



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

## 1. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

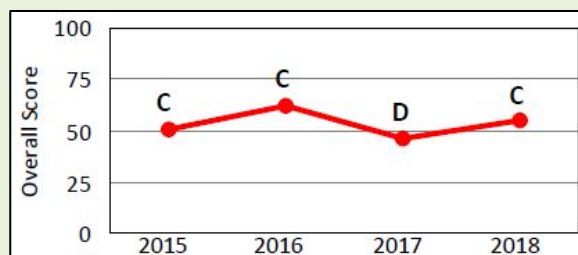
**For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).** The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained 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 in the past two years do NOT complete this Section.**

***School response:***



Cesar Chavez Community School has maintained a C average grade over the term of the contract, with an average score of 53.2 points, or C grade. Only one year, 2017, fell below a C grade by 3.9 points. The grade rose again the following year, up by 8.36 points to 54.46. As a Re-engagement high school, Cesar

Chavez Community School (CCCS) provides high caliber educational services for students who have previously experienced academic challenges in more traditional school environments. The program is designed to attract learners who are currently juggling responsibilities like jobs or families with the completion of their high school goals. Teachers and staff strive to provide individualized attention that enables students to gradually develop the confidence in their abilities that enables them to eventually graduate and successfully transition into adult careers. Flexible hours and small classes contribute to a student's success in academic pursuits. Struggling students find that they can excel at CCCS.

CCCS specializes in recognizing causes of dropout and intervening with the most effective re-engagement practices. Seven of the top causes that lead students to drop out of school have been consistently identified in repeated national research. (*see appendix E for research article links*) These seven top dropout causes (with emphasis on the first two) are listed below with a description of how each is addressed by CCCS.

1. Failing grades in required subjects (M.S. and 9<sup>th</sup> grade "F's" are key predictors) and ties to low academic performance
  - CCCS does not give "F" grades but works with students on a mastery-based learning model to receive incomplete grades until they show mastery. Students come to CCCS with an average of eleven F's already on their report cards. Over 90% of CCCS students are over-age and under-credit when they enroll at CCCS (we have only 5-10% of students who enter our school as incoming freshman). Enrollment test scores (Scholastic Reading Inventory and STAR Math test, 2016-17) show that students, grades 9-12, enter our school at an average of a 5<sup>th</sup> grade level in Math and Reading with many entering below 5<sup>th</sup> grade level, and 0-2% of students entering at a level proficient for PARCC.
2. High absenteeism in middle school and/or high school (correlation to lack of parent engagement)
  - CCCS employs a full-time person who tracks attendance closely and works with multiple attendance interventions for students. Students and families self-report histories of extreme truancy. CCCS also employs a full-time social worker who works directly with students and families to reduce obstacle to school attendance. CCCS is seeking data in STARS to better inform the School of individual students' truancy histories.
3. Child abuse and trauma histories
  - CCCS staff are all trained annually in trauma awareness and response. CCCS discipline policies are trauma informed. A full-time counselor and full-time social worker support students and connect students with community services to promote healing.
4. Outside factors such as needing to work (correlates with poverty)
  - CCCS provides flexible scheduling and alternative hours as well as work experience credit in order

to accommodate outside factors in students' lives.

5. High mobility (correlates with instability at home and poverty)

- CCCS has a full-time social worker to help families connect to needed resources (such as addiction recovery, food and clothing banks on campus, section 8 housing, internet resources, and other resources needed to help increase stability).

6. Reported Lack of interest/Boredom

- CCCS has rejected packet and full online curricula in favor of more engaging pedagogy including group work, projects, and classroom discussion. This is integrated with foundational skill building and personalized, one-on-one coaching.

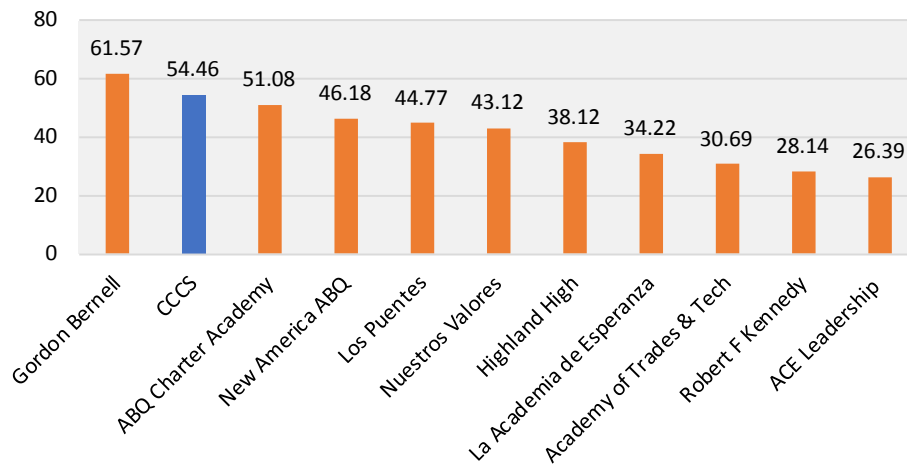
7. Teen pregnancy

- CCCS implemented the GRADS Program (Graduation, Reality and Dual Skills) and now Fathers New Mexico to provide extra supports for our teen parents. Approximately 9% of students at CCCS over past 4 years are pregnant or parenting.

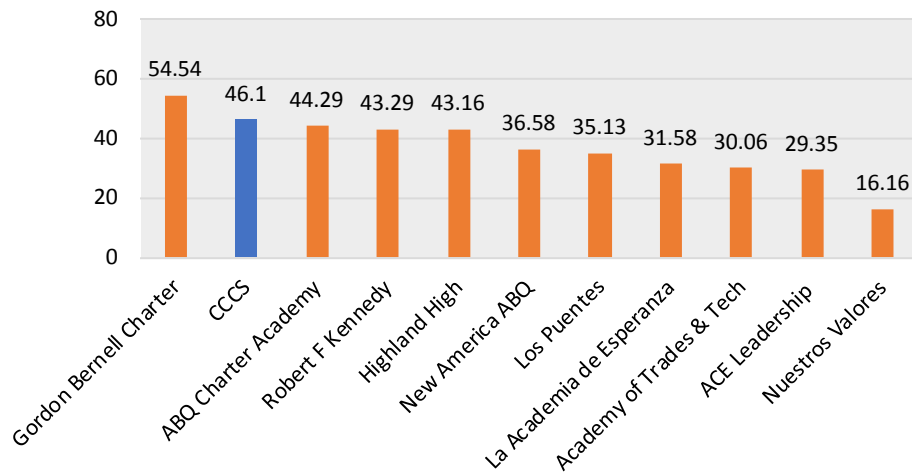
**CCCS' Overall Success as a Re-engagement High School**

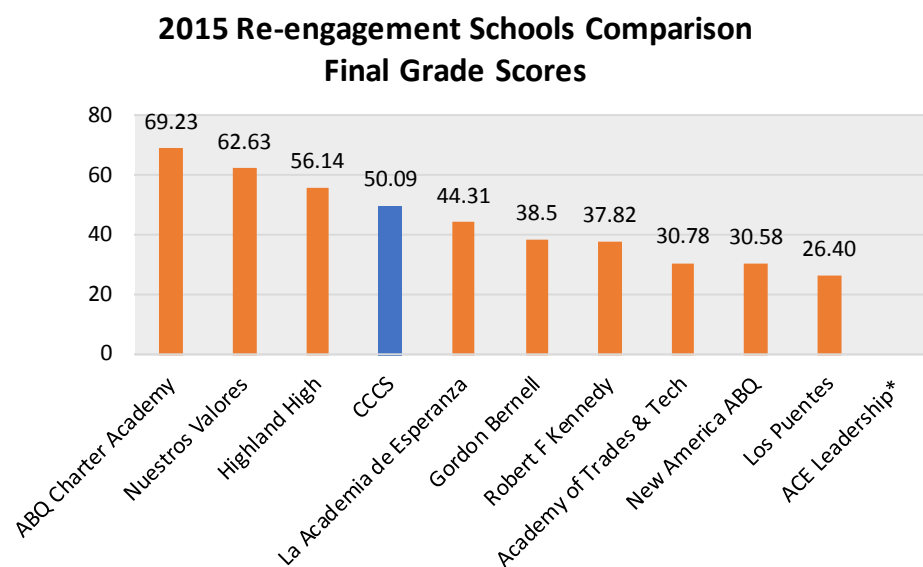
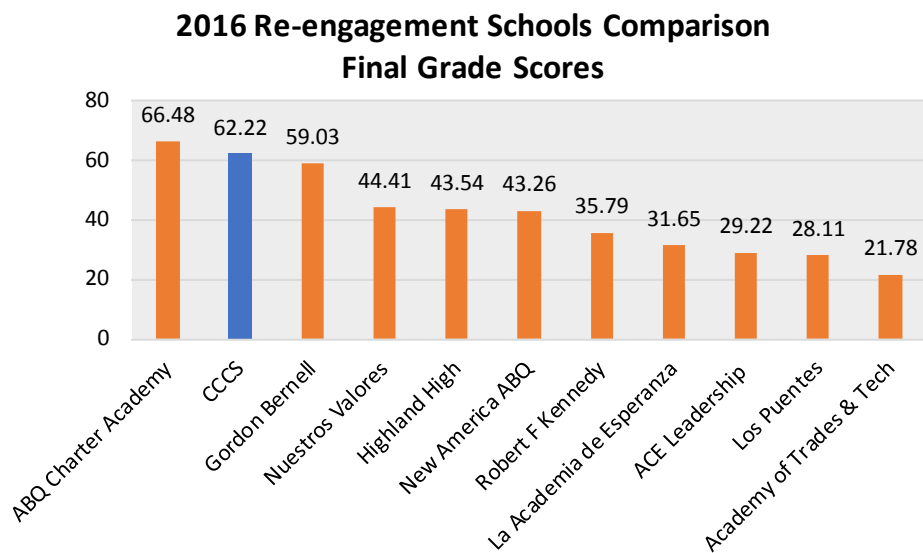
By consistently and positively addressing the seven top causes that lead students to drop out of school, CCCS has demonstrated its success as one of the strongest re-engagement high schools in Albuquerque. Following is a chart for each year of the charter term displaying Final Grade Points for the ten Albuquerque re-engagement schools, including CCCS, and the local school, Highland High. Each chart compares a total of 11 schools.

