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Charter Schools Division 2021-22 Annual Report

School Name: Cesar Chavez Community School

School Address: 1325 Palomas Drive SE Albuquerque, NM 87108

Head Administrator: Tani Arness

Governing Board Chair: Anacelie Verdo-Claro

Business Manager: Erik Perea

Authorized Grade Levels: 9-12

Authorized Enrollment: 300

Current Enrollment: 168

Contract Term: 2019-2024

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.

About the School

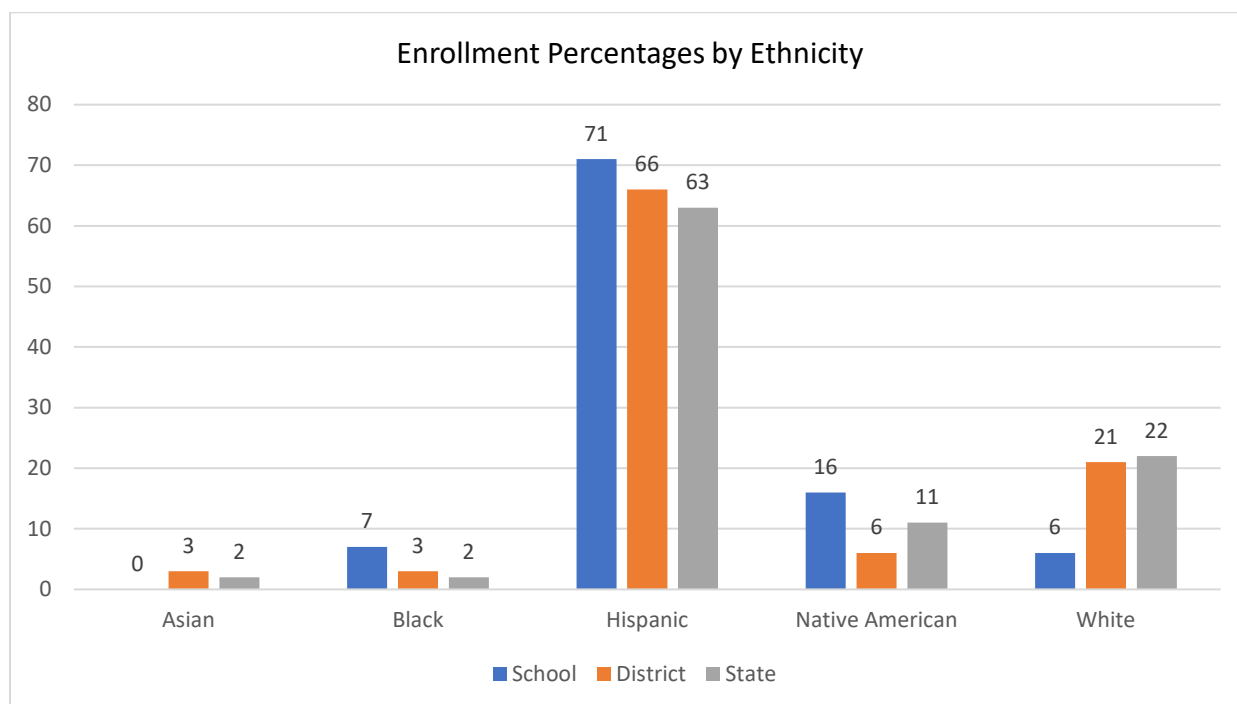
Cesar Chavez Community School serves a nontraditional student population in grades 9 through 12. Many of their students are older than the average student in that grade level. Some have dropped out of other schools and are returning to high school at Cesar Chavez, while other students have failed multiple classes at other schools before coming to Cesar Chavez.

