



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVE.
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

ARSENIO ROMERO, PH.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Renewal Application Part A
Revised
November 7, 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

Business Manager: Erik Perea

Authorized Grade Levels: 9-12

Authorized Enrollment: 300

Current Enrollment: 144

Contract Term: 2019-2024

Weighted NMCI: 27.87

Mission: Cesar Chavez Community School offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

Educational Program of School as written in the contract:

- I. CCCS offers individualized, flexible scheduling and a high level of individual support to help students connect or reconnect with school and earn a diploma. With nine years' experience serving this population, we are convinced that having the students prepared and poised for their next steps beyond graduation is one of the most crucial long-term services we can provide. Thus all that is included in the renewal priorities will contribute to this final, overarching goal for preparing CCCS students for their next step.

II. CCCS Key Commitments:

- Small classes will be maintained (average 17:1);
- Students will have an assigned mentor who will implement the CCCS mentoring program;
- Student progress will be tracked, as appropriate to each student’s needs, challenges and goals, by assessing credit completion, rate/timeliness of credit completion, attendance, behavior, scheduling, etc.
- Higher-level thinking, problem-solving and life applications will be incorporated into curriculum planning and instruction using strategies such as Paideia Seminar;
- Community service, service learning, work experience and/or experiential learning will be offered to students at CCCS;
- Teen parenting support will be provided through social work, parenting curriculum and community resources.

III. Key Commitments for Staff:

- CCCS will schedule training and in-service days for staff;
- Staff development will include training in strategies focused on areas such as higher-level thinking, problem-solving, life applications, and trauma-informed strategies

Amendments approved in last four years:

PEC Meeting Date	Approve (Y/N)	Amendment Request
3/19/2021	Y	Change in Business Manager
9/18/2020	Y	Change in Business Manager
8/23/2019	Y	Change in Business Manager