**2018 Re-engagement Schools Comparison  
Final Grade Scores**



**2017 Re-engagement Schools Comparison  
Final Grade Scores**





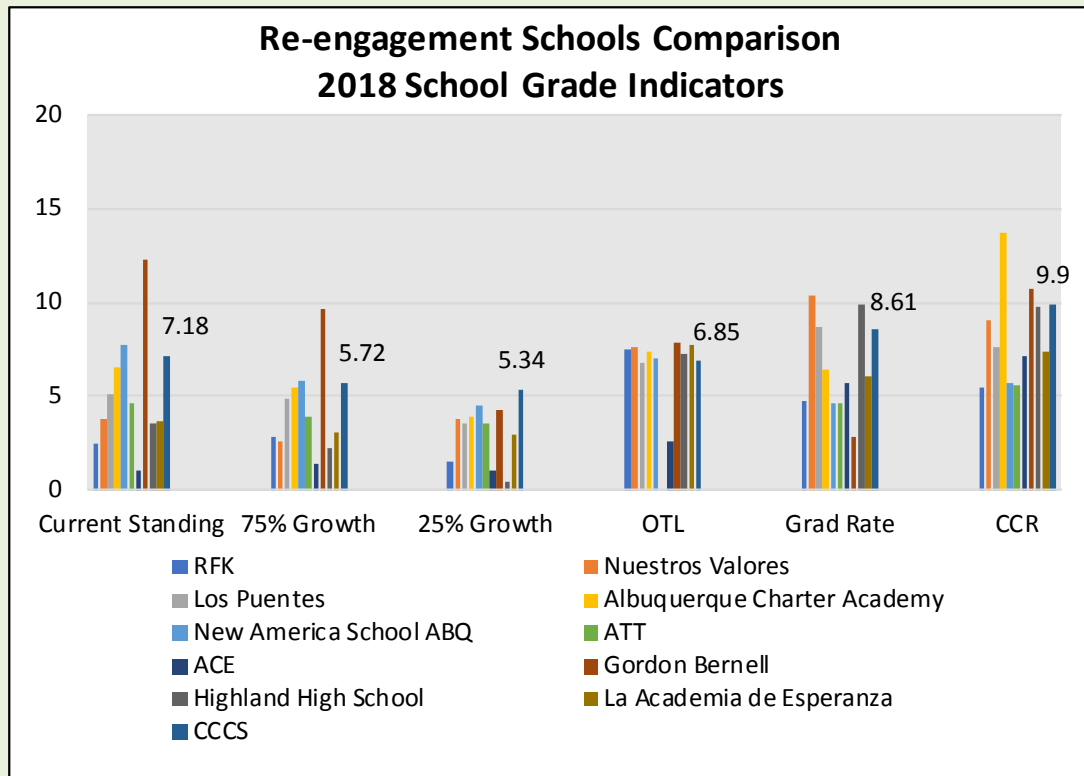
\*ACE 2015 Certified School Grade Report not available

As demonstrated in the charts above, CCCS has increased and maintained its standing as one of the strongest re-engagement high schools in Albuquerque over the term of the charter. Out of the 11 closest comparison schools (re-engagement charter high schools, plus HHS) in Albuquerque, CCCS ranked as follows:

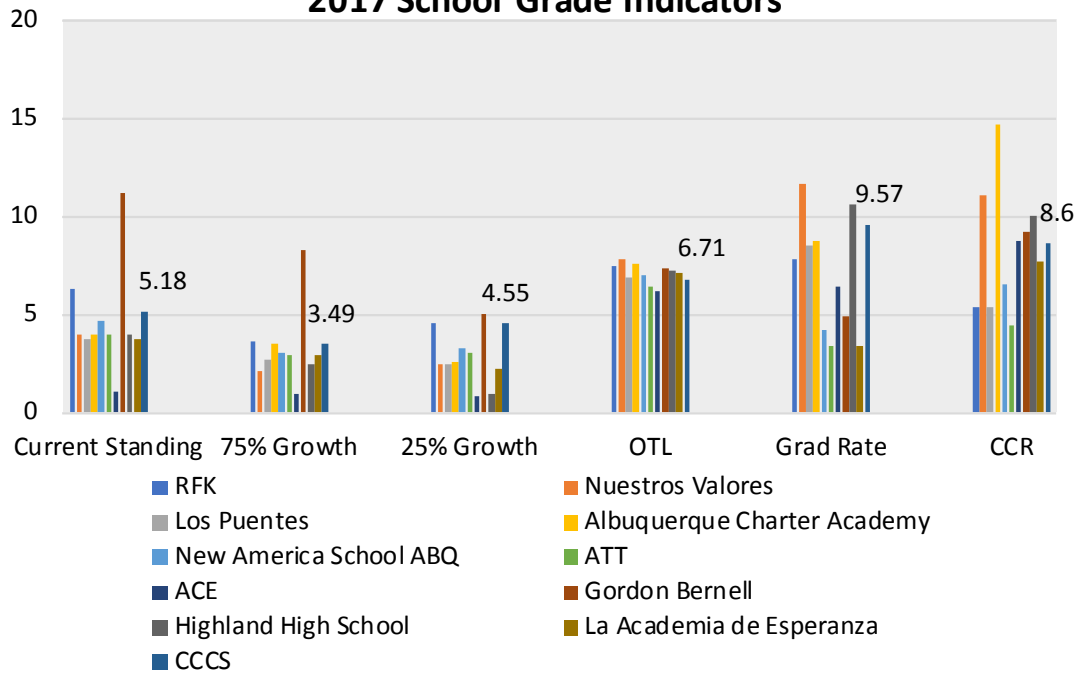
- 2018 - CCCS ranked 2<sup>nd</sup> in the overall final grade scores;
- 2017 - CCCS ranked 2<sup>nd</sup> in the overall final grade scores;

- 2016 - CCCS ranked 2<sup>nd</sup> in the overall final grade scores; and,
- 2015 - CCCS ranked 4<sup>th</sup> in the overall final grade scores.

CCCS also demonstrates its strength in a comparative analysis of the individual indicators that make up the overall final grade for each school. The following charts display the comparison schools' performance on individual school grade indicators for each year of the charter term:

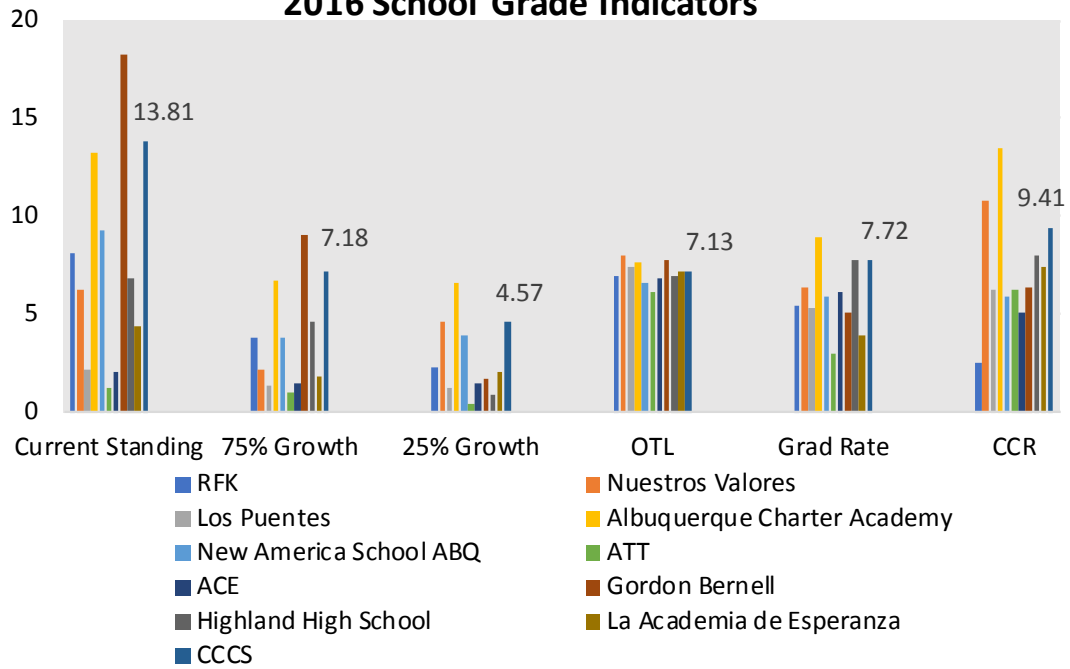


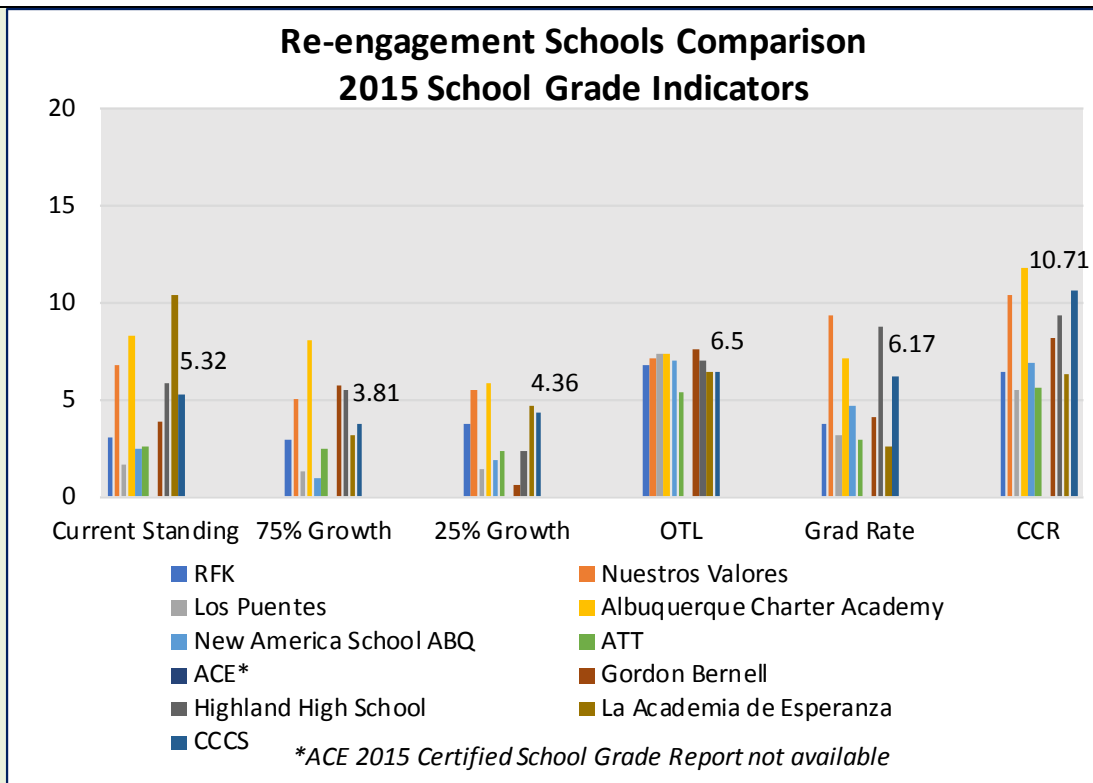
## Re-engagement Schools Comparison 2017 School Grade Indicators





## Re-engagement Schools Comparison 2016 School Grade Indicators





A comparison of the 2015, 2016, 2017 and 2018 indicator performance displayed above demonstrates the consistent strength of CCCS in relation to the individual indicators over the term of the charter. *Notable is the consistent and relatively strong performance in the 25% (Q1) Growth indicator. (See also Part A Response to Q1 Students.)*

#### **Response to the 2017 Final Grade of D and Failing Grade in Improvement of Lowest Performing Students**

CCCS earned a C average letter grade in 3 of the four contract years. However, CCCS received a final school grade of D in 2017 with an overall score of 46.10 points. The 2017 final grade of D initiated an in-depth review of student performance on the PARCC and other contributing factors through development of a NMDASH Plan.

The NMDASH plan also addresses the **issue of growth of Lowest Performing Students** through the Tier 1 Intervention focus detailed below. CCCS believes that short-cycle assessment data provides a more reliable measure of student growth for both Q1 and Q3 students who attend our school. The Scholastic Reading Inventory (currently known as Houghton-Mifflin Reading Inventory) and STAR Math assessments are used as measures in the NMDASH plan.

The NMDASH (Data, Accountability, Sustainability, and High Achievement) is a web-based action-planning

tool for developing school improvement plans. The NMDASH Plan includes the following sequential components:

1. building a core team;
2. an analysis of data and setting student achievement goals;
3. identification of focus areas;
4. an analysis of root cause(s);
5. creating desired outcomes and defining critical actions; and,
6. monitoring implementation of the plan.

