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

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Cesar Chavez Community School

School Name: Cesar Chavez Community School

School Address: 1325 Palomas Dr. SE, Albuquerque, NM 87108

Head Administrator: Tani Arness
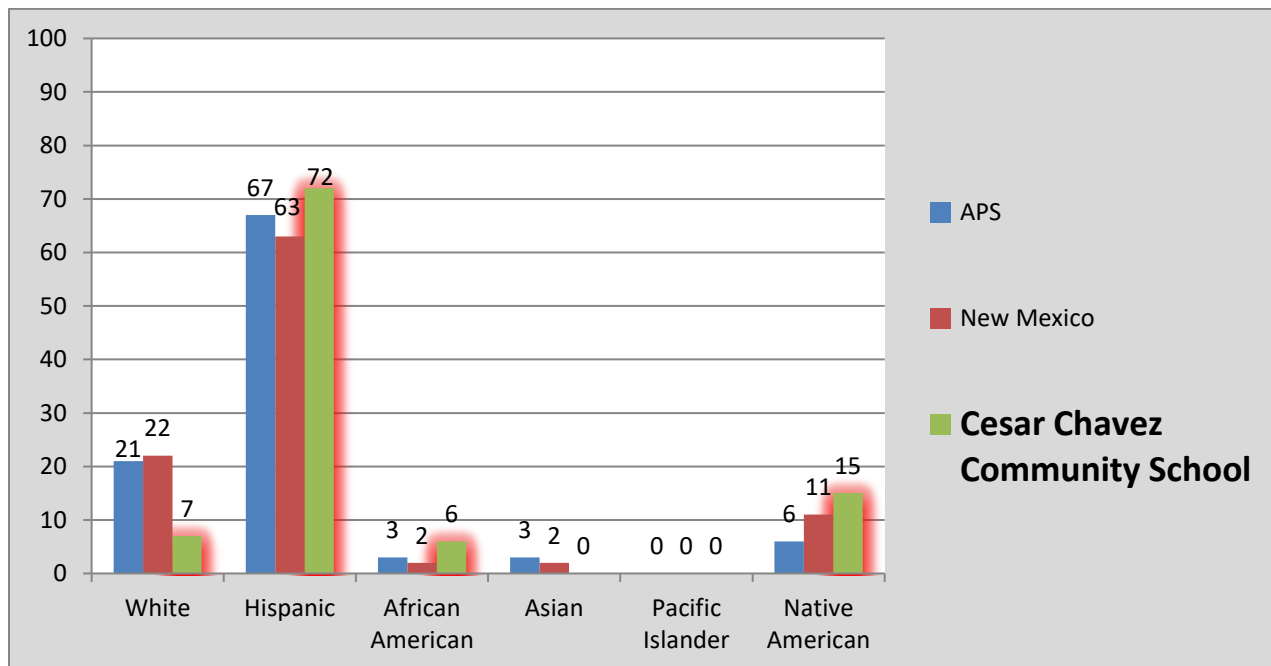
Business Manager: Rebekah Runyan

