



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

CHRISTOPHER N. RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

2018 Charter School Renewal – Cesar Chavez Community School

PED RECOMMENDATION

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *Lower Performing (Q1) Student Achievement* and *Current Standing* during each year of its contract (2019-2020 through 2023-2024).
- Based on the school's response, work with PEC and PED on developing/revising metrics for "Opportunity Schools" and "SAM Schools" that more accurately identify, and reflect the performance of, alternative schools.

Summary of Performance

Academic: The school demonstrated progress towards the Department's Standards for Excellence (NMSA 1978 § 22-8B-12[K][2]) in the majority of contract years with noted areas of concern. The school exhibited satisfactory performance in over half of the categories in the A-F School Grading Report since 2015. However, in all years, low achievement in: (a) *current standing*, (b) *improvement of lower performing students (Q1)* and (c) *graduation* were observed. The school also met 100% of its school specific goals since 2015 receiving "Exceeds Standard" ratings for all during the past two (2) years. The school's Overall School Grades during the contract term were: C, C, D, and C.

Financial: The school had: (a) no repeat audit findings during the last three (3) audit years, (b) had no more than one (1) audit finding per year, and (c) none of the findings were at the significant deficiency or material weakness classification.

Organizational: During the most recent year (2017-2018), the school received zero (0) "Falls Far Below Standard" ratings and four (4) "Working to Meet Standard" ratings.

Renewal Application - Cesar Chavez Community School

PART A: Data analysis provided by CSD

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

PART B: Progress Report provided by the School

Please see Part B for the school’s self-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.

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

The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last two (2) school years (2016-2017 and 2017-2018) are provided in Appendix A.

1) Academic Performance

a) Department’s Standards of Excellence - A-F Letter Grades

*Demonstrates
Substantial
Progress*

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

Academic Performance Framework 1a: Overall NM School Grades: C, C, D, and C

The school was identified by PED as a CSI (Comprehensive Support and Improvement) School in December 2017. Evidence of implementation of an NM DASH plan was observed in 2017-2018 and the school has submitted an updated NM DASH school improvement plan for 2018-2019, as required.

b) School Specific Charter Goals

*Meets the
Standard*

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

Academic Performance Framework 1b and 1c:

Mission Specific Goals, Optional Supplemental Indicators, and any School Specific Terms:

- **Graduation Transition Portfolio: *Exceeds Standard***
- **Graduation Recovery Cohort (on 40D) will graduate by end of summer session: *Exceeds Standard***

- Graduates will be enrolled in post-secondary education, job training, GRADS parenting case management or enlisted in armed services, as surveyed in the fall after graduation: *Exceeds Standard*

2) Financial Compliance

Meets the Standard

a) **Audit**

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.
Organizational Performance Framework 2a and 2b

Meets the Standard

b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

c) **Additional Financial Information**

Financial Performance Framework #1-8: Self-Assessment Survey

3) Contractual, Organizational, and Governance Responsibilities

Meets the Standard

a) **Charter Material Terms**

All schools must provide a response for this section of the application.
Organizational Performance Framework 1a: Material Terms

- Flexible and personalize program, non-traditional hours
- Prepare graduates for next steps including education, training, work, family and community
- Teacher mentors who track students' progress
- Community service, service learning and/or experiential learning options

Demonstrates Substantial Progress

b) **Organizational Performance Framework**

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.
Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: none known

Demonstrates Substantial Progress

c) **Governance Responsibilities**

All schools must provide a response for this section of the application.
Organizational Performance Framework 3a and 3b

X

PART C: Financial Statement

A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.

PART D: Petitions of Support

- X 1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit.
Number: 20 out of 21 Percentage: 95 %
- X 2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit.
Number: 161 Percentage: 77 %

PART E: Description of the Charter School Facilities and Assurances

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

- X 1) A narrative description of its facilities
- X 2) Attach facility plans or x the school’s Facility Master Plan
- X 3) Attach a copy of the following
 - X a) copy of the building E Occupancy certificate(s)
from City of Albuquerque number 20109658
 - X b) letter from PSFA (dated 2018) with the facility NMCI Score 35.9% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students). *The average score is 23.78%, lower is better.*
- X 3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.
 Public (Cert A) x Private (Cert B) Foundation (Cert C)
Lease agreement also provided.

PART F: Amendment Requests

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

Number of proposed amendments submitted by school for new contract: 0

Number of prior Amendment Requests on file with CSD: 0 since 2014

attached **School Response to CSD Preliminary Analysis**

<input checked="" type="checkbox"/>	Cesar Chavez Community Charter	2016-2017	2017-2018
	Category I. Academic Performance Framework		
<input type="checkbox"/>	I-A.00 (1a) NM A-F School Grading System	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	I-A.01 (1b) Mission Specific Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	I-A.02 Optional Supplemental Indicators (school specific items in charter)	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
	Category II. Financial Performance Framework		
<input type="checkbox"/>	II-A.00-06 (#1-8) Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
	Category III. Organizational Performance Framework		
<input type="checkbox"/>	III-A.00 (1a) Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.01 (1b) Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.02 (1c) Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	III-A.03 (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.04 (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	III-A.05 (1f) Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.06 (1g) Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	IV-A.00 (2a) Business Management & Oversight: meeting financial reporting & compliance requirements	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	IV-A.01 (2b) Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	V-A.00 (3a) Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	V-A.01 (3b) Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.00 (4a) Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.01 (4b) Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	VI-A.02 (4c) Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.00 (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.01 (5b) School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.02 (5c) School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
	Category: Organizational Performance Framework		
<input type="checkbox"/>	School Specific Terms: data on any terms specified in the school's Performance Framework	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

Appendix A



1325 Palomas SE, Albuquerque, NM 87108

Tel. 505-877-0558; Fax. 505-242-1466

www.cesarchavezcharter.net

"Si Se Puede!" "Yes It Can Be Done"

Cesar Chavez Community School Response to 2019 CSD Preliminary Analysis of Renewal Application and Site Visit

Cesar Chavez Community School agrees that we have shown strong overall Grades of C and have met and/or "demonstrated substantial progress" indicators in all areas. We have also addressed, in a timely fashion, any issues that were brought to our attention.