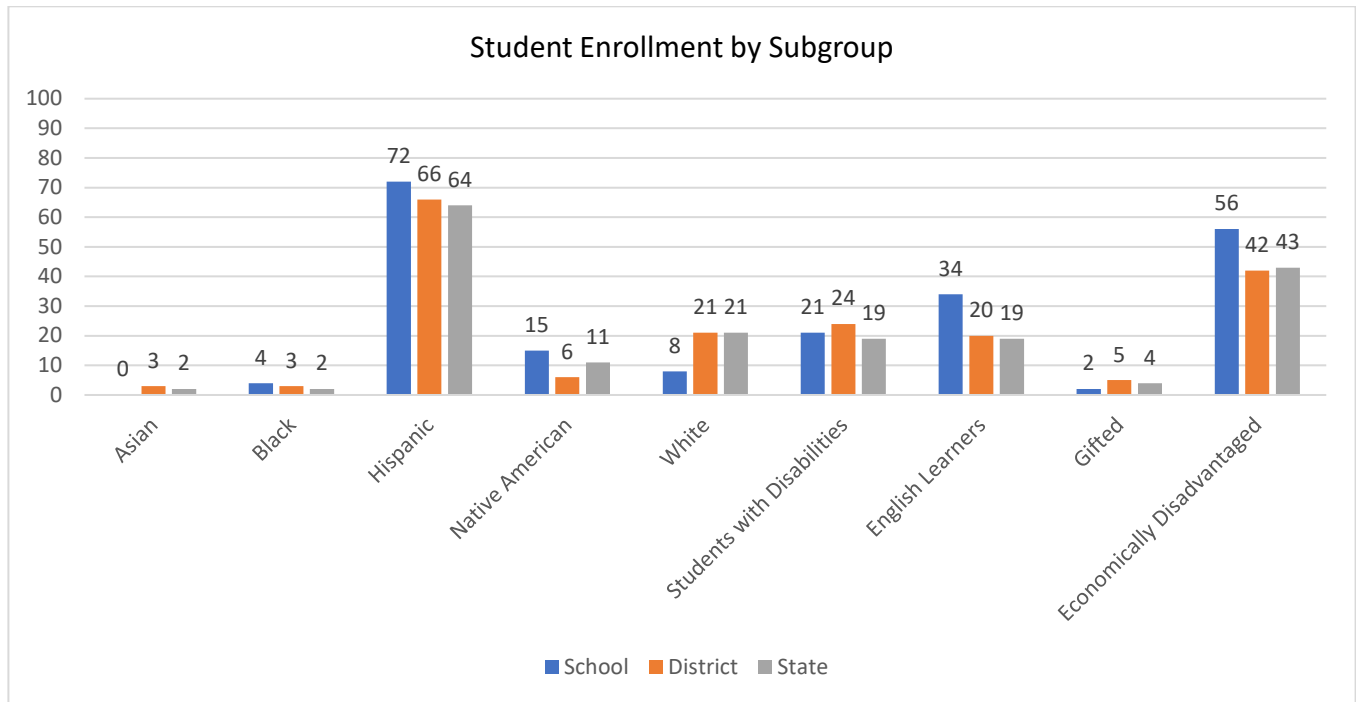
Source: Amendments and Notifications

Waivers:

Non-Discretionary Waiver	First Year of Waiver Implementation
No Waivers Claimed	

Source: CSD Internal Monitoring

Demographics as reported in STARS 2022-23:



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

Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	20
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	75*
Overall Academic Score: average of Indicators 1 and 3	47.5

*Note: see pages 11-12 for Mission-Specific Goal point scale.

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated

(e.g., graduation factoring into high school but not elementary school accountability). Schools with an overall score that places them in the top 25% of schools in the state are awarded the Spotlight designation. Schools may also receive designations of excellence in specific areas. Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support.

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

Cesar Chavez Community School ranked above **3.4%** of high schools statewide. The school received a designation of **More Rigorous Intervention (MRI)**, a designation given if a school previously identified for Comprehensive Support and Improvement (CSI) does not satisfy exit criteria within the identification cycle.

Overall Standing:

Contract Year	School Year	Vistas Score	Percentile Rank	Designations
Year 1	2019-20	Not available		
Year 2	2020-21			
Year 3	2021-22	20	3.4%	MRI Graduation Rate
Year 4	2022-23	Available September 2023		

Source: NMVistas.org

Data are masked as follows in the charts shown below:

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

Proficiency:

Year 3 (2021-22) Proficiency Percentages			
	Reading	Math	Science
All	*****		*****
Asian			
Black			
Hispanic			*****
Native	*****		
White	*****		*****
SwD	*****		*****
EL			*****
FRL	*****		*****

Source: NMVistas.org

Academic Growth: Growth rates are not available for Years 1 and 2 (2019-20 to 2020-21) as statewide assessments were not administered to all students in those years. The growth rate for Year 3 (2021-22) was calculated by using an expected growth trendline from 2018-19 to 2021-22. The growth rate for Year 4 (2022-23) will reflect growth from Year 3 to Year 4. Negative growth is shown in red.

Year 3 to Year 4 Growth		
Improvement Percentile		
	Reading	Math
Overall	1%	-3%
Asian		
Black	0%	0%
Hispanic	-13%	-3%
Native	50%	0%
White	82%	0%
SwD	22%	0%
EL	0%	0%
FRL	3%	-3%