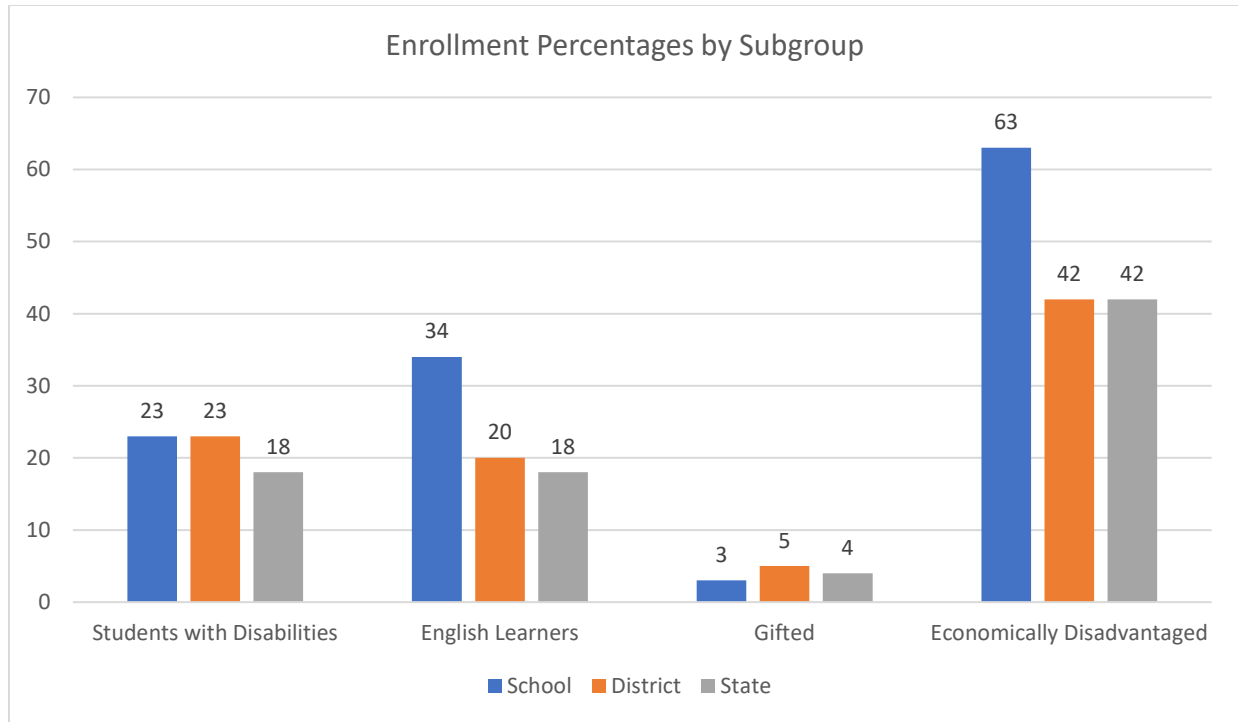
The school offers a flexible schedule where students can take classes later in the day than at most high schools.

Every staff member is assigned 7 -10 students to mentor, serving as an advisor and ensuring that students receive wraparound services as needed: social workers, counselors, etc. The school offers trauma-informed self-care classes where students can explore topics of their choice, including suicide prevention, emotional intelligence.

The school was in virtual instruction mode at the time of the site visit and continued in that mode through the end of the 2021-22 school year, with students coming to campus only by appointment for tutoring, social work or counseling sessions.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	20
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	82
Overall Academic Score: average of Indicators 1 and 3	51

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Cesar Chavez Community School ranked above **3.4%** of high schools statewide. The school received a designation of **More Rigorous Intervention (MRI)**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