We would like to make one correction in the "Preliminary Analysis of Renewal Application and Site Visit" where it states, "However, council members were unaware of which individuals are members of the audit committee and if such committee has met recently." While one of the GC members said that he did get confused about which committee was the Audit Committee, the other GC member who was interviewed has asked us to correct this statement. She reported (in her words), "I listed the Audit members' names, Dan and another gentleman (Al), explained that Al retired last spring, that I knew his place on the audit committee hadn't been filled yet, and that I would be filling it. They [CSD site visitors] never asked me how often the audit committee met."

Regarding the Q1 category on the school report card, Cesar Chavez Community School has years of strong interim assessment data showing consistent growth for *all* students *averaging* (over past 4 years) 1.7 years growth for Reading and 1.4 years growth for Math.

Cesar Chavez Community School believes Q1 to be a flawed indicator, to quote Momentum Strategy and Research group's 5 Year Trend Analysis for New Mexico Sam School Accountability: "There are three indicator areas that are particularly problematic and in need of either revision or replacement by measures that are more effective at differentiating these specific schools. The three most ineffective measures in the SAM Report Card include: 1. Proficiency based measures (found in the Current Standing and School Improvement indicators) 2. Cohort based graduation rates, and 3. **Growth among each school's own bottom 25% performers (Q1)**. There seems to be systemic issues with this indicator. First, there is no evidence that PARCC can measure growth of very remedial students performing far below grade level. Second, it is worth noting that Cesar Chavez Community School "met and exceeded expected growth" in the Q1 indicator in Reading for 3 out of the past 4 years and still received an F grade in the category. Specifically, in the VAM model in 2017-18, CCCS students **exceeded expected growth** in Reading (represented as 0) by .41 for higher performing students and by .21 for lower performing students. In 2017-18, CCCS students just barely missed the goal of expected growth in Math (represented as 0) by .04. Averaged together, the math and reading growth still rises significantly above the expected growth (0) and yet the school still received an F in this category.



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We believe this indicator needs to be revisited and the VAM model needs to be reconsidered for SAM schools noting the issue that the model uses a bell curve theory that may automatically put SAM schools at serious disadvantage. (see also: <http://www.ldonline.org/article/50576/>). In fact, in its own ESSA approved plan, the NMPED acknowledges the inadequacy of the SAM Report Card at evaluation SAM Schools and has vowed to re-evaluate the system: “As noted above the charter school community and PED have agreed that the criteria to become a SAM school and the grade modifications for such schools are incomplete. PED will convene a group of stakeholders that will produce recommendations for a new state regulation. This will provide more clarity for all interested stakeholders and provide a more sustainable path forward.”

Part B of our application provides further context for unique best practices in meeting the needs of our very specific student population.



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2019 CSD Preliminary Analysis of Renewal Application and Site Visit

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

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

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

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

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

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

Academic Performance

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

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

Financial Compliance

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

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

Contractual, Organizational, and Governance

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

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

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

Stakeholder Interviews

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

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

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

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

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

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

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

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests

Appendices of additional documentation from the school, if any



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

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

SECTION 1. ACADEMIC PERFORMANCE

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

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

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

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

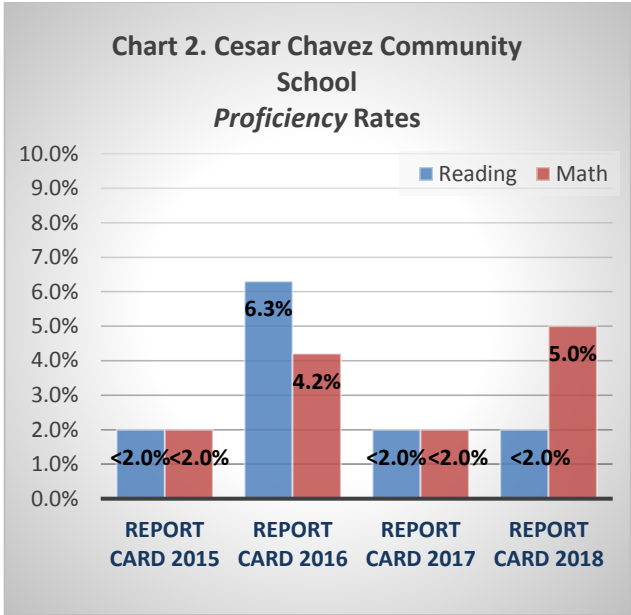
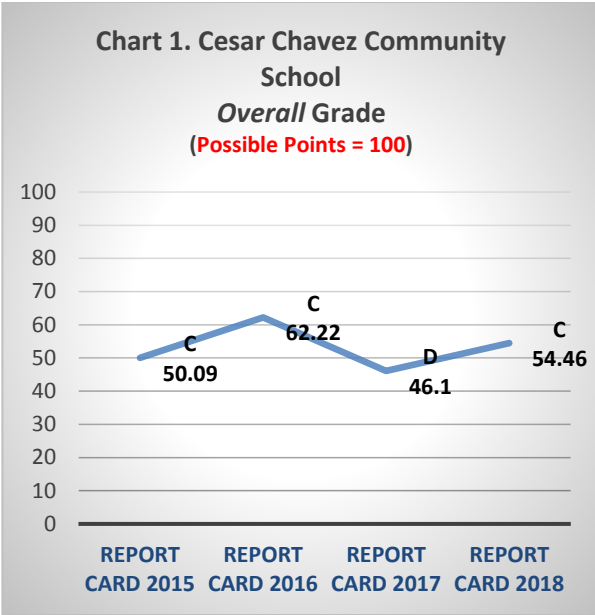
1a. Department's Standards of Excellence—A-F Letter Grades

