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**Charter Schools Division
Preliminary Renewal Analysis and Recommendation
November 1, 2023**

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

Contract Term: 2019–2024

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends a five year renewal without conditions.

Part B: Progress Report

The school's narratives in Part B are rated Meets Standard, Demonstrates Substantial Progress, or Failing to Demonstrate Progress according to the rubric on pages 6-7 of the 2023 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Demonstrates Substantial Progress*
1.b. Mission-Specific Goals	Demonstrates Substantial Progress
Organizational Performance	Rating
2.a. Educational Program	Demonstrates Substantial Progress
2.b. Financial Compliance	Meets the Standards
2.c. Governance Responsibilities	Meets the Standards
2.d. Equity and Identity	Meets the Standards
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

*Pending 2022-23 overall Vistas score and Priority Schools designation.

1.a. Student Outcomes

Cesar Chavez Community School does not have a record of Meeting Standards for all years of their contract term. CCCS graduation rate is below the state average, but their graduation recovery rate of graduation at years 5 and 6 has continued to increase (from 64% in 2020-21 SY to 81% in 2021-22 SY) each school year. Participation on interim assessments is a continued area of growth, and the school has implemented many adult actions to increase participation and student scores on these assessments. The school supports staff with implementing 360 degrees of student support and trauma-informed practices to ensure higher participation on interim assessments. Student reading and math scores have gradually increased each year of their contract term.

The PED is releasing 2022-23 [Vistas](#) data publicly at 5:00 PM on November 1, 2023. The data were provided to CSD the morning of November 1 so it could be incorporated into this report. Overall Vistas score was not available prior to the public release, but the school's 2022-23 proficiency and growth rates, compared with the district where the school is located and statewide data, are:

2022-23 PED Accountability Data	Proficiency			Growth	
	ELA	Math	Science	ELA	Math
Cesar Chavez Community School	5%	< 5%*	23%	-7%	0%
Albuquerque Public Schools	40%	25%	35%	4%	0%
New Mexico Statewide	38%	24%	34%	4%	0%

*Math proficiency is < 5% due to small N size.

1.b. Mission-specific Goals

It is evident that Cesar Chavez Community school has demonstrated significant progress in documenting and tracking Mission-Specific Goals. The school was able to provide documentation of their Mission Specific Goal # 1 specific to graduates from the prior school year and their post secondary placements. Student support staff have a communication system in order to collect accurate and current qualitative and quantitative data about the steps students have taken since graduating high school. CCCS was able to provide evidence of the multilayered supports they provide students in order for them to be successful in reaching Mission Specific Goal # 2, and the school has met or exceeded this goal each year of the contract term.

2.a. Educational Program

Cesar Chavez Community School (CCCS) displayed significant adult actions and documentation that support the implementation of their Educational Program, as described in the contract, and explained in [Part B](#) of the school’s renewal application. Various stakeholder groups noted there are multiple high levels of individual student support in place to assist students in completing high school and their post secondary steps. The school utilizes a hybrid model in which students select in person learning or online learning in order to obtain their required credits. Focus groups noted that they appreciate the flexibility the different options of engagement provide, and feel they are being accommodated by the school to succeed in earning a diploma and with their next steps in life. Each student is paired with a mentor that stays in constant communication with them and their family about attendance, academic progress and social emotional needs.

The school’s hybrid educational program was evident across focus groups and classroom observations. The school has developed an education program that integrates the Paideia method through high level questioning and content specific to real world (life applications). This method of instruction was observed during renewal visit in person and zoom (online) classroom observation; where students are meeting with teachers on zoom in a “Learning Lab” or joining from outside the school, or receiving rich in-person learning collaboratively with their peers.

This education program provides multiple ways for students to connect and reconnect with school and allows for an individualized learning experience.

It was evident through all focus groups that the community at CCCS provides much more than an education for students. Students and families were grateful for the school and all of the multilayered interventions and supports they provide. Parent and student focus groups lauded staff and administration for the in class and out of class accommodations provided in order to implement their “high ceiling, low threshold” pedagogy. Teacher focus groups enjoy the flexibility that the school provides in order to “meet students where they are at” so they obtain their diplomas. Teachers feel supported through professional development to implement the unique education program and provide the necessary student support.

There is a team of people supporting Special Education reporting and services. This allows the school to be responsive to student’s special needs and ensure that the school is maintaining all the required documentation. In addition, the school has implemented an attendance intervention plan to support students holistically in being successful attending school. The school has begun offering more trade-based and post secondary prep experiences as well as a bilingual seal pathway for native Spanish speakers.

The school is still developing their hybrid learning education program, and many families and students would like to see more in person learning options. It was evident through focus groups and observation that CCCS’ service learning component of the educational program could use more attention now that the school is back in person and providing more out of school experiences for students.

2.b. Financial Compliance

The school has had no significant deficiency, material weakness, or repeat audit findings in any fiscal year of the contract term.

Cesar Chavez Community School Education Foundation supports the school by providing resources, including lease purchase options. The foundation has made improvements in response to audit findings, such as hiring a new CPA.

The school receives funding based on demographics and provides additional resources to support student success, including funding related to the Family Index. The school reviews these funds with the director monthly to determine improvements to student achievement.

2.c. Governance Responsibilities

The school meets all governance requirements in all contract years. The stability and consistency in the school’s board is notable.

2.d. Equity and Identity

Cesar Chavez Community School has a well established Equity Council that meets regularly. Their members include stakeholders that represent some of the subgroups identified in the Yazzie/ Martinez Lawsuit. The school has made significant progress on their Equity in Action

items and has used these along with community voice to inform many of their practices. The council regularly makes recommendations for curricular and policy changes, the most recent programmatic change was to begin offering the Bilingual Seal program at the school.

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a “historically defined Indian-impacted” school.

2.f. Other Performance Indicators

The site visit team can verify observable evidence that CCCS has implemented systemic improvement to increase support and documentation for Special Education students. This year, the school added a co-director of Special Ed. The school has a team of people supporting students with an IEP through multilayered interventions and significant improvements in their reporting and documenting of services. In addition, the school has implemented a tiered attendance intervention plan to increase attendance and school retention. CCCS has implemented a plan to increase assessment participation through communication interventions and extending testing windows.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A