



Part A—School's Summary Data Report and Current Charter Contract

(CSD will provide pulling from information provided during the charter term.)

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

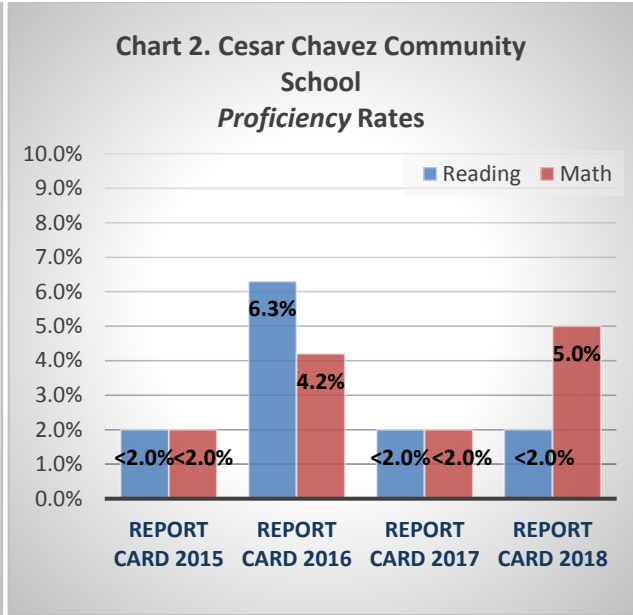
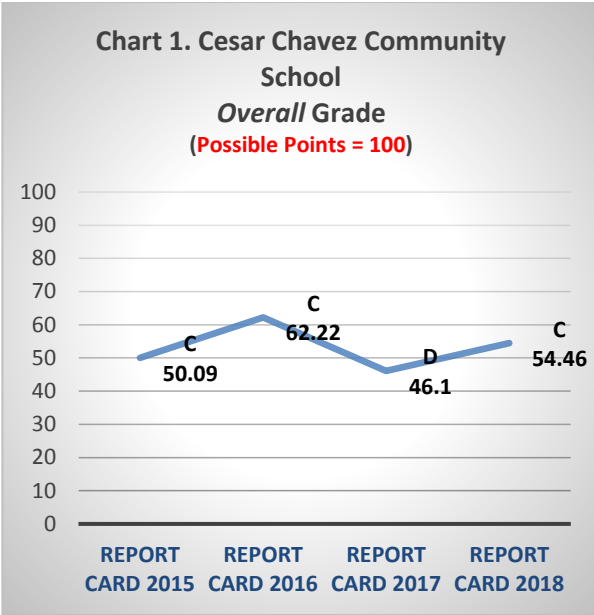
1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

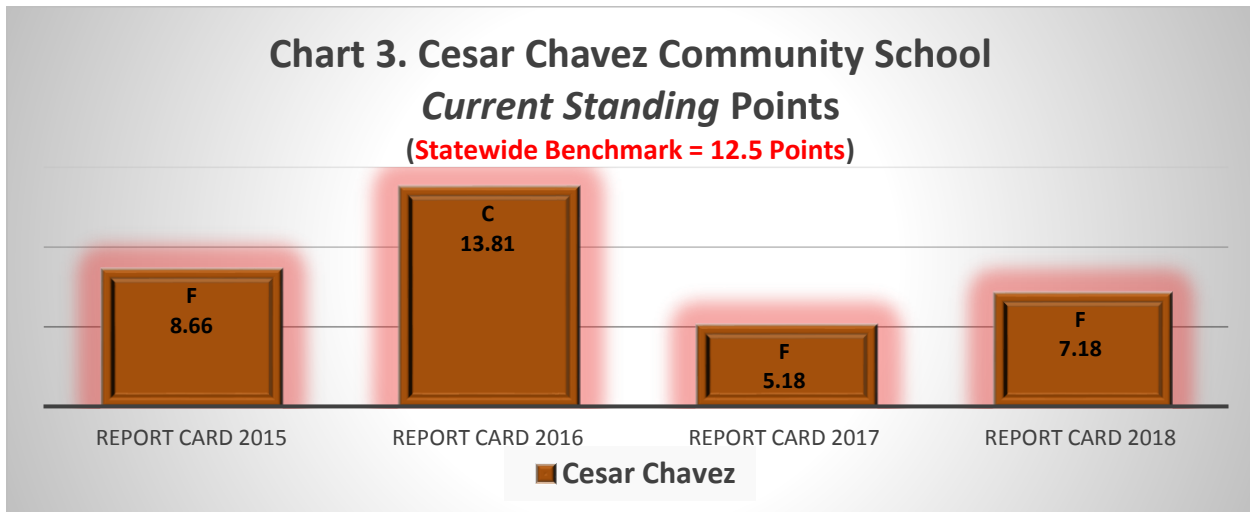
Overall Standing. Chart 1 illustrates Cesar Chavez Community School's overall school grade in each of the last 4 years (2015-2018). The school earned 3 “C”s and 1 “D” during the past 4 years. Cesar Chavez Community School received approximately half of the possible points in each year of its contract with a high of 62.22 points in 2016 and a low of 46.1 points in 2017. In addition, the school earned bonus points (specifically for ‘*Student and Parent Engagement*,’ ‘*Truancy Improvement*,’ and ‘*Other*’), which would have resulted in an overall letter grade of “D” instead of a “C” on the 2015 School Grading Report. Both 2016 and 2018 would still have reported “Cs” without the bonus points. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan. Cesar Chavez Community School has performed well overall with the exception of 2017 during the term of its contract.