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

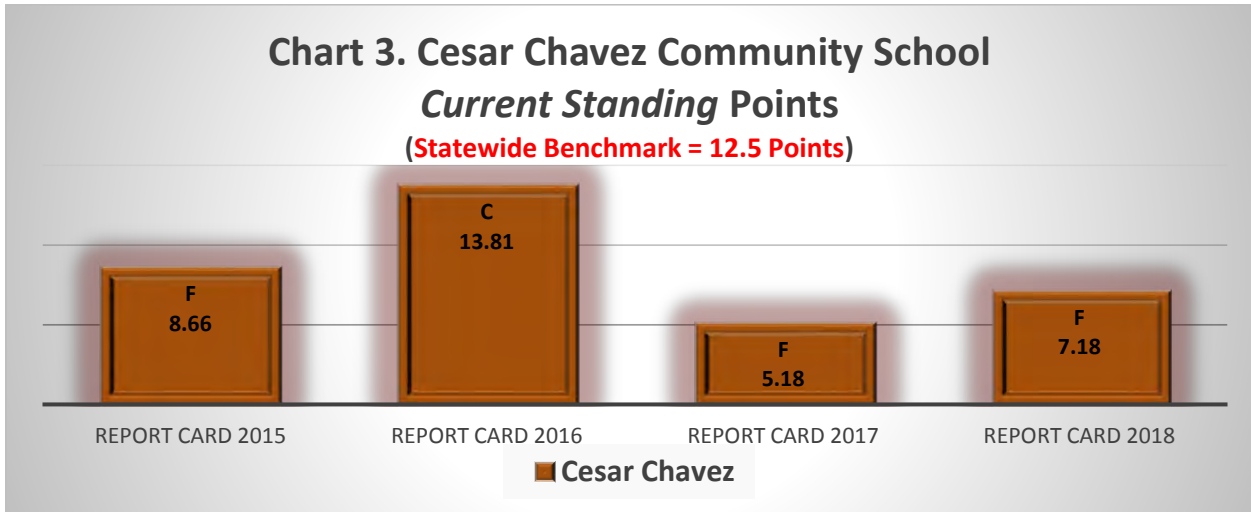
Overall Standing. Chart 1 illustrates Cesar Chavez Community School's overall school grade in each of the last 4 years (2015-2018). The school earned 3 “C”s and 1 “D” during the past 4 years. Cesar Chavez Community School received approximately half of the possible points in each year of its contract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

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

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

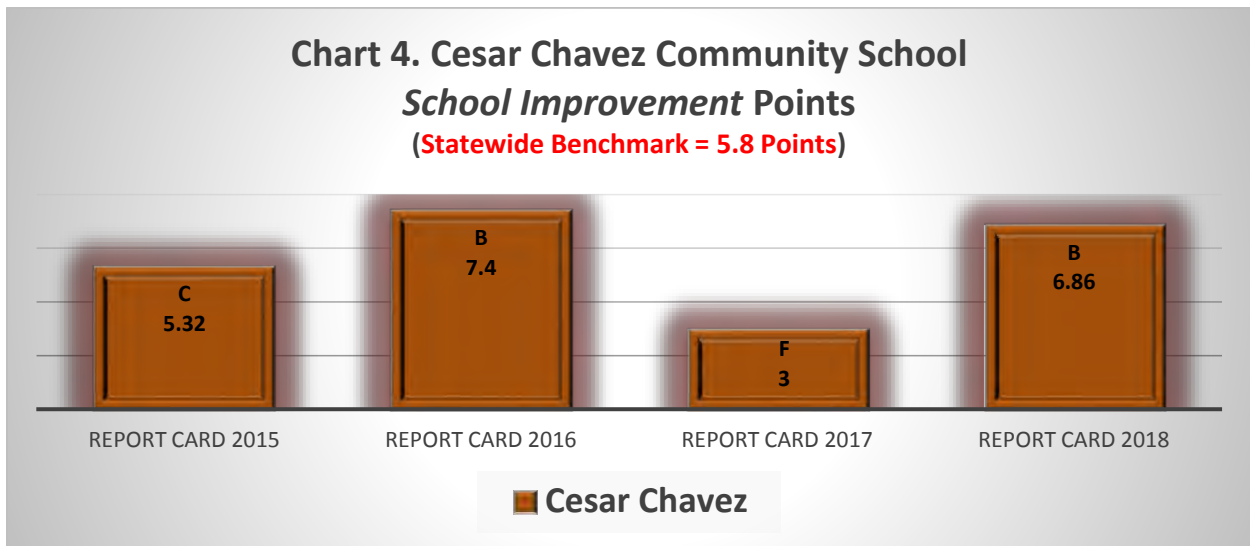


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 7.18 points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



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

**Chart 4. Cesar Chavez Community School
School Improvement Points
(Statewide Benchmark = 5.8 Points)**



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

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

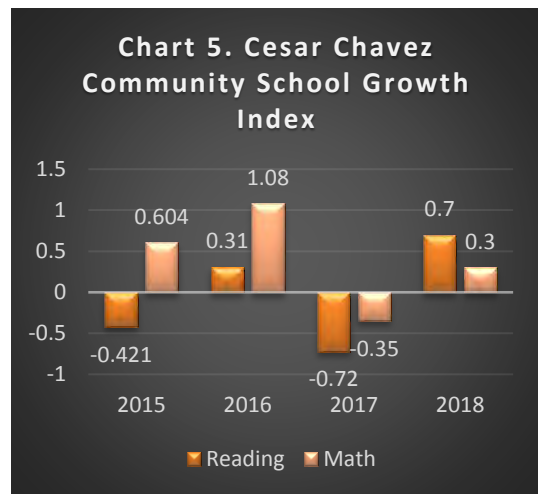


Figure 1. Points earned in School Improvement section (10 total points possible).

