

# New Mexico Public Education Commission



## 2023 Charter School Renewal Application Part B: Progress Report

Charter Schools Division  
Public Education Department  
300 Don Gaspar Ave.  
Santa Fe, NM 87501  
(505) 827-6909  
[charter.schools@ped.nm.gov](mailto:charter.schools@ped.nm.gov)

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## Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

## School Information

<b>Name of School:</b>	<b>Cesar Chavez Community School</b>
<b>Authorizer:</b>	<b>New Mexico Public Education Commission</b>
<b>Current Charter Term:</b>	<b>2019-2024</b>

# Academic Performance

## Student Outcomes

### 1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

#### **Overview/Introduction:**

*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.*

Cesar Chavez Community School (CCCS) opened in 2004 with a goal of reaching students who were “falling through the cracks” and students who had responsibilities and barriers outside of school that made it difficult for them to attend regular school hours.

CCCS knows that every student can learn and reach their highest potential when given quality academic instruction and adequate attention and support. A CCCS Student’s experience, from the day they register until their graduation day is one of personalized support. “Intensive support to students” is a key component of our school’s mission.

Student/Parent Registration appointments are scheduled to provide One-on-One support in that process. An assigned Staff works to welcome the family and begin the process of getting to know each other. The Staff gathers assessment information, discusses historical information about past experiences in school, asks questions to determine the best schedule of classes for each student, and assigns students to an Orientation time and a Staff Mentor. This becomes the first step in a **pro-active approach** to building new pathways for success for students who, generally, come to our school because of “failures” in past schools.

Over the years, there has been demonstrable consistency in the complex barriers we see. We serve 99-100% “Free Lunch” students based on very high Direct Certification counts. We know that low socio-economic issues are a very real barrier in many students' lives.

On **average**, CCCS students enroll overage and under credit, with an average 6<sup>th</sup> grade reading level and an average 5<sup>th</sup> grade Math Level; many students enter scoring below the 5th grade level. Our students enroll with an *average* of 13 Failing grades already on their transcripts. **Our students enroll with the admirable strength to keep trying in a system that has failed, repeatedly, to meet their needs.**

Further, almost all our students reveal, once trust is built, that they have experienced multiple Trauma/ACES factors. Our students also have long histories of challenges such as truancy, mobility, and failing grades, as well as challenges such as instability at home, incarceration, addiction, violence, and mental health struggles.

In 2019, an analytical method of quantifying the at-risk populations defined in the Martinez-Yazzie lawsuit was used to correlate NMPED data to academic achievement data. This in-depth, independent data analysis was conducted by Cypress Tree NM in partnership with the Coalition for Excellence in Science and Math Education (link: <https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221HPAoEDdDf9ntxMN-QJ8YSUBQWBeXn2t3%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22112264669260565199316%22%2C%22resourceKeys%22%3A%7B%7D%7D>). Together, they created an **Opportunity and Equity Index (OEI)** measuring the demographic at-risk data of **each school** (not district) to better rank the need of every public school in the state of New Mexico and objectively quantify equity needs. The resulting Index ranked each school by a quantitative “At-Risk Index.” On this Index, **Cesar Chavez Community School was ranked 15<sup>th</sup> out of all 820 NM schools for the factors of “at-risk” students served.**

CCCS is committed to serving these students who cannot get their needs met in traditional schools.

#### **Cesar Chavez Community School in 2023:**

CCCS is proud to be building an innovative and unique hybrid program that provides high quality online and in-person instruction to meet real-time needs in Albuquerque.

CCCS prides itself on its Mission and dedication to serving the most vulnerable students in the greater Albuquerque area, and offering a high quality educational program specifically designed to meet the needs of these students..

The CCCS commitment involves dealing with many pressures and issues that are unique to this concentrated population. CCCS has been meeting that challenge head-on for twenty years with great success!

### **1.a. Student Outcomes**

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school’s narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

- The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, however...
- The narrative below describes specific **adult** (teacher, leader, board) **actions** taken to improve performance and outcomes by addressing the cause of the inadequate performance; and
- The narrative identifies **measurable successes** during the most recent year resulting from the improvement actions taken; and an evaluation of the data and evidence supports **observable** and reported successes.

### **New Mexico's VISTAS**

CCCS is disappointed in the 2021-22 VISTAS report card received in June 2023. It is important to note the context that the Vistas report card points reflect the scores of 19-21 students on the standardized test. Nonetheless, CCCS has prided itself on being a leader among alternative schools in New Mexico, and the 2021-22 Vistas score was below our standard.

CCCS does not yet have (as of 9-26-23) the VISTAS scores for the 2022-23 school year but is expecting to see improvements.

### **Measurable, Observable Success**

There is a Measurable, Observable Success in the **College and Career Readiness** indicator.

There is also an **Observable Success** in the **increases** from the 4, to 5, to 6 year graduation cohorts (as well as high graduation recovery rates, see also below). Notably, these two VISTAS indicators do best fit the context and Mission of the Re-Engagement high school.

Nonetheless, the school does **not** consider its 2022 VISTAS score acceptable and has jumped into action on a **4-part Strategy for Improvement** which outlines **the specific adult actions already being taken and already improving performance in 2022-23.**

### **Part 1. CCCS is working to get information needed to better understand the new Vistas system.**

#### **Adult Actions:**

CCCS is meeting with PED departments to work together in understanding what precisely the Vistas data reveals. So far, over the past 6 months, CCCS has met with PED VISTAS and data experts such as Matt Goodlaw, Dr. Paola Peacock, Eisabeth Peterson, and Catherine Callow-Heusser.

Together we are all seeking answers to questions around seemingly contradictory information regarding CCCS test participation counts and enrollment numbers. We have been working together to clarify details such as whether our students' (for whom the vast majority entered Kindergarten as EL's) will have their English Learner growth reflected in the ELP after 5th grade, or only proficiencies, and what n-sizes (sample sizes) are being calculated into Vistas scores. As of September, 2023, these discussions and questions are on-going.

CCCS is aware of the need to use sample sizes that are big enough to provide valid, not misleading, data that reflects trends that are not skewed by outliers. CCCS is also aware that this is a challenge when working with small schools like CCCS. (see also article explaining *why a result with 90% validity (with 5% margin of error) for a school of 190 students would require a sample size of 112*. Article link: <https://www.qualtrics.com/experience-management/research/determine-sample-size/>)

By digging in to better understand the new Vistas data, we hope to have the information needed to allow us to take the most meaningful action steps for improvement.

**Part 2. CCCS is working closely with the Priority Schools Bureau on implementing a Transformation Model** to review all school systems and identify weak areas and most impactful changes to be implemented.

**Adult Actions:**

CCCS is working closely with the Priority Schools Bureau (PSB) to utilize best practices as we analyze, big picture, our current school systems, and conduct root cause analysis regarding our 4-year graduation rate. (This process utilizes the opportunity to identify areas in the school that can be improved, while setting aside the real issue of the 4-year graduation rate **not** being an accurate measurement for Re-Engagement high schools.)

CCCS is currently identified by the Priority Schools Bureau as MRI based on a persistent **graduation rate below 67%**,

**The School is happy to note that CCCS is NOT identified in the bottom 5% of Title 1 Schools.**

**\*Note:** CCCS is thrilled that the PED is seeking to more accurately measure New Mexico schools by adding “meaningful differentiation” into its evaluation process, so all Re-Engagement high schools will not be, by definition, “failing” in categories like 4-year graduation rate.

CCCS is grateful to be collaborating with the PSB on an in-depth **PSB site visit (fall of 2023)** to provide an aerial view of the school’s community, strengths, and weaknesses. The PSB site visit process is built from best practices as designed to help identify feedback and systemic change possibilities. This will add an additional layer of insight and collaboration into existing data points and feedback, and the school is excited to collaborate in this way!

**Part 3. While collaborating with PSB, CCCS has also continued to work with its DASH Improvement Plans.**

**Adult Actions:**

In 2023, CCCS received additional **DASH** training, earned DASH Certification, and is implementing its DASH plan as a “living document.” The DASH improvement plan focuses on data analysis, root cause analysis, and high-impact changes that adults can make to improve outcomes.

In an effort to ensure Best Practices, the school also met with “Change-Makers” such as Elisabeth Peterson and Sandy Gladden (PSB) to request feedback and coaching on the current plan. The school is grateful that the PSB has made itself available as a strong resource this year.

Currently, CCCS’s **DASH plan** analysis has identified low attendance rates as a key challenge.

**Measurable, Observable Success:**

The school was thrilled to see its Average Attendance significantly improve from 66% in 2021-22 to 72% in 2022-23, nonetheless, attendance continues to be a central challenge.

CCCS has identified a DASH plan for collaboration on improved systems for innovating and monitoring high-level interventions. CCCS is aware that interventions must address student’s root causes of struggle, or they will not work.

CCCS has revised its 2023-24 Master Schedule to schedule more time for the intervention team to work collaboratively with students, teachers, and parents, and this team is refining systems and interventions to meet high levels of student need.