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

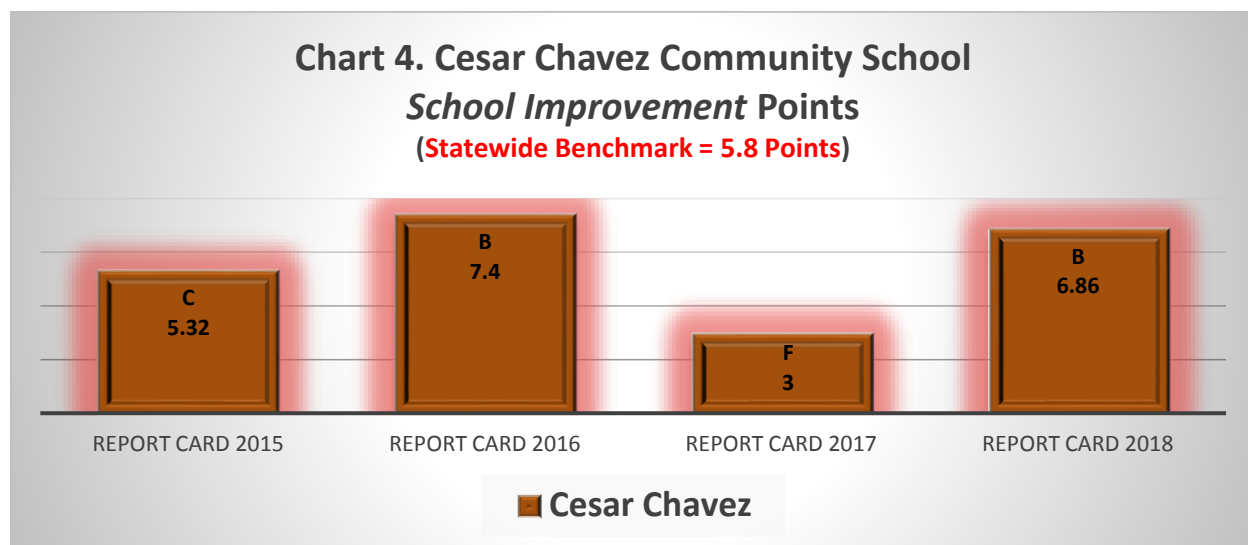
² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.



Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 7.18 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points. The school has earned an “F” in the category in 3 of 4 years.



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 3.0 – 7.4 points during the past 4 years earning a letter grade of “B” in the category in 2 of 4 years including in 2018. Three (3) of 4 years were above the statewide benchmark of 5.8 points.



Under the *school improvement* section of the School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

In most years, a positive growth index was observed in both reading and math with the exception of 2017 when negative growth indices were observed.

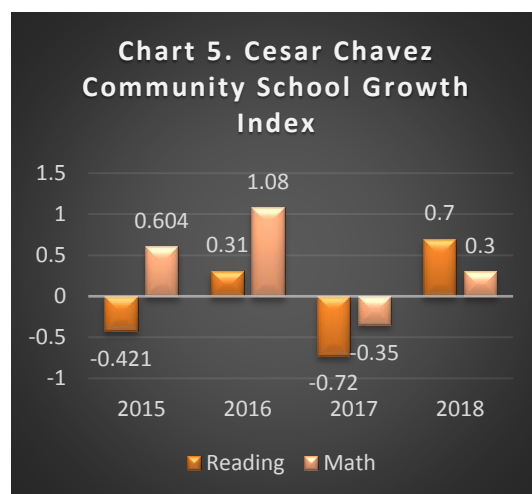


Figure 1. Points earned in *School Improvement* section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <i>*Possible 10 points</i>
2015	1.69	3.63	5.32
2016	3.10	4.30	7.40
2017	1.18	1.82	3.00
2018	3.78	3.08	6.86

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). All subgroups (excluding masked data) in most years met expected growth in reading with overall student growth being met in 2 of 4 years. Similarly in math, the majority of subgroups (except Students with Disabilities) in most years met expected growth with overall student growth being met in 2 of 4 years.

Chart 6. Cesar Chavez Community School- Only Q3 Student Growth Index by Subgroup Reading