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

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

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

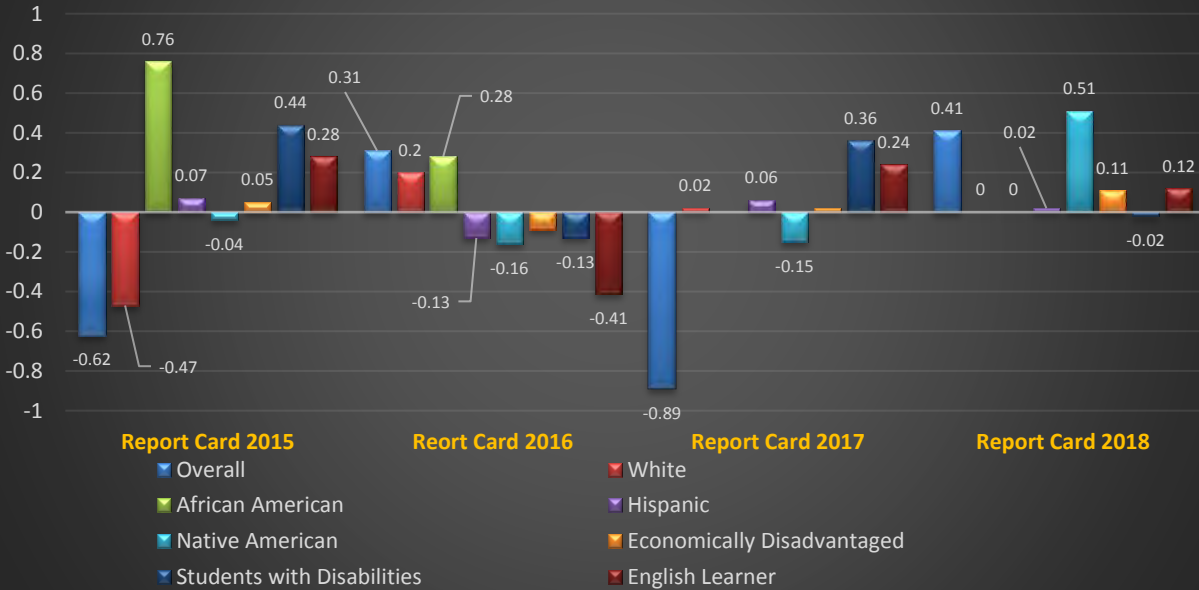
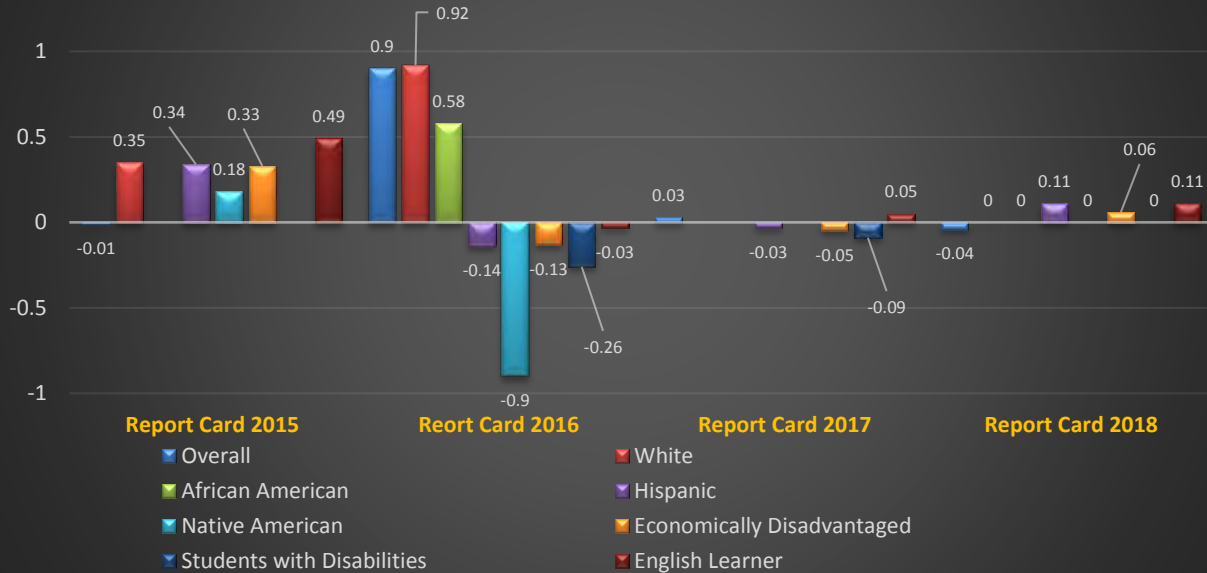
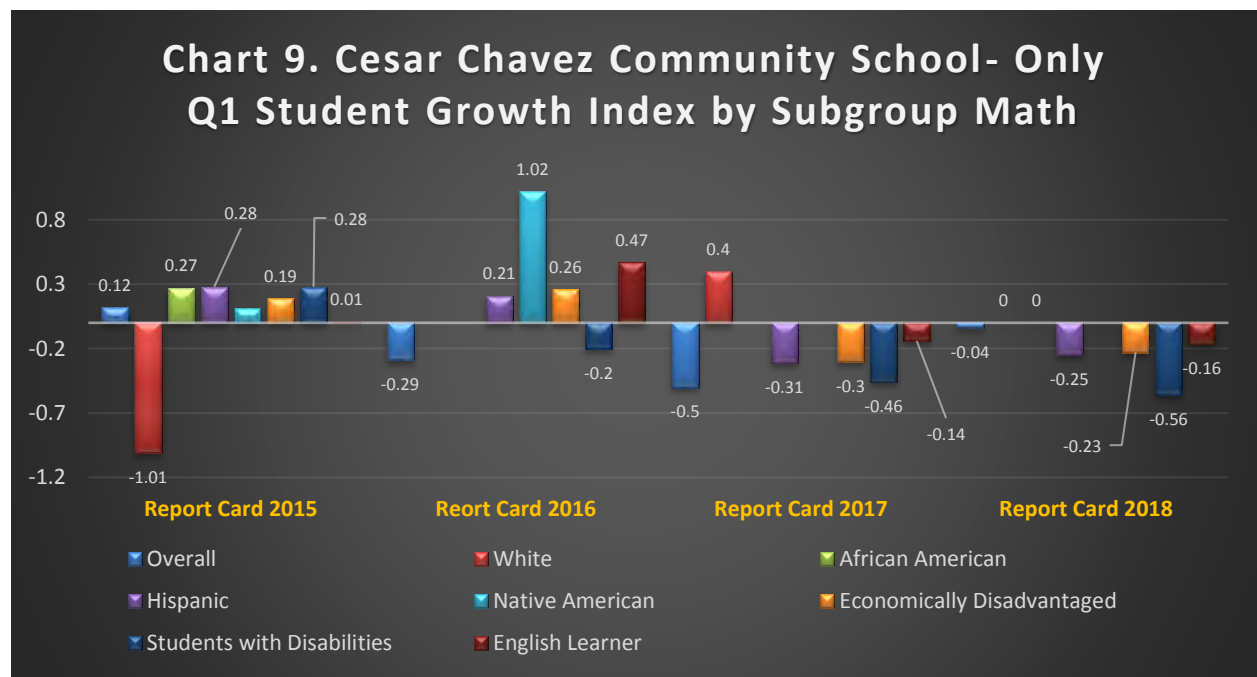
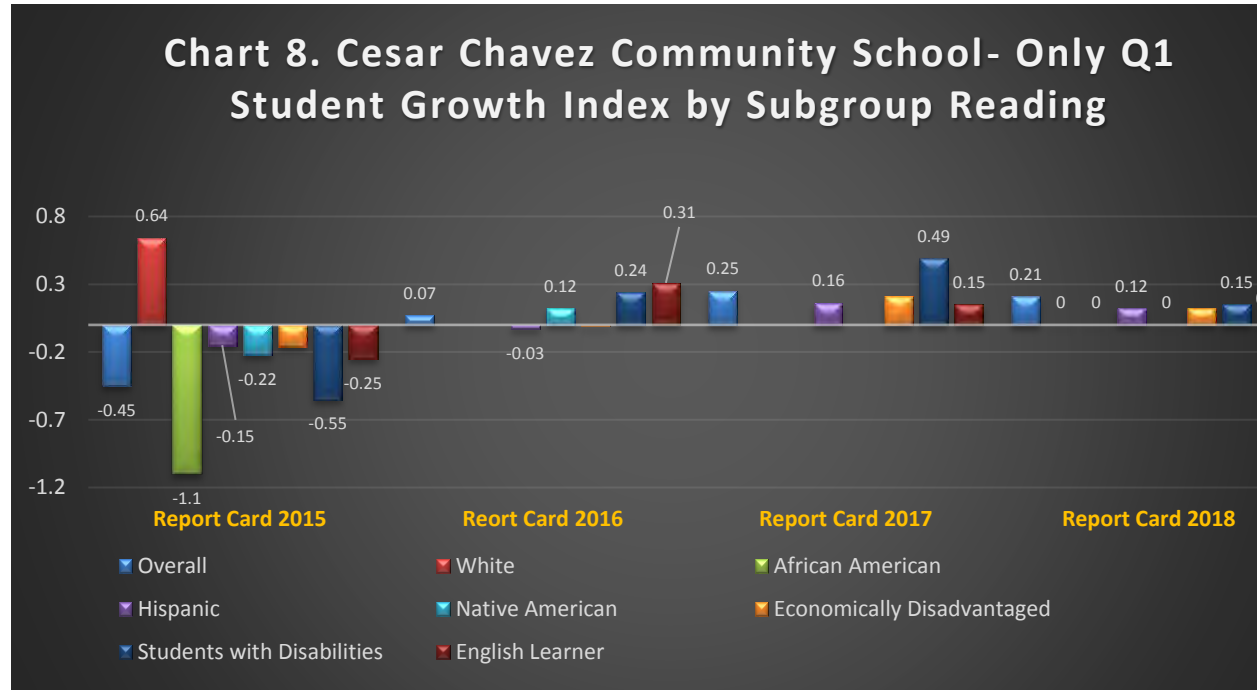