**Part 4. Analysis of CCCS Systems, Strengths and Focus Areas**

CCCS invites feedback and collaboration and is excited to be implementing research-based practices. The process of gathering feedback, data, research, and reflection for continuous improvement is an on-going living and breathing process. This process involves ALL community stakeholders, including CCCS Staff and students, parents and families, PED and experts in education, and local organizations and community members.

*See current strengths and focus areas that have been highlighted below.*

**Please note how each of the school’s strengths below highlights specific and research-supported Adult Actions.**

**Strength 1. Meet students where they are at and support individual growth** toward proficiency as quickly as possible. Teachers utilize strong Tier 1 supports including tools such as differentiation, scaffolding and accelerated learning practices to meet students where they are at and build academic growth.

School leadership invites on-going feedback from all stakeholders and creates systems that allow the school to meet individual student needs. Part of this process includes creating a master schedule each year to provide small class sizes, planning time, professional development hours, scheduled intervention time, and student mentoring time.

To measure the success of these actions, CCCS focuses on individual student re-engagement and academic growth. This growth must be measured within the school as the state-wide systems cannot, at this time, capture that. *(See also Interim Assessment data below.)*

Note: Most of this growth is not captured in Vistas as the SAT and NM-ASR assessments do not measure individual growth and cannot, for instance, capture growth from a 5th grade to an 8th grade level. ELP also does **not** (although this is still being confirmed with PED) capture growth after a native New Mexican's first five years in school.

**Strength 2. Highly Qualified Teachers and Instruction:** Research shows that many of the Nation's best and most experienced teachers gravitate toward the high-performing "easier" schools. Schools working to serve the highest needs and challenges have been shown to have disproportionately high numbers of new and inexperienced teachers.

CCCS works to disrupt this pattern by taking action to provide significantly higher salaries, and benefits, for Teachers and Educational Assistants, than other districts (such as APS) to attract more experienced Teachers.

CCCS also works to increase diverse representation and equity by seeking **multilingual staff** and paying Spanish bilingual stipends.

CCCS further coaches instructional staff in Best Practices for the specific and unique needs of an alternative school population. CCCS uses differentiated resources and staff-created curriculum that maximizes relevance, "Proximal Zone of Development," and student-centeredness in a way that canned curricula cannot.

CCCS schedules 10 in-service days per year as well as weekly Professional Development time, including PLC time. CCCS staff benefit from over 114 hours of group and personalized professional development per year. CCCS supports staff growth further by paying for Teachers to attend professional conferences and trainings.

CCCS also pays for tuition reimbursement that supports staff in continuing their growth and advanced education through additional college courses.

CCCS currently has experienced high level teachers in every subject:

- 45.5% Full-Time Level 3 Teachers (including 10% National Board Certified). *Average* 20 years experience.
- 45.5% Full-Time Level 2 Teachers. *Average* 10 years experience.
- 9% Full-Time Level 1 Teachers
- 29% Multilingual Staff

**Strength 3. Integrated Systems of Flexibility and Intensive Supports.** CCCS is structured to allow for personalized learning, flexibility and support. These structures reflect Best Practices for Re-Engagement schools (see also: Recommended Interventions and What Works Clearinghouse Section below. Link: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>).

CCCS budgets to provide 4 Level Three Educational Assistants (with a minimum of a Bachelor's degree). These EA's receive over 114 hours of professional development training



per year, including training in working with students with disabilities, students with trauma, English Learners, and much more.

CCCS provides a strong Mentoring program meeting weekly with every student.

CCCS provides Flexible Scheduling based on a student's Individual Scheduling Plan. Students have high quality, interactive options for learning including: Online Direct-Instruction, in-person courses, On-campus and work-from-home options, and experiential learning. This spring 2023, as COVID waned to its lowest points in 3 years, CCCS re-started field trips and has increased club activities. The flexibility and choice provided to students allows students to find learning and activities that work best for them.

CCCS is offering options that no other school in New Mexico currently offers. Further, CCCS is very aware of the types of details that act as barriers for at-risk students who have tried to enroll at other fully online schools (things like fees, applications, and lack of bilingual support with registration and technology). By anticipating barriers and providing ample supports, CCCS is able to offer high quality learning that is truly accessible to all.

CCCS students and families are often dealing with intensive issues outside of school. In order to be successful in school, a student must have basic needs met. CCCS provides wrap-around services such as Attendance Coaching, school Nurse, Academic Advisor, Social Workers/Counseling, Parenting Support, Food and Clothing, Homelessness and Foster Family Liaisons, and community resources and connections. It is worth noting that there is not one state in the U.S.A. that meets the recommended school ratio of 1 social worker for every 250 students. CCCS currently dramatically exceeds this recommendation with 1 social worker for approximately every 100 students. (link: <https://www.edweek.org/leadership/1-7-million-students-attend-schools-with-police-but-no-counselors-new-data-show/2019/03>)

CCCS provides extended learning, with 190 school days, that includes a 10 day Quarter Five (in June). It is also worth noting that CCCS has a long history of providing free “Summer School” sessions as one of its innovative practices built out of student need.

**Strength 4. Culture of Growth Mindset, Safety, Positive Relationship Building, Trauma-Informed Response, and Non-punitive Focus on a problem-solving “Learning Model.”** CCCS has worked together with staff to identify “Root Causes of Success,” or the things that we know are essential for students to be successful in school. At the center of this Model was Safety, Wellness, and Relationship Building (see also CCCS Graphic; link: [https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221y\\_79AWn2RT6FB19Xt0Pj56CTJkxPrzWx%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22112264669260565199316%22%2C%22resourceKeys%22%3A%7B%7D%7D](https://documentcloud.adobe.com/gsuiteintegration/index.html?state=%7B%22ids%22%3A%5B%221y_79AWn2RT6FB19Xt0Pj56CTJkxPrzWx%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22112264669260565199316%22%2C%22resourceKeys%22%3A%7B%7D%7D) ). Staff and Student feedback over the years have consistently confirmed this.

A “Learning Model” approach to behavior is an important part of this equation. Regardless of what the problem is, CCCS strives to work collaboratively with students and parents to find a

solution rather than dwelling on aspects of shame, punishment, or contrived “consequences.”

As this model is often new to incoming staff, on-going training is necessary for staff to understand trauma-informed responses and make positive behavioral interventions. **Adult actions** taken include 114 hours of Professional Development time per year scheduled to support on-going learning about targeted topics.

**Strength 5. CCCS is proactive in seeking continuous improvements and Best Practices.** CCCS has 20 years of experience and expertise in building innovative systems that have been used as models for the whole state of New Mexico.

- Assigning staff Mentors to every student, with mentor training and robust systems for building flexibility and individualized supports as well as relationship building, trust, and safety are core components of school culture. And scheduling time for Mentors to meet with students one on one.
- Small class sizes (maximum of 17)
- Building relevant, self-paced, accelerated, and credit recovery learning models
- Structure that utilizes “Incomplete” grades rather than “F” grades thereby giving students as many chances, as well as time, needed to master learning and meet requirements (now commonly referred to as Grading for Equity).
- Offering summer courses for FREE to all students as an extended learning time
- Hiring ample Social Workers/Counselors to support students and families with reconnecting to school and problem-solving a wide range of barriers (more than double the national recommended ratio of 1 Social Worker to 250 students)
- Hiring Academic Advisor/Guidance Counselor **to meet one-on-one with all graduates** to support graduation transitions including completing College and Financial Aid Forms, and to help connect to high school, college, and careers. (Nationwide average is 450 students to one counselor ratio).
- Hiring and training an Attendance Coach to work with students and families on support-based attendance interventions (Attendance being most often the biggest learning barrier for at-risk students who are dealing with many instabilities and challenges outside of school)
- Providing more Professional Development hours/days to support and train staff in Academic strategies as well as SEL topics such as Trauma-informed approaches and Culturally and Linguistically Relevant communications and learning.

CCCS embraces positive change and has a proven track record of being able to effectively implement significant changes needed to serve the evolving needs of our community.

CCCS has taken initiative to research and seek out Best Practices specific to Alternative schools. For example, the School Leader has attended multiple years of Reaching At Promise Students Association (RAPSA) conferences and has sought information from reading high quality research and outside sources.

As seen below, **CCCS practices all of the 4 Most Recommended Interventions and Services** that have proven most effective in preventing high school dropout and re-engaging students. These 4 Most Effective Interventions were distilled from many thousands of high quality studies conducted over decades. The findings are published by the **What Works**

**Clearinghouse (WWC).** See: *Preventing Dropout in Secondary Schools* practice guide at: <https://ies.ed.gov/ncee/wwc/PracticeGuide/24> .

**1. WWC Most Effective Intervention: Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.**

- CCCS monitors progress of all students through its Mentoring program.
- CCCS employs a Full-Time Attendance Coach, 2 Social Workers, a trauma-informed Dean of Students, and a Full-Time Academic Advisor to make frequent interventions on issues of attendance, behavior, and academic problems.

**2. WWC Most Effective Intervention: Provide intensive, individualized and flexible support and options to students who have fallen off track and face significant challenges to success. (For example, assign a single person to be the student's primary advocate; monitor progress and attendance; connect students to needed resources and wrap-around supports)**

- CCCS employs a Full-Time Attendance Coach
- 2 Social Workers,
- Trauma-informed Dean of Students,
- Full-Time Academic Advisor.
- The school also assigns every student to a single Staff Member who works as the student's Mentor and Academic Advocate. Mentors monitor attendance and academic progress of all students, meeting with students every week and with parents at least 8 times a year.
- Innovations of teachers and creative lessons to meet individual student need
- Teachers are able to build relationships, individualize work, and monitor student progress in classrooms with a maximum of 17 students per teacher.

