	Yes	Yes
1105	12.9	1348	12.9	243	0	Yes	Yes	Yes	Yes	No	Yes
262	3.6	510	5.8	248	2	No	Yes	Yes	No	Yes	Yes
629	7.0	913	11.1	284	4	No	Yes	Yes	Yes	Yes	Yes
583	4.6	799	12.9	216	8	No	Yes	Yes	Yes	Yes	Yes
				240	5	78.3	56.5	100.0	82.6	95.7	100.0

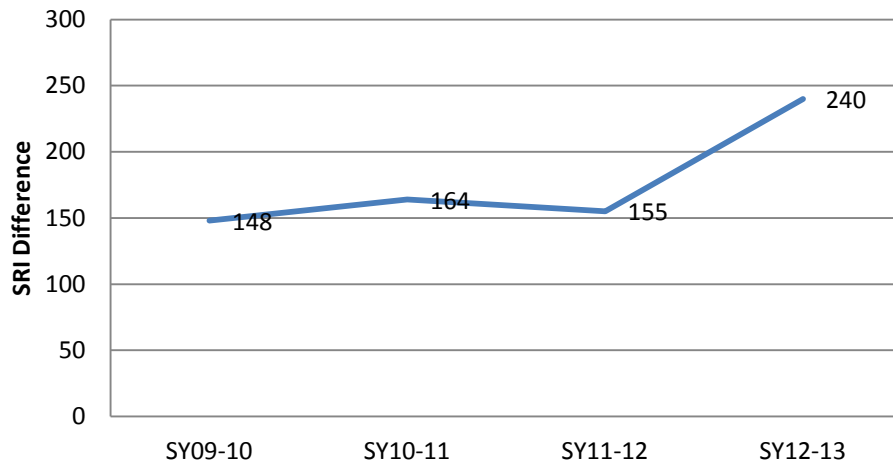
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Provide a statement of progress and additional information regarding the above data: As indicated by the data tables for the last four years, CCCS met the Charter Student Academic Performance Goals/Objectives (highlighted) for all but the first year, 09/10, and reading in 10/11. CCCS learned, upon analyzing the 09/10 scores, that a more systematic and timely testing process was needed to ensure an accurate reflection of student growth. Because CCCS students earn credit in a flexible and individualized program, we found that it was necessary to make sure that a student's final testing was done when the relevant credits were completed rather than at the end of the year, for instance. Once this was established, consistent growth was shown for the next three years and the objectives were met, including 2 years of 100%. CCCS also feels that including only students who had been at CCCS for 2+ years allowed the students' time to improve academically and the school to significantly impact learning.

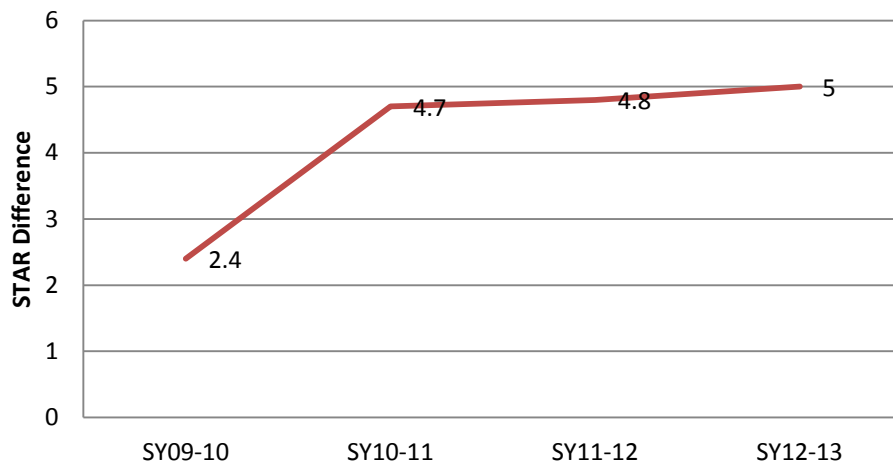
The graphs below labeled Reading and Math Growth respectively illustrate the annual increase in reading scores (Lexiles) and math scores (grade equivalent) of CCCS graduates as shown on the above tables. These are additional indicators of the actual student growth taking place that may not typically show up on other standardized testing such as the SBA. The graphs labeled Math and Reading High School Level respectively illustrate the annually increasing numbers of CCCS graduates who have reached high school level performance in math and reading within the objective parameters as shown on the tables.

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Reading Growth 09-10 to 12-13

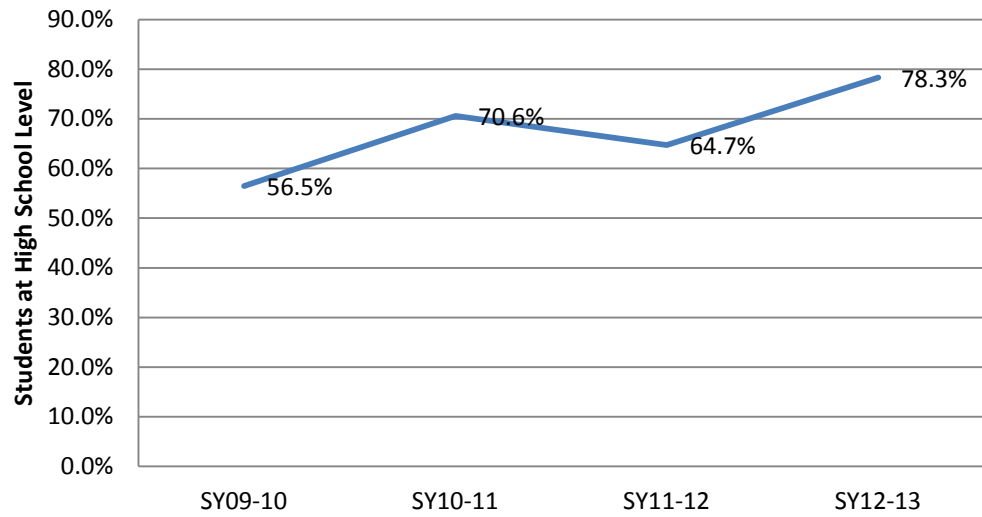


Math Growth 09-10 to 12-13

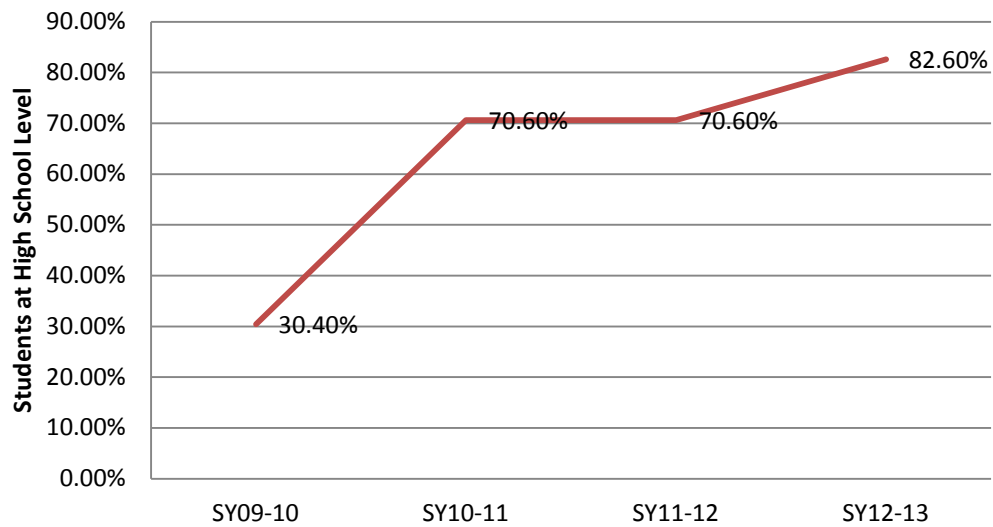


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High School Level (Reading) 09-10 to 12-13



High School Level (Math) 09-10 to 12-13



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3. Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Objective/ Performance Standard #1: Student graduation rate is 80% or higher as measured by the number of students enrolled in grade 12 on the 40th day of the school year and receiving a diploma no later than the end of the summer session of that year.

Measure(s) Used: 40th day data and diploma granted

School Year 09-10

Name	Completed?						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	No	Left school to work full time.					
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes						
	Yes	Finished Course Requirements, received waiver on NMHSCE					
	93.8	% Graduation Rate					

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School Year 10-11

Name	Completed?								
	Yes								
	Yes								
	Yes								
	Yes								
	No	Complications from pregnancy - Returned to graduate 2013							
	Yes								
	Yes	Awarded Certificate, Needs Lang Arts HSCE							
	Yes								
	Yes								
	Yes								
	Yes								
	No	Left for GED and to work full time.							
	Yes								
	No	Moved to AZ after 40th day, didn't finish there.							
	Yes								
	Yes								
		81.3 % Graduation Rate							

School Year 11-12

Name	Completed?								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	No	Left to work full time - Returned to graduate 2013							
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
		94.4 % Graduation Rate							

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School Year 12-13									
Name	Completed?								
	Yes								
	Yes	Summer School PE							
	No	The student had problems with attendance and personal issues.							
	Yes								
	No	The student left due to a drug addiction.							
	Yes								
	Yes								
	Yes								
	Yes								
	Yes	Summer School PE							
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	Yes								
	No	The student had problems with attendance and transportation issues.							
	Yes								
	Yes								
	No	Left to work full time.							
	Yes								
	No	The student had problems with attendance and left to work full time.							
	Yes								
	85.0	% Graduation Rate							
<p><i>Provide a statement of progress and additional information regarding the above data: As mentioned above in reference to the 11/12 graduation grade, CCCS calculates this graduation objective similar to the SAM graduation rate established by PED. Since CCCS has many older students entering the school with the goal of completing what has been for them a delayed graduation, tracking successful completion of senior year provides a simple, clear measure of the drop-out recovery accomplished in the school. As can be seen in the 4 years of data in the above charts, CCCS has met this objective each year. Additional anecdotal comments have been added for the students on the chart who did not complete to help illustrate the barriers and challenges experienced by many of our students.</i></p>									

Student Objective/ Performance Standard #4: A minimum of 80% of graduates will be employed, enrolled in post secondary education or training, parenting and/or enlisted in the armed services, as measured by a post-graduate survey administered during the fall semester following graduation each year.