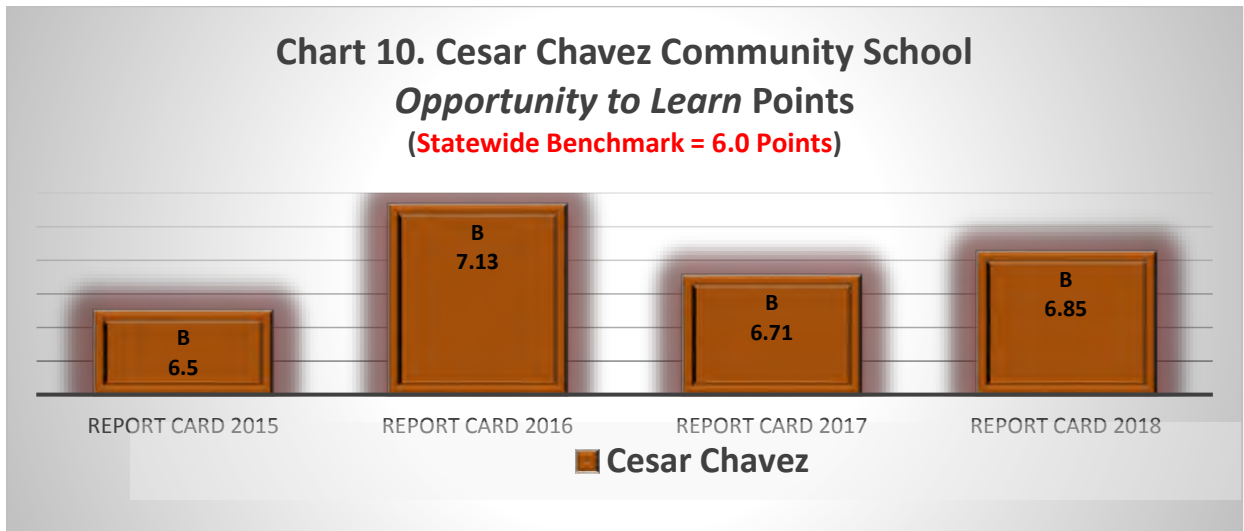
Chart 7. Cesar Chavez Community School - Only Q3 Student Growth Index by Subgroup Math



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



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



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

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

Chart 11. Cesar Chavez Community School Graduation Points

(Statewide Benchmark = 12.8 Points)

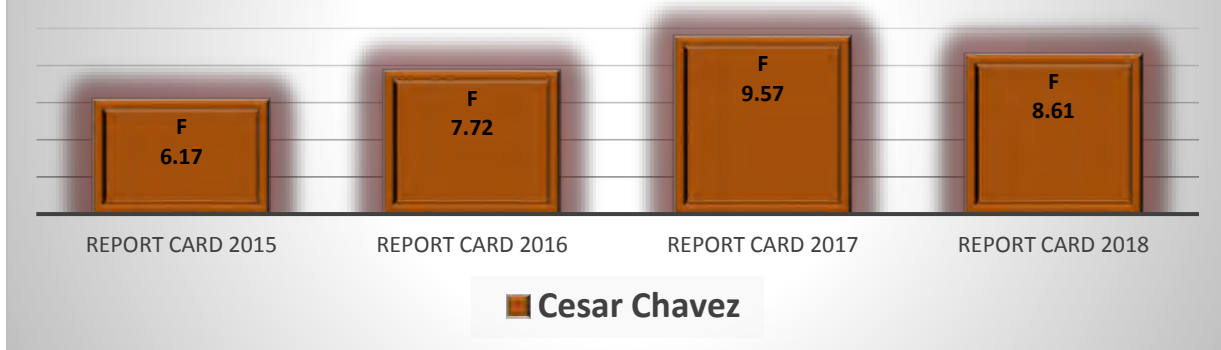
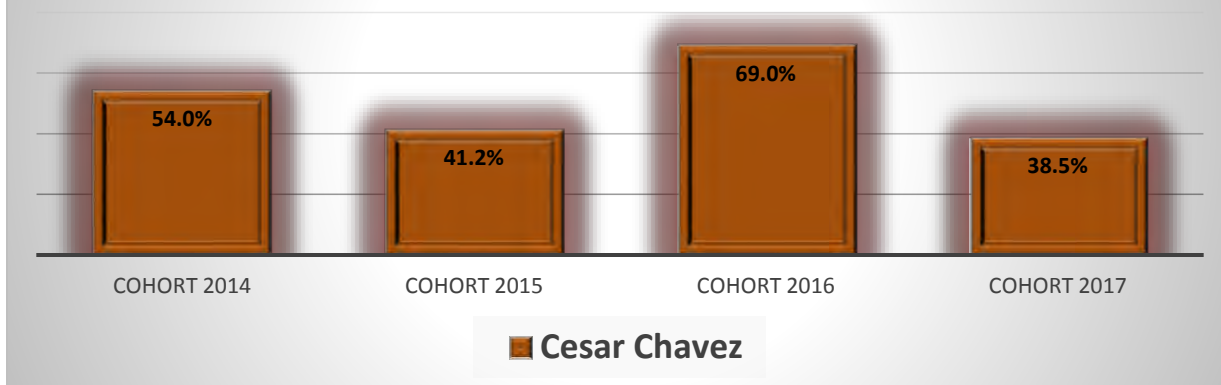