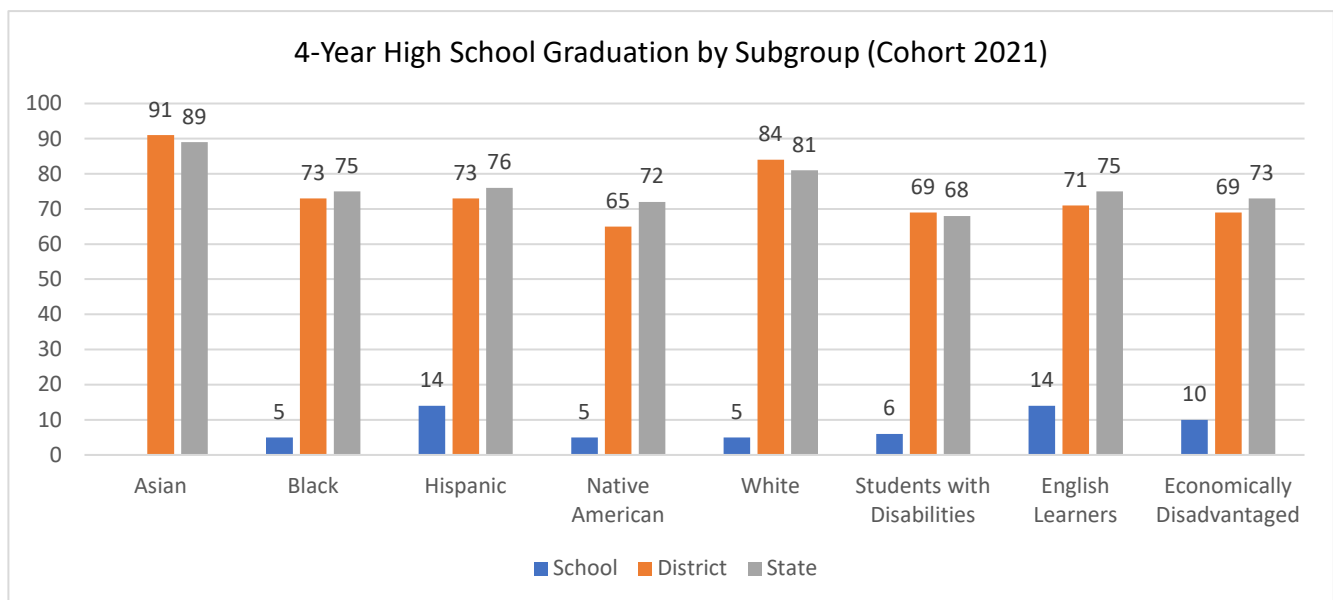
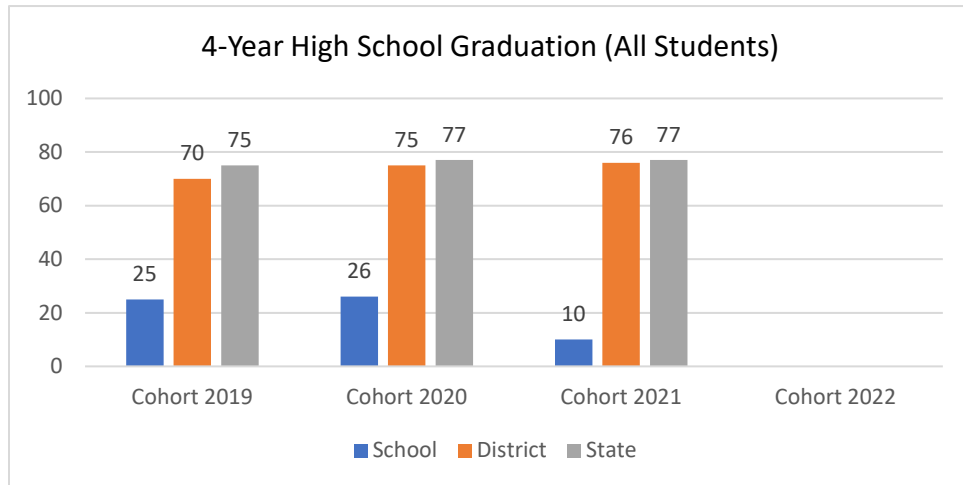
Source: NMVistas.org

English Learner Progress toward Proficiency: 0%

Source: NMVistas.org

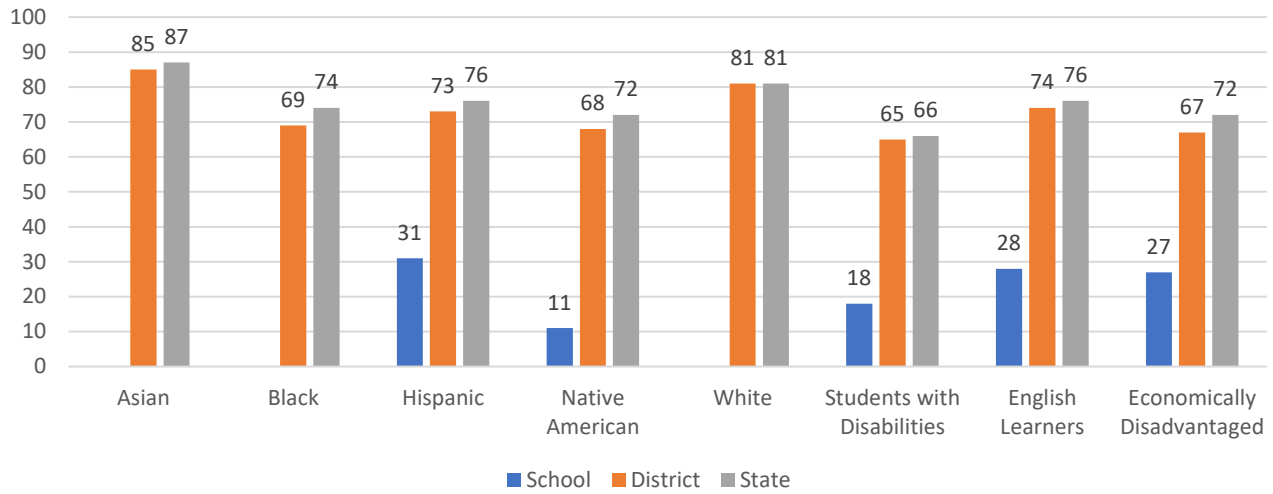
High School Graduation Rates:

The data reported each year is for the prior year’s cohort of students. Cohort 2021 is the most recent 4-year graduation data available, cohort 2020 is the most recent 5-year data, and cohort 2019 the most recent 6-year data. Data for the next cohort (2022 4-year, 2021 5-year, 2020 6-year) will be available in fall 2023.



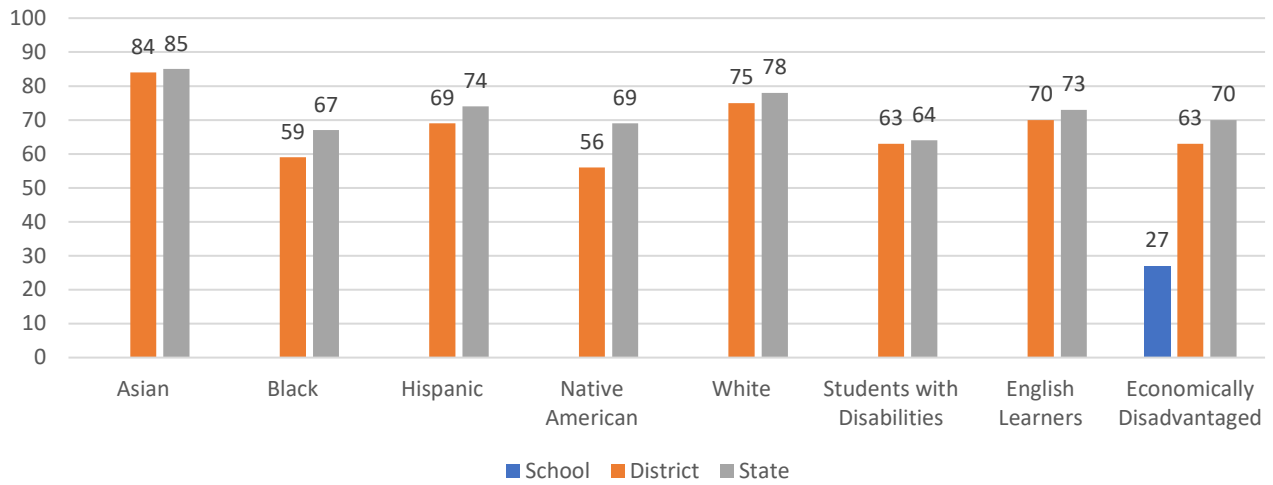
Note: School-level percentages for the Black, Native American, and White categories are ≤ 5% and the school-level percentage for the Asian category is unavailable in order to mask data due to student population size.

4-Year High School Graduation by Subgroup (Cohort 2020)