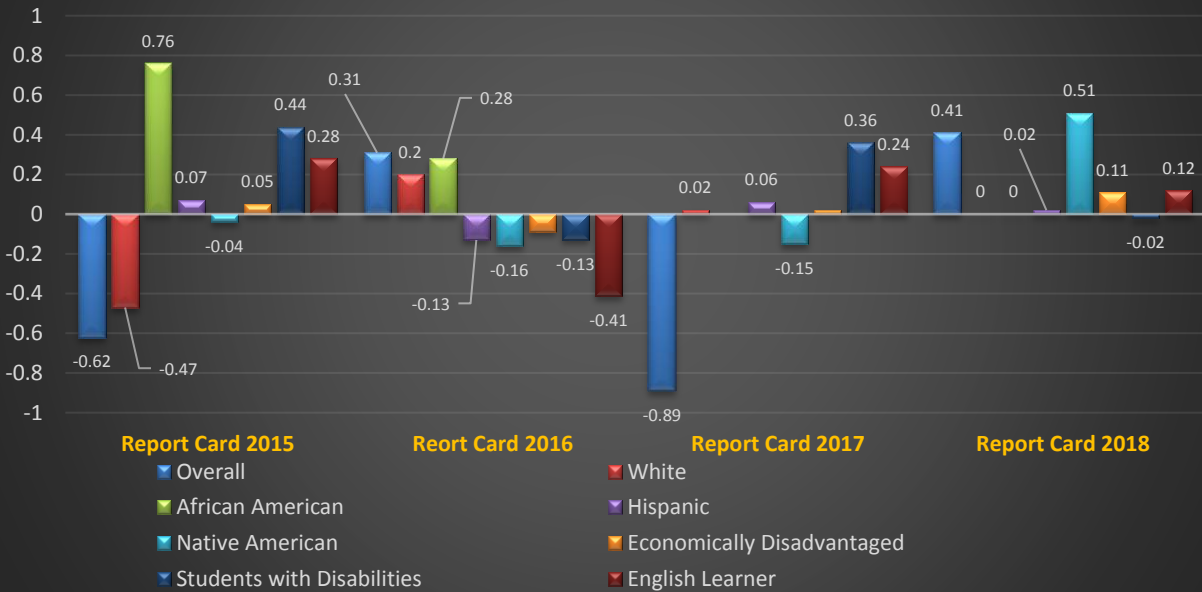
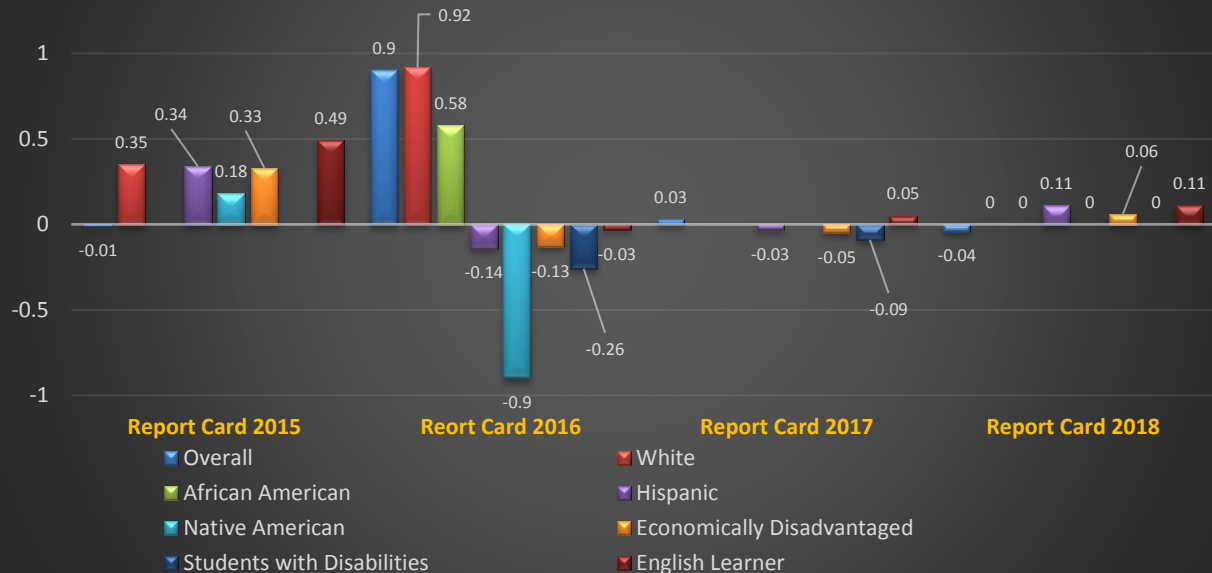
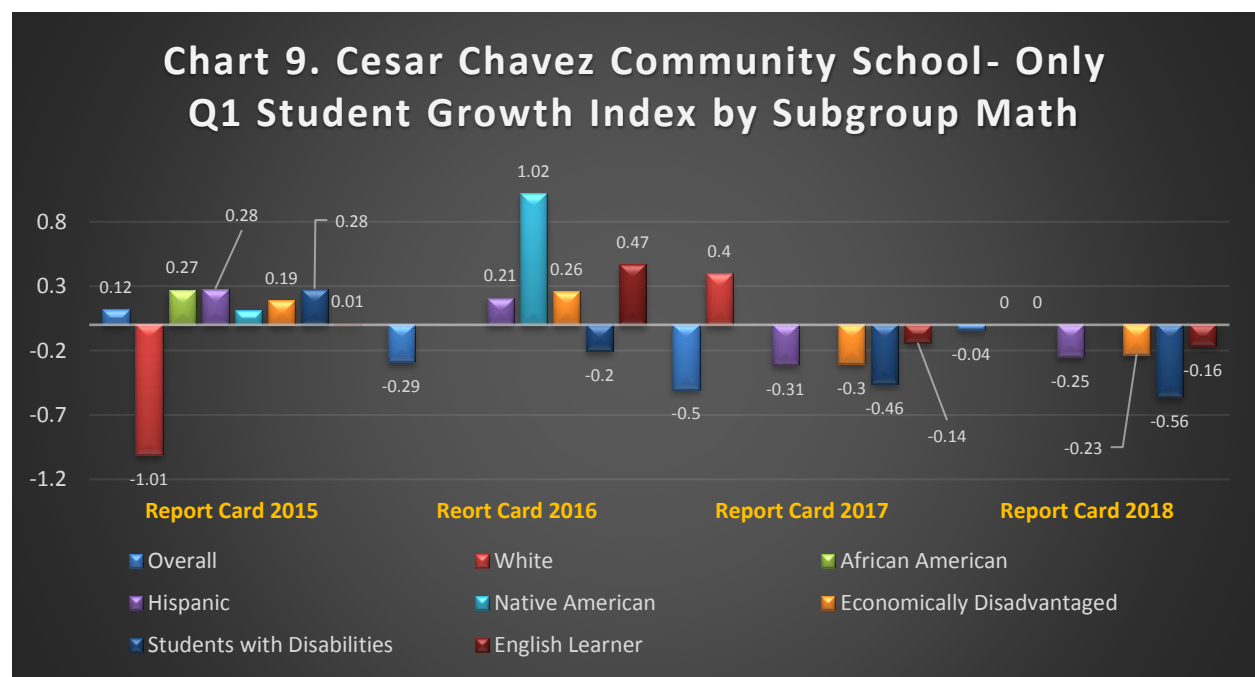
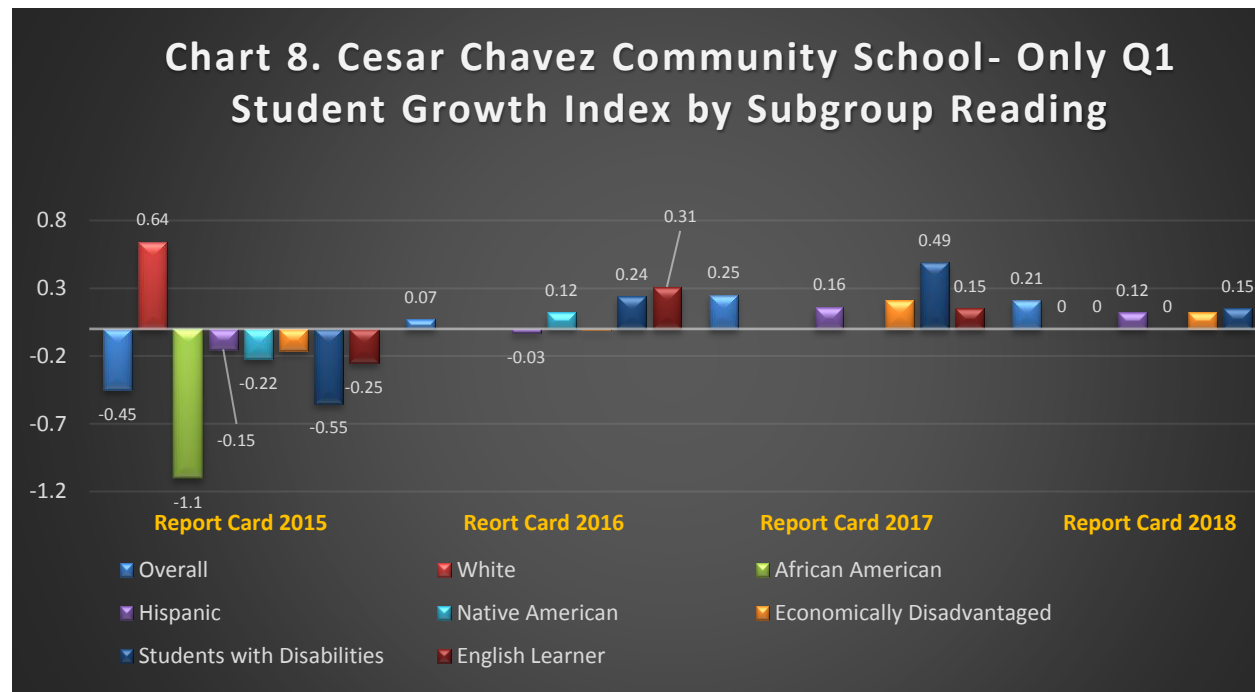


