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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
 - 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



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"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.