**Following is the NMDASH Plan** developed by CCCS in response to the 2017 Final Grade of D (Updated 2018-19 DASH Plan has been submitted via emailed to the Priority Schools Bureau as of end of August 2018). The components of the Plan are presented sequentially below, beginning with a summary of building a core team.

#### 1. The Core Team:

The CCCS core team consists of members who were tasked with co-constructing the school vision for dramatic change to increase achievement for all students. Membership on the CCCS core team includes the following leaders, teachers, and support staff: Principal, Dean of Students, Governance Council Member, Math Teacher, Reading and English Language Arts (ELA) Teacher, Special Education Lead Teacher, Social Worker, and Registrar/STARS Coordinator. The composition of this core team brings a diverse range of strengths, backgrounds and perspectives to the planning process.

#### 2. Analysis of Data and Setting Student Achievement Goals:

Joining the core team, all ELA and Math teachers analyzed student data as reflected in the following Data Analysis Notes:

##### **Data Analysis Notes:**

The team looked at PARCC scores via grade levels and subgroups and decided that the best way to set goals was to set schoolwide goals rather than subgroup goals. This is because: a. CCCS combines all grade levels in Math and English Language Arts (ELA) classes. Students come to us with severe remedial learning needs and credit recovery needs. Therefore, grade levels (how many credits earned) do not correlate to academic skill levels. Therefore, as a small school with combined grades, we are setting schoolwide proficiency goals rather than arbitrarily breaking our goals down by student grade levels. b. Approximately 85% of CCCS are in Hispanic subgroup meaning that other race

subgroups are too small (significantly less than 10 students) to show valid data. c. 90-100% of CCCS students are designated as “Free Lunch” meaning that, for CCCS, it is a whole group rather than a subgroup.

ELL and Special Education subgroups are possible valid sources of information though often there are such small numbers of students (far below 10) in these subgroups on any particular test that the data is invalidated by small sample size or outliers. Also, due to the nature of our specific population with high remedial needs, there were not significant differences between student with disabilities and our general population in terms of percent of students at different levels. ELL subgroups are not tracked on the PARCC School Performance Level Summary.

All ELA teachers analyzed ELA PARCC scores, including longitudinal scores, individual student growth and Evidence Statement Analysis and School Content Standards Rosters deeply and noted that many students were not writing extended responses at all, getting 0 points on narrative writing questions (see below). The 15 points available for Narrative Writing make a very substantial impact when considering that the difference between a Level 1, Level 2, Level 3, and Level 4 score on PARCC is 25 points.

ELA 9: 34 of 48 students scored 0 of 15 points possible for Narrative Writing

ELA 10: 21 of 30 students scored 0 points of 15 points possible for Narrative Writing

ELA 11: 15 of 23 students scored 0 of 15 points possible for Narrative Writing

All Math teachers analyzed Math PARCC scores, including longitudinal scores, individual student growth and including Evidence Statement Analysis and School Content Standards Rosters deeply and noted that students were scoring markedly low in using modeling in Algebra and Geometry.

CCCS’ DASH Team is concerned that Short Cycle Assessments may not be properly aligned to PARCC to indicate correlating growth and success. It is reasonable that one year of growth on Short Cycle Assessments may indicate one level of growth on PARCC as long as students are willing to put effort into their PARCC attempt.

The specific needs and circumstances of our unique and particularly mobile population also means that students, on average, are at CCCS for approximately 1.3 years of their 4-year cohort (data derived from 4-year cohort data). Since this means that CCCS has a limited time to make a large impact on students, we believe that the goals below are especially ambitious.

#### *Setting Student Achievement Goals:*

Through the data analysis and reflection, summative student achievement goals were set for ELA and math.

Once summative goals were established, benchmark goals were set to monitor progress toward summative goals.

Student Achievement Goals			
Grade/Subject Area	2015-16 PARCC Results	2016-17 PARCC Goals	Benchmark Goals: How will you know you are on track to meet your summative student achievement goals?
<b>Grades 9-12/ELA</b>  *CCCS combines all grade levels in Math and English Language Arts (ELA) classes. This is because students come to us with severe remedial learning needs and credit recovery needs. Therefore, grade levels (how many credits earned) do not correlate to academic skill levels. Therefore, as a small school with combined grades, we are setting schoolwide proficiency goals rather than arbitrarily breaking our goals down by student grade levels.	14 of 169 (8%) Proficient 39 of 169 (23%) at 3+ 65 of 169 (38%) at Level 1 <b>2016/17 PARCC Results</b> 2 of 103 (2%) Proficient 29 of 103 (28%) at 3+ 55 of 103 (53%) at Level 1	<b>2017-18 PARCC Goals</b> 1. Reduce number of students scoring at Level 1 by 23%. Goal=No more than 30% of students at Level 1  2. Increase number of students at Levels 3 and above by 22%  Goal=at least 45% at Level 3 and above, with at least 10% at level 4 or 5.	CCCS tracks Short Cycle Assessment Data via The Houghton Mifflin Reading Inventory and STAR Math assessments.  Winter 2017 Scores will show an average of ½ year individual growth for all students.  Spring 2018 scores will show an average full school year of individual growth for all students.
<b>Grades 9-12/Math</b>	<b>2015-16 PARCC Results</b>	<b>2017-18 PARCC Goals</b>	CCCS tracks Short Cycle Assessment Data via The Houghton-Mifflin Reading

*CCCS combines all grade levels in Math and English Language Arts (ELA) classes. This is because students come to us with severe remedial learning needs and credit recovery needs. Therefore, grade levels (how many credits earned) do not correlate to academic skill levels. Therefore, as a small school with combined grades, we are setting schoolwide proficiency goals rather than arbitrarily breaking our goals down by student grade levels.	2 of 98 (2%) Proficient 14 of 98 (14%) at 3+ 17 of 98 (18%) at Level 1 <b>2016/17 PARCC Results</b> 2 of 112 (<2%) Proficient 18 of 112 (16%) at 3+ 46 of 112 (41%) at Level 1	1. Reduce number of students scoring at Level 1 by 31%. Goal=No more than 10% of students at Level 1  2. Increase number of students at Levels 3 and above by 10% Goal=at least 26% at Level 3 and above, with at least 8% at level 4 or 5.	Inventory and STAR Math assessments.  Winter December 2017 scores will show an average of ½ year expected growth for individual growth of all students. Goal= .5 Grade Equivalent on STAR Math. Goal=30 Lexile points on Houghton-Mifflin Reading Inventory  Spring April 2018 scores will show on average expected full school year growth for individual growth of all students. Goal= 1 full Grade Equivalent on STAR Math. Goal=60 Lexile points on Houghton-Mifflin Reading Inventory.
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### 3. Identification of Focus Areas

As recommended by the DASH process, the two highest-leverage focus areas that will increase student achievement for all students were selected by the core team: Tier I (core) Instruction, and School Culture. Focus areas are best practices that will increase achievement for all students and narrow the scope for root cause analysis, desired outcomes, and critical actions.

Focus Areas	
<i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices) that must be addressed to reach the student achievement goals?	<i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area?
<b><i>Tier I (core) instruction</i></b>  There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.	<b>Quantitative Evidence:</b> In 2016-17, approximately 2% of students scored proficient on Math and ELA PARCC. Approximately 16-28% of Students at Level 3 or above on Math and ELA PARCC.

Guiding questions –

- What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
- What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

2016-17 Short Cycle Assessments show that students, grades 9-12, (we have only 5-10% of students who enter our school as incoming freshman) enter our school at an average of a 6<sup>th</sup> grade level in Math and Reading with many entering below 6<sup>th</sup> grade level, and 0-2% of students entering at a level proficient for PARCC.

Analysis of PARCC Content Standards Rosters show that 69.3% of CCCS students scored 0 of 15 points on the Narrative Writing assessment part of 2016-17 PARCC ELA 9-11, indicating that these students chose not to write at all.

Student surveys score teachers highly receiving 40.5 out of 50 points on a Likert scale and 4.5 out of 5 points available for student surveys in the 2017 School Grade. Consistently high scores in every category indicates that teachers are using best practices in the classroom and connecting well with students.

NMTEACH evaluation analysis shows that in 2016-17 only three out of 12 teachers scored a 4 in the category of Using Questioning and Discussion Techniques to support Classroom Discourse (3B)

**Qualitative Evidence:**

Teachers observe and track student skills in classrooms and know that students struggle with very limited vocabulary, low academic stamina and gaps of knowledge (often from missing a lot of school).

	<p>Teachers have noted that they feel they spend too much time on fundamental basic skills and don't succeed often enough in getting students to delve deeply into higher levels of thinking.</p> <p>All teachers have noted that students resist thinking deeply about a subject. They say comments like "what do you want me to put down?" expressing a desire to just get something done rather than connect and think deeply about a topic or problem.</p>
<p><b>School Culture</b></p> <p>All students, staff and stakeholders are aware that student achievement is the top priority of school.</p> <p><u>Guiding questions –</u></p> <ul style="list-style-type: none"> <li>• Do students receive the continual message that nothing is as important or engaging as learning?</li> <li>• How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?</li> <li>• How does leadership monitor and maintain a positive student and staff culture?</li> </ul>	<p><b>Quantitative Evidence:</b></p> <p>Student surveys score teachers highly receiving 40.5 out of 50 points on a Likert scale and 4.5 out of 5 points available for student surveys in the 2017 School Grade. Consistently high scores in every category indicates that teachers are using best practices in the classroom and connecting well with students.</p> <p>Analysis of PARCC Content Standards Rosters show that 69.3% of CCCS students scored 0 of 15 points on the Narrative Writing assessment part of 2016-17 PARCC ELA 9-11, indicating that these students chose not to write at all.</p> <p><b>Qualitative Evidence:</b></p> <p>All teachers observed that students are frequently focused on problems happening outside of school and often show an inability or unwillingness to focus in class. Teachers observe signs of students often feeling unmotivated or disconnected to school curriculum.</p>



	<p>All teachers observed students giving up easily in the classroom, wanting to rush through an assignment and hurry up and get it done, or refuse to work at all because they are “tired” or “don’t feel like it.”</p> <p>Teachers and mentors often hear students making disparaging comments about their own academic abilities, expressing “it’s too hard” or “I’m not good at x.”</p> <p>Teachers have observed students taking PARCC, and have noted that many students give up on the PARCC test, get tired, skim long readings, guess at answers and refuse to write extended responses.</p> <p>Teachers have observed that some school staff have a “let’s hurry up and get this over with” mentality regarding PARCC.</p>
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#### 4. Root Cause Analysis

After identifying 2-3 high-leverage focus areas, the core team engaged in thoughtful root cause analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, would result in elimination or substantial reduction of the performance challenge.