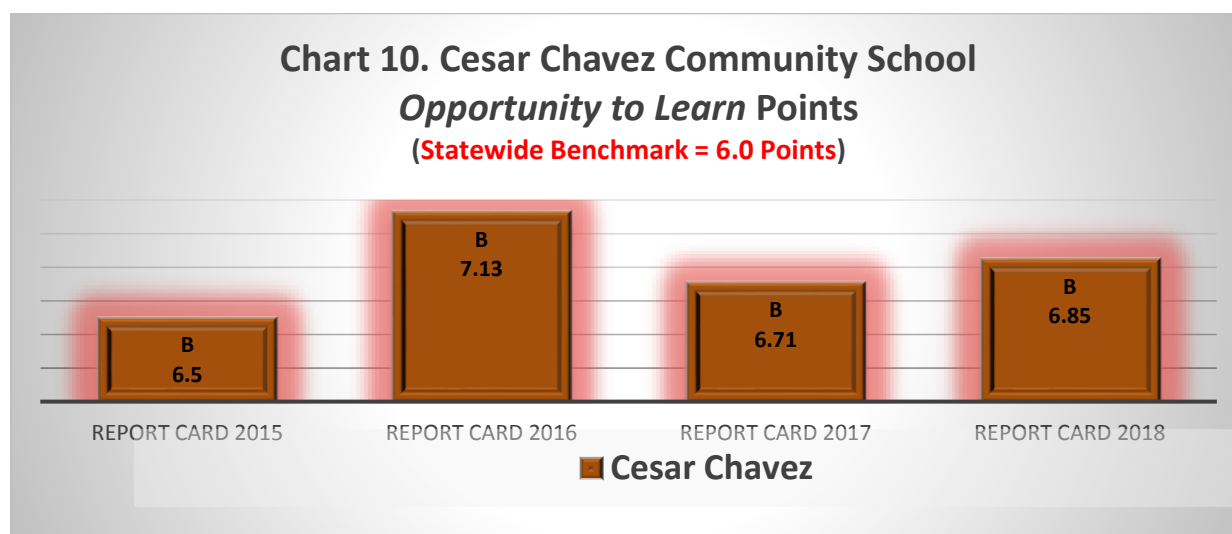
Chart 7. Cesar Chavez Community School - Only Q3 Student Growth Index by Subgroup Math



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (top 25%). All subgroups (excluding masked data) in most years met expected growth in reading with overall student growth being met in 3 of 4 years particularly in the later years of the contract. In math, all subgroups in most years met expected growth with overall student growth being met in 2 of 4 years particularly in the early years of the contract.



Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide). This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Cesar Chavez Community School performed well since 2015 and exceeded the statewide benchmark during the past 4 years earning the majority of points as well as earning a letter grade of “B” in the category during each of these years (see chart 10 next page). In 2018, the school had an attendance rate of 67% which along with survey results earned the school 6.85 points and a letter grade of “B” for the category.

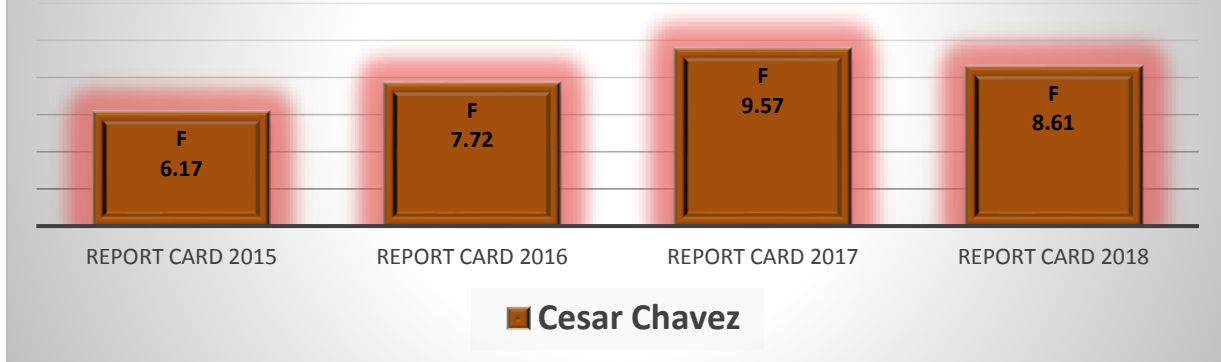


High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any reporting date. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school qualifies for the Supplemental Accountability Measure (SAM) in which “*non-cohort graduation rate augments the 4-year cohort rate to arrive at a compiled SAM graduation rate.*”³ This approach provides schools feedback on their success in graduating “*returning dropouts and adults whose cohort is no longer part of the accountability system*” (Ibid). During the term of its contract, the school did not meet the statewide benchmark in terms of points earned receiving a letter grade of “F” in the category in each of the past 4 years. Its graduation rate decreased from the cohort of 2014 to the cohort of 2017 with the exception of the cohort of 2016 when it produced the highest graduation rate.