Measure(s) Used: Survey

Part A—Self Study/Report on Progress

School Year 09-10							
Post Graduate Directions Survey Results, Graduated December 09 or May 10		Employed?	College?	Training?	Parenting?	Enlisted?	Met Goal
	Redsand	1	1	0	1	0	1
	Thomas	0	0	0	1	0	1
	Cuara	1	1	0	0	0	1
	Verde-Claro	1	1	0	0	0	1
	Fischer	0	1	0	1	0	1
	Arness						Unable to contact.
	Stone	1	0	0	0	0	1
	Baquet	1	0	0	0	0	1
	DeNuit	0	1	0	0	0	1
	Redsand	1	0	0	1	0	1
	Elmore	1	0	0	0	0	1
	Fischer	1	0	0	1	0	1
	Cuara	1	1	1	0	1	1
	Fischer	1	0	0	1	0	1
	Hodovance	0	0	0	1	0	1
	Fischer	1	0	0	1	0	1
	Baquet	0	0	0	0	0	0
	Fischer	0	0	0	1	0	1
	Verde-Claro						Unable to contact.
	Baquet	0	1	0	0	0	1
	Zinnert	1	1	0	0	0	1
	Fischer	0	1	0	1	0	1
	Zinnert	1	1	0	1	0	1
	DeNuit	0	1	0	0	0	1
	Hodovance	1	0	1	0	0	1
	Zinnert	0	0	0	0	0	0
	Cuara	1	0	0	0	0	1
	Cuara	1	0	1	0	0	1
	Cuara	1	1	0	0	0	1
	Thomas	0	0	0	1	0	1
	Fischer	0	0	0	1	0	1
	Redsand	1	1	0	0	0	1
	Belden	1	0	0	0	0	1
	Hodovance	0	1	0	0	0	1
	Wells	0	1	0	0	0	1
	Zinnert	1	1	0	0	0	1
	Crumb	1	0	0	0	0	1
	Hodovance	0	1	0	0	0	1
	Campbell	1	1	0	0	0	1
Response Rate:	94.87%	59.5%	48.6%	8.1%	35.1%	2.7%	94.6%

Part A—Self Study/Report on Progress

School Year 10-11							
Post Graduate Directions Survey Results, Graduated During 10-11 School Year	Mentor	Employed?	College?	Training?	Parenting?	Enlisted?	Met Goal
	Baquet	1	1	0	0	0	1
	Hodovance	1	0	0	0	0	1
	Fischer				1		1
	Zinnert	1	1	0	0	0	1
	Jelso	0	1	0	0	0	1
	Stone	0	1	0	0	0	1
	Arness	0	1	0	0	0	1
	Arness	0	1	0	0	0	1
	Schneider						unable to contact
	Verde-Claro	1	0	0	1	0	1
	Berube	0	1	0	0	0	1
	Stone	0	0	0	0	0	0
	Fischer	0	0	0	1	0	1
	Zinnert	0	1	0	0	0	1
	Campbell						unable to contact
	Reilly	0	0	0	0	0	0
	Reilly	1	0	0	0	0	1
	Verde-Claro						unable to contact
	Baquet	0	0	0	1	0	1
	Baquet	0	1	0	0	0	1
	Arness	0	1	0	0	0	1
	Dodd	0	0	0	0	1	1
	Hodovance	1	0	0	0	0	1
	Jelso						unable to contact
	Stone	0	0	0	1	0	1
	Schneider	1	0	1	0	0	1
	Fischer	1	1	0	1	0	1
	Jelso						unable to contact
	Verde-Claro	1	0	0	0	0	1
	Jelso						unable to contact
	Zinnert	0	0	0	0	0	0
	Fischer	1	1	0	1	0	1
	Fischer	1	1	0	1	0	1
	Harrington	1	0	0	0	0	1
	Wells	1	1	0	1	0	1
	Fischer	0	1	0	0	0	1
	Zinnert	1	1	0	0	0	1
	Thomas	0	1	0	0	0	1
	Schneider	1	0	0	1	0	1
	Reilly	1	0	1	0	0	1
	Crumb	1	1	0	0	0	1
	Thomas	1	0	0	0	0	1
	Campbell	0	1	0	0	0	1
Response Rate:	86.0%	50.0%	52.8%	5.6%	27.0%	2.8%	91.9%

Part A—Self Study/Report on Progress

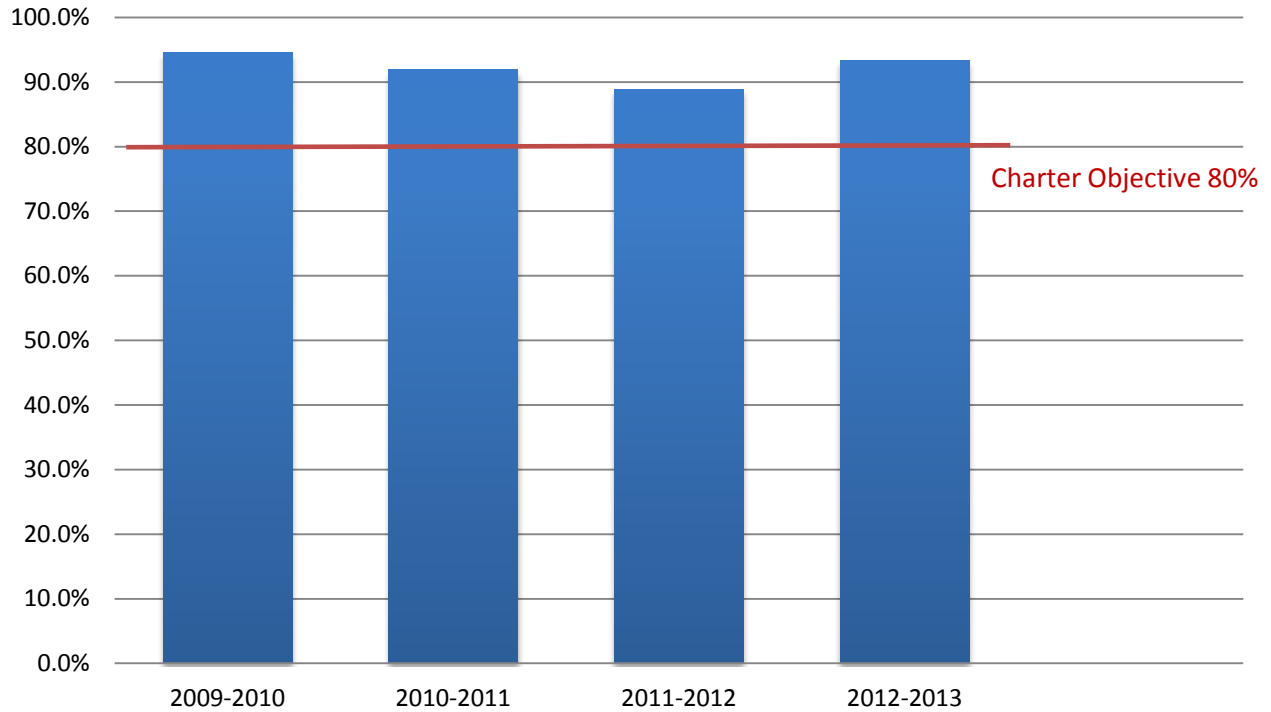
School Year 11-12							
Post Graduate Directions Survey Results, Graduated During 11-12 School Year	Mentor	Employed?	College?	Training?	Parenting?	Enlisted?	Met Goal
	Baquet	0	1	0	0	0	1
	Fischer	1	0	0	1	0	1
	Dodd	1	0	0	0	0	1
							Unable to contact.
	Cuara	1	0	0	1	0	1
	Baquet	0	1	0	1	0	1
	Taylor	0	1	0	0	0	1
	Taylor	0	1	0	0	0	1
	Taylor	0	0	0	0	0	0
							Unable to contact.
							Unable to contact.
	Cuara	1	1	0	0	0	1
							Unable to contact.
	Schmid	0	1	0	0	0	1
							Unable to contact.
	Thomas	1	1	0	0	0	1
	Dodd	1	1	0	0	0	1
	Zinnert						Unable to contact.
	Anress	0	1	0	0	0	1
	Arness	0	0	0	0	0	0
	Zinnert	0	1	1	0	0	1
	Dodd						Unable to contact.
	Baquet	0	0	0	1	0	1
	Zinnert	1	1	0	0	0	1
	Harrington	1	1	0	0	0	1
	Spitzer						Unable to contact.
	Montoya	0	0	0	1	0	1
	Thomas	0	0	1	0	0	1
	Harrington	1	1	0	0	0	1
	Ihm	1	1	1	0	0	1
							Unable to contact.
	Zinnert	0	1	0	1	0	1
	Dodd	1	1	0	0	0	1
	Taylor	1	1	0	0	0	1
	Taylor	0	0	0	0	0	0
	Zinnert	1	1	1	0	0	1
Response Rate:	73.0%	48.1%	66.7%	14.8%	22.2%	0.0%	88.9%