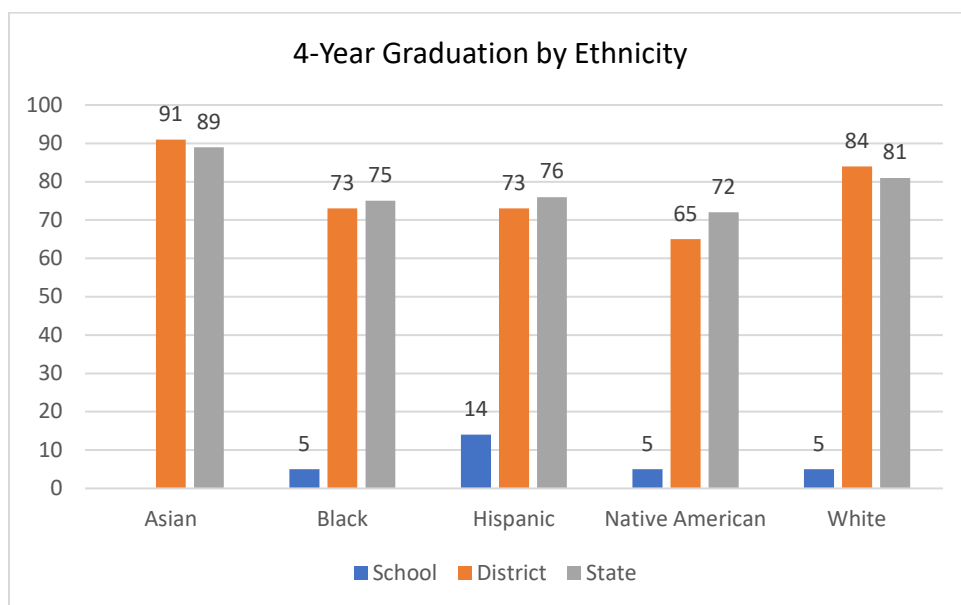
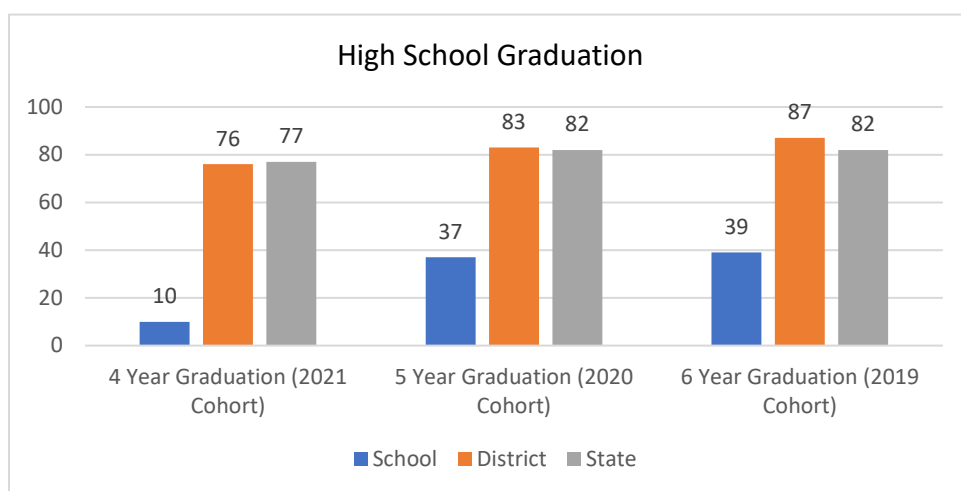
Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	*****		*****
Asian			
Black			
Hispanic			*****
Native	*****		
White	*****		*****
SwD	*****		*****
EL			*****
FRL	*****		*****