**3. WWC Most Effective Intervention: Engage students by offering accelerated curricula options and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.**

- CCCS offers accelerated learning and focuses on College and Career Awareness and Readiness
- Full-Time Academic Advisor focusing on post-secondary plans,
- FAFSA completion and post-secondary enrollments,
- CTE courses,
- Dual Credit enrollment (both on CCCS campus and on CNM campus),
- Support for Accuplacer testing,
- ACT WorkKeys Certificates,
- Graduation Transition Portfolios required for every senior.
- The Academic Advisor works with every CCCS Graduate, one-on-one, to complete Graduation Transition Goals.
- A Careers Course and Careers Interest Inventory is offered
- Further, teachers are provided professional development that supports strategies for integrating college and career connections into curricula.

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

- CCCS’s experience and as well as many studies support our decision to stay small (~200 students). With only 180-200 students, CCCS is able to get to know each student and offer more personalized monitoring and support. The small community at CCCS allows the school to flex intensive supports to fit each student.
- As Mentors and staff get to know students and families, they become informed about students’ strengths, personal needs, and obstacles. Teachers are able to build relationships, individualize work, and monitor student progress in classrooms with a maximum of only 17 students per teacher.

**Strength 6. CCCS is Meeting its Mission Specific Goals and successfully connecting students to their graduation and post graduation goals.**

Because Re-Engagement high schools are working with students who are over-age and under credit as well as years behind in foundational academic skills when they arrive at the school, graduation plans must be considered on a “case by case” basis. Some students may be able to accelerate and “catch up” to their 4 year graduation and some students are best served by a graduation plan that focuses on the growth and learning they will need to accomplish their goals over a 5, 6, or even 7 year graduation plan.

CCCS commonly serves a student population where over 50% of students are over the age of 18 and some of those 18 year olds are still High School Freshmen. Creating a path forward for students requires a team effort that respects the individual circumstances of each student.

CCCS embraces this challenge and bolsters it with Mission Specific Goals that have been focused on connecting students to graduation and beyond, to next steps. CCCS has met or exceeded its Mission Specific Goals every year during the 2019-24 contract (even during COVID-19!). That was not a small effort! And the reward is worth it! (*See Mission Specific Goal Data in section below*)

CCCS is aware of national research reflecting Best Practices for accurately evaluating the successes and weaknesses of Alternative high schools like ours (see also the Government Accountability Office (GAO) report, on how states assess alternative school performance: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:10c891bc-639e-360f-a5ba-4fb4b157661d>). The **4 year** graduation rate has been shown **not** to be an accurate or equitable measurement of Alternative high schools. A more accurate measurement is used by states like California, where a one year cohort is measured. This metric is often called the Graduation Recovery Rate and supports the hard and important work of schools focused on

serving students who have been pushed out of traditional school settings and need extra support.

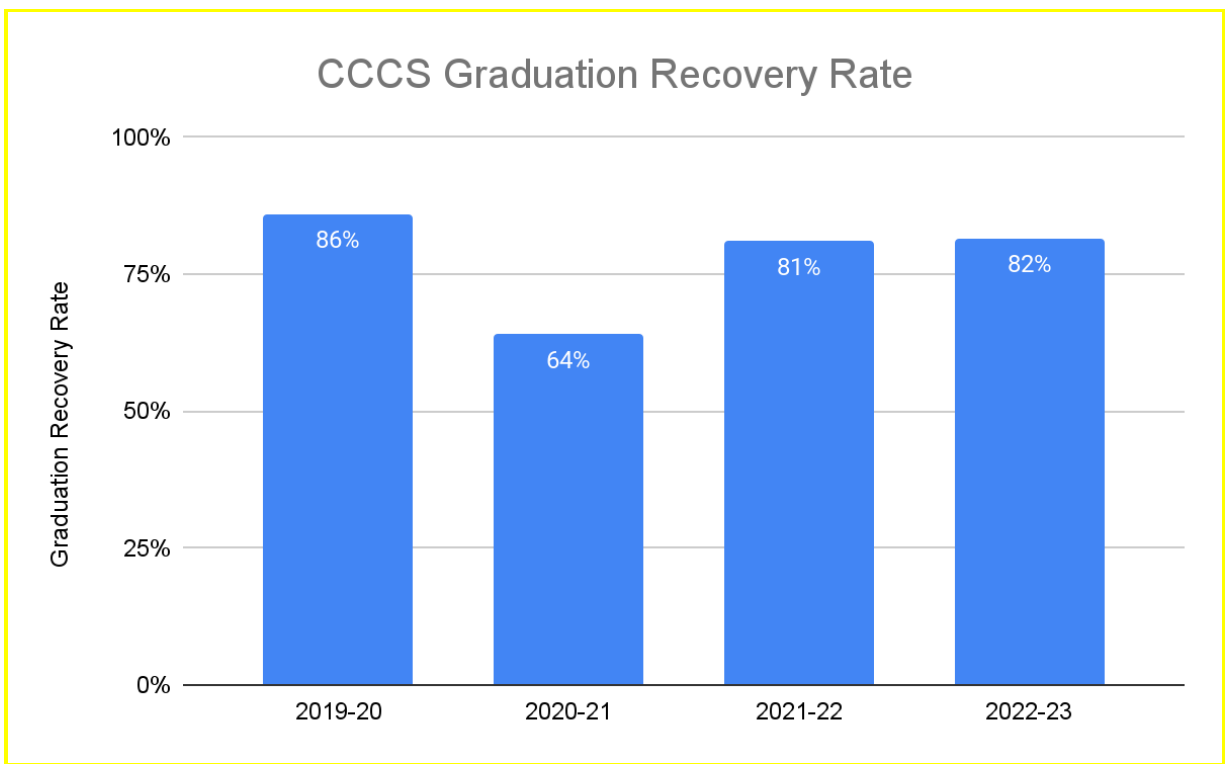
**Adult Action:**

CCCS provides a strong bridge to college through **Dual Credit** options. In 2022-23, CCCS expanded college pathway options for CCCS students by collaborating with Central New Mexico Community College to create a crosswalk of aligned learning objectives. This “Crosswalk” allows CCCS students to receive **core high school credit through six new CNM college courses**, for students who are ready for this step. CCCS is excited to be expanding opportunities and supporting these opportunities for students.

**Measurable, Observable Success:**

CCCS shows strength in its ability to work with students who need additional support and motivation to stay in school *after* their 4 year graduation date has passed. **CCCS has a high Graduation Recovery Rate.**

See below, the CCCS Annual “Graduation Recovery Rate”:



\*CCCS notes the 2020-21 school year Graduation Recovery Rate (which measures 2020-21 graduates) was lower than CCCS’s expectations for itself. We attribute this in part to the emergency aspect of the first year of the Pandemic that required students and teachers to move into online situations without notice or prior preparation, and during a global situation that was very unstable.

Many **specific adult actions** were taken over the course of 2021-22 and 2022-23 to observably increase the Graduation Recovery Rate. The actions included:

- Creating New Online forms and process for Next Step Plans and Mentoring Forms and processes
- Implementing instructional engagement strategies and effective academic technology tools learned in Professional Development
- Addressing Work Keys Pandemic Limitations and finding alternative methods for students to come on campus and take the WorkKeys Assessments

**We were thrilled to see the results of these actions resulting in a 17-18% graduation recovery rate increase!**

### **CCCS Focus Areas**

By looking at 360 degrees of qualitative and quantitative data, CCCS staff have participated in on-going analysis, educational innovations, and reflection each year, and currently have identified the biggest needs in order to improve student outcomes: **1. Integrating more SEL supports and 2. Improving collaboration and systems for monitoring and supporting the highest level intervention needs.**

The key barriers identified were the intensive amount of time and staff needed to focus on this important work as well as effective strategies for problem-solving around very deep and complex barriers such as on-going depression anxiety, substance abuse, and more.

A major challenge is the fact that the vast majority of CCCS students arrive at the school already in need of a often very high level of intervention due to difficult personal and academic histories and disengagement. CCCS helps mitigate this need by providing robust school-wide supports and systems. And this is an area that must focus on continuous growth!

The good news is that CCCS has a very strong foundation upon which to build and expand.

CCCS's challenge now is how to maintain all aspects of the CCCS program that are working well AND implement new systems and strategies that will further strengthen results.

### **Specific, Significant Adult Action Steps Taken to improve Focus Areas:**

1. CCCS has increased, since 2019, Social Work support from 1 Social Worker per approximately 200 students to approximately 1 Social Worker per 100 students.
2. CCCS has been reaching out to the Priority Schools Bureau and experts at the Public Education Department to foster growth. CCCS has initiated meetings with Paola Peacock, Sandy Gladden, Elisabeth Peterson, Matthew Goodlaw, Catherine Callow-Heusser, and Barbara Armijo, and has attended scores of training hours including DASH training, Special Education trainings, and School Transformation Trainings.
3. A fourth Educational Assistant position was added for increased one-on-one academic support.