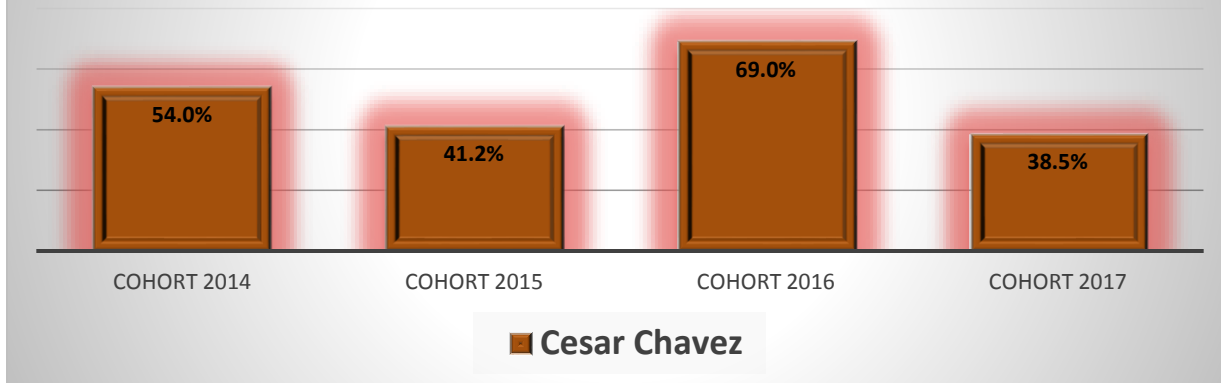
³ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

**Chart 11. Cesar Chavez Community School
Graduation Points**

(Statewide Benchmark = 12.8 Points)



**Chart 12. Cesar Chavez Community School
4-Year Graduation Rate (Multi-Year)**

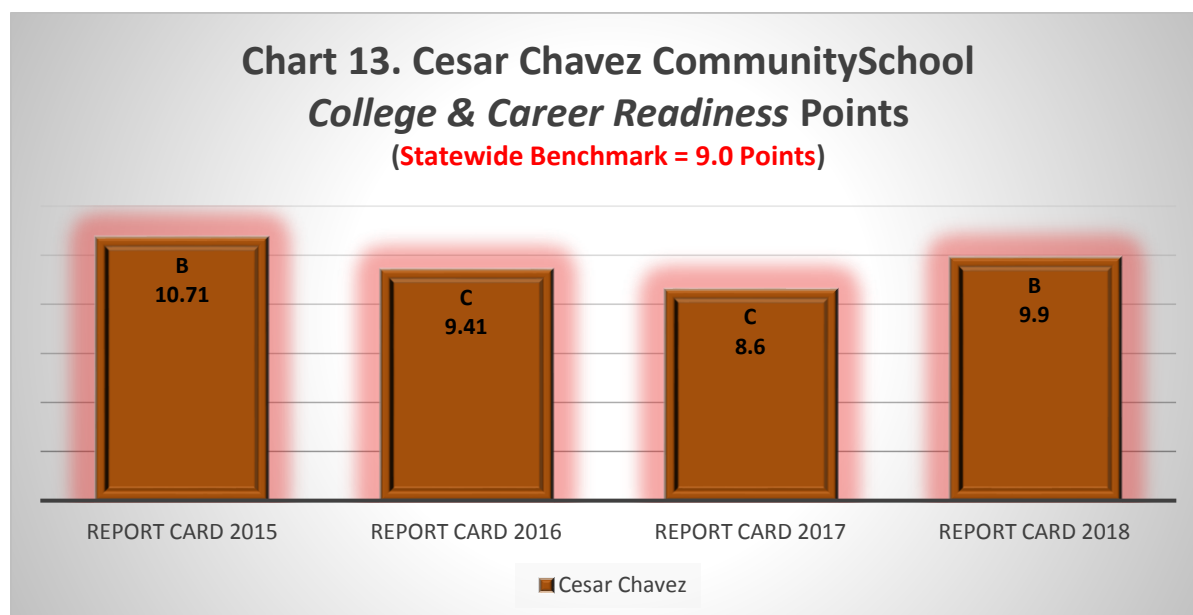


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁴. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

The chart below illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Cesar Chavez did well, surpassing the statewide benchmark in all years earning a letter grade of 2 "Cs" and 2 "Bs" in the category since 2015. In 2018, the school report card data indicated that

⁴ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: https://aae.ped.state.nm.us/docs/Technical_Guide_2015_V2.0.pdf

68% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.40 points out of 5 for this portion of the category. Out of the 68% of Cesar Chavez Community School students who participated in *College and Career Readiness* opportunities in 2018, 65% were successful resulting in an additional 6.5 points earned (10 possible) for this portion of the category.



1b. Specific Charter Goals

This section includes analysis of Cesar Chavez Community School's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2017-2018. All goals were rated "*Exceeds Standard*" in 2016-2017 and 2017-2018 and 2 of 3 goals in 2015-2016 received "*Exceeds Standard.*" No goals received "*Does Not Meet Standard*" rating or lower during the term of the contract.

Charter Specific Goals

Goal 1: Graduating Students who were attending CCCS on the 40th Day of the respective school year will be prepared for their next step in life including post-secondary education, training, work, family, and participation in the community, as demonstrated by their completion of indicators such as work-readiness measures, and/or acceptance into post-secondary education, training, or military programs. Evidence of successful post-graduation preparation will be contained in each graduate's Graduation Transition Portfolio (GTP)."

Goal 2: CCCS annual graduation recovery cohort will be identified by the number of students enrolled in Grade 12 on the 40th day (available in STARS) who graduate no later than the end of the summer session of that school year plus any other potential graduates that may be identified by the school on the 40th day."

Goal 3: CCCS graduates will be employed, enrolled in post-secondary education, job training, receiving GRADS parenting case management, and/or enlisted in the armed services, as measured by a post-graduate survey administered during the fall semester following graduation each year."