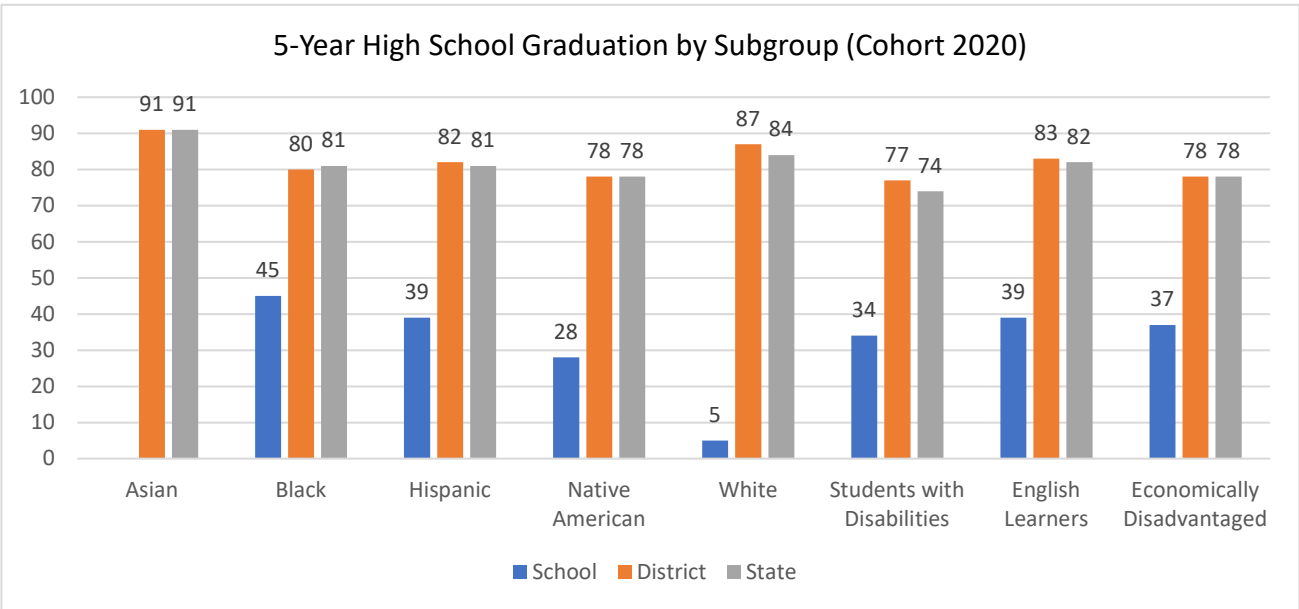
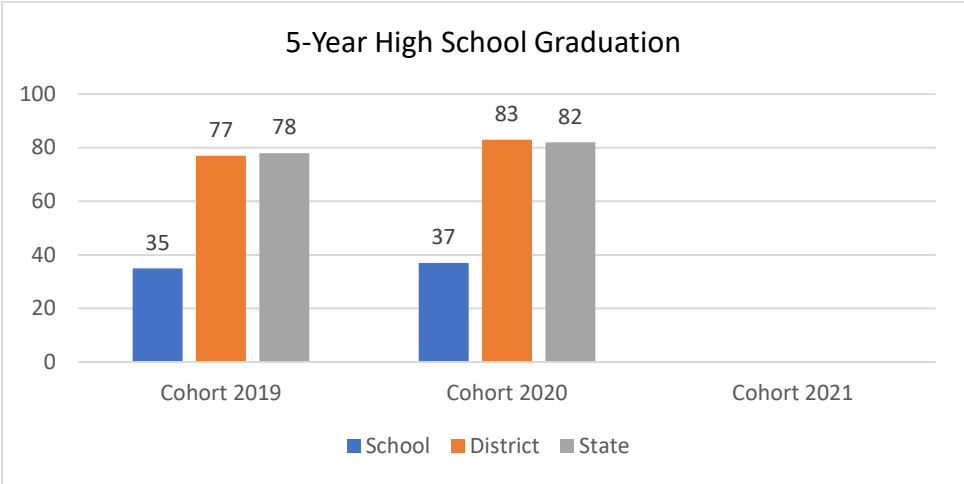


Note: The school-level percentages for the Asian, Black, and White categories are unavailable in order to mask data due to student population size.