4. Mentoring time was increased to schedule time for weekly one-on-one meetings.
5. In 2022, Advisory Classes were added in addition to Mentoring support time.
6. In 2023, CCCS purchased a new, low-threshold, high ceiling high school SEL curriculum, Emozi. This curriculum is being implemented in a new structure for Advisory classes.
7. For 2023-24, CCCS revised the Master Schedule to include a significant increase in daily shared intervention team time, needed for the Intervention Team to focus on intensive intervention communications, meetings, documentation, supports, and monitoring.

#### **On-going Action to improve Focus Areas:**

- CCCS continues to provide Professional Development in Trauma-Informed Practices and other relevant SEL and student engagement focus areas..
- CCCS continues to work with Social Workers, staff, and community resources to collaborate with families and help meet an array of survival, safety, and wellness needs.
- CCCS continues to engage with its DASH plan as a living document with 30 day benchmarks and 90 day plans focused on monitoring interventions
- CCCS continues to engage in 360 degree data analysis, reflection and a culture of continuous improvement.
- CCCS continues to work with the Priority Schools Bureau with in-depth collaboration on methods to effect transformative change.

#### **Interim Assessments**

The school is proud to have maintained its system of implementing Short Cycle Measurements and growth focus *even when it was not required during the Pandemic.*

CCCS understands the need for comparison data and proficiency data for the state, and CCCS chooses a multi-faceted approach to assessment. CCCS utilizes: End of Course Exams/Projects, Accuplacer, ACT Work Keys Assessments, Teacher’s Formative and Summative Assessments, and Short Cycle Assessment (SCA) Scores measured over time. CCCS also considers qualitative data from student, parent and staff surveys.

CCCS has found that SCA scores are one of our best tools to measure **growth** in foundational academic skills. SCA scores capture growth and information over time and on a broad scale. This type of relevant growth information, such as movement from 5th grade to 8th grade academic levels, cannot be seen in Standardized Test Scores which measure a snapshot of one-time scores chosen to reflect “Proficiency.”

#### **Growth is Key**

Enrollment test scores (Using the Houghton Mifflin Reading Inventory (“SRI”) and STAR Math test) show that students, grades 9-12, entered our school at an average of a 5<sup>th</sup> grade level in Math and an average of a 6<sup>th</sup> grade level in Reading, with many entering below 5<sup>th</sup> grade level. The vast majority of our students are 4 years behind grade level when they enroll at CCCS.

Due to small numbers, high mobility, and a wide range of outliers, the most valid data for this population must measure individual growth.

CCCS focuses on accelerated learning practices. Nonetheless, it takes time for students to build beyond their histories of personal and academic struggle into renewed engagement, confidence, and eventually Proficiency standards.

CCCS keeps continual focus on academic and Re-Engagement interventions with research-based strategies and systems to provide individualized supports. CCCS meets students where they are at and nurtures growth for students who have often been struggling and falling behind for many years.

#### **Measurable, Observable Success:**

**CCCS is proud to have achieved over one year's worth of individual growth for all students with at least 2 assessments, each year.** The ability to turnaround often long-standing patterns of disengagement and start achieving significant academic growth is a milestone for most of our students. This student growth was also achieved despite the significant challenges of a historically troubling period.

CCCS was thrilled to have unprecedented, strong interim growth in 2021-22 (with over 2.5 year's growth).

**While 2022-23 still meets the goal of at least 1 year expected growth,** the individual growth was not as strong as the previous year.

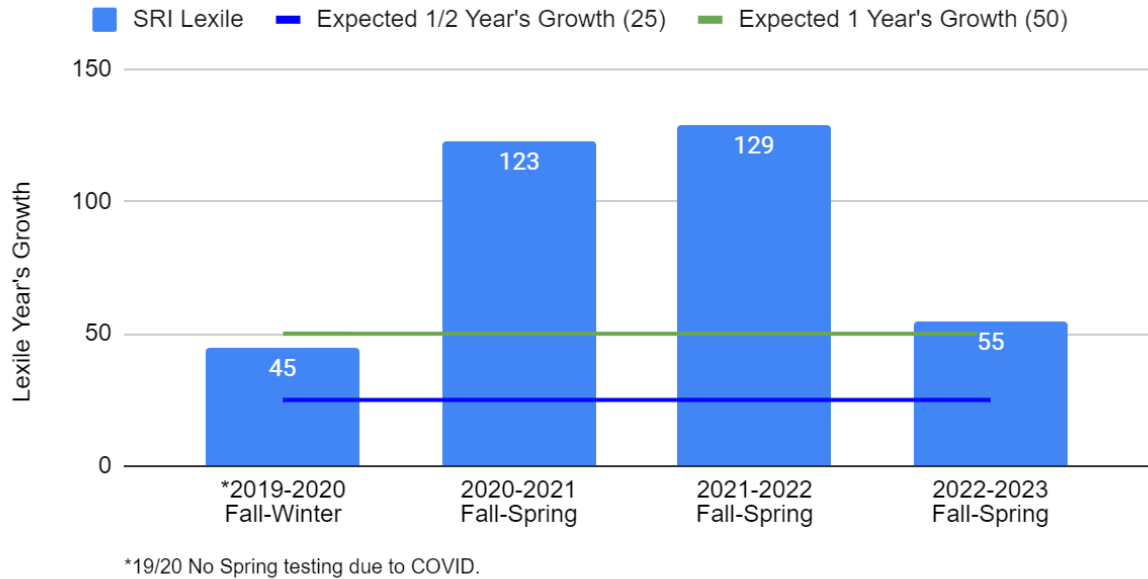
#### **Adult Action:**

In 2023-24, the school enacted an action plan to increase emphasis on Interim Assessments by simplifying Teacher access to formative assessment reports and improving usage of formative assessment data through targeted Professional Development. The school will closely monitor student tests and goal-setting. CCCS identified a need to reset strong focus on monitoring individual student interim assessment growth going into the 2023-24 school year.

**Houghton Mifflin Reading Inventory (Previously Scholastic Reading Inventory, Read 180)**

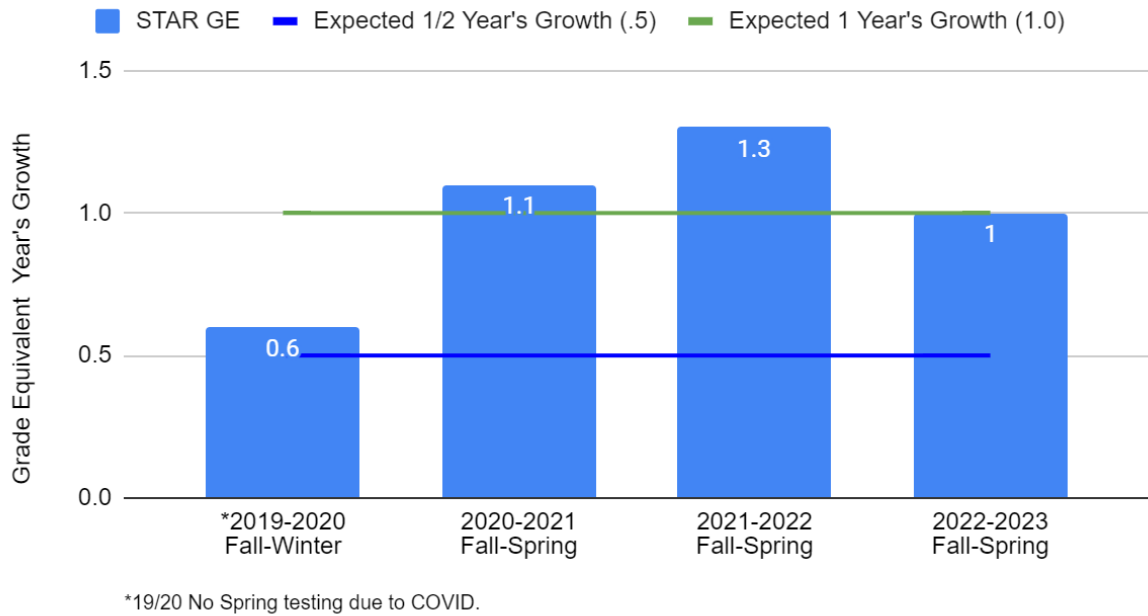


## Individual Student Growth Houghton Mifflin Reading Inventory 2019-2023



## Renaissance STAR Math Assessment

### Individual Student Growth - Star Math 2019-2023



## 1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Cesar Chavez Community School (CCCS) is proud to have maintained measurements and focus even when it was not required during the Pandemic.

### **Measurable, Observable Success:**

**CCCS has met or exceeded both of its Mission Specific Goals every year (including in 2019-20 and 2020-21 when PED waived this requirement and/or were unable to review results). CCCS is proud to have met all goals despite significant challenges during that historic time.**

The first goal uses a Post Graduate Survey to determine if students were prepared both personally and academically for their next steps in life and therefore able to follow through on their personal plans.