Figure 2. Progress towards Charter Specific Goals.⁵

Goal	Description	2015 ⁶				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
1	Graduation Transition Portfolio (GTP)	X				X				X			
2	Recovery cohort graduate by end-of-summer		X				X			X			
3	Post-graduate survey	-	-	-	-	X ⁷				X			

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
1	Graduation Transition Portfolio (GTP)	X			
2	Recovery cohort graduate by end-of-summer	X			
3	Post-graduate survey	X			

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

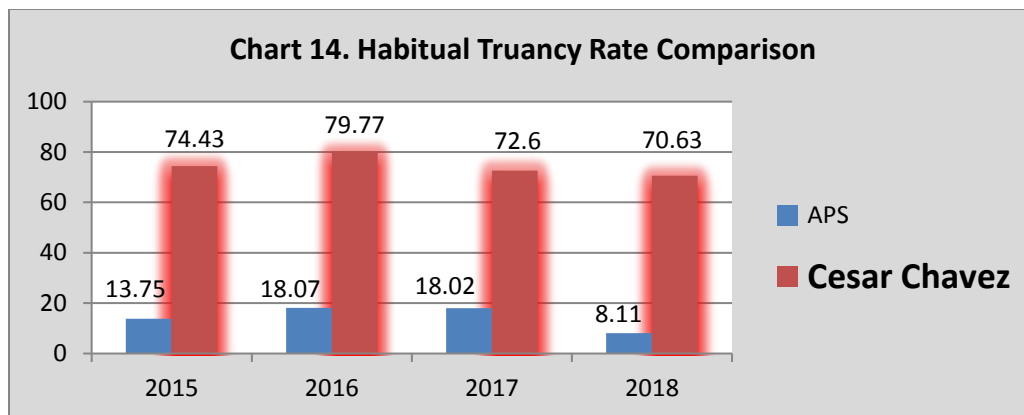
Habitual Truancy

The chart (next page) reflects the school's habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Cesar Chavez Charter School's habitual truancy rate was nearly 80% in 2015-2016 which decreased the following 2 years by nearly 9%. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.

⁵ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Optional Supplemental Indicators" in the school's contract and performance framework.

⁶ The Charter Schools Division annual report (see web-EPSS 2014-2015) indicated the following statement: "CSD Comments: Data is pending fall survey." (Latest update was '4/28/2015.' No update in fall 2015 was observed).

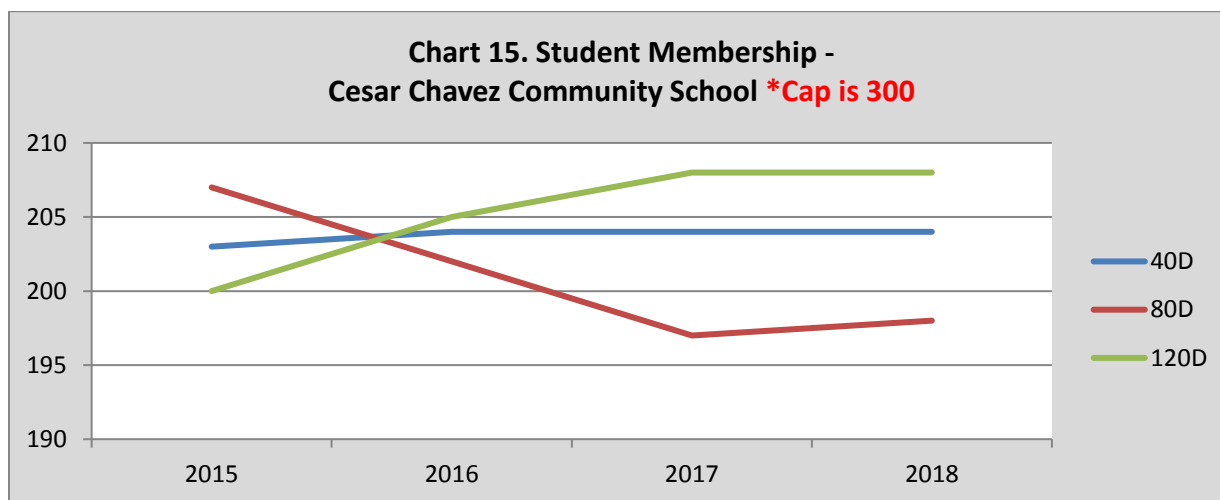
⁷ The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated the following statement: "CSD cannot verify this rating."



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart below demonstrates the school's student membership for each of the years in operation during the current contract term. The school's enrollment at 40D has remained fairly constant. The 80D numbers show a dip in enrollment with the 120D showing an increase. As of 2017-2018, the school had not reached its enrollment cap of 300. The student enrollment indicates the school is operating at about 69% of its approved capacity.

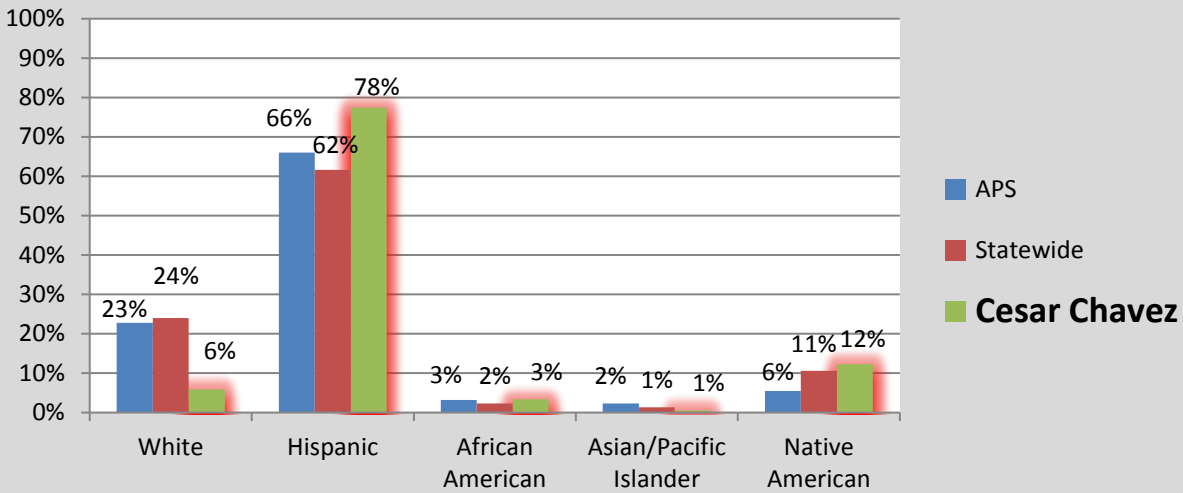


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

The school's student demographic data illustrates that it serves a higher Hispanic population when compared to the surrounding district (by 12 percentage points) and the state (by 6 percentage points). The school also serves a significantly higher Native American population when compared to the surrounding district (by 6 percentage points). The school serves a significantly *lower* percentage of White students and similar percentage of African American and Asian/Pacific Islander students.