Part A—Self Study/Report on Progress

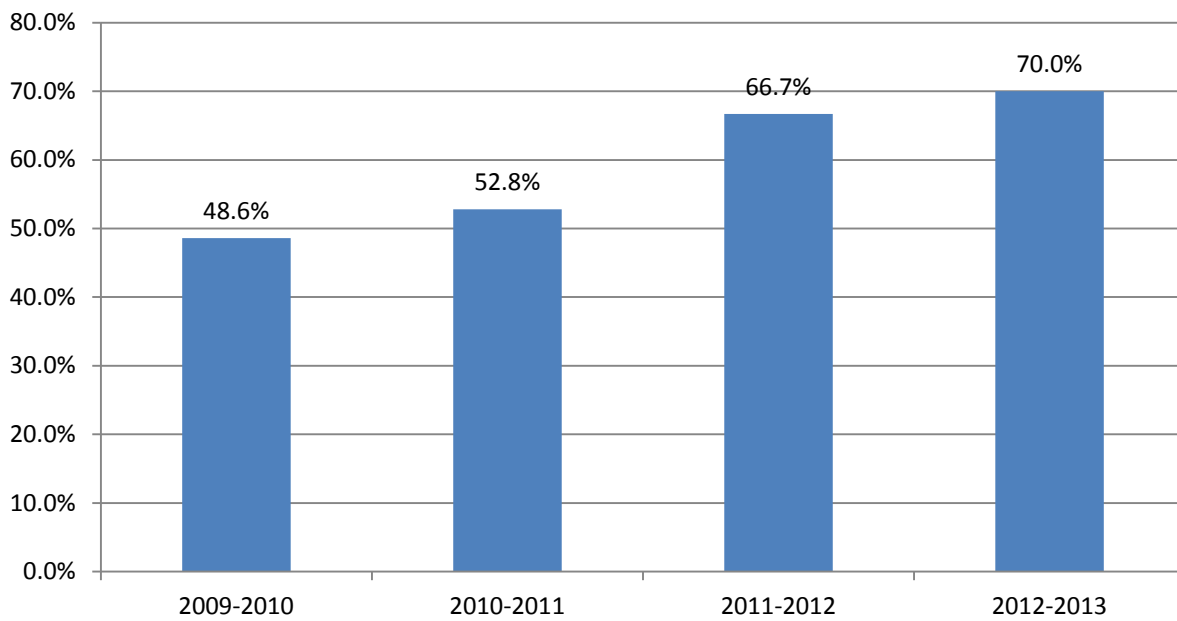
School Year 12-13								
Post Graduate Directions Survey Results, Graduated During 12-13 School Year	Mentor	Employed?	College?	Training?	Parenting?	Enlisted?	Met Goal	
	Ihm	0	1	0	0	0	1	
	Baquet	1	1	0	1	0	1	
	Boyce							Unable to contact.
	Crumb	0	1	0	0	0	1	
	Belden	1	0	0	0	0	1	
	Zinnert	1	0	0	0	0	1	
	Arness	1	1	0	0	0	1	
	Fischer	0	1	0	0	0	1	
	Verde-Claro							Unable to contact.
	Boyce							Unable to contact.
	Zinnert	0	1	0	0	0	1	
	Scheinder							Unable to contact.
	Verde-Claro	0	1	0	0	0	1	
	Baquet	0	1	0	0	0	1	
	Fischer	0	0	0	1	0	1	
	Taylor	0	0	1	0	0	1	
	Scheinder	1	1	0	0	0	1	
	Reily	1	1	0	0	0	1	
	Reily	0	0	0	0	0	0	In the process of applying to CNM
	Scheinder	1	1	0	0	0	1	
	Arness	0	1	0	0	0	1	
	Taylor	1	0	0	0	0	1	
	Fischer	1	0	0	1	0	1	
	Thomas	1	1	0	0	0	1	
	Zinnert	0	1	0	0	0	1	
	Baquet	0	1	0	0	0	1	
	Crumb	0	1	0	1	0	1	
	Jelso							Unable to contact.
	Belden	0	0	0	0	0	0	Family is in the process of moving out of state.
	Harrington							Unable to contact.
	Arness	0	1	0	0	0	1	
	Zinnert	0	1	0	1	0	1	
	Fischer	1	0	0	1	0	1	
	Verde-Claro	0	1	0	0	0	1	
	Thomas	0	1	0	0	0	1	
	Thomas	0	1	0	0	0	1	
Response Rate:	83.3%	36.7%	70.0%	3.3%	20.0%	0.0%	93.3%	

Part A—Self Study/Report on Progress

Overall Annual Growth for Post Graduation Survey

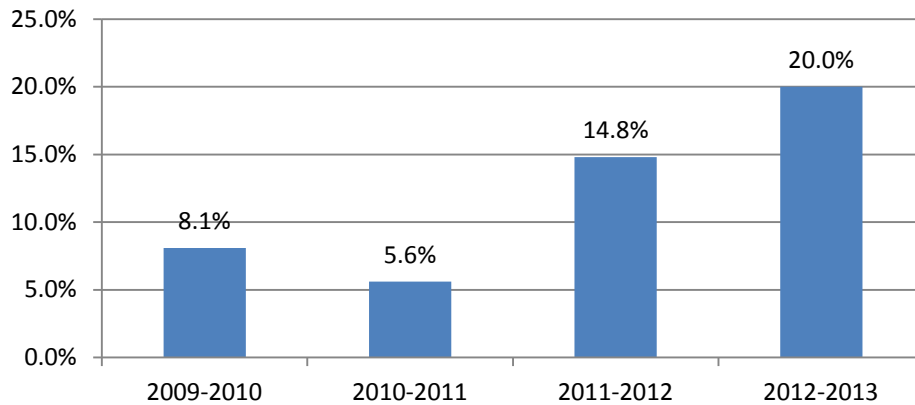


Percentage of Students Enrolled in College



Part A—Self Study/Report on Progress

Percentage of Students Enrolled in a Training Program



Provide a statement of progress and additional information regarding the above data: CCCS believes that it is important to gather data regarding the post-graduation status of students so that we may assess how well-prepared our graduates are for their next life step. It is interesting to note that the number of students reporting college enrollment has increased from 48.6% in 09/10 to 70% in 12/13. Additionally, the number of students reporting training enrollment has increased from 8.1% in 09/10 to 20% in 12/13. We attribute this in part to the diligent work of the CCCS school counselor, who personally assists every graduate in completing the FAFSA and the post-secondary enrollment process. For the last 2 years, 100% of CCCS graduates have had a post-secondary plan in place at the time of graduation. CCCS has met this objective every year.

Student Objective/ Performance Standard #5: Each year 90% of withdrawing students under age 18 who have been enrolled a minimum of 9 weeks at CCCS will meet at least one of the following:

- a. formally withdraw to attend another school or educational program as documented on the CCCs withdrawal form; b. meet with the counselor, mentor and parent to develop a retention strategy as documented on the counselor log; or c. be referred to truancy court as documented on the truancy court referral form.

Measure(s) Used: withdrawal form, counselor log, truancy referral form

Part A—Self Study/Report on Progress

School Year 09-10

Name	Retention Intervention	Truancy?	Formal Withdrawal	Met Goal	Comments
		No	To Socorro HS	YES	
		Yes		YES	
		No	To RFK		
		No	To School on Wheels	YES	
	Counseled about GED	No	To GED @ Cath Char	YES	
		No	To Manzano		
		No	To GED @ CNM	YES	
	Counseled about Job Corps	No	To Job Corps	YES	
		No	To CTC	YES	
		Yes	Re-enrolled at CCCS	YES	
		Yes		YES	
		No	To AHS	YES	
	Counseled about GED	No	To RFK		
		Yes		YES	
		No	Moved to Arizona	YES	
	Counseled about GED	Yes		YES	
		Yes		YES	
		No	To Atrisco		
	Counseled about GED	No	To GED @ CNM		
		Yes		YES	
		No	Family reasons	YES	
		No	To GED @ CNM		
		Yes	To ATT		
		Yes		YES	
		No	To YDI	YES	
		Yes		YES	
		No	To El Dorado		
		No	To Nuestros Vallores	YES	
		Yes		YES	
		Yes		YES	
		Yes		YES	
		Yes		YES	
		No	Moved to Minnesota	YES	
	Counseled about GED	Yes	To GED @ CNM	YES	
	Counseled about GED	No	To New American	YES	
		No	To Albuquerque HS		
	Counseled to stay and finish	No	To Job Corps		
	Spoke with counselor, had SAT	Yes		YES	
		Yes		YES	
		No	Re-enrolled at CCCS	YES	
		Yes		YES	
		No	To RFK		
		No	To GED @ CNM	YES	
		No		NO	Homeless
		Yes		YES	
		No	Moving to Mexico	YES	
		No	To Bernalillo HS	YES	
	Counseled about GED	No	To GED @ CNM	YES	
		20.8%	58.0%	64.6%	97.3%