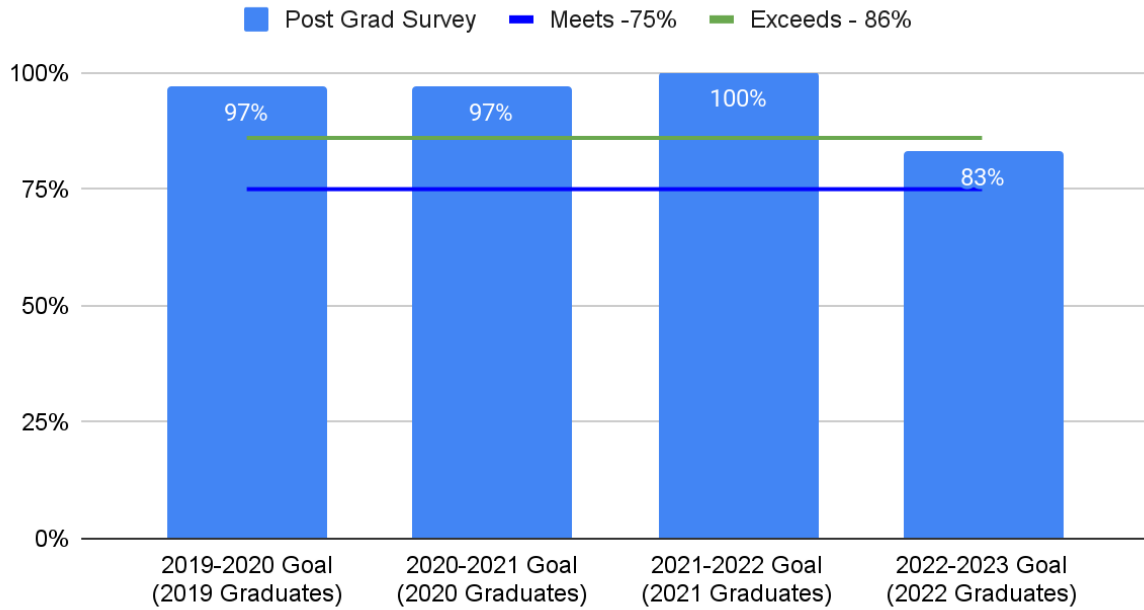
**Mission Goal #1:** *CCCS graduates from the prior school year will be employed full time, enrolled in two- year or four-year post-secondary education, job training or certification program, full-time parenting, and/or enlisted in armed services as measured by post graduate surveys administered to at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

CCCS is proud that our staff, parents, and students found a way to pull together and exceed expectations on these goals, helping students bridge from high school to post-secondary goals, despite additional Pandemic challenges during this period.

Further, the school has been able to fundraise and provide each graduate with a **"Chromebook Scholarship"** so that every graduate would continue to have the technological access necessary in this day and age to move forward with work and educational next steps.

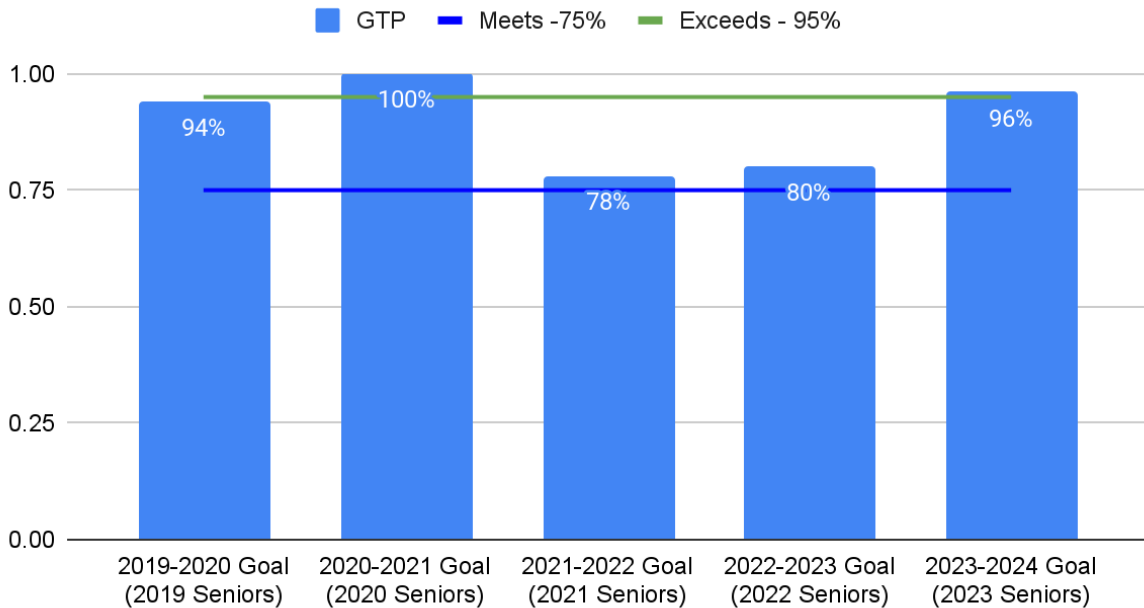
The second Mission Specific goal focuses on the use of Graduation Transition Portfolios to demonstrate Senior's preparedness for their next step in life.

## Post Grad Survey 2019-2023



**Mission Goal #2:** Seniors who were enrolled on the 40<sup>th</sup> 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.

## Graduation Transition Port 2019-2023



Success in meeting these important Mission Specific Goals involves coordinating many people and many steps. Students, parents, mentors, and teachers must coordinate with our School Academic Advisor to build systems. These systems must be accessible enough to allow students, who often have never considered post secondary college or training courses as an option, to consider something new.

There are many layers, including Teachers who integrate resume building and career investigations into English classes. Mentors and the academic advisor who work with students on Next Step Plans and individual graduation plans. Staff, Mentors, Students and Parents, come together for step by step support in filling out a college application, scholarship applications, the FAFSA application, and more.

There are many barriers that can stop students and families from following through on next steps, such as no Social Security Number, fear of sharing tax documents, scheduling conflicts, need to work full-time to support family, fear of the unknown . . . . Due to personal and financial struggles, many families have expressed that they “cannot focus on school right now.”

Connecting Students to their next steps is an important part of the CCCS Mission. Our Staff, Parents, and Students continue to work together to access maximum Career Readiness opportunities, and to meet goals. It takes a team to help CCCS students bridge from High School to post-secondary goals.

## 2. Organizational Performance

### 2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any **innovations** the school has implemented in support of its mission and educational program.

School response:

Cesar Chavez Community School (CCCS) is fully implementing the distinctive educational program described in its contract while innovating to meet 21st Century needs.

CCCS is also constantly innovating and looking for continuous improvement. The past 4 years demanded unprecedented innovation from schools and educators, and CCCS was up to the challenge. CCCS strengthened its Mission through increased supports and increased flexibility resulting in a unique and innovative hybrid program. This program maintains past focus and success and builds on real-time, high quality direct instruction, on and off-campus options, and intensive supports. CCCS continues to build on foundational Best Practices for

Re-Engagement high schools as well as expertise built from experience and qualitative and quantitative school data.

Cesar Chavez Community School (CCCS) believes whole-heartedly in the need for intensive supports, positive relationship building, and wrap-around services for our students and families.

We know that many of our students are in “survival mode” and need to address elemental aspects of shelter, food, clothing, trauma, survival, and safety before they can focus fully on school and academic learning.

CCCS’s student population has long histories of struggling in school and we know that students need a “low threshold, high ceiling approach” to learning. This means Staff work to provide all supports needed to make classes and activities accessible for every student while continuing to hold a high bar. CCCS knows that a teacher must never underestimate what a student is capable of, and every student deserves second, third, and fourth chances.

CCCS also knows that “one size does not fit all” in education. It is important to offer as many options as possible. CCCS provides a unique direct instruction, Hybrid Learning model, otherwise not accessible to our most “At-Risk” youth in Albuquerque.

### **CCCS COMPREHENSIVE EDUCATIONAL PLAN**

Direct Instruction in hybrid settings provides the ability to implement increased flexibility, increased personalization, increased learning and engagement, and 21<sup>st</sup> century skill building essential for 21<sup>st</sup> century careers and choices. This can be seen in the CCCS quantitative and qualitative data. As mentioned, CCCS looks at 360 degrees of data, including emerging research, in determining how to continue to evolve to best meet the CCCS Mission and Key Commitments.

#### **Key Commitments**

1. **Small Class Sizes:** class sizes range up to 17.
2. **Mentoring:** Each student has a staff mentor assigned (seen in PowerSchool) and Mentor logs are kept. (Sample Mentor Logs provided at April 2023 Site Visit)
3. **Student Progress Tracking**  
CCCS monitors the progress of all students, and proactively intervenes when students show early signs of attendance, behavior, or academic problems. This is done through layers of interventions including classroom academic interventions, mentor interventions, attendance coach interventions, behavioral interventions, and social work interventions.

Technology such as Google Workplace for Education has increased teachers' ability to deliver creative assignments, communicate with students, track every activity, and monitor individual lessons, as well as mastery of skills and knowledge. Technology has also streamlined monitoring of interventions and accessible data.