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 300

Current Enrollment: 213

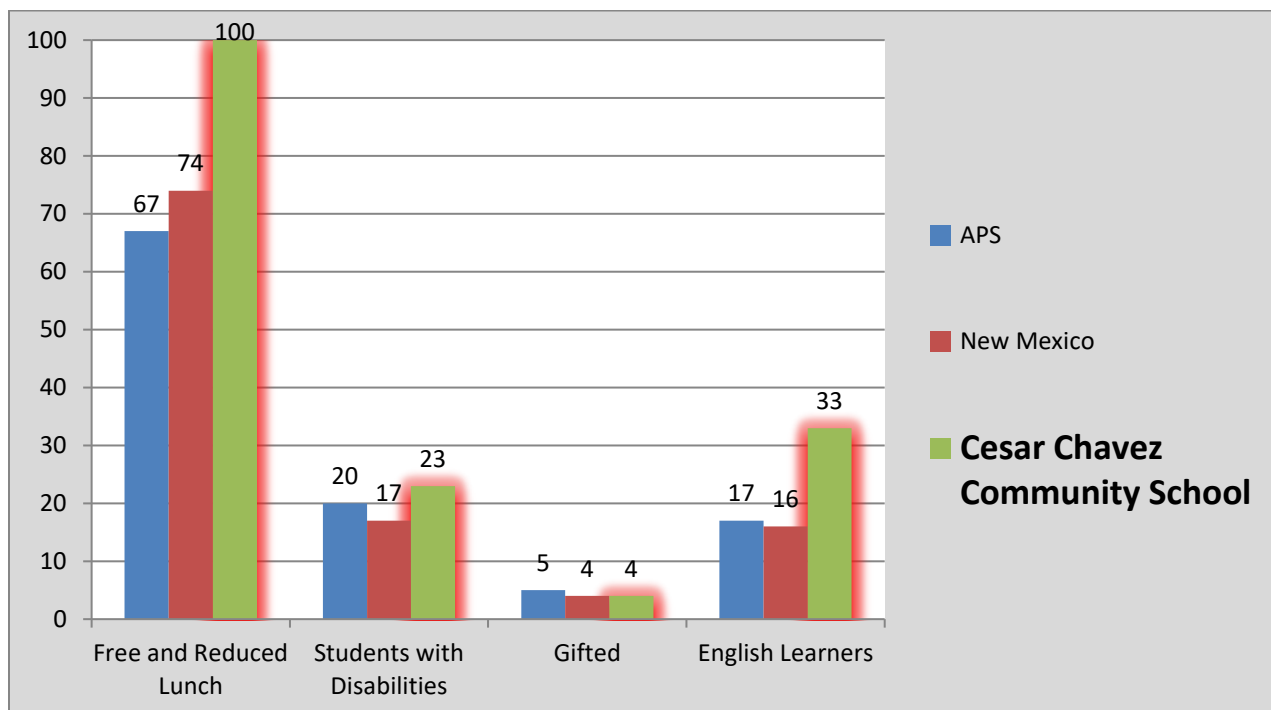**Contract Term:** July 1, 2019 – June 30, 2024

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.

Enrollment by Race/Ethnicity

Race/Ethnicity	APS	New Mexico	Cesar Chavez Community School
White	21	22	7
Hispanic	67	63	72
African American	3	2	6
Asian	3	2	0
Pacific Islander	0	0	0
Native American	6	11	15

Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

Subgroup	APS	New Mexico	Cesar Chavez Community School
Free and Reduced Lunch	67	74	100
Students with Disabilities	20	17	23
Gifted	5	4	4
English Learners	17	16	33

Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: June 7, 2021

Virtual Site Visit Participants

School: Tani Arness: ED or Principal; Robin Brown: English & ELL; Tracy Silva; Kyle Bentenbough: Attendance Coordinator; Nathan Everett: Dean of Students; Erik Perez; Samantha Chavez: Registrar STARS; Rebekah Runyan: Business Manager.

OPFD/CSD: Dolores Archuleta; Dylan Wilson

Response to COVID Pandemic

Cesar Chavez Community School (CCCS) serves 213 (14–22-year-old) students in grades 9-12. The school leaders admitted that the year was extremely overwhelming because of the transition into full distance learning and due to the shock and trauma that the students and staff experienced because of the pandemic. However, the school leaders thanked the PED for working in progressive ways to respond to the various issues.

CCCS offered asynchronous Zoom and Edgenuity (E2020), with which the students were already familiar. However, during the first quarter, the school took a hit on credit learning due to navigating technology issues. There was a steep learning curve for the teachers in how to engage the students as the remote platform initially made many students uncomfortable. The school provided focused professional development on student engagement on distance learning platforms which did help; however, the students were again less engaged by the end of the year. The school leaders explained that the staff was committed to meeting students' needs and providing extra supports. The school leaders praised the teachers for collaborating, offering feedback and input, and for being so committed despite the many challenges.

To gauge where the community was, the school administered Parent/Student surveys. The results showed that the mentoring program was very successful. The mentor program this year was amplified. At CCCS, all staff are mentors, administrators, and teachers. Everyone has 7-10 students to mentor, conducts weekly check-ins with families, regulates attendance, offers tutoring, and helps to resolve any issues that a student may be experiencing. The amplified version of the mentor program was extremely successful and school leaders want to carry it forward. The school is also looking at ways to continue the increased flexibility in schedule as some students are now working for financial reasons.