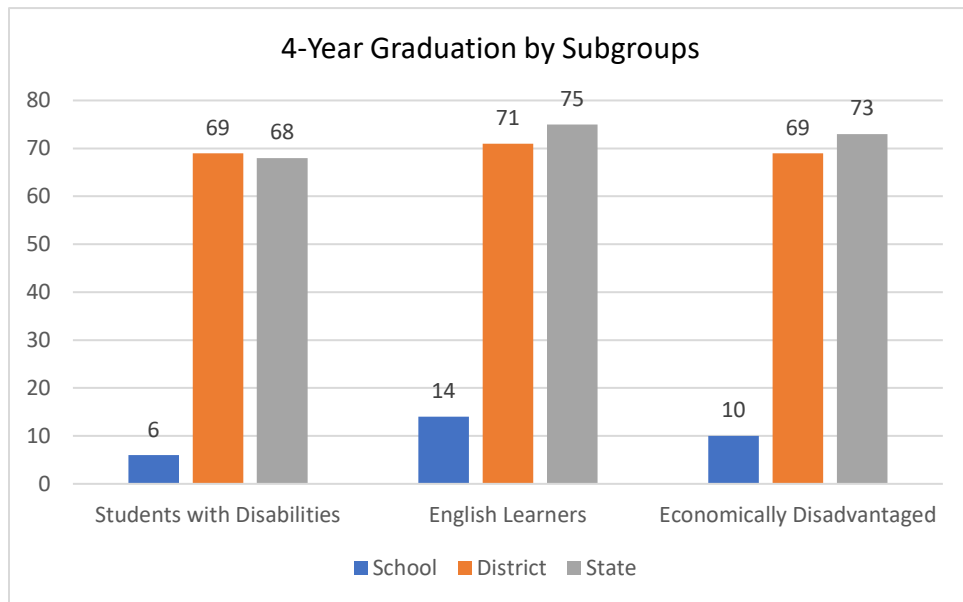
English Learner Progress toward Proficiency: 0%

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.



Note: The school-level percentage for Black, Native American, and White categories is $\leq 5\%$ in order to mask data due to student population size.



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.

Performance Level	Target	Points
Exceeds Standard	86% or more of prior year graduates follow through in at least one of the post-graduate categories.	100
Meets Standard	75-85% of those follow through in at least one of the post-graduate categories.	75
Does Not Meet Standard	50-74% of prior year graduates follow through in at least one of the post-graduate categories.	25
Falls Far Below Standard	Less than 50% of prior year graduates follow through in at least one of the post-graduate categories.	0

Rating: Meets Standard (83%)

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.

Performance Level	Target	Points
Exceeds Standard	95% or more of Seniors follow through in at least one of the post-graduate categories.	100
Meets Standard	75-94% of Seniors follow through in at least one of the post-graduate categories.	75
Does Not Meet Standard	50-74% of Seniors follow through in at least one of the post-graduate categories.	25
Falls Far Below Standard	Less than 50% of Seniors follow through in at least one of the post-graduate categories.	0

Rating: Meets Standard (80%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Does Not Meet Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Cesar Chavez Community School	2019-20	2020-21	2021-22
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Does Not Meet Standard
1b State Assessment Requirements	Not Reviewed	Not Reviewed	Does Not Meet Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Working to Meet Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A	Working to Meet Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Does Not Meet Standard
2f Internal Controls	N/A	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard		Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Meets Standard
4a Rights of All Students	Meets Standard	Assurances	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Meets Standard	Assurances	Meets Standard
4e Background Checks, Ethics	Meets Standard	Assurances	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard
5b Transportation	N/A	Assurances	N/A
5c Health and Safety	Meets Standard	Assurances	Meets Standard
5d Handling Information	Meets Standard	Assurances	Meets Standard

Explanation of 2021-22 Indicator Ratings

1.a. Charter contract specifies in-person instruction, and school has provided only virtual instruction in 2021-22 school year.

1.b. ELA and math participation 51%; science 57%, ACCESS 72%. Target is 95% for all assessments.

1.c. Special Education Division expressed concerns regarding IEPs and services provided. School is receiving training with REC 6 on writing IEPs with a specific focus on writing goals and progress monitoring.

1.f. The school did not complete an annual plan in the NM DASH system, which is required for charter schools that have a CSI or TSI designation. It should be noted that these designations were made based on 2017-18 data and will be revised based on 2021-22 data.

2.d. Family Income Index reverted \$17,090.46 and Career Tech Ed Pilot Program reverted \$3,831.68.

2.e. CPO license (not registered on GSD Website), audit and finance committee members listing not provided. The school received an extension for CPO certification classes, but was without a certified CPO for part of the year.

4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 52%. The target rate is 95%. Reported retention of 76% EOY. The target rate is 80%.