Evidence (Viewed at April 2023 Site Visit):

- Mentor Logs
- Mid Quarter Progress Report Meeting Checklist
- Blue Grids (tracking credits)
- STARS Discipline Data
- Interim Assessment Data
- Attendance Data
- Attendance Improvement Plans

#### **4. Higher Level Thinking and Critical Thinking incorporated into curriculum**

Teachers have adapted our Common-Core and NMIS aligned, teacher-created curricula to hybrid learning and online activities and tools such as Class Discussion, Nearpod, Jamboard, Flipgrid and Google Slides, Forms, and hyperlink documents. We continue to build from and integrate a broad selection of high-quality resources such as Desmos, Three-Act Math, Language Live, EngageNY and the National Science Teaching Association.

CCCS current methods of direct instruction continue to include whole group, small group, and one-on-one instruction, collaboration, guided inquiry, and independent projects, with a focus on higher-level thinking, creativity, discussion, problem-solving, and culturally and linguistically relevant applications. (Curricula samples viewed at April 2023 Site Visit)

#### **5. Community service, service learning, work experience and/or experiential learning is offered to students at CCCS.**

One or more of these options is consistently offered at CCCS. How these courses are shaped, and which courses are offered, evolve according to student interest as well as school initiatives implemented through analysis of student needs and available resources. CCCS is always focusing on how to best integrate and increase accessibility to, the most relevant CTE, experiential, and Dual Credit learning opportunities.

In their book, *Teaching for Experiential Learning*, Wurdinger and Carlson (2010) found that “Although good lecturing may be part of an educator’s teaching repertoire, faculty should also actively involve their students ‘in the learning process through discussion, group work,

hands-on participation, and applying information outside the classroom' (p. 2). This process defines experiential learning where students are involved in learning content in which they have a personal interest, need, or want."

(Curricula samples and Field Trip Documents viewed at April 2023 Site Visit)

#### **6. Teen Parenting Support**

Cesar Chavez Community School operated with one (very busy) Social Worker for many years and CCCS was thrilled to be able to add a second position. CCCS Social Workers reach out to Parenting Students to engage in one-on-one support, offer parenting curricula, and help make connections to community resources. By utilizing online and on-campus structures, Cesar Chavez has been able to increase Social Work service hours going directly to students. Social Workers are maximizing time working toward filling needs and making progress toward students' social emotional growth goals.

CCCS offers parent support groups, discussion groups, supplies and resources, social work support, and parenting curriculum. CCCS currently provides Independent Study parenting elective classes which are student-centered and allow our teen parents to identify areas they would like to grow in, or are struggling with, and tailor their learning to their specific needs. CCCS maintains a parenting curricula including books, work books, and learning resources available at our school on a variety of relevant topics. (Teen Parenting Curricula samples viewed at April 2023 Site Visit)

#### **7. Staff Professional Development/In-Service days.** Cesar Chavez Community School prioritizes on-going growth. CCCS works to provide opportunities for growth and leadership for all Staff Members and to involve Staff in decision-making. Regular Staff Meetings and In-services Utilize Inclusive Systems for All-Staff Input on School Issues

CCCS currently provides 10 in-service days per year as well as weekly Professional Development time, including PLC's. CCCS staff benefit from over 114 hours of group and personalized professional development per year.

CCCS supports staff growth further by paying for Teachers to attend professional conferences and trainings.

- Professional development is targeted and includes training focused on areas such as Cultural and Linguistic Relevancy, High-Level Thinking and Questioning, Engagement,

Communication Circles, Discussion Techniques and Protocols, EL and SIOP Instructional Strategies, Trauma-Informed Teaching, and Equity Building Practices. (PD In-Service Agendas viewed at April 2023 Site Visit)

CCCS also pays for **Tuition Reimbursement** that supports staff in continuing their professional growth and education through college classes.

### **MEETING MISSION**

Hybrid Online Direct Instruction provides the ability to implement increased flexibility, increased personalization, increased learning and engagement, and 21<sup>st</sup> century skill building essential for 21<sup>st</sup> century careers and choices. This can be easily seen in the CCCS quantitative and qualitative data. As mentioned, CCCS looks at 360 degrees of data, including emerging research, in determining how to continue to best meet our Mission and key commitments:

**Meeting Mission by Reconnecting Students** – The preliminary steps in reconnecting a student to CCCS involves creating an individualized program that offers the support and flexibility that each student needs. In addition, the school reaches out, throughout the school year, to enroll withdrawn or disengaged students, and welcomes and invites students who are “failing” in Traditional Schools. CCCS students enroll with an *average* of 13 Failing grades on their high school transcript.

Once a student comes to the school to register, the process of connecting and supporting begins immediately. CCCS provides one-on-one support with the registration process and begins conversations with families about the student’s academic history and needs. An individualized scheduling plan is made collaboratively and a Mentor is immediately assigned. Students then attend a New Student Orientation with school staff. Technology is used to create a safe space where students connect with other students and staff.

As students face on-going challenges, CCCS works to get to know each student and build trust so that students and staff can work together to address root problems. Relationships, trust, and meeting the need for safety, security, and survival are the foundation pieces for students to reconnect to high school. Key elements of this process include small class sizes, small school population, wrap-around supports, and a strong Mentoring program. Training is essential for all staff to understand the complexities of trauma-informed communication and teaching.



**Meeting Mission with Intensive Supports** – CCCS has increased its intensive supports over the past 4 years by hiring an additional Social Worker and Educational Assistant position and increasing Mentoring time.

Further, Cesar Chavez Community School’s intensive supports are developed specifically to meet the needs of “at-risk” students including students in low socio-economic groups, students with disabilities, English Learners, Native American and Hispanic students and other groups that have been underserved and suffered from oppressive structures built into traditional education.

CCCS has increased supports offered online **and** on-campus. Supports include, and are not limited to: Daily Direct Instruction including Culturally Relevant Teaching Strategies, Differentiation and scaffolding strategies, On-going Social Work and Counseling Services, Academic Advising and Next Step Planning, Attendance Coaching, Intensive one-on-one and small group Individualized Academic Support, Small Class Sizes, Technology Support, Trauma-Informed Staff, Independent Projects and Experiential Learning integration, Mentoring Program and Relationship Building.

Cesar Chavez Community School also supports students through home and school connections, communication, and relationship building. Our Mentoring program allows students, parents, and staff to work together in a stable partnership each week and from year to year, with siblings sharing the same mentor and mentors continuing with the same families year to year. In addition, Spanish speaking families are matched with Spanish speaking Mentors. Further, all parents are invited to Monthly parent advisory meetings, and our Spanish bilingual Parent Liaison reaches out regularly to parents and helps increase two-way communication between the school and families.

Any student experiencing Homelessness is further contacted by our Social Work team for on-going support services. The school provides a hot spot to enable students to participate in their classes from wherever they are staying. The additional flexibility of online classes is helpful for students who are working through complex challenges.

CCCS knows that relationship building is key to building trust for students to feel comfortable enough to reveal negative or unstable stressors happening outside of school. Our Staff, including the Mentoring program and Social Work services, work with students and community resources to create safe spaces and alleviate stressors.

**Meeting Mission with Next Steps** – Mentors work with students one-on-one, during regularly scheduled weekly and quarterly Mentor meetings. Mentors and/or Academic

Advisor works with students to complete Next Step Plans and revisit those plans regularly as a living document.

(Next Step Plans and Mid Quarter Progress Report Meeting Checklist Viewed at April 2023 Site Visit)

CCCS Mentors and Academic Advisor utilize a Career Interest Profiler and provide support with career exploration. The CCCS Financial Literacy classes and English 12 classes incorporate relevant Real-World and Career learning for Next Step planning.

The CCCS team includes a full-time Academic Advisor who meets one-on-one with every graduate (in-person or on Zoom) to provide support in the graduation Transition process. Students meet one-on-one with the Academic Advisor to complete dual enrollment, college enrollment, FAFSA, Accuplacer, and/or other career training and college applications.

Further, Cesar Chavez Community School is proud that we have been able to continue meeting our Mission Specific Goals each year throughout challenging times. Our Mission specific goals reflect our on-going commitment to the essence of our school and Mission. *(See also CCCS Mission Specific Goal data)*. Graduation Transition Portfolios connect students, in very concrete ways, to next steps. Student Post Graduate Surveys track the resulting next steps of CCCS graduates in the year following their graduation. *(see also Mission Specific Goal data)*

**Meeting Mission with Flexible, Personal, and Non-traditional hours** – Flexibility is repeatedly found by researchers to be a key component necessary for dropout re-engagement. (See also “On-Going Research in Online Learning”). It has been known for decades that students who are juggling multiple life responsibilities or challenges do not thrive in overly rigid “seat time” learning models.

CCCS staff work with every student and parent to create an individualized scheduling plan that best meets that student’s needs. Students have options to combine online and on-campus direct instruction classes with Edgenuity, projects and guided independent study, learning labs, and experiential learning including service learning and work experience.

Repeated research reports higher achievement for teenagers with later start times; research also supports the need for increased flexibility, particularly around scheduling and “seat time,” to address dropout prevention. CCCS student hours are from 10 am to 4:35 pm, Monday-Thursday, and 10 am-4:00 pm on Fridays.