Root Cause Analysis Notes		
Focus Area	Root Cause Hypothesis	Evidence to Support
<b>School culture</b>	<b>Root Cause Hypothesis:</b> Team believes root cause is a lack of student motivation/caring about class work and testing which relates to teacher practices not generating a culture of stamina and persistence.	<b>Quantitative:</b> High student absenteeism (average of 70-73% daily attendance). Student absentee excuses (gathered from Attendance notes) are most often related to: illness, family emergency, not wanting to get up and go to school, mental health issues, transportation issues, legal issues, and addiction issues (many of these issues get

		<p>interconnected).</p> <p>2016-17 transcript analysis shows that students transfer to CCCS with an average of 8 F's (2016-17) to 11 F's 2017-18 already on their report card.</p> <p>Student surveys score teachers highly receiving 40.5 out of 50 points on a Likert scale and 4.5 out of 5 points available for student surveys in the 2017 School Grade. Consistently high scores in every category indicates that teachers are using best practices in the classroom and connecting well with students.</p> <p>Analysis of PARCC Content Standards Rosters show that 69.3% of CCCS students scored 0 of 15 points on the Narrative Writing assessment part of 2016-17 PARCC ELA 9-11, indicating that these students chose not to write at all.</p> <p><b>Qualitative:</b></p> <p>Teachers have analyzed short cycle assessment growth and PARCC growth for every individual student. Staff hypothesize that students who are connected to school, want to be there, are fully engaged in classes, and say they "care" about their test scores show more growth.</p> <p>Many students express not feeling they <i>can</i> succeed and teachers believe this is connected to not wanting to engage fully.</p> <p>Many students express having other</p>
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		<p>things on their mind, being upset about personal issues and insist they cannot or don't want to learn or focus on schoolwork.</p> <p>Teachers believe these personal struggles are generally beyond the school's control, but the school can teach positive Habits of Mind that will help build students' resilience, required to show academic growth in the face of external problems.</p> <p>Teachers have observed that students who are not growing are not motivated or connected. Many give up easily and seek the fastest, easiest way to complete a task or don't complete the task at all.</p> <p>Teachers observe students not wanting to participate in class activities, refusing to try on "hard" assignments.</p> <p>Team believes this is related to teachers' struggle to motivate every student to persist and engage in continuous learning in the classroom.</p> <p>We need teach students how to care and to try. This is a key factor we see with students who are growing. We want to help increase students' internal motivation and grow positive habits of mind.</p> <p>We need to create a school culture where students are taught, encouraged and rewarded for persistence and</p>
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		<p>growth mindset</p> <p>Teaching positive habits of mind will offer tools to encourage, teach and reward students for persistence and continuous learning.</p>
<b><i>Tier I (core) instruction</i></b>	<p><b>Root Cause Hypothesis:</b> Team believes that the root cause is a lack of engagement and motivation to excel in learning for students in the classroom, which relates to teacher practices not generating enough student interest through high rigor and relevance (such as critical thinking activities and questioning).</p>	<p><b>Quantitative:</b></p> <p>Only approximately 2% of all CCCS students scored Proficient on the 2016-17 Math and ELA PARCC assessments.</p> <p>NMTEACH evaluation analysis shows that in 2016-17 only three out of 12 teachers scored a 4 in the category of Using Questioning and Discussion Techniques to support Classroom Discourse (3B)</p> <p><b>Qualitative:</b></p> <p>Principal and teachers have observed lessons focused on remedial skills without getting to higher level critical thinking and questioning.</p> <p>Teachers have expressed uncertainty in how to best teach missing foundational skills and knowledge and still integrate student-led activities and high-level thinking demands in the classroom.</p> <p>Many students express not feeling they <i>can</i> succeed and teachers believe this is connected to not wanting to engage full effort on “difficult” work.</p> <p>Teachers have observed that not every student is engaged and working at their most challenging level and is not</p>

		<p>showing expected academic growth. Teachers have observed many students expressing disinterest in engaging fully in the classroom learning activities.</p> <p>Team believes this is related to teachers' struggle to motivate and challenge every student. Staff have expressed this is due to teachers uncertainty in how to best teach missing foundational skills and knowledge and still integrate student generated questions and high-level thinking demands in the classroom.</p> <p>Team believes that increased use of high level questioning and critical thinking activities will increase student learning, internal motivation, and stamina for thinking deeply about a subject or problem.</p>
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#### 5. Creating Desired Outcomes & Defining Critical Actions

Based on each thoughtful root cause analysis, the core team created a 90-day Desired Outcome for each focus area. Specifically, the team identified the ***change in adult behaviors*** that would create focus and urgency towards action that would logically result in increased student achievement in math and reading.

Desired Outcomes	
Focus Area	Draft Desired Outcome ( <i>change in adult behaviors</i> )
<b><i>Tier I (core) instruction</i></b>	All teachers will increase internal motivation by providing core instruction that is rigorous and relevant. Teachers will demonstrate regular use of student-generated and high-level questioning and critical thinking activities in their classes, in order to build critical thinking, student stamina for thinking deeply, and students' internal motivation.

<b>School culture</b>	All Teachers will promote a culture of persistence and growth mindset through planned growth-mindset lessons and revised rubrics and grading scales focusing on specific, measured goals working toward higher levels of student persistence and movement from a more fixed to more of a growth mindset.
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After identifying the desired outcomes (change in adult behaviors), the core team determined the critical actions that would promote a sense of urgency toward addressing root causes and achieving each desired outcome.

**Focus Area: Tier I (core) instruction**

**Desired Outcome:** All teachers will increase internal motivation by providing core instruction that is rigorous and relevant. Teachers will demonstrate regular use of student-generated and high-level questioning and critical thinking activities in their classes, in order to build critical thinking, student stamina for thinking deeply, and students' internal motivation.

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
10-16-17 And 1-2-18	Professional Development In-Service day planning, 10-16-17 and 1-2-18. Teachers will use protocols to Analyze and practice use of High-Level Questioning in the classroom.	1. Depths of Knowledge Wheel 2. Lesson using Protocol for scaffolding and analyzing levels of classroom questioning	Tani A. Laurie B. Dave L. Brian B. Planning and Leading in-service	All instructional staff
4-2-18	In-Service Day planning. Teachers will evaluate NMDASH goals and processes for effectiveness and Next Steps	1. All Critical Action Data gathered 2. Protocol to evaluate all critical action data and next steps	Tani A. Laurie B. Dave L. Brian B. Planning and Leading in-service	All Staff
October, 2017-April, 2018	Formal Teacher Evaluations to monitor Teachers' use of high-level questioning and critical thinking.	1. NMTEACH rubric and evaluation forms 2. Depths of Knowledge Wheel	Tani A. Tina B. doing Teacher Evals	All Teachers

October, 2017- March 23, 2018	All Bi-weekly staff meetings will require teachers to bring in a classroom question for discussion and analysis. Specific classroom questioning from that week will be debriefed, discussed and celebrated.	1. Staff Meeting Agendas 2. Staff Meeting Minutes 3. Book: "Mindset" by Carol S. Dweck 4. Khanacademy.org 5. Trevor Ragan, "GM, What it is, How it works, Why it Matters"	1. Tani A. Staff Mtg Agendas 2. Sam C. Staff Mtg. Minutes 3. All Teachers for classroom lessons and resources	All Instructional Staff
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**Focus Area: *School culture***

**Desired Outcome:** All Teachers will promote a culture of persistence and growth mindset through planned growth-mindset lessons and revised rubrics and grading scales focusing on specific, measured goals working toward higher levels of

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
December 2017-March 23, 2018.  March 23, 2018-May30, 2018	Every teacher in every class will facilitate at least one lesson/activity per month focused on a persistence or growth mindset.	1. Persistence and growth mindset lesson plans/activities. 2. Growth mindset quiz 3. Book: "Mindset" by Carol S. Dweck 4. Khanacademy.org 5. Trevor Ragan, "GM, What it is, How it works, Why it Matters"	All Teachers for Classroom lessons and resources	All instructional staff
December 2017-March 23, 2018.	Every teacher will integrate persistence and/or growth mindset points into their rubric on	1. Persistence rubric 2. Growth mindset quiz	All Teachers for Classroom	All instructional staff

March 23, 2018- May30, 2018	at least one extended class project/assignment per quarter.	3. Growth mindset rubric 4. Book: "Mindset" by Carol S. Dweck 5. Khanacademy.org 6. Trevor Ragan, "GM, What it is, How it works, Why it Matters"	lessons and resources	
December 2017-March 23, 2018.  March 23, 2018- May30, 2018	All Bi-weekly staff meetings will schedule a time to debrief, discuss and celebrate a habit of mind lesson.	1. Staff Mtg. Agenda 2. Staff Mtg. Minutes	1. Tani A. Agendas 2. Sam C. Minutes 3. All Teachers to report out	All instructio nal staff

#### 6. Monitoring Implementation

After creating a desired outcome for each focus area and defining the critical actions, the core team strategically selected progress indicators – the metrics and evidence that will be used to measure progress toward the desired outcomes and goals. The core team also identified how the plan might be adjusted due to accelerated progress and unanticipated barriers.

#### **Focus Area: Tier I (core) instruction**

**Desired Outcome:** All teachers will demonstrate regular use of student-generated and high-level questioning and critical thinking activities in their classes, in order to build critical thinking, student stamina for thinking deeply, and students' internal motivation.

#### **CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

#### **PROGRESS INDICATORS**

<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
4-3-18	Agenda and plan from 10-16-17 In-Service	



	Agenda and plan from 1-2-18 In-Service Agenda and Notes from 4-3-18	
1-19-17	SCA Winter Data analysis	
March 23, 2018	Staff meeting minutes indicate the debrief, discussion and/or celebration of a high-level questioning and/or critical thinking in a classroom	If staff are not showing consistent implementation of goals, lesson plans will be turned in to show implementation.
4-27-17	SCA Spring Data Analysis	
May 30, 2018	All teachers have been evaluated at least two times in Critical Questioning using the NMTEACH rubric and have discussed this evaluation with the evaluator,	Goals in this area may shift per individual teacher.

**Focus Area: *School culture***

**Desired Outcome:** All Teachers will promote a culture of persistence and growth mindset through planned growth-mindset lessons and revised rubrics and grading scales focusing on specific, measured goals working toward higher levels of

**CRITICAL ACTIONS**

<i>Timeline</i>	<i>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</i>	<i>Resources Needed/Source</i>	<i>Person(s) Responsible</i>	<i>Person(s) Involved</i>
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Progress Indicators should be aligned to Critical Actions, which were developed in Step 5.

**PROGRESS INDICATORS**


<i>Indicator Date</i>	<i>Evidence to Determine Progress Toward Achieving Desired Outcome and Goals</i>	<i>Potential Adjustments</i>
March 23, 2018	Staff meeting minutes will indicate teachers debriefed, discussed and/or celebrated at least one lesson/activity per month focused on a persistence or growth mindset.	If staff are not showing consistent implementation of goals, lesson plans will be turned in to show implementation.
March 23, 2018	Every teacher has turned in/shared their rubric integrating persistence and/or growth mindset points on at least one extended class project/assignment per quarter.	Rubrics may shift over time as effectiveness is evaluated.




*System to Monitor Implementation*

The core team detailed a system to monitor implementation of the plan including a procedure, timelines, and person(s) responsible.

System to Monitor Implementation		
Procedure	Timelines	Person(s) Responsible
NMDASH Core Team will continue to meet throughout the year to monitor implementation and effectiveness of goals and timelines.	NMDASH Scheduled Meetings: 11/17/17, 1/26/18, 3/9/18, 3/23/18, 5/4/18	Sarah J., Tani A. Dave L., Nate E. Jess L., Laurie I. Roberta G., Sam C.