Part A—Self Study/Report on Progress

School Year 10-11

Name	Retention Intervention	Truancy?	Formal Withdrawal	Met Goal	Comments
		No	To Gilbert Sena	YES	
		Yes	To Homeschool	YES	
		Yes		YES	
		Yes		YES	
		No	GED @ CNM	YES	
		No	To New Futures	YES	
		No	To RFK	YES	
	Elke counseled about GED	No	GED @ CNM	YES	
		Yes		YES	
	Elke counseled about GED	No	GED @ CNM	YES	
		Yes	To ATT	YES	
		No	To Valley HS	YES	
	Elke counseled about GED	No	GED through CYFD	YES	
		No	To RFK	YES	
	Elke counseled about GED	No	GED @ CNM	YES	
		Yes		YES	
		No	Moved to Mexico	YES	
		Yes		YES	
		No	To Albuquerque HS	YES	
		Yes		YES	
		No	Moved to TX	YES	
		No	Moved to Mexico	YES	
		Yes		YES	
		No	Moved to Vaughn	YES	
		No	GED @ CNM	YES	
		No	To Highland HS	YES	
	Elke met with her	No	To Atrisco Heritage	YES	
		No	Incarcerated	YES	
	Elke met with him	No	To DATA	YES	
		No	To Rio Grande HS	YES	
		No	To Job Corps	YES	
	Elke met with him	No	To Valley HS	YES	
	Elke counseled about GED	No	GED @ CNM	YES	
	24.2%	27.3%	78.8%	100.0%	

Part A—Self Study/Report on Progress

School Year 11-12

Name	Retention Intervention	Truancy?	Formal Withdrawal	Met Goal	Comments
		No	To NACA	YES	
	Parent Conference	Yes		YES	
		No	To RFK or Atrisco	YES	
	GED Info, Student conf.	No	To GED Prep @ CNM	YES	
		No	To GED @ YDI	YES	
		Yes		YES	
		No			Dropped day before 18
		No	To Miami, FL	YES	
		Yes		YES	
	Mentor/Stud conf.	No	To GED @ CNM	YES	
		Yes		YES	
	Student Conference	Yes		YES	
	Parent Conference	Yes		YES	
		No	To Freedom	YES	
	Par/ment/stu GED	No	To GED @ CNM	YES	
	Par/student conf	Yes		YES	
		No	To Desert Hills	YES	
		Yes		YES	
		No	To ACE	YES	
	Student conf /GED	Yes		YES	
		Yes		YES	
		Yes		YES	
	Guardian/stud conf	No	To AZ	YES	
		No	Incarcerated	YES	
		Yes		YES	
	Admin/parent conf	No	To ACE	YES	
		No	To ACE	YES	
		Yes		YES	
	Parent/stud conf	Yes	Back @ CCCS	YES	
	Parent/stud conf - GED	Yes	To GED @ CNM	YES	Updated 3/1/12
		Yes		YES	
		No	To Farmington, NM	YES	
		No	To El Paso, TX	YES	
		No	To Highland	YES	Updated 2/21/12
	Student conf - GED	No	To GED @ CNM or YDI	YES	
	Student conference	No	To Rio Grande	YES	
		No	To GED @ CNM	YES	
		No	To New America	YES	
		Yes	To ACE	YES	Rescinded, back at CCCS
	Student conference	Yes	To closer school	YES	
		Yes		YES	
		No	Returned to CCCS	YES	
		No	To Gilbert Sena	YES	
		Yes		YES	
	Parent/student, GED	No	To GED @ YDI	YES	
		No		NO	
	Student conference	No	To GED @ CNM		Back at CCCS
		No	To MACA	YES	
	35.4%	41.7%	62.5%	97.8%	

Part A—Self Study/Report on Progress

School Year 12-13

Name	Retention Intervention	Truancy?	Formal Withdrawal	Met Goal	Comments
	Parent conf	Yes	Attendance	YES	Returning in Aug 2013
	Stud Conf	Yes	Attendance	YES	
		No	Trans - West Mesa	YES	
	Parent/Stud Conf	No	GED at CNM	YES	
		No	Attendance	YES	
		Yes	Attendance	YES	
		No	Moved to OK	YES	
		No	Attendance	NO	
	Stud conf	Yes	Attendance	YES	
		Yes	Attendance	YES	
		No	Trans - Atrisco	YES	
		No	Attendance	NO	
		Yes	Attendance	YES	
		No	GED	YES	
		No	Trans - Atrisco	YES	
	Unable to contact	Yes	Attendance	YES	Came back. W/D again
		No	Trans - Ind. High	YES	Personal
		No	Attendance	YES	
	Parent/Stud Conf	No	Work full time	NO	Returning Aug 2013
		No	GED at CNM	YES	
		No	Attendance	NO	
		No	Attendance	NO	
		No	Moved to Moriarty	YES	
		No	Moved to Moriarty	YES	
		No	Trans - HHS	YES	
		No	Moved to TX	YES	
		No	GED at CNM	YES	Hardship
		No	Attendance	NO	
	Parent/Stud Conf	No	Trans - Closer School	YES	
	Parent/Stud Conf	No	Trans - RGHS	YES	
	Parent/Stud Conf	No	Attendance	NO	
		Yes	Attendance	YES	
		No	Trans - Atrisco	YES	
		Yes	Attendance	YES	
		No	Moved to TX	YES	
		Yes	Attendance	YES	
		No	Trans - ACE	YES	
		Yes	Trans - Job Corps	YES	
		No	Trans - AHS	YES	
	Guardian/stud conf	No	Trans - to CNM	YES	
	Guardian/stud conf	No	GED at CNM	YES	
	Parent Conf	Yes	Attendance	YES	Returning in Aug2013
		No	Attendance	NO	
		No	Trans - APS	YES	
		No	Attendance	NO	
		no	Trans - Santa Fe High	YES	
		No	Trans - HHS	YES	
		No	Trans - Santa Fe High	YES	
		No	Trans - HHS	YES	
		Yes	Attendance	YES	
	Parent/Stud Conf	Yes	Attendance	YES	
		no	Trans - RHS	YES	
	Parent/Stud Conf	Yes	Attendance	YES	
		No	Attendance	YES	
	Parent/Stud Conf	No	Attendance	NO	
	Parent/Stud Conf	No	Moved to Belen	YES	
		No	Moved to AZ	YES	
	Parent/Stud Conf	No	GED at CNM	YES	
		Yes	Attendance	YES	
		No	Incarcerated	YES	
	Stud conf	No	GED	YES	
		27.3%	23.6%	100.0%	81.8%

Part A—Self Study/Report on Progress

Provide a statement of progress and additional information regarding the above data: Over time we have seen that the majority of students choosing to attend CCCS have significant histories of periodic drop-out, multiple high school enrollments, and severe personal challenges. Therefore we decided, in this charter objective, to take a pro-active approach with students deciding to withdraw and track related data. Because we do have students who simply “disappear” as well, we also included truancy court referrals. This objective was met 3 years; the 12/13 objective measure was 81% due to a new-staff procedural glitch not identified until the data was aggregated (now corrected).

Student Objective/ Performance Standard #6: 85% of graduates who have been enrolled at CCCS for 2 years or more will have earned at least one half credit in a course that includes a service- or experiential-component, as documented in the service learning log.

Measure(s) Used: Log

School Year 09-10

Name	Service Learning	Work Study	Other	Covered?
		Yes		Yes
		Yes	Child Care Aide	Yes
		Yes		Yes
			Research for SL	Yes
		Yes		Yes
			Child Care Aide	Yes
	Yes			Yes
		Yes		Yes
	Yes			Yes
	Yes			Yes
		Yes	Child Care Aide	Yes
		Yes		Yes
		Yes		Yes
		Yes		Yes
		Yes		Yes
	Yes			Yes
	Yes	Yes		Yes
	Yes			Yes
		Yes		Yes
				No
	Yes			Yes
	Yes			Yes
	34.8	52.2	21.7	91.3

Part A—Self Study/Report on Progress

School Year 10-11

Name	Service Learning	Work Study	Other	Covered?
	No	No		No
	No	No	Office Aide	Yes
	No	Yes	Office Aide	Yes
	Yes	No	Teacher's Aide	Yes
	No	Yes		Yes
	No	Yes	Teacher's Aide	Yes
	No	No	Library Aide	Yes
	No	Yes		Yes
	Yes	Yes		Yes
	No	No		No
	No	Yes		Yes
	No	Yes		Yes
	No	Yes	Teacher's Aide	Yes
	Yes	Yes		Yes
	Yes	Yes	Office Aide	Yes
	Yes	No	Teacher's Aide	Yes
	No	No	Teacher's Aide	Yes
	29.4	58.8	52.9	88.2

School Year 11-12

Name	Service Learning	Work Study	Other	Covered?
	No	No	Office Aide 09Q1	Yes
	No	No	Teacher Aide 11Q4	Yes
	No	No		No
	Yes	No	Teacher Aide 11Q2	Yes
	No	No	Office Aide 11Q2	Yes
	No	Yes		Yes
	No	Yes		Yes
	Yes	No	Office Aide 09Q3	Yes
	No	No		No
	Yes	No		Yes
	Yes	No	Aide 09Q4	Yes
	No	No	Aide 10Q3	Yes
	No	Yes		Yes
	No	Yes		Yes
	Yes	Yes		Yes
	Yes	No	Teacher's Aide	Yes
	Yes	Yes		Yes
	41.2	35.3	47.1	88.2

Part A—Self Study/Report on Progress

School Year 12-13

Name	Service Learning	Work Study	Other	Covered?
	Yes	No	N/A	Yes
	No	No	Teacher's Aid	Yes
	No	No	Teacher's Aid	Yes
	No	Yes	N/A	Yes
	No	Yes	N/A	Yes
	No	No	Office Aid	Yes
	Yes	No	N/A	Yes
	No	No	ROTC	Yes
	Yes	Yes	Aid, WS, and SL	Yes
	Yes	Yes	Aid, WS, and SL	Yes
	No	No		NO
	Yes	No	N/A	Yes
	Yes	No	N/A	Yes
	No	Yes	N/A	Yes
	Yes	No	N/A	Yes
	Yes	No	N/A	Yes
	Yes	No	N/A	Yes
	Yes	No	Sl and Aid	Yes
	Yes	No	N/A	Yes
	Yes	No	N/A	Yes
	Yes	No	N/A	Yes
	No	Yes	N/A	Yes
	No	No	Office Aid	Yes
	56.5	26.1	95.5	95.7

Provide a statement of progress and additional information regarding the above data: CCCS recognizes that students benefit from opportunities for community and life experiences in connection with school. The service learning/experiential objective aimed at building in this opportunity for students who attend CCCS for at least 2 years. CCCS met this objective for the last 4 years.