Personalizing relationships and showing care for students is also proven to be essential to the success of “At-Risk” students. The Mentoring program as well as small class sizes, direct instruction, and additional wrap-around supports are key elements for success in both brick and mortar settings and online settings. CCCS continues to receive consistent feedback from students and parents that they feel CCCS teachers and staff are kind, helpful, and “really care about them.”

## 2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school’s Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school’s own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Cesar Chavez Community School has always successfully managed its finances throughout the contract term. The school did not receive any significant deficiencies, material weaknesses or repeated findings. **The school has been rewarded each year with reduced GC training hour requirements for excellence in fiscal responsibility.**

Year of External Audit	FY2019	FY2020	FY2021	FY2022
Significant Deficiency	0	0	0	0
Material Weakness	0	0	0	0
Repeated Finding(s)	0	0	0	0
School Compliance Finding	1	0	0	0

The Cesar Chavez Community School Board of Finance has never been suspended.

## 2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The Cesar Chavez Community School Governance Council continues to meet all governance responsibilities during the term of the contract including all membership and training requirements as described above. CCCS is proud to have a long-serving and committed board who has, together, completed over 230 hours of board training, and remains committed to continual growth and learning.

## 2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

CCCS has a strong equity council that meets monthly and provides feedback to the school. In 2022-23, the Equity Council made a recommendation to begin building a Bilingual Literacy Seal program for the school. The school is very excited to say that plan is currently being implemented at CCCS.

The school continues to work with Staff learning around cultural and linguistic relevance and equity, including the Hispanic Education Act, the Black Education Act, and the Indian Education Act.

CCCS Teachers work to integrate student culture, language and personal voice into all aspects of school curriculum, procedures, and learning. CCCS know that it is crucial to build a safe and positive culture where students will begin to heal from past personal and school traumas and begin to rebuild their confidence and voice.

The school utilizes data analysis, including subgroup data, community feedback, relationship building, small-group and one-on-one communication, and reflective practices to continuously seek ways to identify barriers and improve equity, voice, and empowerment, for all members of the school community.

CCCS currently has a newly appointed Indian Education Director Position, and Assistant, to help monitor and support the specific needs of our Native American Students as well as reach out for tribal consultation and community input.

Equity plays an important part in every decision the school makes including hiring, budget, system structures, and curriculum. The school specifically addresses equity in its plans for federal grants as well as overall budget.

Equity is an issue that deeply affects New Mexico schools. CCCS believes there is an equity issue in New Mexico where most online schools have not been structured to accommodate the needs of our most “At-Risk” students. Barriers, such as fees, applications, technology requirements, parent/guardian requirements, overly independent and rigid structures, lack of scaffolding, direct-instruction, and wrap-around supports, have made online education largely inaccessible to our most “At-Risk” youth. CCCS is proud of the innovative structures and supports in our unique hybrid program that have helped to open options for these students.

### **2.e. Tribal Consultation**

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Not Applicable.

### **2.f. Other Performance Framework Indicators**

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all

communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.



School response:

The school has **never** had any Office of Civil Rights (OCR) complaints or NM Attorney General complaints. The school received its first ever Special Education complaint (state level) in the fall of 2023. As of this writing (9-26-23), CCCS is in the process of responding to the complaint.

**CSD Annual Performance Framework Ratings**

Cesar Chavez Community School	2019-20	2020-21	2021-22	2022-23
Organizational and Financial Performance				
1a Mission and Educational Program	Meets Standard	Meets Standard	Does Not Meet Standard	Working to Meet Standard
1b State Assessment Requirements	Not Reviewed	Not Reviewed	Does Not Meet Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Working to Meet Standard	Working to Meet Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard	Not Rated
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard
2f Internal Controls	N/A	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard		Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Meets Standard	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard	Does Not Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Meets Standard	Assurances	Meets Standard	Working to Meet Standard
4e Background Checks, Ethics	Meets Standard	Assurances	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Assurances	Meets Standard	Meets Standard
5b Transportation	N/A	Assurances	N/A	N/A
5c Health and Safety	Meets Standard	Assurances	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Assurances	Meets Standard	Meets Standard

As per 2019-2024 Charter Contract and Performance Framework, schools are granted the opportunity to correct an issue and/or submit a corrective action plan to prevent repetition of an issue and earn a “Working to Meets’ rating (see page 22). Inconsistent with previous years, there were no ratings definitions provided by CSD and no opportunities given to correct issues or submit a Corrective Action Plan in response to the 2021-22 Annual Report.

CCCS took the initiative to make corrections in all cases. The school made efforts to correct PED data errors (such as with the Testing Participation rates), to make any necessary corrections (such as with the CPO filing), and submitted Action Plans where appropriate such as with the Attendance Improvement Plan.

**CCCS continues to disagree with the four “Does Not Meet” CSD ratings In the 2021-22 Annual Report, which are addressed below.**

**All “Does Not Meet” or repeated “Working to Meet” ratings of the 2019-2024 Contract period are addressed below:**

**1a. Mission and Educational Program**

CCCS has continuously met its Mission and Comprehensive Educational Program. CCCS is grateful to have worked with the PEC to come to agreement around previous questions



regarding online learning and hybrid models. The Corrective Action Plan put into action in the spring of 2023 has been implemented successfully.

**1b. State Assessment Requirements**

CCCS received a rating of “Does Not Meet” in 2021-22. (2022-23 is still pending) In an effort to clarify and resolve this rating, CCCS initiated numerous communications with the Charter Schools Division and the Public Education Department’s Assessment and Accountability Division. The School has met with Matt Goodlaw, Paola Peacock, and Catherine Callow-Heusser, and is still in process with resolving this data point.

The school met with Matt Goodlaw on January 19, 2023, and went, student by student, through our participation list and agreed that our correct participation rate was **95% for Science and 78% For the SAT ELA and Math.**

Unfortunately, Matt Goodlaw left PED before making the change and thus, there is still a discrepancy with the originally calculated VISTAS rates of 81% for Science and 69% for ELA and Math, and also a discrepancy from the CSD quoted rates of 57% for science and 51% for ELA and Math and.

Further complicating, this category was not, to the school’s knowledge, defined in terms of “Working to Meet” versus “Does Not Meet” ratings. CCCS was not able to get clarification from CSD regarding how these ratings are being calculated. CSD Feedback stated: 1.b. ELA and math participation 51%; science 57%, ACCESS 72%. Target is 95% for all assessments.

CCCS would like to get clarification on this data point. Our most recent referral was to Alexis Alvarez and, as of the writing of this narrative, the school has another upcoming meeting scheduled. CCCS continues to request clarification on this rating, and an opportunity to submit a Corrective Action Plan on this category once the school knows what specifically the improvement plan would need to address.

**Actions Taken by CCCS to Improve Assessment Participation Rates**

CCCS sends letters and calls every student and parent individually, (multiple times as needed) to remind students of testing dates and times, and to problem-solve with families around any barriers to participation. For 2022-23 CCCS extended test windows and make up days available. For 2023-24 CCCS is further extending testing windows and increasing the number of test make-up days to maximize participation.

**1c. Rights of Students with Disabilities, rated “Working to Meet”.** CCCS has never been out of compliance in any special education area as it has worked to meet the needs of Students with Disabilities. CCCS has been fortunate to have highly qualified Special Education Coordinators with decades of experience and Masters +45 education levels.

CCCS understands that there is always room to improve in this area and continues to seek out feedback, training, and on-going growth in navigating this important and complex area of education.

**Actions Taken for improvement in this Area**

In an effort for continuous improvement, CCCS special education coordinators attended 81 hours of Special Education Training during 2022-23. CCCS Special Education staff worked closely with Rec VI reviewing IEP's to ensure that staff were implementing Best Practices in all areas of their IEP writing.

During the April 13, 2023 site Visit, Mary Chappell, Deputy Director, Curriculum and Instruction, Special Education Division, reviewed IEP's for best practices and stated that she was very impressed by the improvements she saw implemented in IEP writing and stated that the school did not need further support in this area.

**2e. Staffing for Fiscal Management**

CSD stated reason for Does Not Meet rating as: "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."

CCCS was confused by the comment about Audit and finance committee member listings which were made available during and after the site visit, also the site visitors met with all of the finance committee members during the site visit.

**Actions Taken To Correct this Area**

CCCS immediately (within 2 days of notice) corrected the CPO extension date (caused by filing error) and submitted that correction, and evidence, to CSD on September 27, 2022.

CCCS responded to correct this CPO filing date error right away (within 2 days) after notice was received on September 12, 2022. CCCS was able to obtain an extension waiver From the State of New Mexico General Services Department which allowed Principal Tani Arness "to maintain" her CPO oversight, and grant extension through the end of October, 2022 (see letter below). CPO renewal was completed on October 20, 2022. (see evidence below)

CSD's response on this rating is inconsistent with previous years of site visit protocol, and fails to acknowledge the Charter Contract which states that Working to Meet ratings result from Schools correcting the issues.