**Chart 16. Comparison of Student Enrollment by Race/Ethnicity
2017-2018**

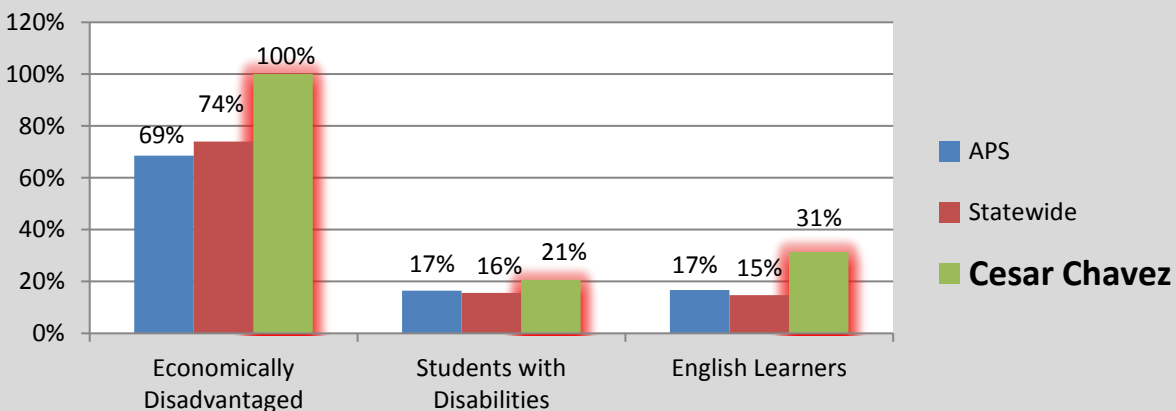


Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school also has a significantly *higher* population of economically disadvantaged students (by 31 percentage points) and English Language Learners (by 14 percentage points) than both the local district and the state. The school also serves a *higher* percentage of students with disabilities (by 4 percentage points).

**Chart 17. Comparison of Student Enrollment (Other Groups)
2017-2018**



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

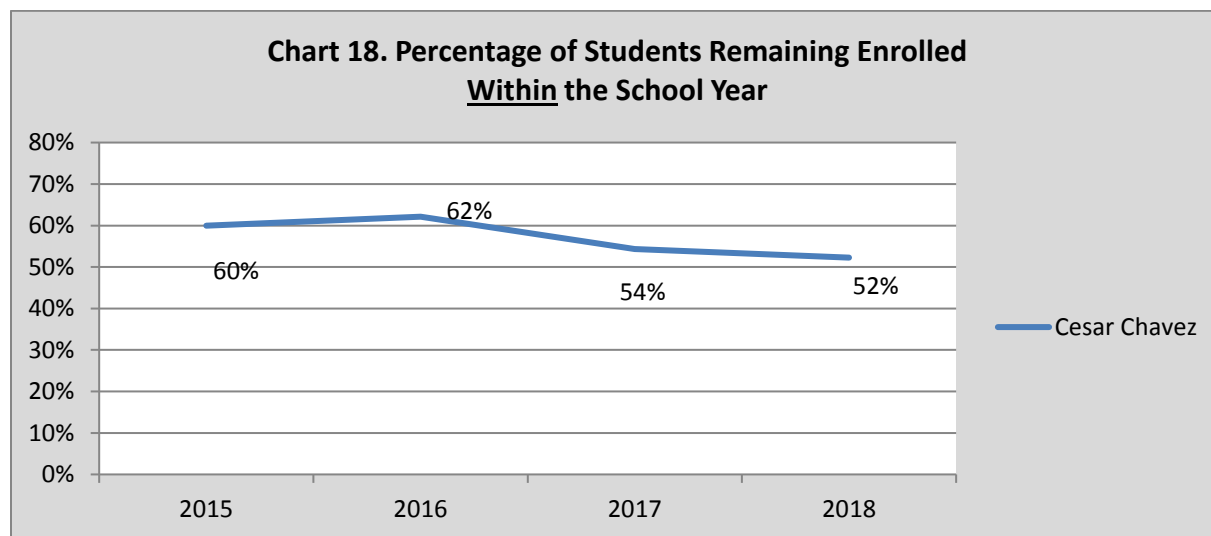
Retention and Recurring Enrollment

In its Performance Framework, the PEC has established student retention expectations. For this school, the PEC established a target of 75% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is

calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

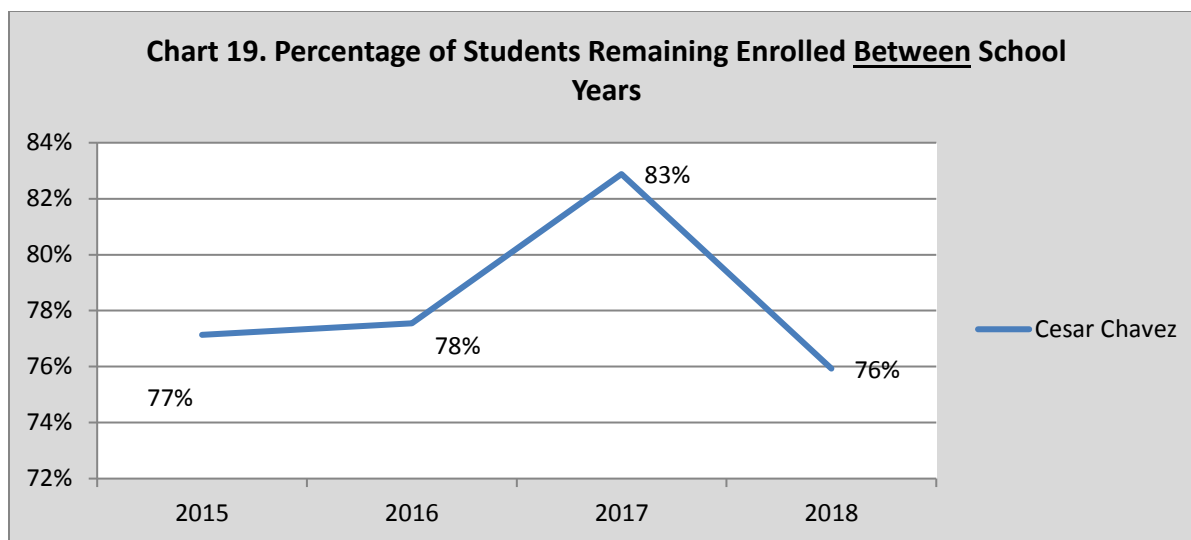
The chart illustrates that nearly 48% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. In 2014-2015, 60% of the students remained enrolled until the end of the school year, as compared to 52% in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate certain circumstances beyond their control are removed from the data set.