Teaching, Learning, and Assessment

CCCS continued administering and using short cycle assessments. Staff had weekly meetings to go over report cards, grades, and Next Step Plans. The social workers provided a self-care class and trained teachers on how to best check in with students and to gauge how they were doing. Every daily agenda included a learning goal and a SEL goal.

The school leaders shared a power point showing data regarding attendance, participation, and short cycle assessment growth. The CCCS policy allowed students to receive an "incomplete" rather than fail a class, which allowed students to make up their work and receive credit.

Some students engaged in class quite a bit more and got higher test scores. For the students resistant to remote learning, the school provided "paper packets." Paper packets were also offered to students with disabilities who had processing issues or specifications in their IEPs.

Regarding attendance, there was a sizable group of students who were assigned both Zoom and E2020 classes who had near to perfect Zoom attendance but had poor attendance in their E2020 classes. This resulted in one additional ABS per week for this group of students. This added an additional 20 ABS by the 120th day and 31 ABS by the EOY. Almost 30% of students surveyed, reported confusion on class times and days. While this could be easily resolved with training or master schedule change, in some cases it meant that the student missed the first several days of class.

The school reported on credit earning by comparing data from 2019-2020 to 2020-21 school years. The school saw that in Quarter 1 there was a significant decrease in credit earning and the school staff worked hard to improve the curriculum delivery methods, scaffolding and supports. The efforts resulted in a 26% improvement rate from quarter 1 and quarter 3. From student surveys, the school saw about 40% of students feeling as if they were participating less in class during the pandemic. The other 60% felt that they were participating about the same or more than before. Despite drawbacks, there were also gains; for instance, the school saw that referrals were down significantly with 63 formal referrals in 2019-20 to 1 formal referral in 2020-21.

Student and Family Support and Engagement

CCCS staff has always focused on building connections in relationships and being purposeful in a small school setting, so when the pandemic hit, the staff looked for ways to keep those connections. All teachers, some finding more success than others, looked for ways to support student-to-student connection.

Internet speed was always an issue. The school did get hotspots to those who needed it; yet the connections still caused problems. To keep students on track, the school staff focused on attendance using texts, calls, and/or other methods to locate missing students. CCCS staff went the extra mile, meeting student's needs and reached out consistently. The school leaders liked this open and transparent communication and it is an innovation that they plan to hold onto in the future. Mobility, however, has always been an issue at CCCS and so attendance stayed around 70%. Over the years overall attendance percentage has been maintained. This year the mobility rate went way down; the school did not drop kids this year even when the attendance was very poor. Instead, the staff kept reaching out to reengage those students who were struggling.

For students with special needs that needed extra help, CCCS had EAs who would set up one-on-one time for students that needed additional tutoring; the school also used EAs for any struggling students. Thursdays were tutoring days. IEPs were done on Zoom and parents were very good about working with the school staff and in participating in meetings. In fact, there was an increased attendance for IEP meetings.

Performance Framework Indicators (school-specific questions)

1.d. Is the school protecting the rights of English Learner students?

There are 5 students that appeared on the school's 120-day ELP Error Report. Does the school run this report monthly? Has the school already ran and corrected the errors on this report?
School was instructed to view the 120-day ELP Error report to correct errors on report. 4 students on ELP Error report will continue to reappear as they were initially entered incorrectly into STARS. School was advised to keep a detailed note in these students cum folders regarding mis-identified status.

4.c. Is the school meeting teacher and other staff credentialing requirements?

The school explained that there was a new teacher, qualified for Social Studies endorsement K-8 that expired on 6/20/2021, the person did get temp license for prek-12 and secondary. The school is waiting for SpEd endorsement. Regarding other concerns in Licensure, school leaders explained that they have been receiving conflicting answers from Licensure regarding the clarification on license and endorsements. The school was advised to reach out to Seana Flanagan.

5.c. Is the school complying with health and safety requirements?

Within the last couple of weeks, the school received notice that the safe schools plan was approved.