MICHELLE LUJAN GRISHAM  
GOVERNOR

JOHN GARCIA  
CABINET SECRETARY

VALERIE PAULK  
ACTING DIRECTOR  
STATE PURCHASING DIVISION

State of New Mexico  
General Services Department

ADMINISTRATIVE SERVICES DIVISION  
(505) 476-1157

FACILITIES MANAGEMENT DIVISION  
(505) 827-2141

PURCHASING DIVISION  
(505) 827-0472

RISK MANAGEMENT DIVISION  
(505) 827-2036

STATE PRINTING & GRAPHIC SERVICES BUREAU  
(505) 476-4390

TRANSPORTATION SERVICES DIVISION  
(505) 827-1958

August 9, 2022

Sent Via email: tarness@cesarchavezcharter.net  
Cesar Chavez Community School  
1325 Palomas Se  
Albuquerque, NM 87108  
Attn: Tani Arness

CPO Waiver Request

Dear Ms. Arness,

Thank you for your September 14, 2022 correspondence to the State Purchasing Division (SPD) requesting a temporary waiver for the Cesar Chavez Community School to re-certify its Chief Procurement Officer (CPO). According to your letter, your CPO certification expired in April 2022. If you wish to maintain your CPO certification, you are encouraged to take the next available CPO re-certification classes offered by NMEdge, which will be in October 2022.

Under 1.4.1.94 (C), (D), (E) and (G) NMAC, your request for an extension of time for the Cesar Chavez Community School to conduct procurements with your oversight is granted. It is my determination your CPO waiver shall be effective through October 2022. During this time period, you may continue procurement operations and coordinate with State Purchasing Division as needed. Upon successful completion of the CPO certification classes in October 2022, please notify me when you have updated your CPO information on SPD's website.

If you have any questions regarding this correspondence, please do not hesitate to contact me.

Sincerely,

Valerie Paulk  
Acting Director and State Purchasing Agent

Cc: Francine Wagner, State Purchasing Division

1100 ST. FRANCIS DRIVE, P.O. BOX 6850 SANTA FE, NM 87502 • (505) 827-0472 • FAX (505) 827-2484  
WWW.GENERALSERVICES.STATE.NM.US/STATEPURCHASING



CCCS provided a copy of the Extension Waiver as a timely correction to CSD, however CSD has not yet changed the rating to “Working to Meet.” CCCS made 8 communication attempts to CSD regarding this. CCCS continues to request that this 2e rating be corrected to “Working to Meet.”

#### 4b. Attendance and Retention

In 2021-22 CCCS fell below the New Mexico Attendance target of 95% attendance rate and 80% retention.

Despite intensive interventions, CCCS has, over the past twenty years, hovered around 70% annual average attendance, with some increases or decreases. Though not uncommon for Re-Engagement high schools with students dealing with “issues that are much bigger than school,” it warrants focus and targeted action.

See graph at bottom of this section to see how CCCS’s attendance in 2021-22 fell to 66% for the year with one exceedingly low window of attendance period during the EOY reporting window. (CCCS thinks this was largely due to low attendance on the extended learning days which were, for the first time, mandatory instead of a free summer option.)

As with all re-engagement type high schools, one of the biggest challenges at CCCS is attendance! This is an area that the school continues to focus on and strives to improve! The school’s efforts show in the fact that CCCS has many times, at previous site visits, been praised for its thoughtful and intensive systems of Attendance interventions.

**Adult Actions Taken to Improve Attendance:**

CCCS continues to take action in this area. CCCS employs a full time Attendance coach and two Social Workers and utilizes an Attendance Team who all work to help intervene in the deep and complex issues that keep too many students out of school.

In 2022-23, CCCS responded to the very low EOY snapshot for the last 60 days of school (including summer session). CCCS took action to initiate more communications to all families, during Qtr 4 Meetings, to emphasize that the **June extended learning session is now mandatory**.

Further, in 2023-24, CCCS has shifted the Master Schedule and focused its DASH Plan to provide more time for collaborative and intensive interventions, including helping students address the root causes of chronic absenteeism. This is a nationwide issue, exacerbated since the Pandemic, and especially difficult in New Mexico. Every year, CCCS works to learn more and employ new and refined strategies to meet this challenge.

A correlating element of attendance is Dropout Prevention. CCCS ensures that Dropout prevention is integrated into the structure of CCCS, as detailed in the 4 Most Effective Practices Section above (per the What Works Clearinghouse research analysis).

CCCS has seen positive results with improved attendance during certain periods. It is worth noting that more than once the professionals responsible for leading Attendance Trainings for the state have asked CCCS to share and present our insights on this topic.

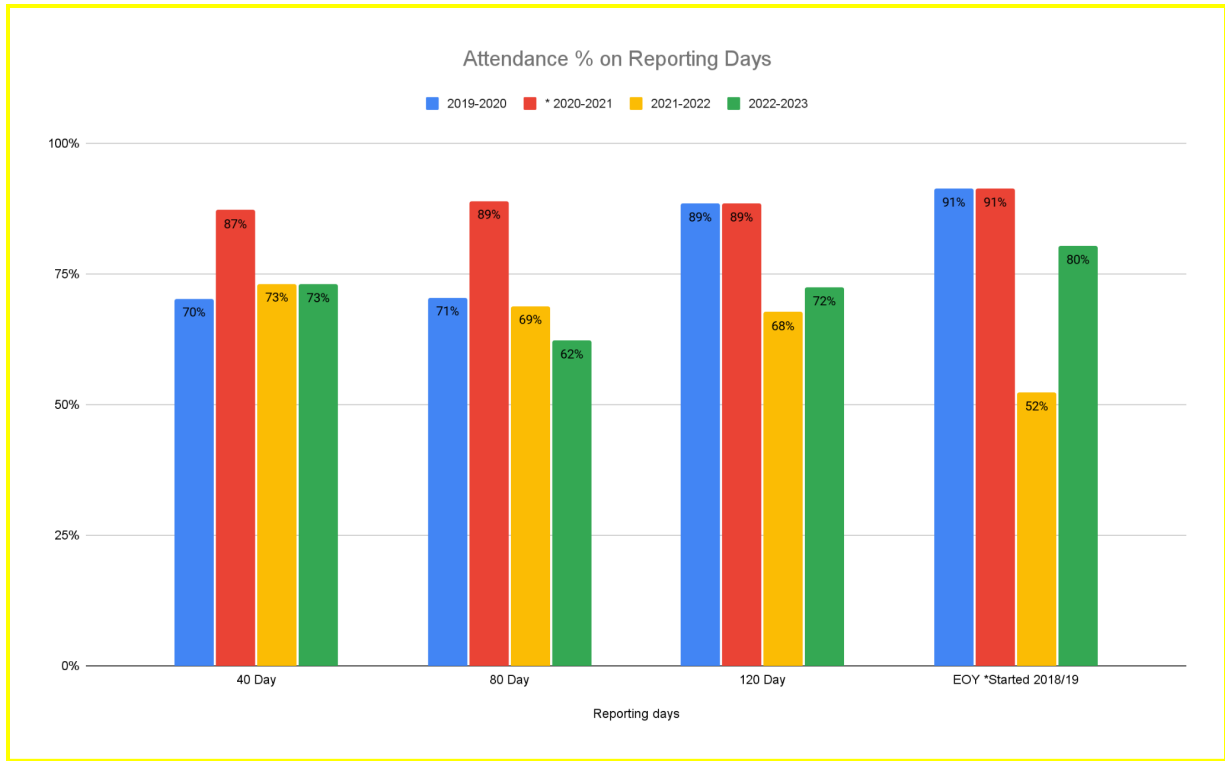
**Measurable, Observable Success:**

CCCS is proud to have accomplished significant gains in attendance from the 2021-22 school year (average year-long attendance of 66%) to the 2022-23 school year (average year-long

attendance of 72%), **with an overall increase of 6% average student attendance.** (Note: Currently, STARS does not provide yearlong Attendance data. The “Year-long average” is calculated by averaging each of the 4 snapshots each year.)

Due to the high mobility and wide array of student situations, CCCS sees rising and falling rates over time with different groups of students. *Averages can provide a good overview, but do not always reflect individual improvements.*

**As is evident in the actions taken each year, CCCS is committed to continuing focus on Attendance supports and improvements.**



**Note: The 2021-22 Attendance rating** was received on 9-12-22. The school made 8 communication attempts to CSD over the following year in an effort to get more clarification on the rating, as it is inconsistent with past year ratings. The School received one response on April 11, 2023 asking for a PED approved Attendance Improvement Plan, which was provided. No further response was received. CCCS continues to request that this rating be changed to “Working to Meet.”

**The 2022-23 Attendance rating** was received on 9-7-2023. Based on the Attendance Improvement Plan submitted on August 28, 2023, and on the intensive interventions in place focusing on improving attendance, and on the significant attendance improvements achieved in 2022-23, **CCCS, in accordance with its contract, believes this rating should be “Working to Meet.”**

**Conclusion:**

CCCS has not had any “Does Not Meets” ratings until the past two years. It seems the metrics and the positive ability to address issues, shifted in 2021-22. **According to the school’s understanding of the 2019-24 contract’s rating structures, CCCS should not have any “Does Not Meet” ratings (from 2019-2023) as CCCS is very responsive and has been quick to address any issues that are brought to the school’s attention.**

CCCS continues to respond in a timely manner to all feedback, and is consistent in its approach for continuous growth and improvement, for the benefit of all students!