The images below summarize actions taken to implement the NMDASH Plan:

COMPLETED	DATE RANGE	CRITICAL ACTION	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
	01/02/2018 - 06/30/2018	Every teacher in every class will facilitate at least one lesson/activity per month focused on a persistence or growth mindset.	1. Persistence and growth mindset lesson plans/activities. 2. Growth mindset quiz 3. Book: "Mindset" by Carol S. Dweck 4. Khanacademy.org 5. Trevor Ragan, "GM, What it is, How it works, Why it Matters"	David Lang	11 Core and elective Teachers

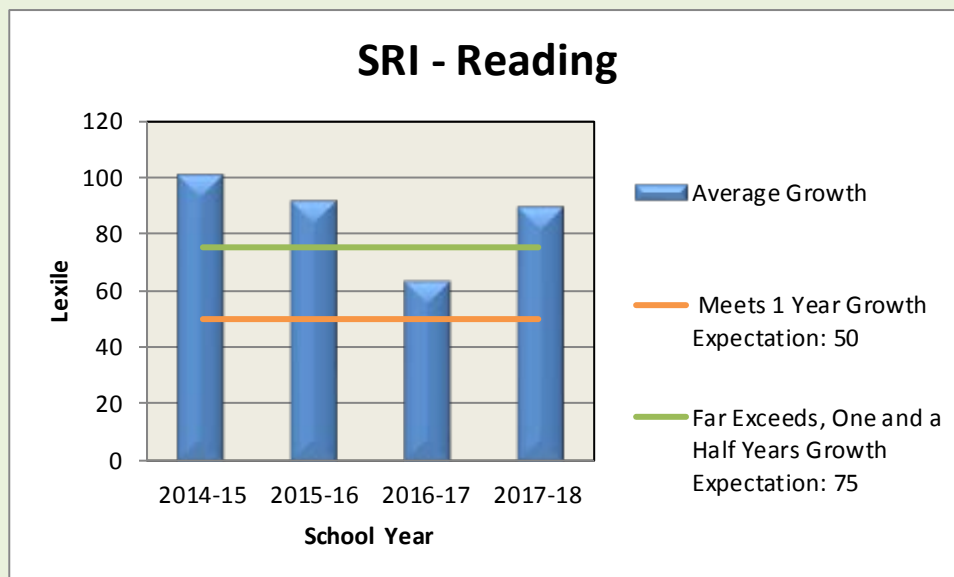
COMPLETED	DATE RANGE	CRITICAL ACTION	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
	10/16/2017 - 01/02/2018	Professional Development In-Service day planning, 10-16-17 and 1-2-18. Teachers will use protocols to Analyze and practice use of High-Level Questioning in the classroom as part of professional development.	1. Depths of Knowledge Wheel 2. Lesson using Protocol for scaffolding and analyzing levels of classroom questioning	Tani Arness	All 13 Instructional staff
	04/02/2018 - 04/02/2018	In-Service Day planning. Teachers will evaluate NMDASH goals and processes for effectiveness and Next Steps	1. NMDASH Plan 2. Teaxher Observation results (as much as possible) 3. Protocol for analyzing levels of classroom questioning 4. Protocol for revising and setting upcoming goals	Tani Arness	Professional Development committee (Brian, Laurie, Dave, Tani)
	01/02/2018 - 05/25/2018	All Bi-weekly staff meetings will require a teachers to bring in a classroom question for discussion and analysis. Specific classroom questioning from that week will be debriefed, discussed and celebrated.	Staff meeting agendas and minutes.	Tani Arness	All 10 core teachers

### Academic Results - Implementation of the NMDASH Plan:

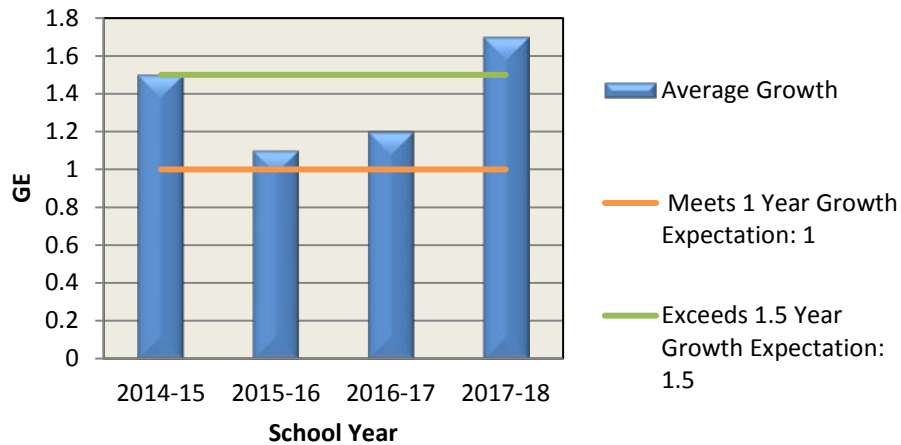
The NMDASH Plan was successful in raising the CCCS school grade from 46.10 points in 2017 to 54.46 points in 2018.

Further evidence of academic results can be seen in the CCCS short-cycle assessment data.

CCCS administers the academic short-cycle assessments STAR Math and Scholastic Reading Inventory (Now Houghton Mifflin). The following charts demonstrate 2017-18 Lexile point growth in Reading and Grade Equivalent (GE) growth in Math as a result of implementation of the NMDASH Plan:



## STAR - Math



According to Houghton Mifflin Harcourt (who has taken over Scholastic with the Read 180 Inventory), the expected 1-year growth for grades 9-12 is 50 Lexiles per year. CCCS has averaged individual student growth for all students between 64 and 100 Lexile each year.

The Renaissance Math STAR test (which has been recommended as a SCA by the NMPED) uses “GE” for Grade Equivalent to measure 1 year growth as 1 GE. CCCS has exceeded expectations averaging individual student growth for all students between 1.2 and 1.7 GE each year.

### Response to Q1 Growth Indicator

We believe our short cycle assessment data is a more reliable measurement of student growth for both Q1 and Q3 students who attend our school. This is because our students enroll at CCCS at an average 5<sup>th</sup> grade level in both math and reading with an average student age of 17. **There is currently no evidence that high school PARCC tests can accurately measure growth for these very remedial students.**

Our Q1 growth category for school grade, as measured by PARCC, has shown inconsistent numbers from year to year. While CCCS earned an F grade in this category every year, this Q1 group of students was exceeding their expected growth goals (as measured by the Value Added Model used in school grade) in at least one subject each year. CCCS students in **Q1 overall exceeded expected growth** in Math in 2015, in Reading in 2016, in Reading again in 2017, and in Reading again in 2018, with Math very close to meeting expected growth in 2018. We know that Q1 and Q3 students are small sample sizes, particularly Q1, and utilize 3 year cohorts though they are on average only at our school for 1.5 years (as per 4-year cohort data). These factors may be creating inaccurate growth data in these categories.

We continue to work with school-wide Tier One interventions and to focus on the designated areas

identified in our NMDASH plan to address and promote growth for all students at CCCS. We also continue seeking the most accurate ways to measure this growth.

#### **Response to Grade of F in Graduation Rate**

CCCS is a designated SAM school. SAM (Supplemental Accountability Model) schools are a subset of graded schools that serve high numbers of students with disabilities and/or high numbers of students at risk of academic failure (over-age). Schools qualify by having a high proportion of returning adults or a high proportion of students with disabilities and by publicly declaring the school mission and goals for these students. Cesar Chavez meets all three qualifiers, with approximately 23% Students with Disabilities and over 90% students who enroll already over-age and under-credit. School grading rules are moderated slightly for SAM schools, and the determination of the school's letter grade.

Students come to CCCS with an average of 11 F's already on transcripts. CCCS students are an average age of 17. By end of 2017-18 school year, 48% of CCCS students were 18 or older. 4-year cohorts show that CCCS students spend an *average* of more than 1 year not enrolled at any school during their 4-year cohort. Students attend CCCS for an *average* of approximately 1.5 years of their cohort at CCCS. 4-year cohort is not the most accurate way to measure a graduation recovery rate for re-engagement high schools.

#### **Our SAM school graduation rates are:**

2014 cohort=54%

2015 cohort=41%

2016 cohort=69%

**2017 cohort=49%**

#### **CCCS Graduation Recovery rates are (based on one-year cohorts):**

2014-15 school year=85%

2015-16 school year=84%

2016-17 school year=88%

2017-18 school year=86%

Even our 4-year cohort rates (which are viewed as a lesser indicator due to the fact our school serves almost solely over-age, under-credit students) are significantly above the 22% graduation rate that is generally predicted for students with our dropout factors:

2017 cohort 4-year rate=38% (pending appeal), 16% higher than expected

2016 cohort 4-year rate=not printed in school report card (only SAM rate, 69%, was printed)

2015 cohort 4-year rate=31.4%, a rate 11% higher than expected

2014 cohort 4-year rate=38%, a rate 16% higher than expected.

Although CCCS received an F grade for the Graduation indicator of the School Grading Report Card in each

of the 4 years of the charter contract (largely due to serving over-age, under-credit students), it is evident that the graduation rate steadily improved until 2017.

CCCS addresses the graduation rate through re-engagement and dropout prevention best practices as detailed in the end of this section. CCCS addresses the 7 main reasons for student dropout and implements the four (4) proven interventions for supporting dis-engaged students.

CCCS credits our growth and success in this graduation rate indicator to the four (4) interventions and services that have been proven most effective in preventing high school dropout and re-engaging students, according to multiple quality research findings (from: What Works Clearinghouse; for more practical tips and useful classroom examples, download a copy of the *Preventing Dropout in Secondary Schools* practice guide at: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24> ).

CCCS practices all of the 4 interventions and services as follows:

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
  - CCCS monitors progress of all students through its mentoring program. CCCS employs (3) full-time attendance coordinator, social worker and counselor to make frequent interventions on signs of attendance, behavior and academic problems.
2. Provide intensive, individualized and flexible support and options to students who have fallen off track and face significant challenges to success. (For example, assign a single person to be the student's primary advocate; monitor progress and attendance; offer tutoring and counseling services)
  - CCCS employs a full-time social worker, full-time counselor, and full-time attendance interventionist. The school also assigns every student to a single staff person who works as the student's mentor and academic advocate. Mentors monitor attendance and academic progress of all students, meeting with students at least 8 times a year and with parents at least 4 times a year. Additionally, teachers are able to build relationships, individualize work, and monitor student progress in classrooms with only 9-17 students per teacher.
3. Engage students by offering accelerated curricula options and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
  - CCCS offers accelerated credit recovery options and focuses on College and Career Awareness and Readiness through a full-time academic/CCR counselor focusing on post-secondary plans, FAFSA completion and post-secondary enrollments, CTE courses on site, Dual Credit enrollment

(both on CCCS campus and on CNM campus), Accuplacer tests offered on site, ACT Work Keys Certificates, and Graduation Transition Portfolios required for every senior. (See GTP Performance Objective Data). A full-time counselor works with every CCCS graduate, one on one, to complete graduation transition goals.

4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring, flexibility, and support. Build relationships. To create the benefits of “Small schools” it is generally recommended to cap enrollment between 100 and 230 students, not to exceed 230, see also article at: <http://smallschoolscoalition.com/wp-content/uploads/2012/01/How-Big-is-a-SMALL-SCHOOL.pdf>

- CCCS has experienced and studied research that supports our decision to stay small. With only 200 students on campus, CCCS is able to get to know each student and offer more personalized monitoring and support. The small community at CCCS allows the intensive supports to fit each student to the point that attendance is tracked from period to period and mentors become so informed about students’ needs that they know who has trouble waking up on time and who needs help negotiating alternatives to out-of-school suspensions. For maximum support, CCCS hires a full-time social worker, full-time counselor and full-time attendance interventionist. Additionally, teachers are able to build relationships, individualize work, and monitor student progress in classrooms with only 9-17 students per teacher.