The chart (next page) illustrates recurrent enrollment at the school. Student enrollment data indicates that 77% of the students that completed the school year in 2013-2014 returned to the school in 2014-2015. Seventy-six percent of the students that completed the 2016-2017 school year returned to Cesar Chavez Community School in 2017-2018. There was a peak of recurrent enrollment from end of the year in 2016 to the start of the year in 2017 (83%).

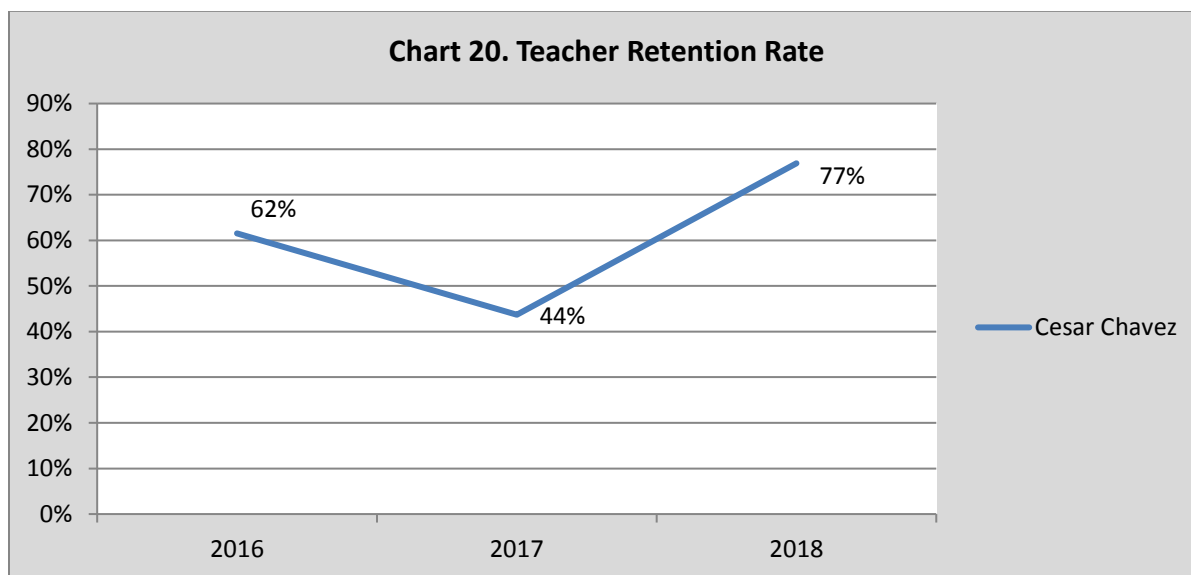


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The chart below demonstrates the school's teacher retention rate over time. Data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers identified during the 80D reporting period for the 2014-15 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher rate.⁸

The chart shows a drop in teacher retention in 2016-2017 (44%), followed by an increase in 2017-2018 (77%).



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

⁸ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	-	-
FY16	1	-	-
FY15	1	-	-

Summary of Fiscal Reports⁹

In **FY17**, the school received **1 finding of other non-compliance** related to timely deposits.

- **2017-001 Timely Deposits Non-compliance**

Condition: During our review of 14 cash receipts, we noted one deposit in the amount of \$90 that was not deposited within twenty-four hours of being received.

In **FY16**, the school received **1 finding of non-compliance** related to budgetary conditions.

- **2016-001 Budgetary Conditions Non-Compliance**

Condition: During our review of the school's budgetary comparison schedules, we noted the following issue where the school did not properly budget prior year cash carry-over: For fiscal year 2016 the school budgeted a deficit in the Food Services Fund 21000. Prior year cash carry - over was \$0 which was insufficient to cover the current year final budgeted deficit of \$837. It was noted that actual revenues exceeded actual expenditures for the year by \$2,622.

In **FY15**, the school received **1 finding of non-compliance** related to procurement code.

- **2015-001 Procurement Code Non-Compliance**

Condition: During our procurement test work, we noted the School did not obtain three quotes for security services whose total payments for the year amounted to \$25,968. This contract was originally entered into in Fiscal Year 2013.

2b. Board of Finance

The governing council of Cesar Chavez Community School has never been suspended during the term of its contract.

⁹ See audited financial statements which may be obtained at: <https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/>.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows

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.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. 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 is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next steps.

Student – Focused Term(s).

CCCS Key Commitments:

- *Small classes will be maintained (generally 17:1);*
- *Students will have an assigned mentor who will implement the CCCS mentoring program;*
- *Student progress will be tracked, as appropriate to each student's needs, challenges and goals, assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.*
- *Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar;*
- *Community service, service learning and/or experiential learning will be offered to students at CCCS;*
- *GRADS, the state-wide pregnant and parenting graduation support program, will be offered to students on-site.*

Teacher – Focused Term(s).

Key Commitments:

- *CCCS will schedule training and in-service days for staff;*
- *Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications.*

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working

to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, Cesar Chavez Community Charter School received the following ratings:

Figure 4. 2017-2018 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	4	0

Figure 5. 2016-2017 Organizational Framework Ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	6	0

3c. Governing Body Performance

According to the last reporting from this school, Cesar Chavez Community School has six members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Cesar Chavez’s Governing Board:

Figure 6. Governing body membership.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Dan Shapiro	President	December, 2009	Continuing	Complete
Alicia Bucko	Secretary	September 20, 2012	Continuing	Complete
John Krone	Member	March 22, 2016	Continuing	Incomplete
Anacelie Verde-Claro	Member	March 22, 2016	Continuing	Complete
Charlene Ayers	Member	October 23, 2013	Continuing	Complete
Jess Lionne	Member	December 6, 2016	Continuing	Complete

According to PED records, the school had not yet completed all training for FY18. Mr. Krone lacks 3 hours (1 hour ethics, 1 hour fiscal, and 1 hour organizational). Mr. Krone was unable to complete required hours due to extenuating circumstances that occurred towards the end of the fiscal year. The school had eight members complete the required training in FY17. The school had six members complete the required training in FY16. The school had six members complete the required training in FY15.

Kate Shelton is the current business manager for Cesar Chavez Community School. Tani Arness is the current CPO for Cesar Chavez Community School.