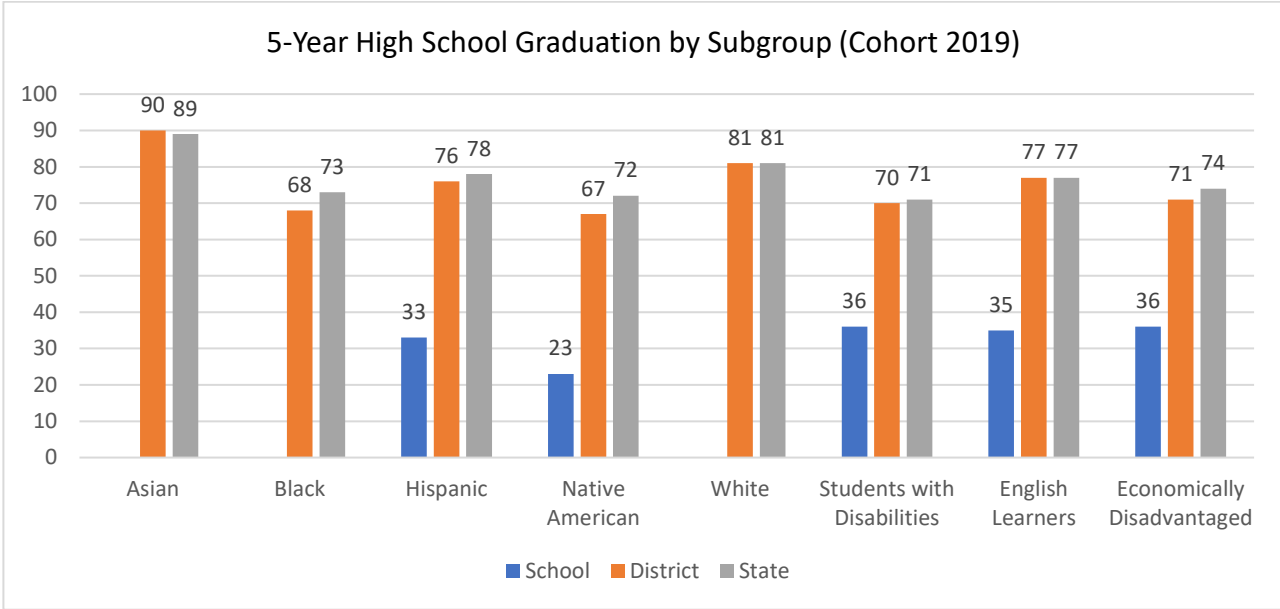
4-Year High School Graduation by Subgroup (Cohort 2019)



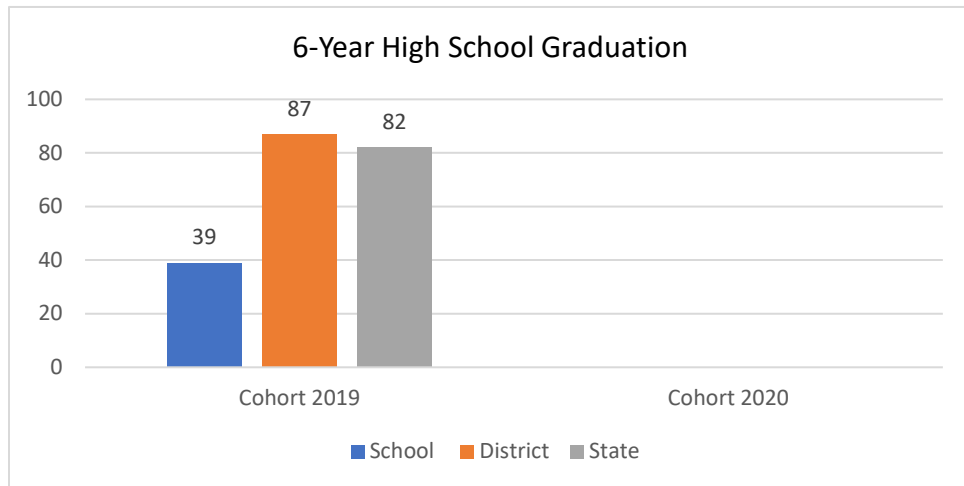
Note: The school-level percentages for the Asian, Black, Hispanic, Native American, White, Students with Disabilities, and English Learners categories are unavailable in order to mask data due to student populations size.