Note: These kinds of intensive interventions have been shown to be able to reduce dropouts by up to 50%. Research has shown that sporadic and irregular help has virtually no impact on dropout prevention. Individual interventions must be more intensive (National High School Center 2007).

**Conclusion:** CCCS is showing consistently strong ratings in all areas when data is shown in context.

\*We have achieved higher than expected academic growth every year with our students on both PARCC (in most categories) and on interim assessments. We have done this with a specific population with a long history of disengagement and failure.

\*We have grown an increasingly “highly effective” teaching staff over the past 5 years, with 9% highly effective in 2015 and 50% highly effective in 2017.

\*We continue to grow our program through research-based best practices specifically focused on the unique needs of a disengaged or dropout recovery student population.

To PEC Members:
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We know that our PEC members are committed to improving education and we thank you for your service. We know that none of you wants to see the consistent numbers, year after year, in New Mexico where approximately 30% of teenagers dropout of high school every year with no prospects. Our school is offering a solution to that problem and it is working. It doesn't look like other schools because we are serving the students who have already repeatedly tried and failed in other schools and no longer fit a 4-year cohort model (evidenced by fact that 90-95% of our students come to us already behind in credits with average of 11 F's on high school transcripts by the time they came to us in 2016-17).

We meet students where they are at and offer a proven path to reconnect and grow toward their goals. It is not a straight line upward; it can be "messy" because these lives are "messy" and any one data point cannot tell the story. If you have ever experienced, in your own personal history, addiction, extreme child abuse (including physical, sexual, emotional and neglect), incarceration, extreme instability at home, or homelessness (as many of us who choose to work specifically with this population have) then you will know that growth and recovery does not happen overnight but in fits and spurts over years, and it doesn't happen without the proper supports in place. CCCS has proven among the highest success rates with these most challenging students.



## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term**, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

### ***School response:***

**Cesar Chavez Community School (CCCS) met or exceeded all school-specific goals in each year of the contract term.**

CCCS presents a summary analysis of performance on each school-specific goal over the term of the contract, including visual representations of the longitudinal data that demonstrate the progress of the school.

The following School-Specific Goals are titled and numbered as stated in the CCCS negotiated Performance Framework.

## School-Specific Goals:

**Mission-Specific Indicator 2.** Graduating Students who were attending CCCS on the 40<sup>th</sup> 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).\*

*\*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. 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.*

*\*\*One Level 4 meets the ACT WorkKeys benchmark for College and Career Readiness on the School Report Card.*

### Exceeds Standard:

☐ **80% or more** of the CCCS graduates will have a GTP containing evidence of:

- Earning a national Career Readiness Certificate through ACT Work Keys with at least 1 level 4\*\* score OR
- Acceptance into a post-secondary education program with readiness demonstrated by Accuplacer scores indicating at least a Reading 1 or Math 1 Proficiency Level per CNM prerequisite qualifications in the 2013 CNM Catalog.

### Meets Standard:

☐ **65% - 79%** of the CCCS graduates will have a GTP containing evidence of:

- Earning a national Career Readiness Certificate through ACT WorkKeys with at least 3 level 3 scores OR
- Acceptance into a post-secondary education program with readiness demonstrated by Accuplacer scores indicating at least a Reading 1 or Math 1 Proficiency Level per CNM prerequisite qualifications in the 2013 CNM Catalog.

### Does Not Meet Standard:

☐ **50% - 64%** of the CCCS graduates will have a GTP containing evidence of:

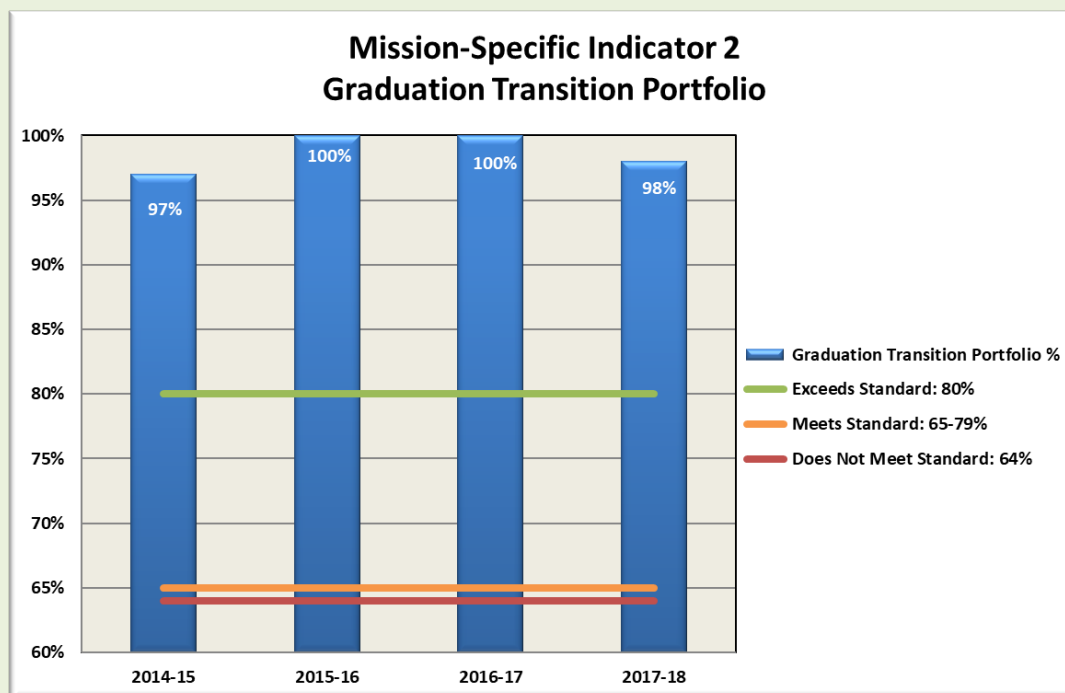
- Completion of the ACT WorkKeys with at least one score of 3 or better OR
- Acceptance into post-secondary education, training, or a community support program as measured by an official document of acceptance from the program.

### Falls Far Below Standard:

☐ **Less than 50%** of CCCS graduates will have a GTP containing evidence of:

- Completion of the ACT WorkKeys with at least one score of 3 or better OR
- Acceptance into post-secondary education, training, or a community support program as measured by an official document of acceptance from the program.

The following chart displays the performance of CCCS graduates:



CCCS clearly exceeded the Standard of 80% or more for Mission-Specific Indicator 2 in each year of the contract term.

**Optional Supplemental Performance Indicator 1.** 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.

**Exceeds Standard:**

☐ *Of the students eligible for graduation, at least 85% of these students did graduate.*

**Meets Standard:**

☐ *Of the students eligible for graduation, 75 to 84% of these students did graduate.*

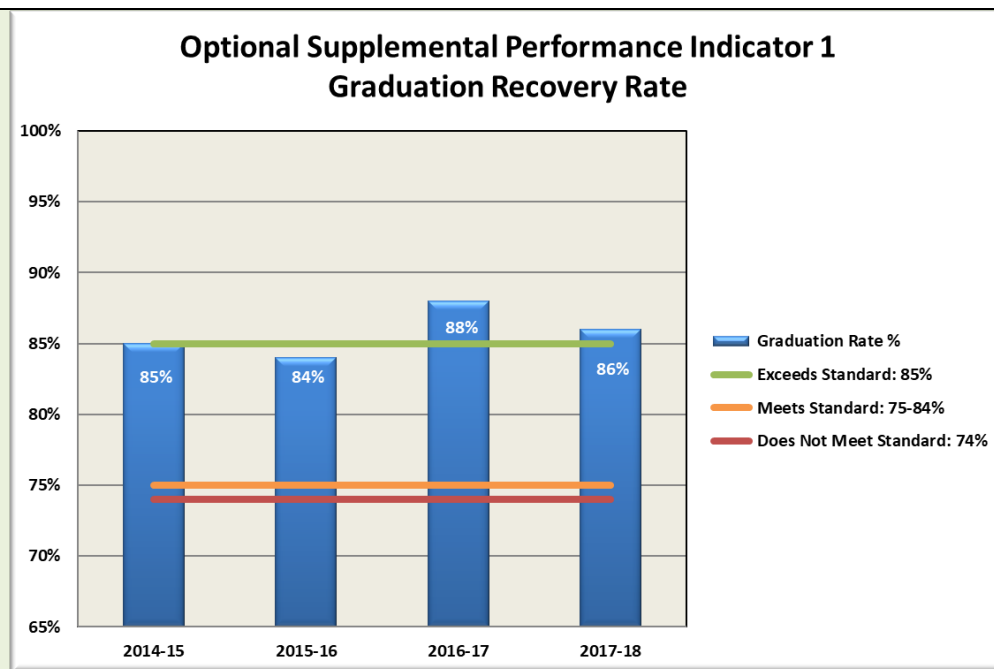
**Does Not Meet Standard:**

☐ *Of the students eligible for graduation, 65 to 74% of these students did graduate.*

**Falls Far Below Standard:**

☐ *Of the students eligible for graduation, less than 65% of these students did graduate.*

Following is a chart that displays the Graduation Recovery Rate:



**CCCS exceeded the Standard of 85% or more** for its graduation recovery rate as measured by Optional Supplemental Performance Indicator 1 in three of the four years of the charter term (2014-15, 2016-17, and 2017-18). **CCCS met the Standard** with a graduation recovery rate of 84% in 2015-16.

**Optional Supplemental Performance Indicator 2.** 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.

**Exceeds Standard:**

☐ *Of the students surveyed, at least 85% of these students will indicate follow-through in at least one category.*

**Meets Standard:**

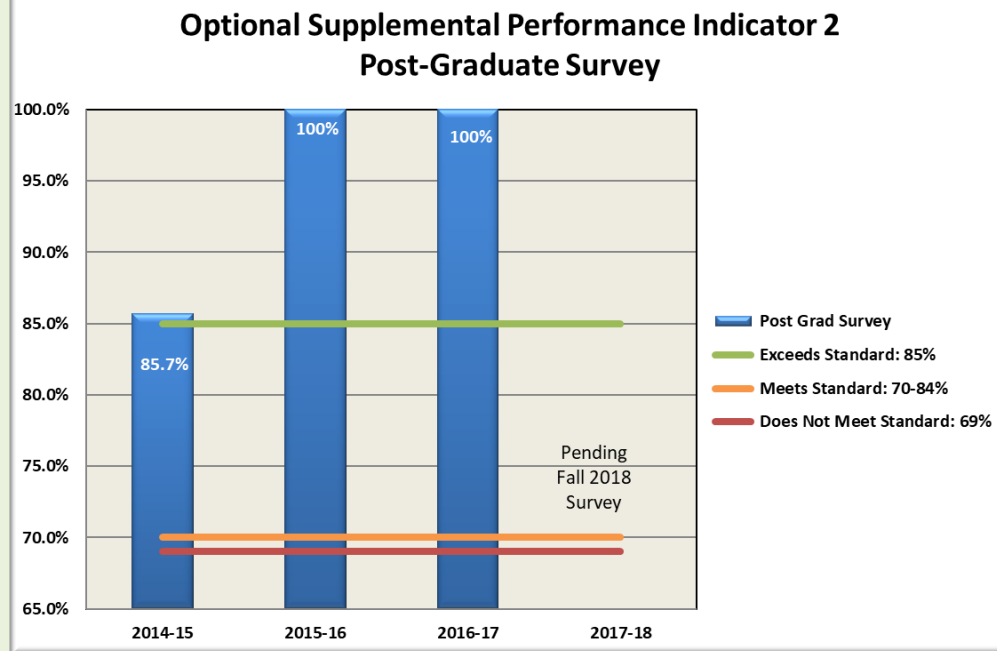
☐ *Of the students surveyed, at least 70 to 84% of these students will indicate follow-through in at least one category.*

**Does Not Meet Standard:**

☐ *Of the students surveyed, at least 50 to 69% of these students will indicate follow-through in at least one category.*

**Falls Far Below Standard:**

☐ *Of the students eligible for graduation, less than 50% of these students will indicate follow-through in at least one category.*



CCCS exceeded the Standard of 85% or more for Optional Supplemental Performance Indicator 2 in each year of the contract term.