Chart 12. Cesar Chavez Community School 4-Year Graduation Rate (Multi-Year)

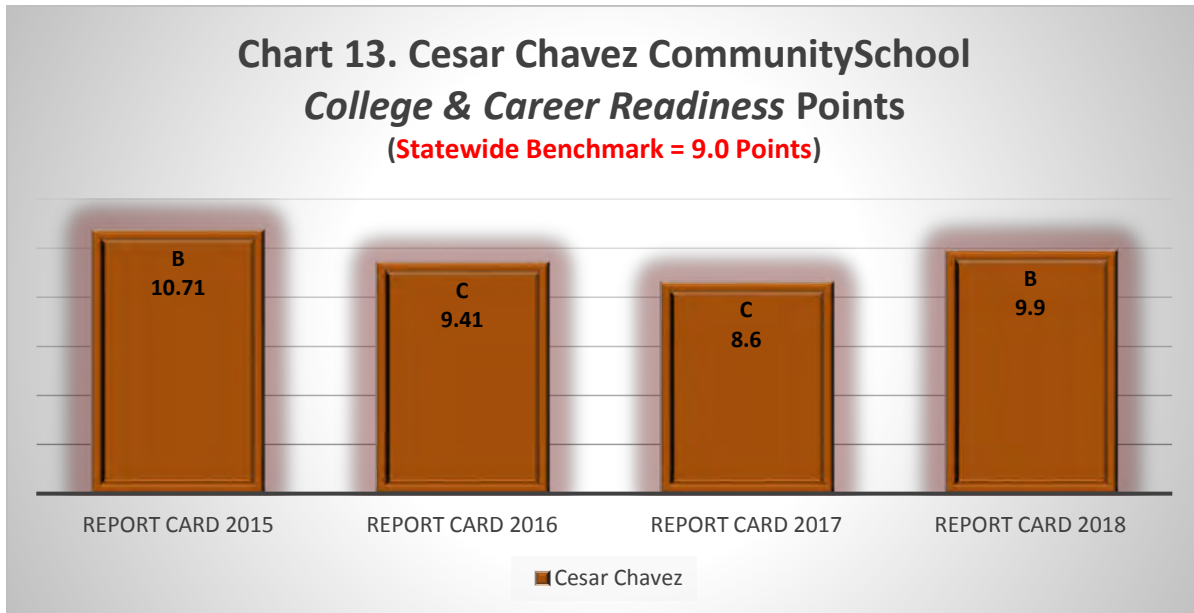


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students’ 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁴. Schools receive credit when students participate in college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