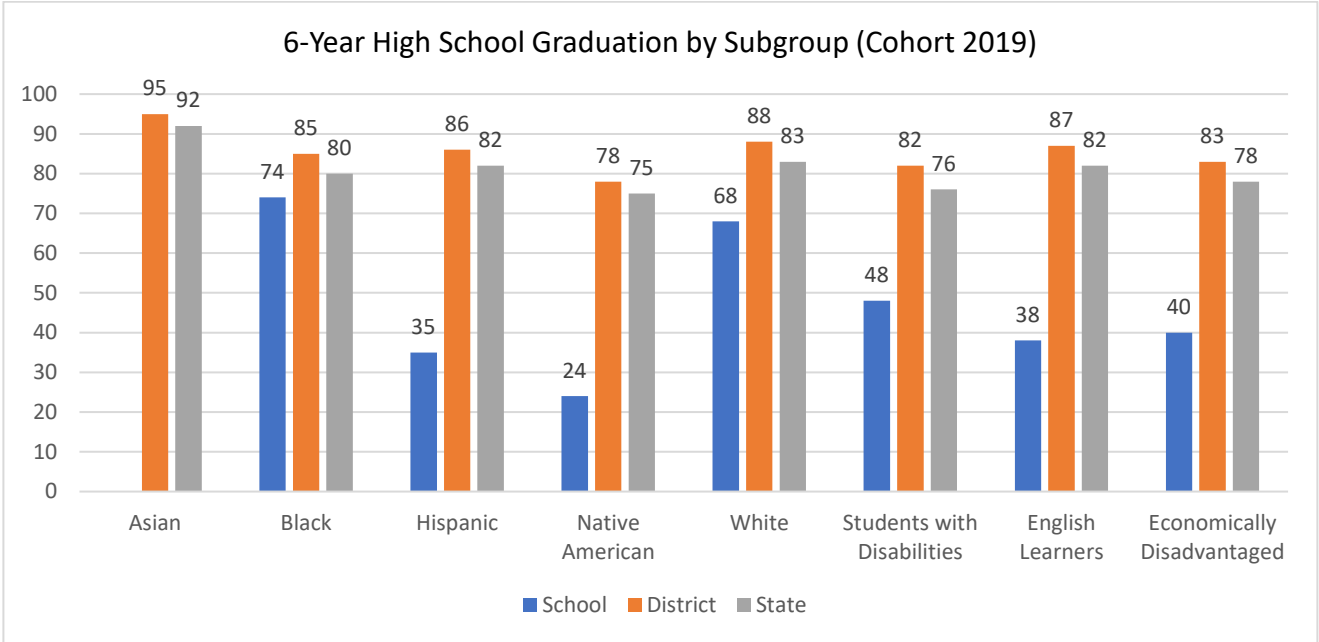


Note: The school-level percentages for the Asian category are unavailable in order to mask data due to student population size.



Note: The school-level percentages for the Asian, Black, and White categories are unavailable, and $\leq 5\%$, respectively, in order to mask data due to student population size.





Note: The school-level and district-level percentages for the Asian category are unavailable in order to mask data due to student population size.

Source: NMPED Graduation Data Site, <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
2019-20	Unable to Review (COVID)		
2020-21	Unable to Review (COVID)		
2021-22	Meets Standard	Meets Standard	Meets Standard
2022-23	Meets Standard	Pending	Pending data from school

Source: CSD Internal Monitoring

Mission-Specific Goals

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

Performance Level	Target	Points
Exceeds Standard	86% or more of prior year graduates follow through in at least one of the post-graduate categories.	100

Meets Standard	75-85% of those follow through in at least one of the post-graduate categories.	75
Does Not Meet Standard	50-74% of prior year graduates follow through in at least one of the post-graduate categories.	25
Falls Far Below Standard	Less than 50% of prior year graduates follow through in at least one of the post-graduate categories.	0

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

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

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2019-20	79%	58%	75%
2020-21	91%	66%	84%
2021-22	52%	76%	78%
2022-23	70%	77%	59%

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report

Teacher Retention Rate:

Year	Retention Rate
FY20 to FY21	56%
FY21 to FY22	85%
FY22 to FY23	85%

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers)

Financial Compliance

Enrollment Trends as reported in STARS EOY:

Grades Served	FY20	FY21	FY22	FY23
Grade 9	60	59	57	65
Grade 10	61	50	38	29
Grade 11	17	44	22	23
Grade 12	46	36	51	27
Total	184	189	168	144

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade

Staffing measured in Full-Time Equivalents (FTE):

Year	EAs	Non-certified Personnel	Other Personnel	Principal	Related Service Personnel & Counselor	Reg Ed Teacher	SPED Teacher	TOTAL All Funds
FY20	4	3.9	1.19	0.84	3.24	9.1	2.53	23.8
FY21	4	4	0.73	0.84	1.46	7.31	3	22.06
FY22	4	6	0.29	0.84	0.86	7.04	2.6	21.63
FY23	5	5	1.33	0.92	0.65	7.24	3	23.14

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment

FTE paid for with operational funds:

