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**2019 CSD Preliminary Analysis of Renewal Application and Site Visit**

**School Name:** Cesar Chavez Community School  
**School Address:** 1325 Palomas Dr SE, Albuquerque, NM 87108  
**Head Administrator:** Tani Arness  
**Business Manager:** Kate Shelton  
**Authorized Grade Levels:** 9-12  
**Authorized Enrollment:** 300  
**Contract Term:** July 1, 2014 – June 30, 2019  
**Mission:** *“Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.” (Contract, p. 33)*

**Part B (Progress Report) Evaluation**  
*based on the rubric contained in the application*

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

<b>Chart 1. Renewal Application Ratings by Indicator</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence— A-F Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Meets the Standard</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Meets the Standard</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

## CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 24, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

### **Academic Performance**

- **1a)** Schools that maintain a C or better letter grade over the term of the contract and have not received a D or F in any indicator of the letter grade are rated as “meets the standard”. Though Cesar Chavez Community School earned an Overall Grade of C in 2018, it had earned a D in 2017. For the School Improvement indicator, the school earned a grade of less than a C in 2017 and 2018. The school also earned a grade of less than a C for Current Standing in 2018, for improvement in lowest-performing students (Q1) in 2017 and 2018, and for the Graduation indicator in 2017 and 2018. The CSD team has rated this indicator as “demonstrates substantial progress” because the school does not have a demonstrated record of meeting all standards in each of the years in the contract term, but has demonstrated improvement toward meeting the standard. The CSD team has verified the following improvement actions described in the school’s progress report (Part B) as follows:
  - The CSD team observed evidence of the school’s master-based learning via review of official transcripts and student/teacher interviews.
  - Agendas and sign-in sheets of staff training in trauma awareness and response was reviewed during the site visit.
  - The PED team observed a math and history class in which students were working in groups, presentations, and class discussions. The math lesson plan included a section for discussion.
  - PARCC scores were discussed by the teachers in August and further analyzed in October, as confirmed in professional development binder (agenda and sign-in).
  - A dedicated block of time devoted to providing core instruction to all students aligned with grade level standards was observed in the school’s Master Schedule.
  - Regarding the **TIER 1 FOCUS-AREA** of providing core instruction that is rigorous and relevant, use of student generated and high-level questioning and critical thinking activities, critical thinking activities were observed during classroom visits.
  - Regarding **SCHOOL CULTURE** of persistence and growth mindset, the school said this would be accomplished through planned growth-mindset lessons and revised rubrics and grading scales. The revised rubrics and grading scales were observed during the renewal site visit.
  - The school implemented a NM DASH plan during 2017-2018 and is continuing with another plan this school year. The DASH plan documents were reviewed onsite and the school was able to raise the Overall School Grade from a D to a C.
  - The GRADS teacher provides case management services this quarter via pull-out support and Fathers NM contact is at the school twice per week.
  - The flexible schedules and alternative hours were noted in sample student schedules and the individualized scheduling contracts.

**1b)** The CSD team has rated this indicator as “**meets the standard**” because the school has met or exceeded their specific charter school goals each year of the contract term. The school provided information for this section, though not required to do so. It was verified that the school did meet or exceed the goals during the contract term.

### **Financial Compliance**

**2a)** The CSD team has rated this indicator as “**meets the standard**” because the school received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract.

**2b)** The CSD team has rated this indicator as “**meets the standard**” because the school has maintained all Board of Finance authority during the entire term of the contract.

### **Contractual, Organizational, and Governance**

**3a)** The CSD team has rated this indicator as “**meets the standard**” because the school has implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student-focused terms, teacher-focused terms, and parent-focused terms).

**3b)** The CSD team has rated this indicator as “**demonstrates substantial progress**” because the school received six (6) “working to meet” ratings in 2016-2017 and four (4) “working to meet” ratings in 2017-2018, three (3) of which were in the same category. The school had 0 “falls far below” ratings during the contract term. The concerns identified included: 1) wording on the school website related to lottery and enrollment; 2) lack of approval of a McKinney-Vento dispute resolution policy; 3) processes for identifying and serving EL students; and 4) non-compliance audit findings. The school had responded and addressed the non-compliance and/or concerns noted.

**3c)** The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the fact that at least one Governing board member did not complete the required training in 2017-2018. This was due to extenuating circumstances at the end of the fiscal year. The school and Governing Board are aware of the mandatory training requirements and are advised to timely meet the requirements within the required time frame. .

### Stakeholder Interviews

As part of the school’s renewal site visit, stakeholder interviews were conducted on October 24, 2018 at Cesar Chavez Community Charter School. The participants included five (5) parents, seven (7) students, two (2) Governing Council members, and six (6) staff members. The following provides some additional context regarding the school from various perspectives.

Parents commented about the positive attributes of sending their student to a small, secure, and accommodating school. Staff were identified as highly professional taking the time to meet student needs as they arise. It was mentioned that teachers in particular provide engaging instruction and immediately address any conflicts that may arise between students.

Students pointed-out that “*word-of-mouth*” either through a sibling, cousin, or friend introduced them to the possibility of attending Cesar Chavez Community Charter School (CCCCS). All commented that the “*personal relationships*” built with teachers was something that they rarely experienced at other schools. The flexible schedule along with the ability to work at their own pace on Edgenuity, with the option of “*getting ahead*” or “*catching-up*” especially if one worked or took care of family members, were also identified as benefits of attending the school.

Governing council members appeared knowledgeable about the mission of the school as well as how it held management accountable. Both individuals interviewed have been long-time members or have been affiliated with the school in some way, shape, or form in the past and expressed empathy and support for struggles that many students have or are going through. However, council members were unaware of

which individuals are members of the audit committee and if such committee has met recently. The head administrator did clarify who committee members were and when they had met during the current fiscal year.

Staff members interviewed had been teaching at Cesar Chavez Community Charter School for six (6) to ten (10) years. Teachers explained that “*bi-weekly*” staff and “*PLC*” meetings take place to discuss student academic performance (SRI and STAR Math). Teachers also indicated that they receive “*trauma informed*” training at least once per year from the school social worker. Two (2) individuals spoke about recent changes to academic rubrics to incorporate a “*growth mindset*” as outlined in the school’s NM DASH Plan.

[Please see sections of the renewal application package for additional details, as follows:](#)

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests

Appendices of additional documentation from the school, if any