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

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

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



1b. Specific Charter Goals

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

Charter Specific Goals

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

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

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

Figure 2. Progress towards Charter Specific Goals.⁵

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

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

Student Attendance and Enrollment

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

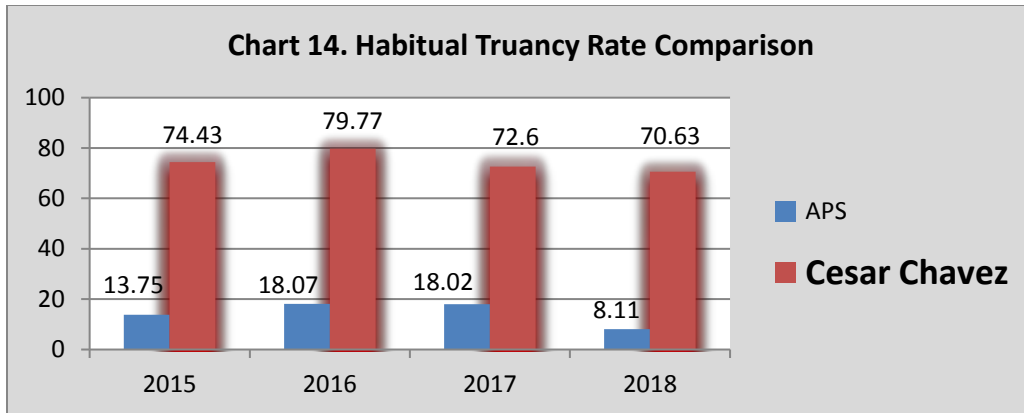
Habitual Truancy

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

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

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

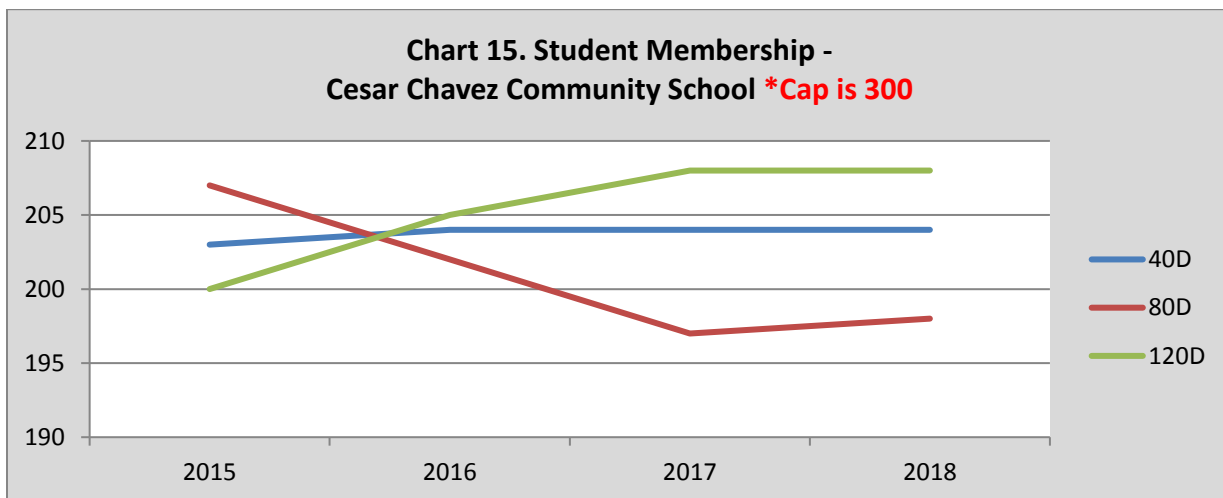
⁷ The Charter Schools Division annual report (see web-EPSS 2015-2016) indicated the following statement: “CSD cannot verify this rating.”



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

Student Membership (Enrollment)