**2017-18 POST GRAD SURVEY DATA** is collected from September to October of 2018 and will be available at the renewal site visit scheduled on October 24, 2018.

## 2. Financial Compliance

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.

### a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

**For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.**

#### *School response:*

CCCS received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract; therefore, CCCS does not need to complete this Section.

## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### *School response:*

CCCS has maintained all Board of Finance authority during the entire term of the contract; therefore, this Section of the application does not need to be completed.

### 3. Contractual, Organizational, and Governance Responsibilities

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.

#### a. Charter Material Terms\*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

**Each school must provide a brief** narrative describing how they have 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).

The narrative will be verified during the site visit.

**If the school has made substantial changes or has not met any of the material terms of the contract** during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

#### **School response:**

A brief narrative describing how CCCS has implemented the Material Terms of the Charter is presented in the following table:

CCCS Contract Number	Material Term		Narrative Describing Implementation of Material Terms of the Charter
8.01(a)(i)	Operational Structure.		CCCS has implemented the Operational Structure terms of the Charter. Flexible personalized programs are provided for anyone seeking a high school diploma and who would benefit from services and
	Length of school day	CCCS flexible scheduling (days and hours) meets or exceeds the 1080 instructional-hours/180-day minimum requirement.	



		<p>The intent of CCCS is to provide high caliber educational services during times that are more convenient for non-traditional, working students.</p>	<p>educational programs offered during non-traditional hours. CCCS serves students in grades 9-12. Each student’s hours are systematically tracked to ensure meeting or exceeding the 1080 instructional hours/180-day minimum requirement. The school follows a traditional school schedule.</p> <p>CCCS has purposefully maintained its enrollment below the authorized cap of 300 students in order to maintain student to staff relationships, individualization, and small class sizes within the allotted building space. The school hosts approximately 200 students at a time. Following are the 40-day enrollment numbers for each year of the charter term.</p> <table><tr><th>Year</th><th>40-Day Enrollment</th></tr><tr><td>2017-18</td><td>204</td></tr><tr><td>2016-17</td><td>204</td></tr><tr><td>2015-16</td><td>204</td></tr><tr><td>2014-15</td><td>203</td></tr></table>	Year	40-Day Enrollment	2017-18	204	2016-17	204	2015-16	204	2014-15	203
Year	40-Day Enrollment												
2017-18	204												
2016-17	204												
2015-16	204												
2014-15	203												
	Length of school year	Traditional school schedule											
	Enrollment cap	300											
	Authorized school grades	9-12											
8.01(a)(ii)	<b>School Mission.</b> <p>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.</p>	<p>CCCS has implemented all components of the School Mission.</p> <p>Intensive support offered to students includes the following: Small classes (no more than 17 students); flexible scheduling; mentoring; guidance counselor; social worker; tutoring; computers and study hall classes; math and reading classes tailored to different skill levels; dual credit classes; community resources; leadership classes; fine arts and music classes; partnerships</p>											

		<p>with colleges; partnerships with community resources including mental health and substance abuse counseling; partnerships to support parenting teens such as GRADS, St. Joseph's, and New Mexico Fathers; and, Job Corps.</p> <p>Preparation for next steps includes the following: Every graduate is coached to complete a Graduation Transition Portfolio (GTP) and meet for one-on-one support from the school's Guidance Counselor. One-on-one support includes assistance with applications including college, FAFSA, NM Bridge, the NM lottery, as well as college placement tests, and career connections.</p>
<b>8.01(a)(iii)</b>	<p><b>Educational Program of the School.</b></p> <p>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 step.</p>	<p>CCCS has implemented the educational program of the school by offering flexible scheduling that allows students to take more or fewer classes between the hours of 11:00 am and 7:00 pm depending on their individual circumstances and graduation goals.</p> <p>Please refer to narratives provided for 8.01(a)(ii) and 8.01(a)(iv) for additional information regarding the educational program of the school.</p>
<b>8.01(a)(iv)</b>	<p><b>Student-Focused Terms.</b></p> <p>CCCS Key Commitments:</p> <ul style="list-style-type: none"> <li>• Small classes will be maintained</li> </ul>	<p>All student-focused terms (key commitments) have been fully</p>

	<p>(generally 17:1);</p> <ul style="list-style-type: none"> <li>• Students will have an assigned mentor who will implement the CCCS mentoring program;</li> <li>• Student progress will be tracked, as appropriate to each student's needs, challenges and goals, by assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.</li> <li>• Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar;</li> <li>• Community service, service learning and/or experiential learning will be offered to students at CCCS;</li> <li>• GRADS, the state-wide pregnant and parenting graduation support program, will be offered to students on-site.</li> </ul>	<p>implemented over the term of the charter. CCCS guarantees small classes (no more than 17 students). Several classes also have Educational Assistants to provide additional one on one support.</p> <p>CCCS Students are assigned mentors who advise students on their best schedule. Scheduling is flexible and requires a minimum of three on-campus classes in a 4 ½ day week.</p> <p>Student progress is tracked as described.</p> <p>Strategies used for higher-level thinking, problem-solving and life applications include: Paideia Socratic Seminars; real-life application experiences; and, higher-level questioning.</p> <p>Community service, service learning and experiential learning offered to students include a number of community service programs available for student volunteers.</p> <p>As of the 2017-18 school year, the GRADS program was no longer funded by the state. CCCS continues to support parenting students through the school's Social Worker and community partnerships. We plan to hire a GRADS teacher for the 2018-19 school year.</p>
<b>8.01(a)(v)</b>	<p><b>Teacher-Focused Terms.</b></p> <p>Key Commitments:</p> <ul style="list-style-type: none"> <li>• CCCS will schedule training and in-service days for staff;</li> <li>• Staff development will include training in strategies focused on</li> </ul>	<p>CCCS has implemented the key commitments of the Teacher-Focused Terms over the term of the charter by scheduling 11 in-service days per year by</p>

	areas such as higher-level thinking, problem-solving, life applications.	contract with professional development focused on higher-level thinking, problem-solving and life applications.										
8.01(a)(vi)	<p><b>Total School Enrollment.</b></p> <p>As set forth above, the School is authorized to enroll the following: <b>300</b></p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School’s programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	<p>CCCS has purposefully maintained its enrollment below the authorized cap of 300 students in order to maintain student to staff relationships, individualization, and small class sizes within the allotted building space. The school hosts approximately 200 students at a time. Following are the 40-day enrollment numbers for each year of the charter term.</p> <table><tr><th>Year</th><th>40-Day Enrollment</th></tr><tr><td>2017-18</td><td>204</td></tr><tr><td>2016-17</td><td>204</td></tr><tr><td>2015-16</td><td>204</td></tr><tr><td>2014-15</td><td>203</td></tr></table>	Year	40-Day Enrollment	2017-18	204	2016-17	204	2015-16	204	2014-15	203
Year	40-Day Enrollment											
2017-18	204											
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2015-16	204											
2014-15	203											
8.01(a)(vii)	<p><b>Intent to Provide Educational Services</b></p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational</p>	<p>CCCS met the “Intent to provide educational services” provision throughout the term of the charter. CCCS has provided</p>										

	services including delivery of instruction in the following described general geographic area: County(ies): <b>Bernalillo</b> City(ies): <b>Albuquerque</b>	educational services including delivery of instruction in the County of Bernalillo and the City of Albuquerque.
<b>8.01(a)(viii)</b>	<b>Facility.</b> [X] <i>For Schools with a Set Location.</i> The Charter School's primary location is: 1325 Palomas Dr SE, Albuquerque, NM 87108 (Physical Address). The facility meets all applicable facility requirements of State and Federal law.	CCCS has implemented the facility requirements throughout the term of the charter. The school has occupied its facility located at 1325 Palomas Dr SE, Albuquerque, NM 87108 for all years of the current charter term.  The facility continues to meet all applicable facility requirements of State and Federal law.
<b>8.01(a)(ix)</b>	<b>Facilities Occupancy Requirement.</b>  The School acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).  The School shall comply with all state and federal health and safety requirements applicable to public schools, including	CCCS has met the facility occupancy requirement throughout the term of the charter.  CCCS has an E-Occupancy Certificate from the City of Albuquerque Planning Department, Building Safety Division, dated August 6, 2010. See Appendix D for a copy of the E-Occupancy Certificate.  CCCS has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See notarized facility assurance form B in Appendix D of this application.  CCCS has complied with all state and federal health and safety requirements

	those health and safety codes relating to educational building occupancy.	applicable to public schools, including those health and safety codes relating to educational building occupancy.
<b>8.01(a)(x)</b>	<p><b>New Mexico Condition Index</b></p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p> <p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>CCCS met the New Mexico Condition Index requirement throughout the term of the charter.</p> <p>CCCS received a 2018-19 wNMCI rating of 35.90% better than average condition for all New Mexico public schools as determined by PSFA for that year. See Appendix D of this application for a w/NMCI letter from PSFA dated June 6, 2018.</p>
<b>8.01(a)(xi)</b>	<p><b>Facilities Funding.</b></p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p>	<p>CCCS has received State lease assistance funding since its inception.</p> <p>CCCS also receives SB-9 funds from the Albuquerque Public School District. SB-9 funds have been used for regular facility improvements falling within Public Schools Act guidelines and also budgeted as capital for a future building purchase.</p>
<b>8.01(a)(xii)</b>	<p><b>Lease Purchase Agreement.</b></p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>CCCS acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>

<b>8.01(a)(xiii)</b>	<b>Multiple Facilities.</b>  With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.	CCCS does not maintain multiple facilities.
<b>8.01(a)(xiv)</b>	<b>Food Service.</b>  According to the Charter, the School [ X ] will provide for food services. Hot food is delivered daily for student lunch. Key provisions: <ul style="list-style-type: none"> <li>• CCCS will contract with a food service company to deliver lunches daily;</li> <li>• Lunches will be available to all students.</li> </ul> Food services shall be provided in a manner that is in compliance with applicable federal and state laws regarding public school food programs.	CCCS has implemented the food services requirement throughout the term of the charter.  CCCS contracts for food services which are currently provided by Nama Catering. The School has a warming kitchen on site and breakfast and lunch are available to all students.  CCCS is in compliance with all required administrative reviews and inspections required by law.
<b>8.01(a)(xv)</b>	<b>Transportation.</b>  [ X ] The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan	CCCS does not provide student to-and-from transportation.  CCCS has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.

	related to transportation.	
<b>8.01(a)(xvi) &amp; 8.01(a)(xvii)</b>	The CCCS Contract does not contain any items numbered 8.01(a)(xvi) or 8.01(a)(xvii).	N/A

**\* All schools must provide a response for this section of the application.**



## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

### ***School response:***

CCCS has received **no** “Falls Far Below Standard” ratings over any of the 4 years of the contract. Any issue that was brought to our attention was brought into compliance in a timely manner.