Part A—Self Study/Report on Progress

4. Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Part A—Self Study/Report on Progress

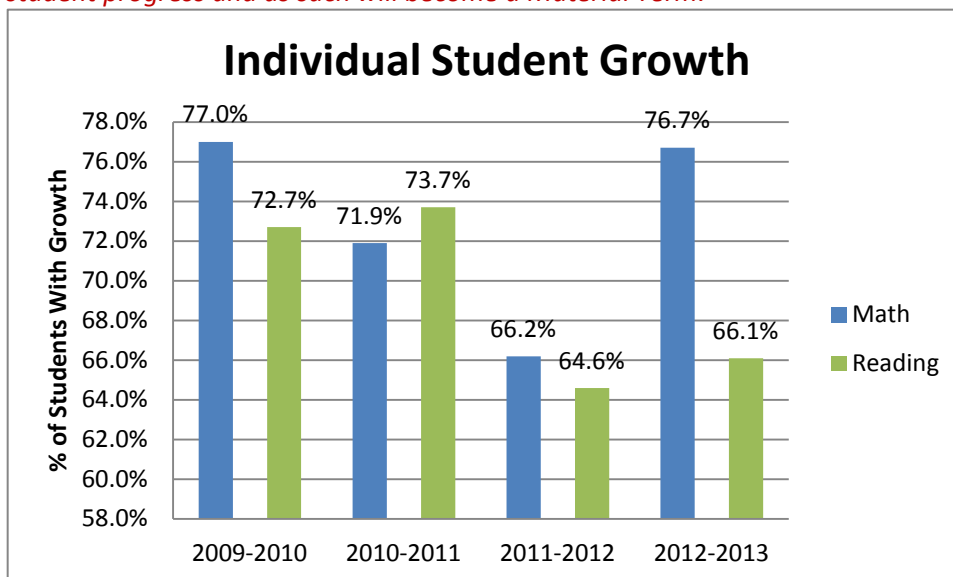
5. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information and the analyses above. You have dissected the parts and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

Part A—Self Study/Report on Progress

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

1. All students will grow academically. The CCCS short-cycle data for the past four years show that our students grow academically. (see below) CCCS has been successful in placing students in classes at levels reflecting their current abilities and moving them forward. Short-cycle assessments measure the incremental growth of students entering CCCS with very significant deficits and as such generally served as a more informative and useful growth measure compared with the state testing. It is anticipated that this priority will become a Material Term in the Performance Contract for the next charter term. Reason: Growth measured by standardized testing is an informative tool and will continue to be used for the data provided; however, CCCS students will benefit from an instructional/learning approach more comprehensive than focus on standardized math and reading scores. Academic progress for CCCS students encompasses a broader range of growth than reading and math scores alone indicate. Short-cycle testing will be one of multiple ways to track student progress and as such will become a Material Term.



2. Students will engage in higher-level thinking, problem-solving and life applications. As the CCCS staff met with and observed students, and as gaps were identified in their abilities to apply knowledge, the need for increased work with the students in these areas became apparent. This also reflects the foci of the Common Core Standards and the upcoming PARCC state test shift. It is anticipated that this priority will become a Material Term in the Performance Contract for the next charter term. Reason: these skills will be integrated throughout curriculum and instruction.

3. Students will graduate with a post-secondary Graduation Transition Portfolio (GTP) in place: this will enhance Career and College Readiness (CCR). Students have shown success in the Keytrain preparation and ACT WorkKeys testing and an increasing number choose to register for CNM or a training program. CCCS will continue to increase support for student opportunities in this area. It is anticipated that this will be the focus of the mission-specific performance indicator in the Performance Contract for the next charter term. Reason: With nine years experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that has been mentioned above will contribute to this final, overarching goal for preparing CCCS students.

Part A—Self Study/Report on Progress

B. What main strategies will be implemented to address these priorities?

- 1. All students will grow academically.** Supporting student academic growth will encompass multiple strategies implemented throughout the school. CCCS has a strong remedial reading and math component with placement in those classes based upon entry scores and progress. Staff mentors and special education staff, along with classroom instructors, continually monitor student progress, supporting and coaching students on a daily basis. On a regular basis, student academic success indicators such as assignment completion, engagement in class, and attendance are reviewed. Strategies such as weekly academic alerts sent to mentors by teachers and student graphing of short-cycle scores may be implemented. Small classes enhance teachers' abilities to continually evaluate student learning and growth through formative assessments (daily/weekly, quick learning checks) and to reteach as indicated. As students move into 11th and 12th grades, the Accuplacer test, given on site, will allow these students to establish a baseline of scores and then set target growth scores directly related to personal post-secondary goals. Teachers will use this data to personalize instruction whenever possible.
- 2. Students will engage in higher-level thinking, problem-solving and life application.** CCCS is currently in the transition to Common Core-based curriculum and instruction. This school year, Math and English Language Arts (ELA) have begun implementing redesigned instruction emphasizing higher-level thinking, problem-solving and application as teachers help students better learn to work in teams, participate and benefit from discussion, and apply knowledge in projects. The CCCS teachers have begun incorporating the Paideia format of student-led discussions to enhance student engagement and responsibility for learning. (Paideia focuses on intellectual coaching for students to acquire expertise in skills of learning, such as reading, writing, calculating, and observing and seminar, a collaborative, intellectual dialogue facilitated by open-ended questions about a text.) The English curriculum is being redesigned into four key areas- Persuasive, Informational, Research, and Literature to incorporate reading, speaking, writing and listening skills. The Math team is working to create a balanced emphasis of fluency, conceptual understanding, procedural knowledge and project work designed to use skills and concepts to improve conceptual understanding and apply mathematics. This transition into Common Core is anticipated to take another 2-3 years throughout the school as teachers, working in their Professional Learning Community groups, continue to focus professional development on curriculum and instruction redesign. Students will work to develop and practice Soft Skills as life application is integrated within student performance expectations; Soft Skills will be incorporated into curriculum and instruction and built into the school culture. Students will receive recognition for demonstration of the skills and individual reviews similar to a job evaluation which will also be incorporated into student progress meetings and provide documentation within the Graduation Transition Portfolio (see below). A life-application element will be integrated into many classes within the school connecting real world expectations and personal skills for success to learning and instruction in all subject areas.
- 3. Students will graduate with a post-secondary Graduation Transition Portfolio (GTP) in place.** We have found that CCCS students require a high level of support to prepare for their next steps beyond graduation. The School Counselor, who works intensively with every potential graduate during their final year, will assist the student in compiling a Graduation Transition Portfolio (GTP). The GTP, based upon the student's post-secondary goal(s), will document the student's accomplishments and outline what the student must do to be ready for his or her immediate post-graduation plans. A senior portfolio is created, in which students select and explore three jobs/professions, do research, conduct an interview in the field, and create a final report presented to an invited audience. CCCS students, during their senior year, prepare for and take the ACT WorkKeys test. Almost all of these students earn the National Career Readiness Certificate, issued by the governor's office and recognized nationwide. This process will be documented within the GTP. The CCCS School Counselor works with each senior and his or her family to complete the FAFSA form and complete the application/enrollment process for transition into a post-secondary education or training program of the student's choice. Documentation of this process will also be an important element of the GTP. Although more and more CCCS students are enrolling in post-secondary programs, most of these students must also be

Part A—Self Study/Report on Progress

ready to support themselves through successful employment immediately after graduation; therefore, the GTP will include such items as a current Resume, samples of the student's accomplishments, best work and awards, WorkKeys Certificate, Next Step Plan, completed applications, student-generated interview tips, letters of reference, and evidence of the soft skills-related performance during school. All of this will be collected and organized in a special file or binder created for each graduate's future use, serving as his or her record of planning and preparation.

- C. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

The CCCS staff, as a team, continuously reviews data and evidence looking for trends that can guide our process of improvement. The reading and math intervention classes were created based upon the entry testing of incoming students. On-going review of student performance has resulted in such modifications as implementation of our school-wide focus on writing and academic vocabulary and the creation of a more robust intervention plan for ELL students. Analysis of SBA test item responses has served to help focus instruction and identify areas of curriculum needing greater emphasis. Attendance and tardy data is reviewed throughout the year and systemic adjustments, such as earlier intervention for targeted students, have been implemented. Rate of completion for credits is monitored to assess instructional pacing and student engagement. Short-cycle scores are used by teams to identify areas for instructional adjustment or emphasis, as well as to assess progress for students and subgroups. Classroom observation data has been used to help teachers improve instruction techniques. Professional development in the use of formative assessment, creating student learning goals, teaching academic vocabulary, brain development, Common Core Standards, Paideia, Depth of Knowledge, Close Reading Procedure, and Growth Mindset are but a few of the areas covered as the staff increases its expertise and instructional tool box.

- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

As mentioned above, short-cycle scores are used to monitor growth of the "subgroups" listed. CCCS demographics reflect a school population primarily made up of these groups of students - in effect, CCCS is a "subgroup" school except for the smaller number of special needs students. ELL students show slightly lower rates of growth (5%-10% less) when compared to the whole student population. Based upon these results, CCCS has increased training in instructional strategies for this group and created a full-time ELL teaching/support position that provides a Spanish Language Arts elective, pull-out student interventions and consultation support for classroom teachers. The ELL teacher is also playing a key role in the redesign of curriculum for the Common Core and in monitoring individual ELL student progress. Special needs students show growth rates similar to all subgroups in the school. Special needs students thrive in the full-inclusion environment which centers on strong case management. Special needs staff are teaming with teachers as the curriculum is redesigned for Common Core alignment and helping teachers daily with curriculum and instruction modifications. Looking at the impact of high poverty prevalent among CCCS students has resulted in strategies aimed at breaking the cycle of failure in which so many students have become trapped: an example is the creation of a mastery-based curriculum, in which students are given the opportunity to continue work until the required level is reached, significantly reduces the pattern of repeated course failures, as does the extra quarter students may take to complete class assignments when needing extra time for successful course completion. The mastery-based curriculum requires at least a C grade and prevents these students from continuing the cycle of being, as they themselves have described, a "flow-through" student getting by on Ds in the back of the class. CCCS, with its high level of student support, individualization and differentiation, small classes and continuous monitoring of progress, continues to assess and support all struggling students.

Part A—Self Study/Report on Progress

- E. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card and school short-cycle assessment data. How is the school's head administrator held accountable for school performance?

The CCCS governing council (GC) reviews performance data throughout the school year. The school report card data is reviewed after release in late summer, and the school leader presents, along with the grade data, improvement plans and strategies to be implemented. The school leader and the GC work together to understand the meaning of the school grade and the implications for the school's future success. On-going student performance is reviewed through examining short-cycle results in the fall, winter and spring. During these presentations, members of the GC ask questions and request any additional information needed to understand and oversee the instructional operations of the school. The GC also reviews the charter objectives data, the EPSS, and any other performance data or reports, such as the PED Instructional Audit Report last fall. During these data presentations and reviews, the GC questions the school leader regarding the implications of the information, the plans for addressing areas needing improvement and the effectiveness of strategies currently in place. The school leader is held accountable during these meetings and in her annual PDP and evaluation process.

Part A—Self Study/Report on Progress

B. Financial 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 generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

1. Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

2. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

3. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Part A—Self Study/Report on Progress

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)		N/A	

Part A—Self Study/Report on Progress

1 (09–10)	4	<p>1.) <i>Control Deficiency Over The Issuance Of Checks (void after one year from date not printed on face of checks)</i></p> <p>2.) <i>Significant Deficiency Over Monthly Reporting For Payroll and Retirement Contributions (2 monthly RHCA payments were made after the 10th of month)</i></p> <p>3.) <i>Compliance Finding Over Mileage Reimbursements (1 transaction had incorrect mileage rate used)</i></p> <p>4.) <i>Compliance Finding Over Timely Cash Deposit (2 deposits were not deposited within 24 hours of when received)</i></p>	<p>1.) <i>The checks in questions had been preprinted. A stamp stating “void after one year from date” has been purchased and all existing stock has been stamped.</i></p> <p>2.) <i>Controls were implemented in 9/2009 in response to finding. All payments and reporting for 9/2009 – present were done by the 10th of month.</i></p> <p>3.) <i>The amount paid to the employee was the IRS rate of \$.55 per mile. The school will follow the Per Diem & Mileage Act when processing Reimbursements. The School works diligently to process receipts and make deposits within the 24 hour requirement. The checks in questions occurred over winter break when the school was closed.</i></p>
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Part A—Self Study/Report on Progress

2 (10–11)	3	<p>1.) <i>Late fees, Non-Compliance and other matters (Late fees in the amount of \$79 were paid for equipment rentals)</i></p> <p>2.) <i>Internal Control Structure, Significant Deficiency (Payments for additional copies were incorrectly posted to rent expense rather than maintenance.)</i></p> <p>3.) <i>Disposition of Fixed Assets, Non-Compliance and other matters (The school failed to obtain approval from governing council and the State for the disposal of fixed assets.)</i></p>	<p>1.) <i>The Business Manager reviews payment dates prior to going on winter or summer break in order to process payments so that late fees will not be assessed.</i></p> <p>2.) <i>Excess copy charges for the current year have been coded to other contract services as they are part of the maintenance agreement of the copiers. All previous disposals had been approved by council and State Auditor following the established procedure. This item pertained to leasehold improvements and the school was not aware that these items had to be approved in the same way.</i></p>
3 (11–12)	1	<p>1.) <i>Internal Control Structure, Non-Compliance and other matters (A process was not in place for the review and approval of RFR, request for reimbursement, of federal and state funds either before or after submission in order to verify completeness and accuracy of billing.)</i></p>	<p>1.) <i>The RFR process has been amended to include submission of RFR and backup documentation to the Principal/Executive Director for review and initials.</i></p>
4 (12–13)		<i>Audit not yet completed</i>	

Identify any changes made to fiscal management practices as a result of audit findings. Controls such as monthly, quarterly and yearly task checklists were put in to practice to ensure that required reporting dates are met and also to ensure the Finance Committee and Governing Council that financial duties are being completed in a timely manner.

Part A—Self Study/Report on Progress

C. Organizational 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...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	Yes	<input checked="" type="checkbox"/> No <i>CCCS works with CSD to keep all requirements complete and timely.</i>

2. Organizational Performance Assurances

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

A. Civil Rights and Special Populations—Assurances

- a) ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ Yes ☐ No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ☒ Yes ☐ No Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ☒ Yes ☐ No Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ Yes ☐ No The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

Part A—Self Study/Report on Progress

Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
 - 1) ☒ **Yes** ☐ **No** All required School Policies
 - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
 - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
 - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
 - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 - 9) ☐ **Yes** ☒ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
 - 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation. The CCCS Governing Council acknowledges that timely follow-through regarding "setting goals and objectives for itself and periodic self-evaluation" as stated in the current charter has not been accomplished. Immediately upon identifying this oversight, the development of a self-evaluation tool (including setting goals and objectives) was begun and is currently in process. The Council has a working group scheduled in conjunction with the October Council meeting, and will have a self-evaluation completed by the December 10th Council meeting. If the renewal application is approved and the charter renewed, the Council would like to request that the Council self-evaluation become a Material Term in the Performance Contract negotiations.

C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

Part A—Self Study/Report on Progress

For any “no” answers please provide an explanation.

D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.
- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school’s curriculum is aligned to Common Core Standards.

For any “no” answers please provide an explanation. CCCS is in the second year of transition, implementing newly-aligned curriculum in Math and ELA and aligned supporting instruction in other classes.

E. School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any “no” answers please provide an explanation.

F. Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any “no” answers please provide an explanation.

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not 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.

I am the head administrator of the Cesar Chavez Community School Charter School and hereby certify that: the attached petition in support of the Cesar Chavez Community School Charter School renewing its charter was circulated to all employees of the Cesar Chavez Community School Charter School. There are 25 (Spring 2013) persons employed by the Cesar Chavez Community School Charter School. The petition contains the signatures of 25 employees which represents 100% percent of the employees employed by the Cesar Chavez Community School Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

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 _____ 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not 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 C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not 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.

I am the head administrator of the Cesar Chavez Community School Charter School and certify that: the attached petition in support of the Cesar Chavez Community School 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 Cesar Chavez Community School 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 _____ 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

3. Facility

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.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

4. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

*Amendments: 1. 8/24/09: increase enrollment from 150 to 200 students.
2. 3/30/10: change of location from 1718 Yale SE to 1325 Palomas SE.
3. 9/30/10: increase enrollment from 200 to 300 students.
4. 9/27/11: adjust charter objectives 2 and 3 to include a target percentage for each goal
5. 11/5/12: redistribution of leadership and management duties and redefined positions.
6. 3/28/13: addition of instructional time by lengthening the Friday class day.*

5. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

6. Additional School Supplied Information:

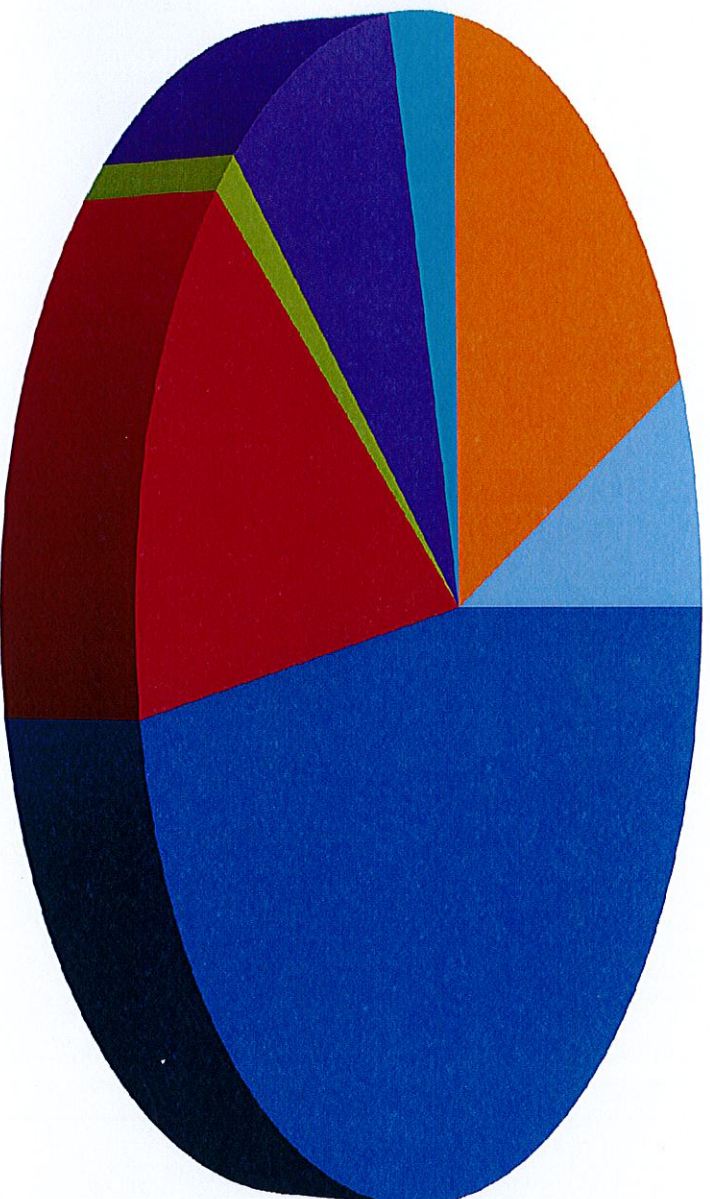
Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section: **Tani Arness**, tarness@cesarchavezcharter.net, 505-877-0558 ext. 102

of Students on Waiting List (# and date): **62 students as of 9/11/13**

Part A—Self Study/Report on Progress

II. Checklist		
		Yes)
	Table of Contents populated	X
Appendix A	Financial Statement	X
Appendix B	Petition of Support from Employees Affidavit	X
Appendix C	Petition of Support from Households Affidavit	X
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	X
Appendix E	Approved Amendments	X
Other Attachment(s)	Describe:	

Cesar Chavez Community School 2013-2014 Operating Budget Proposal



■ Instruction (\$1,021,789)
 ■ Support Services - Students (\$288,652)
 ■ General Administration (\$26,400)
 ■ School Administration (\$194,344)
 ■ Central Services (\$78,185)
 ■ Building (\$391,596)
 ■ Cash Reserve (\$155,163)
 Total Budget: \$2,156,129

■ Instruction: Teachers (11.77), Educational Assistants (1.0), Instructional Materials, and Technology
 ■ Support Services: Students: Social Worker (1.0), Counselor (1.0), Registrar (.71), and ATDF Coordinator (1.0)
 ■ General Administration: Audit, Governance Council, and Legal
 ■ School Administration: Assistant Principal (1.0), Executive Director (.50), and Reception Admin Assistant (1.0)
 ■ Central Services: Business Manager (.50) and Bookkeeper (.40)

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

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STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, CARL THOMAS, 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 12th day of Sept. 2013.



My Commission Expires:

September 23, 2015

Ashley H. Darnell
Notary Public

Part A—Self Study/Report on Progress

2. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not 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 C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not 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.

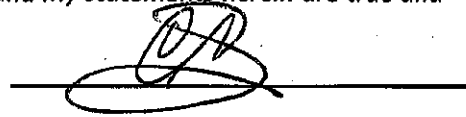
I am the head administrator of the Cesar Chavez Community School Charter School and certify that: the attached petition in support of the Cesar Chavez Community School Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 133 households which represents 75% percent of the households whose children were enrolled in the Cesar Chavez Community School Charter School.

STATE OF NEW MEXICO)

COUNTY OF Bernalillo ss.

I, Caryl Thomas, 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 12th day of Sept, 2013.



Ashley H. Darnell
Notary Public

My Commission Expires: Sept. 23, 2015

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 1325 PALOMAS DR SE

Zip 87108

Portion of Building CHANGE OF OCCUPANCY

Use Classification COMMERCIAL PROJECT

Bldg. Permit No. 201090658

Occupancy Group E

Type of Construction II B SPKLD

Land Use Zone SU-1

Owner of Building CSPS

Address 2505 Anthony Village, # E-390, Henderson NV

BY



Date: August 6, 2010

Anthony J. McElroy
Chief Building Official

POST IN A CONSPICUOUS PLACE

Caryl Thomas

From: Richard Romero [rromero@nmppsfa.org]
Sent: Monday, October 10, 2011 9:05 AM
To: Caryl Thomas
Cc: Martica Casias; Bill Sprick
Subject: Cesar Chavez Community School (CCCS) Assessment
Attachments: Cesar_Chavez_Comm_School_Exec_Summary_10-10-11.pdf

Good morning, Ms. Thomas. Attached is a copy of the executive summary for the Cesar Chavez Community School. Your facility has received a weighted New Mexico Condition Index score of 6.44. What this means, in basic terms, is that the cost of repairing your facility to meet minimum adequacy standards is 6.44% of the cost of replacing the facility with a new one that meets all applicable adequacy standards. This is better than the average wNMCI Score for all school buildings, statewide.

Please let me know if you require anything else of me.

Regards,



www.nmppsfa.org

Richard A. Romero, Facilities Specialist
1312 Baschart Road SE
Albuquerque, New Mexico 87106
Phone: (505) 843-6272
Fax: (505) 843-9681
rromero@nmppsfa.org

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

**An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)*

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)*

Please complete and submit this form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan2@state.nm.us)

Or, mail to:
Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: Cesar Chavez Community School

Date submitted: 3/28/13 Contact Name: Caryl Thomas E-mail: cthomas@cesarchavezcharter.net

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
D. Educational Philosophy and Approach – Academic Component p. 3 F. Educational Plan – Educational Climate, Structure, Materials, Schedule, Assessments – Schedule p. 9	p. 3: The school's hours (Monday through Thursday 11am to 7pm; Friday Study hall from 1pm to 4pm; and Saturdays 9am to 12pm) allow students to meet family and work needs, which often take priority for them. p. 9: During the quarters classes are held seven hours a day, Monday through Thursday from 11am to 7pm, ...and study hall on Friday's from 1pm to 4pm.	Beginning in the fall of SY 2013/2014, classes will be scheduled Monday through Thursday from 11am – 7pm, Friday 11am – 4:30pm, and Saturday 9am – 12pm.	CCCS serves students with very significant academic deficits and feels that increasing class time on Friday's will provide needed additional instructional hours. The added hours will also meet a requirement within the 7-Turnaround Principles: Redesigning the school day, week, or year to include additional time for student learning...In reviewing the school schedule for opportunities to increase instructional time, Friday offers the most adaptable change for CCCS students, and the hours can be met within school staff current contracts. CCCS will retain its flexible scheduling and individualized approach to meet specific student needs that may result from the change. The new schedule will be considered regular class instruction and the descriptor study hall will no longer apply.	3/26/13

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Original Signature of Governing Council President or Designee: *Dan Shapiro* Date: 3/26/13

Printed Name of Governing Council President or Designee: Dan Shapiro

Public Education Department use only	
Director/General Manager approves change: <i>(No further action taken)</i>	Date: <u>4/26/13</u>
Public Education Commission Chair: <u><i>[Signature]</i></u>	Date: <u> </u>
<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

***An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)**
***Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)**

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cesar Chavez Community School

Date submitted: 9/27/11 Contact Name: Caryl Thomas E-mail: cthomas@cesarchavezcharter.net

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section C, Objectives 2 and 3, pages 1, 2	O2: In math, graduates who have been enrolled at CCCS for two years or more will exit at: a. high school level; or b. two grades above their enrollment scores O3: In reading, graduates who have been enrolled at CCCS for two years or more will exit at: a. high school level; or b. two grades above their enrollment scores	O2: In math, 85% of graduates who have been enrolled at CCCS for two years or more will exit at: (no change) O3: In reading, 85% of graduates who have been enrolled at CCCS for two years or more will exit at: (no change)	When writing these objective goals, CCCS neglected to specify a percentage of students required to achieve each goal. The requested changes will align the objectives to SMART goal guidelines. (The remaining 4 objectives in the current charter require a percentage of achievement ranging from 80% – 90%.)	9/27/11

Original Signature of Governing Council President or Designee:  Date: 9/27/11

Printed Name of Governing Council President or Designee: Dan Shapiro

Public Education Department use only

Program Manager approves change - no further action taken: _____

Date: _____

Program Manager forwards request to Asst. Secretary: _____

Date: _____

Public Education Commission Chair: _____

Date: _____

☒ APPROVED

☐ DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)

****Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)***

Please complete and submit this form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan2@state.nm.us)

Or, mail to:

Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: Cesar Chavez Community School

Date submitted: 11/5/12 Contact Name: Caryl Thomas E-mail: cthomas@cesarchavezcharter.net

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
J. Governance, 1. Site Leadership and Decision-making, p. 17	Site management leadership is the primary responsibility of the principal, who is the lead administrator for all operations and functions within the school.	Site management leadership is the primary responsibility of the site leader, who is the lead administrator for all operations and functions within the school's daily operations. Strategic leadership is the primary responsibility of the executive director who is the lead administrator for strategic oversight and sustainability. The executive director will maintain final overall leadership authority.	Since its opening in July 2004, CCCS has been lead by the same administrator who has been responsible for all leadership and management of the school. During the intervening years, school leadership has become more complex and demanding. Charter leadership, which must incorporate responsibilities typical of a superintendent (albeit on a smaller scale) as well as most duties fulfilled by various levels of management in a district has expanded beyond the scope of a single administrative position at CCCS. In the interest of effective leadership and strategic, sustainable systems, the CCCS Council and administration have decided that redistribution of duties and responsibilities will provide the leadership critical to the continued success of CCCS.	10/30/2012
K. School Organizational Structure, 2. Current and Planned Staffing, p. 37	Current and Planned Staffing Chart reflects a 1 FTE Director/Principal for SY12/13 and SY13/14 (end of current charter).	The Current and Planned Staffing will include .5 FTE Executive Director and a 1.0 FTE Site Administrator for the remainder of SY 12/13 and for SY 13/14. The position of Director/Principal is removed.		