Mission-Specific Goals:

Goal 1: CCCS graduates from the prior school year will be employed fulltime, enrolled in two-year or four-year post-secondary education, job training or certification program, full-time parenting, and/or enlisted in armed services as measured by post graduate surveys administered to at least 75% of prior graduates during the fall semester of the current year.

Goal 2: Goal #2: Seniors who were enrolled on the 40th day will be prepared for their next step in life. Success will be demonstrated by their completion of one or more of the following: Work Keys Certificate, acceptance to post-secondary education, credentialed training, or military service, or combined score of 125 on Classic Accuplacer Reading and Sentence Skills or score of 26 or higher on Classic Accuplacer Elementary Algebra.

School Response:

Goal 1: Our Post-Graduation Survey goal has been greatly affected by the pandemic which caused drastic increases in job loss across the nation and resulted in historically low college enrollment. Our students, as a particularly vulnerable population, were especially affected by the pandemic in both ways. We did, at this point, meet our Post-Graduation Survey goal with our 2019-20 student data.

Goal 2: Our Graduation Transition Portfolio (GTP) goal relies on ACT WorkKeys Readiness assessments which were not available to us this year due to the pandemic. We exceeded expectations on our GTP goal with our 2019-20 student data

Assurances:
The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standards
If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance: The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

Cesar Chavez Community School	2019-2020	2020-2021
Category I. Academic Performance Framework		
Indicator 1 Components of School Accountability System		Unable to Review - COVID
Indicator 2 Subgroup Performance		Unable to Review - COVID
Indicator 3 Mission Specific Goals		Unable to Review - COVID
Category II. Organizational Performance Framework		
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Not Applicable	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	Not Applicable	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5d School Environment: handling information appropiately	Meets (or Exceeds) Standard	ASSURANCES
Category III. Financial Performance Framework		
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Not Applicable

Cesar Chavez Community School	2019-2020
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	
Indicator 2 Subgroup Performance	
Indicator 3 Mission Specific Goals	
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Meets (or Exceeds) Standard
Indicator 1c Educational Program: protecting the rights of students with disabilities	Working to Meet Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Not Applicable
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
Indicator 4a Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard
Indicator 5b School Environment: complying with transportation requirements	Not Applicable
Indicator 5c School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard
Indicator 5d School Environment: handling information appropiately	Meets (or Exceeds) Standard
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard

NEW MEXICO
Public Education Department

Charter School Name	Cesar Chavez Community School

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

☒ **The school protects the rights of students with special needs, by:**
- ✓ Providing services per individual IEP,
- ✓ Maintaining both direct service and ancillary support logs,
- ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.

☒ **The school protects the rights of English Learner (EL) students:**
- ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.

☒ **The school complies with federal and state grant program requirements.**

☒ **The school meets Governance and reporting requirements:**
- ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
- ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
- ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).

☒ **The school protects the rights of all students:**
- ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
- ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
- ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
- ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
- ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
- ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
- ✓ School updates Next Step Plans annually for all high school students.

☒ **The school's attendance policy aligns with the Attendance for Success Act** NMSA § 22-12A-1.

☒ **The school protects employee rights:**
- ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
- ✓ School has an employee handbook that includes discipline and grievance policies.
- ✓ School has a salary schedule that complies with minimum teacher salaries.
- ✓ School has a documented mentorship program for first year Level One teachers.
- ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.

☒ **The school complies with facility requirements in NMSA § 22-8B-4.2.**

☒ **The school complies with transportation requirements, including all inspections and insurance, if applicable.**

☒ **The school complies with health and safety requirements:**
- ✓ The school conducts all required emergency drills per <u>PED memorandum of 3/25/21</u>.
- ✓ The school maintains immunization records, including a master immunization log.
- ✓ All staff complete training on reporting child abuse and neglect.
- ✓ The school has a Diabetes Management plan.

☒ **The school handles information appropriately:**
- ✓ School completes all STARS reporting requirements on time.
- ✓ School follows proper security procedures, including keeping student files locked.
- ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
- ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Tani Arness		
Signature	*Tani Arness*	Date	7-20-2021

Board Chair Printed Name	Anacelie Verde-Claro		
Signature	*Anacelie Verde-Claro* Anacelie Verde-Claro (Jul 21, 2021 06:02 MDT)	Date	7/21/21