CCCS received three “Working to Meet Standard” ratings which are in the same indicator categories, though each addresses a different issue. The first *possibly* “repeated” “Working to Meet Standard” rating was part of the Organizational Performance Framework Indicator III-A.02 in 2016-17 and 2017-18. The indicator focused on two different issues, one for each year. In 2016-17, the issue was related to the lottery policy statement on the school’s website which followed correct guidelines but was unclear in that it included the word “suspended”. In 2017-18, the issue was related to the school’s existing McKinney-Vento dispute resolution policy which had not yet been approved by the Governing Council.

The second “Working to Meet Standard” rating, which *could* be seen as repeated, was for the Organizational Performance Framework Indicator III-A.04, which identified different processes in each year that needed improvement for identifying and serving EL students.

The third “Working to Meet Standard” rating which *could* be seen as a repeated finding was for the Organizational Performance Framework Indicator IV-A.00 which identified different audit findings in each year. In FY16, the one finding of non-compliance related to budgetary conditions; in FY17 the one finding of non-compliance was related to timely deposits.

Details follow:

Organizational Performance Framework Indicator	Summary of Comments by SEA (PED Charter Schools Division)	Narrative - Improvement actions made to meet all legal compliance requirements and the effectiveness of those actions in improving organizational performance and compliance.
<b>III-A.02:</b> <b>Education Plan</b> <i>Compliance Indicator:</i> <i>Is the school protecting the rights of all students, including, but not limited to, compliance with applicable laws and regulations relating to the McKinney Vento Act, Rtl/SAT processes, admissions, lottery, waiting lists, fair and open recruitment/enrollment, discipline</i>	<p><b>2016-17</b> Unclear wording on the school’s website for the lottery policy statement.</p> <p><b>2017-18</b> Need for GC approval of McKinney Vento dispute resolution policy.</p>	<p><b>2016-17</b> CCCS Executive Director replaced the explanation about enrollment and lottery policy on its website with exact statutory language and provided evidence to CSD to verify the clarification. CCCS is in full compliance with NMSA § 22-1-4[E].</p> <p>CSD verified evidence in the 2016-17 Monitoring Instrument item Report under III-A.02 by stating that steps taken by the school (i.e., revising website statement and replacing it with wording from statute) as requested by the PED are appropriate.</p> <p><b>2017-18</b> The CCCS Governing Council approved/adopted the McKinney-Vento dispute resolution policy on 2/27/18. The adopted policy and minutes from the Governing Council meeting showing approval were provided to CSD as evidence.</p>

<p>policies, adherence to due process protections, privacy, civil rights and student liberties?</p>		<p>CSD verified evidence as stated in the 2017-18 Monitoring Instrument item Report under III-A.02: "The PED has rated this indicator 'Working to Meet Standard' because the school provided the requested evidence."</p>
<p><b>III-A.04: Education Plan Compliance</b>  Indicator: Is the school protecting the rights of English Language Learners, including, but not limited to, compliance with applicable laws, rules, and regulations of Title I, Title III, and ESSA? Is the school properly identifying, servicing, and monitoring English Learners?</p>	<p><b>2016-17</b>  CSD request to ensure W-APT and Wida scores will be kept in students' cumulative files and for the school's written process to request the HLS from other schools (including action steps, timelines, and responsible parties).</p> <p><b>2017-18</b>  While evidence of implementation of our new process and system were found to be in place, human filing errors were made in the implementation of new EL procedures provided (see above), and a couple</p>	<p><b>2016-17</b>  CCCS Executive Director, Dean of Students, and staff worked with the school's testing coordinator, to create a new process to ensure that all EL students are correctly identified, historical records are checked, and thorough documentation is kept in cum files. The PHLOTE Student Assessment Process that included action steps, timelines and responsible parties, improved the process and procedures for identifying and serving EL students.</p> <p>CSD verified evidence as per the following statement in the 2016-17 Monitoring Instrument item Report under III-A.04: "PED rates this indicator as Working to Meet Standard because the [school] provided the school's process and template to request the HLS/LUS from other schools. Also, the school provided an assurance that all EL documentation (Wida scores, etc.) will be kept in students' cumulative files.</p> <p><b>2017-18</b>  CCCS Executive Director, Dean of Students, Registrar and Administrative Assistant reviewed CCCS EL policies and procedures as well as the guidance provided by CSD. An action plan was developed in accordance with the guidance provided</p>

	<p>ACCESS scores and parent notification letters were not in cum files (though all ACCESS scores still available in binders). CSD requested that the school provide an action plan (including steps, outcomes, and persons responsible) as evidence of improving the process and procedures for identifying and servicing EL students.</p>	<p>that includes steps, outcomes, timelines and persons responsible. We believe the new action plan will help to catch human errors previously made in filing. The action plan was submitted to PED and was accepted as an improvement to the process and procedures for identifying and serving EL students.</p> <p>CSD verified evidence in the 2017-18 Monitoring Instrument item Report under III-A.04 by stating that the indicator was rated "Working to Meet Standard" because the school provided the requested evidence of improving the process and procedures for identifying and serving EL students.</p>
<p><b>IV-A.00: Business Management and Oversight</b> <i>Compliance Indicator: Is the school following generally accepted accounting principles? Were there any material weaknesses or significant deficiencies identified in the audit?</i></p>	<p><b>2016-17</b> 2016-001 Budgetary Conditions Non-Compliance <i>Condition:</i> 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.</p>	<p><b>2016-17</b> CCCS Director submitted a Corrective Action Plan (CAP) outlining steps that were and to be taken by the Business Manager to ensure future compliance. Steps included reviewing budgeted versus action cash, identifying any differences, and submitting a BAR for Governing Council and PED approval to adjust for any differences. The Business Manager completed this process on November 30, 2016 to address this finding and will continue to do so on an annual basis. Even though the budget was not adjusted in OBMS, Cesar Chavez Community School did not overspend in the fund and had more revenues than expenditures.</p> <p>This finding was not repeated in the FY17 Audit</p>

	<p><b>2017-18</b> 2017-001 Timely Deposits Non-compliance <i>Condition:</i> 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.</p>	<p>CSD verified evidence in the 2016-17 Monitoring Instrument item Report under IV-A.00 by stating that the school provided evidence that it is addressing the audit finding.</p> <p><b>2017-18</b> 2017-18 had one audit finding. It was a compliance finding and did not repeat any past issues. The finding was corrected in a timely manner and all documentation was submitted and accepted by auditor as well as CSD. Documentation included a Corrective Action Plan, Audit Committee Meeting minutes and Governing Council meeting minutes wherein the finding was discussed, and signatures of staff trained on the requirements to deposit funds within twenty-four hours of being received.</p> <p>CSD verified evidence in the 2017-18 Monitoring Instrument item Report under III-A.00 by stating that Cesar Chavez Community School had submitted extensive documentation addressing the implementation and monitoring of remediation of its 2017 audit finding.</p>
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### c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

#### ***School response:***

**CCCS identifies how governance responsibilities were met during the term of the contract.**

The CCCS Governing Council By-Laws state: "The Governing Council will be established with no less than five (5) and not more than seven (7) members . . ." The CCCS Governance Council has maintained membership requirements at all times during the term of the contract.

The CCCS Governing Council maintained the required audit and finance committee membership at all times during the term of the contract.

The CCCS Governing Council experienced two vacancies from 2-23-16 to 3-22-16. Kiera Duddy and Keith Auger resigned. The two vacancies were filled by Anacelie Verde-Claro and John Krone. In addition, Charleen Ayres resigned on 8-28-2018 and was replaced by Maxine Freed on 9-25-2018.

All Governing Council members completed the required training hours in all of the years of the contract term except for one member in 2017-18. John Krone was unable to complete his last 3 hours of required annual training due to an accident that left him bed-ridden during the last available trainings. John Krone, in his service to CCCS, has completed 13 hours of certified GC training since his start on 3-22-16.

The CCCS Governing Council By-Laws call for elections in the fall of 2018 (new 2018-19 Roles/Officers are reflected below).

#### CCCS Governing Council Membership

<b>Members 2018-2019</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Dan Shapiro	Member	12-01-2009	present	Fin. and Audit Committees
Alicia Bucko	Member	09-20-2012	present	
Charleen Ayres	Member	10-23-2013	08-28-2018	
Maxine Freed	Member	09-25-2018	present	
John Krone	Secretary	03-22-2016	present	
Anacelie Verde-Claro	President	03-22-2016	present	Fin. and Audit Committees
Jess Lionne	Vice President	12-06-2016	present	
<b>Members 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Dan Shapiro	President	12-01-2009	present	Fin. and Audit Committees
Al Bodmer	Vice President	09-28-2010	present	Fin. and Audit Committees
Alicia Bucko	Secretary	09-20-2012	present	
Charleen Ayres	Member	10-23-2013	present	
John Krone	Member	03-22-2016	present	
Anacelie Verde-Claro	Member	03-22-2016	present	
Jess Lionne	Member	12-06-2016	present	
<b>Members 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Dan Shapiro	President	12-01-2009	present	Fin. and Audit

				Committees
Al Bodmer	Vice President	09-28-2010	present	Fin. and Audit Committees
Alicia Bucko	Secretary	09-20-2012	present	
Charleen Ayres	Member	10-23-2013	present	
John Krone	Member	03-22-2016	present	
Anacelie Verde-Claro	Member	03-22-2016	present	
Jess Lionne	Member	12-06-2016	present	
<b>Members 2015-2016</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Dan Shapiro	President	12-1-2009	present	Fin. and Audit Committees
Al Bodmer	Vice President	09-28-2010	present	Fin. and Audit Committees
Alicia Bucko	Secretary	09-20-2012	present	
Charleen Ayres	Member	10-23-2013	present	
John Krone	Member	03-22-2016	present	
Anacelie Verde-Claro	Member	03-22-2016	present	
Keith Auger	Member	03-30-2010	2-23-16	
Kiera Duddy	Treasurer	12-7-2010	2-23-16	Fin. and Audit Committees
<b>Member 2014-2015</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Dan Shapiro	President	12-1-2009	present	
Al Bodmer	Vice President	09-28-2010	present	Finance and Audit Committees
Alicia Bucko	Secretary	09-20-2012	present	
Charleen Ayres	Member	10-23-2013	present	
Keith Auger	Member	03-30-2010	2-23-16	
Kiera Duddy	Treasurer	12-7-2010	2-23-16	Fin. and Audit Committees

\* All schools must provide a response for this section of the application.



## Appendix E

### Cesar Chavez Community School Research Links

1. “Linking Research and Resources for Better High Schools: Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions”. Research by National High School Center, 33 pages. [www.betterhighschools.org](http://www.betterhighschools.org)  
<https://www.doe.in.gov/sites/default/files/cte/early-warning-signs-for-dropout-prevention.pdf>
2. “State Policies to Reengage Dropouts,” Issue Brief. NGA Center for Best Practices, 13 pages.  
<https://classic.nga.org/files/live/sites/NGA/files/pdf/1107REENGAGEDROPOUTS.PDF>  
Contact: Ryan Reyna Senior Policy Analyst Education Division 202-624-7820 July 12, 2011
3. What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24#tab-summary>  
Recommendations (4); detailed in “Preventing Dropout in Secondary Schools *Practice Guide Summary*,” 11 pages.  
[https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc\\_dp\\_summary\\_101717.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_dp_summary_101717.pdf)
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