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

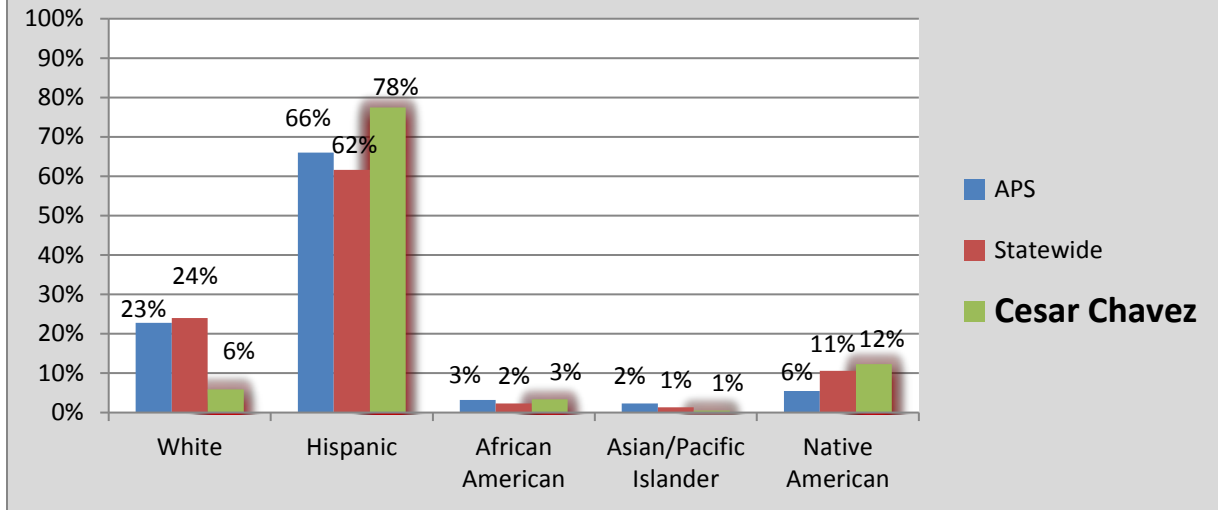


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

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

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

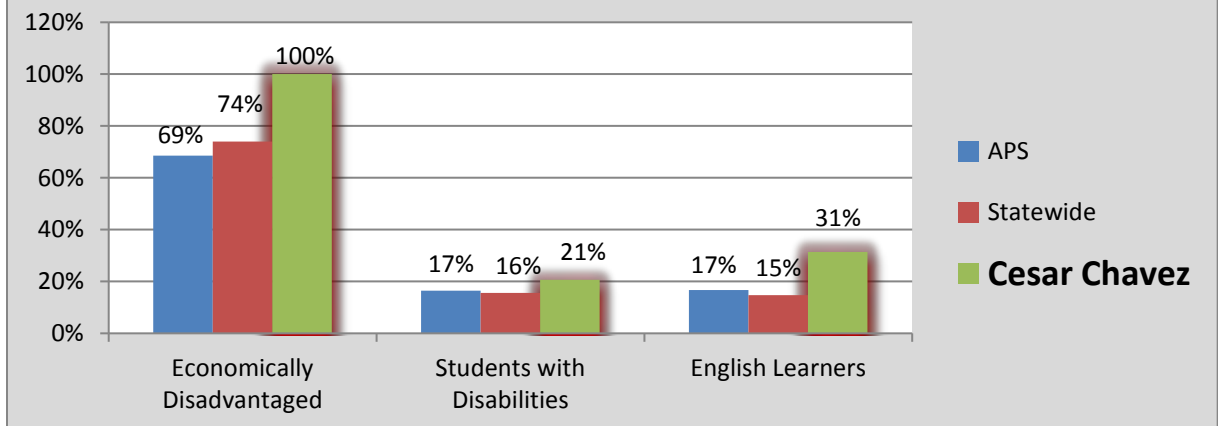


Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

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

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



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

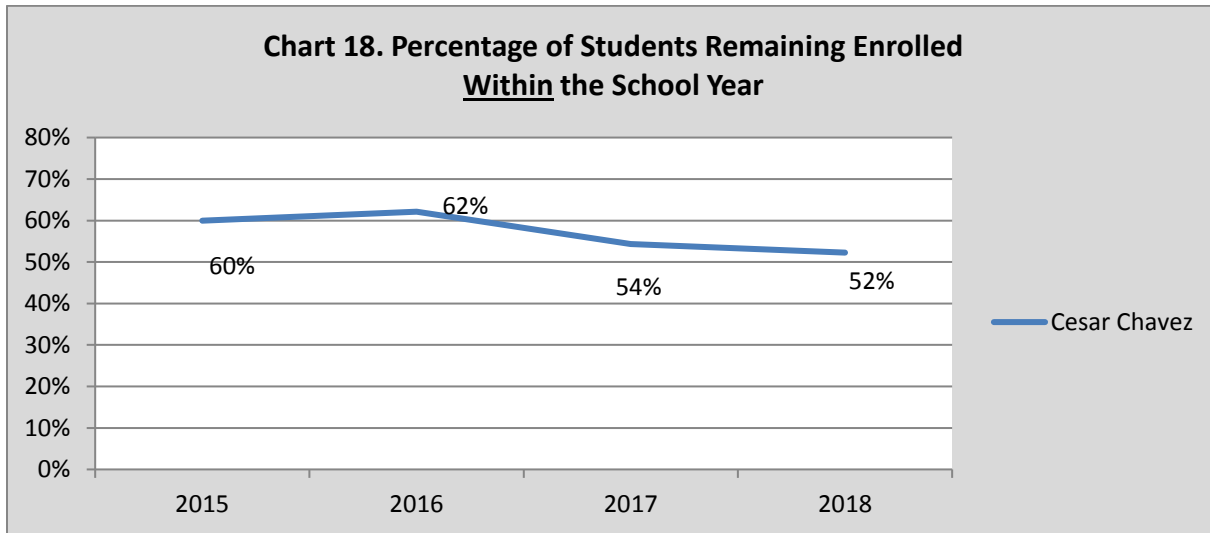
Retention and Recurring Enrollment

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

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

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

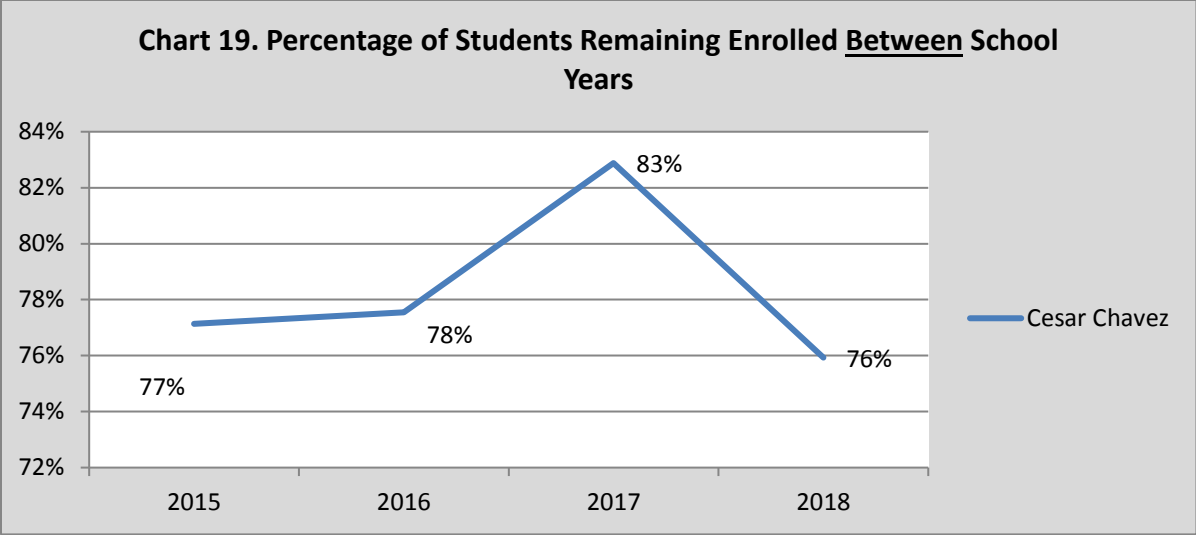
The chart illustrates that nearly 48% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. In 2014-2015, 60% of the students remained enrolled until the end of the school year, as compared to 52% in 2017-2018.



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

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

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

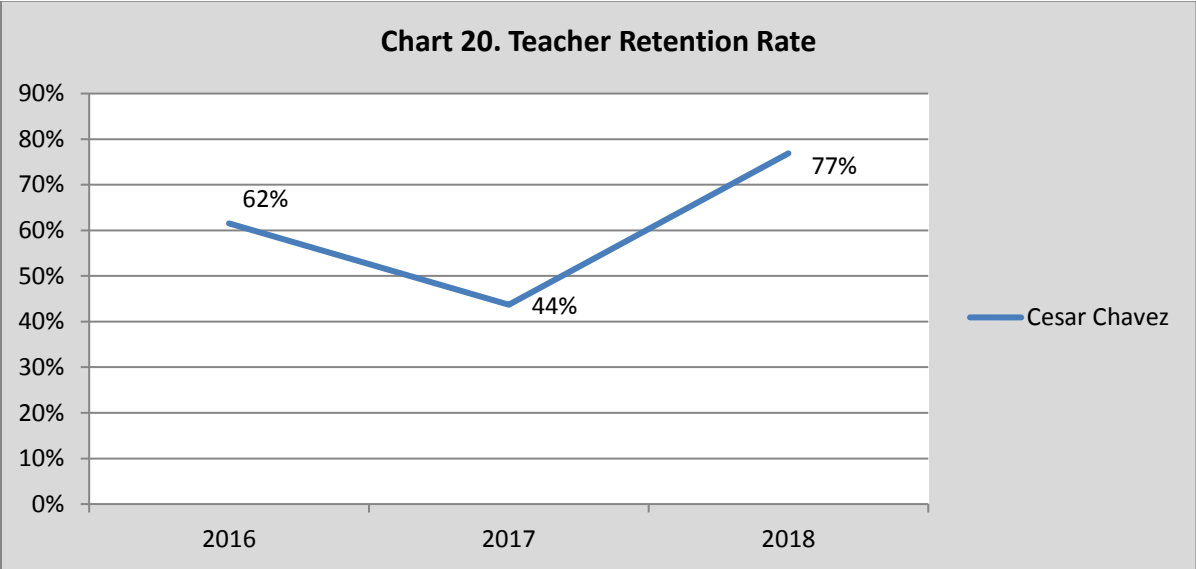


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

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

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



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

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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

Summary of Fiscal Reports⁹

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

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

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

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

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

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

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

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

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

2b. Board of Finance

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

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

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows

Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

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

Educational Program of the School.

CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nine years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next steps.

Student – Focused Term(s).

CCCS Key Commitments:

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

Teacher – Focused Term(s).

Key Commitments:

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

3b. Organizational Performance Framework

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

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

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

Meets	Working to Meet	Falls Far Below
13	4	0

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

Meets	Working to Meet	Falls Far Below
11	6	0

3c. Governing Body Performance

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

Figure 6. Governing body membership.

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

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

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