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Original Signature of Governing Council President or Designee: *Dan Shapiro* Date: 10/30/12

Printed Name of Governing Council President or Designee: Dan Shapiro

Public Education Department use only	
Director/General Manager approves change: <u><i>[Signature]</i></u>	Date: <u>11/6/12</u>
<small>(No further action taken)</small>	
Public Education Commission Chair: _____	Date: _____
<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

****An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)***
****Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)***

Please complete and submit this form to: Sam Obenshain, Program Manager – Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cesar Chavez Community School

Date submitted: 9/30/10 Contact Name: Caryl Thomas E-mail: cthomas@cesarchavezcharter.net

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section E, page 60, and an amendment approved 10/23/09	Original: Capacity enrollment at CCCS is 150 students. Amendment: Capacity enrollment at CCCS may reach a maximum of 200 students.	Capacity enrollment at CCCS may reach a maximum of 300 students.	CCCS has moved into a new, permanent location with increased space and into an area in which the residents are showing high interest in the school. The waiting list quickly grew to 80+ names after the school enrolled 25 walk-ins on the first day of business at the new location. The school team would like to consider a maximum of 300 students as planning is done for program development in the next 3 years.	9/28/10

Original Signature of Governing Council President or Designee:



Date: 9-30-10

Printed Name of Governing Council President or Designee: Donna Rose

Public Education Department use only

Program Manager approves change – no further action taken.

Date:

Program Manager forwards request to Asst. Secretary:

Public Education Commission Chair:

Date: 10-7-10

Date: 1-7-11

☐ APPROVED

☐ DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

*"An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)
 "Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)*

Please complete and submit this form to: Sam Oberstahl, Program Manager - Charter Schools Division (samo@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: _____ Cesar Chavez Community School (CCCS) _____

Date submitted: 3/30/10 Contact Name: Caryl Thomas E-mail: cthomas@cesarchavezcharter.net

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
ACOC Section E. Explanation of Need Page. 60	CCCS operates from one location at 1718 Yale SE, Albuquerque, NM 87106, specifically designated for the school.	As of 7/1/10, CCCS will be located at 1325 Palomas SE, Albuquerque, NM 87106.	<p>The current building at 1718 Yale no longer meets the needs of CCCS for the following reasons:</p> <ul style="list-style-type: none"> The planned sale to a non-profit entity has proved unsuccessful and is no longer an option. The current lease ends 6/30/2010. The school requires additional space to develop additional programming. The school plans to move to a permanent location that will meet the 2015 requirement. The foundation supporting the school has located a new building that will be leased to the school. 	Submitted as change not requiring council approval.
Progress Report Section V. Facilities. Page 29	CCCS currently subleases the building space from a non-profit organization that leases from a private owner. The school has one additional year remaining on the lease-option. The non-profit states that it is negotiating to purchase the building; a successful purchase would then offer CCCS the possibility of remaining in a building that meets the 2010 requirement. However, CCCS desires more space to develop additional programming, and will either negotiate a new lease for more square footage in the current building (considering the 2010 requirement), or move into a space of its own, most likely through a lease-purchase agreement. The council is taking steps to position the school in readiness to act on either of these alternatives, thereby meeting the school's public facility deadline of 2010.			

Original Signature of Governing Council President or Designee:

Date: 3/30/2010

Printed Name of Governing Council President or Designee:

Sharyn Franklin

Public Education Designee use only

Program Manager approves change - no further action taken:

Date:

Program Manager forwards request to Asst. Secretary:

Date:

Public Education Commission Chair:

Date:

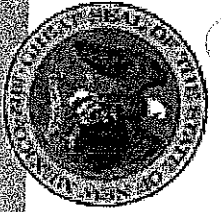
☐ APPROVED

☐ DENIED

RECEIVED

APR 08 2010

Albuquerque Charter
Schools Division



NEW MEXICO
Public Education Department

emailed to Dm on 8/31/09
handcarried to Dm 9/17/09

CHARTER SCHOOLS DIVISION

STATE CHARTER AMENDMENT REQUEST FORM

(Please address each change/revision individually.)

****An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)***
****Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.***
(NMSA 22-8b-9, E)

Any desired revision or amendment to a charter **must** be approved by its authorizer. Please complete and submit this form with a copy of the Governing Council's minutes noting approval of these amendments to the PEC, your authorizer, who will approve or deny your request(s) and notify you of their decision. PEC decision notifications will be kept by NMPED-CSD and will include a copy of the Governing Council minutes and PEC minutes.

Name of State Chartered School: Cesar Chavez Community School

Date: 8/24/09 Contact Name(s): Caryl Thomas E-mail and Phone cthomas@cesarchavezcharter.net
877-0558 ext. 104

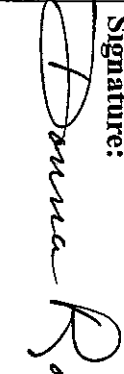
Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	<ul style="list-style-type: none">Governing Council Meeting minutes must be attached:Governing Council Minutes: Yes ___ No ___
Section E, page 60	Capacity enrollment at CCCS is 150 students.	Capacity enrollment at CCCS may reach a maximum of 200 students.	Increased enrollment will allow the school to serve more of the students on its on-going waiting list. Over the last three years, the waiting list has averaged over 100 students throughout the school year. Recently,	

			<p>CCCS has seen an increase in waiting list numbers and an increase in the number of siblings coming into the school. As of 8/24/09, there are 80 students listed with more added daily. At the end of last school year, the CCCS parent involvement group asked that we consider increasing enrollment. The school team would like to increase service to the community and now feels that the school is programmatically prepared to do so.</p>	
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Original Signature of Governing Council President or Designee: *Donna Rose* Date: *Aug 24, 09*

Printed Name of Signature Governing Council President or Designee: Donna Rose

PEC CHARTERED CHARTER SCHOOLS AMENDMENT NOTIFICATION FORM
(To be send to NMPED – Charter Schools Division)

From: Charter School Information: Cesar Chavez Community School 1718 Yale SE Albuquerque, NM 87106 <u>clthomas@cesarchavezcharter.net</u> 505-242-1466 505-877-0558 Ext. 104	Notification to be sent to: Dr. Don Duran, Assistant Secretary, Charter Schools Division 5600 Eagle Rock Avenue, Room 227 Albuquerque, NM 87113 <u>don.duran@state.nm.us</u> Office Phone: 222-4762 Fax: 222-4769
Date and Means of Sending this Notification →	Date Sent: Sender Name: Sent: <input type="checkbox"/> electronically and/or <input type="checkbox"/> regular mail <input type="checkbox"/> other - dropped off
Copy of Required Amendment to Charter Request Form Attached →	Yes <input type="checkbox"/> x No <input type="checkbox"/>
Copy of Governing Body/GC Minutes Attached →	Yes <input type="checkbox"/> x No <input type="checkbox"/>
Sender Comments:	Receiver Comments:
Typed Name and Title of Charter School Governing Body/GC President or Designee: Donna Rose, CCCS Governing Council President	Signature:  Donna Rose CCCS Gov Council Chair

From October 23rd, 2009 PEC meeting minutes:

8. Request by Cesar Chavez Community School to Amend their Charter to Increase the Enrollment Cap from 150 to 200

☐ Dr. Duran stated Cesar Chavez Community School has requested to amend their charter enrollment cap from 150 to 200. The copy of the amendment request form was handed to the Commission to review. He stated the request is to accommodate the wait list.

☐ Chair Smith asked is there was a guarantee that class sizes are not over recommended size. Dr. Duran stated that under the current rules he felt they would not go over the recommended size.

☐ Mr. Gant asked if the facilities will accommodate the additional 50 students. Dr. Duran said yes.

☐ Mr. Bergman stated if the wait list is 100 why are they asking for only 50. Dr. Duran said the charter school was comfortable being able to accommodate the 50 students.

☐ Mr. Carr asked if there were currently any waivers. Dr. Duran stated none at this time.

☐ Ms. Lopez asked when they will come up for renewal. Dr. Duran said they were approved in April and will renew in 2014.

Commissioner Bergman made a motion to approve Cesar Chavez' request to amend their charter to increase the enrollment cap from 150 to 200. Vice-Chair Garrison seconded the motion.

Secretary Pogna the conducted the roll call: Mrs. Smith, yes; Mr. Garrison, yes; Mrs. Pogna, yes; Ms. Lopez, yes; Mr. Gant, yes, Mr. Bergman, yes

I hereby certify that the excerpt shown above is an accurate reflection of the PEC minutes from the October 23rd, 2009 meeting approving Cesar Chavez Community School's Amendment request to increase the enrollment cap from 150 to 200.

Options for Parents Director: _____

Pmy Leuty

Date: _____

8/28/13