Year	Reg Ed Teacher	SPED Teacher	Reg Ed EA	SPED EA	Principal Head Admin	Admin / Support	Support Services	TOTAL Operational
FY20	9.06	2.8	1	0	0.84	0	7.37	20.23
FY21	7.98	2.85	0.1	0	0.84	0	7.39	18.32
FY22	6.41	2	0.25	0.25	0.84	0	6.84	15.75
FY23	4.08	2.47	0	0	0.92	0	7.92	14.47

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual SEG Funding and Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY20	%	FY21	%	FY22	%	FY23	%
1000	Direct Instruction	974,337	43%	784,786	38%	577,446	31%		
2100	Student Support	399,709	18%	429,259	21%	431,338	23%		
2200	Instructional Support	24,172	1%	14,038	1%	5,129	0%		
2300	Central Administration	150,415	7%	139,886	7%	161,382	9%		
2400	School Administration	112,722	5%	82,110	4%	60,862	3%		
2500	Central Services	168,793	7%	185,835	9%	176,932	10%		
2600	Maintenance and Operations	436,830	19%	403,828	20%	439,564	24%		
2700-5999	All Other Function Codes	299	0%	50	0%	234	0%		
Total Operational Expense Fund 11000		\$2,267,277	100%	\$2,039,873	100%	\$1,852,886	100%		
Total Operational Revenue Fund 11000		\$2,300,489		\$2,230,349		\$2,262,535			

Source: School Budget Bureau

Operational Cash Balance

Year	Cash Amount	% Increase (Decrease)	CB Target	Days Cash on Hand
FY2020	\$684,987.00	7.34%	22.9%	83.57
FY2021	\$726,880.00	6.12%	24.6%	89.84
FY2022	\$741,883.00	2.06%	23.3%	85.04
FY2023	\$1,187,659.00	60.09%	30.8%	112.34

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools received the FY2019 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2019-20) are based on the audit report for FY2019 (SY 2018-19).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY2019	1	0	0	0	No
FY2020	0	0	0	0	No
FY2021	0	0	0	0	No
FY2022	1	0	0	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY2020	Anacelie Verde-Claro	Jess Lionne	John Krone	Yes	No
FY2021	Anacelie Verde-Claro	Jess Lionne	John Krone	Yes	N/A
FY2022	Anacelie Verde-Claro	Jess Lionne	John Krone	Yes	N/A
FY2023	Anacelie Verde-Claro	Jess Lionne	John Krone	Yes	N/A

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Note: Red font indicates that the member did not complete all required training hours. An asterisk indicates the school has a 2-hour fiscal exemption.

Board Members	FY20	FY21*	FY22*	FY23*
John Krone	Yes	Yes	Yes	Yes
Jess Lionne	Yes	Yes	Yes	Yes
Dan Shapiro	Yes	Yes	Yes	Yes
Anacelie Verde-Claro	Yes	Yes	Yes	Yes
Maxine Freed	Yes	Yes	Yes	Yes

Source: CSD Internal Monitoring

Performance Framework Ratings

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

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

Contract Year	School Year	Overall Rating: Organization & Financial Framework
Year 1	2019-20	Meets Standard
Year 2	2020-21	Meets Standard
Year 3	2021-22	Does Not Meet Standard
Year 4	2022-23	Meets Standard

Source: CSD Internal Monitoring

Multi-year 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

Explanation of 2022-23 Indicator Ratings:

- 1.a. Charter contract specifies in-person instruction, school provided virtual instruction from Q1-Q3.
- 1.c. Special Education Division expressed concerns regarding IEPs and services provided.
- 4.b. EOY Attendance rate: 78%. (Attendance must be 95%)
- 4.d. Inconsistent presence of teacher evaluation/ feedback documentation in staff files. Unable to verify teacher compensation requirements; employment contracts not present in any staff files. Inconsistent presence of staff rights/ signed staff handbook acknowledgment in all staff files. Complete internal review of staff files recommended.

Explanation of 2021-22 Indicator Ratings:

- 1.a. Charter contract specifies in-person instruction, and school has provided only virtual instruction in 2021-22 school year.
- 1.b. ELA and math participation 51%; science 57%, ACCESS 72%. Target is 95% for all assessments.
- 1.c. Special Education Division expressed concerns regarding IEPs and services provided. School is receiving training with REC 6 on writing IEPs with a specific focus on writing goals and progress monitoring.

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

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

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

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

Source: CSD Internal Monitoring