

School Support and Readiness Assessment Summary Report

School: Cesar Chavez Community School	LEA: Albuquerque Public Schools
School Leader: Tani Arness	LEA Leader: Tani Arness
SSRA Team Leader: Matt Williams, Ph.D.	Date: May 15, 2024
School Description	
<p>Cesar Chavez Community School (CCCS), established in 2004, serves students and families in the greater Albuquerque area. The school focuses on flexible and personalized learning. The school offers individual learning programs to meet the needs unmet by traditional school settings, offering a hybrid model that includes high-quality instruction on campus, through asynchronous learning, and over synchronous online classes.</p> <p>CCCS assigns a staff mentor to every student and family, fostering relationships throughout the student’s high school years. Mentors ensure consistent and meaningful communication about attendance, academic progress, and student goals. The hybrid program provides a Chromebook for every student. It provides direct daily instruction and creative, teacher-developed instructional programs to learn at an individual pace from any location necessary. This curricular programming integrates learning standards with real-life connections to meet the needs of every student.</p> <p>Students who have previously experienced academic challenges in more traditional school environments are provided various supports at CCCS, including one-on-one tutoring, staff mentoring, attendance coaching, flexible scheduling, online direct-instruction classes, accelerated credit opportunities, Edgenuity classes, independent study classes, CTE and work-study opportunities, and more.</p>	
School Successes and Celebrations	
<p>Through the individual attention afforded to every student, CCCS fosters a tight-knit community dedicated to safety, support, and academic empowerment. Families trust the school to support their children’s success, with every staff member committed to making a positive impact. The school consistently graduates about 30-40 students every year. Due to the nature of registration at the school, systems are in place to identify each incoming student’s academic proficiencies and structure their coursework accordingly. This provides an environment that is uplifting and accepting.</p> <p>Students and parents find the classes at CCCS manageable not because they are less complex but because teachers provide robust support to help students meet expectations. This approach</p>	

ensures that students are met where they are academically and given the necessary tools to succeed.

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

CCCS has implemented systems to gather and review data. Attendance is closely monitored, and a dedicated attendance team targets students struggling to join classes. The team and an attendance coach review attendance records weekly, contact families and students, identify root causes of absenteeism, and implement support measures to improve attendance.

Additionally, CCCS has a mentorship program where every student is paired with an adult mentor who supports them throughout their time at the school. Mentors, academic advisors, and school leaders monitor student credit attainment and progress to ensure students are on track for graduation and have the necessary support to meet their goals. The school's schedule allows students to recover credits during the regular school day, enabling them to potentially earn additional credits in a year to catch up. Students can learn face-to-face, entirely virtually, or in a hybrid setting based on their needs.

Opportunities for Growth:

Principal Arness has an opportunity to set clear expectations for teaching and using 21st Century technology skills in the classroom. As students navigate their learning, they need skills relevant to today's technology demands.

There seems to be an opportunity to refine current systems to decrease redundancies and build consistency with data gathering, classroom practices, intervention teams, and communication. Enhancing these systems will ensure the efficient execution of best practices at the school site.

Potential Next Steps:

Throughout the summer and the beginning of the new school year, the school leader will identify professional development (PD) needs, possibly through in-house expertise, to develop teachers' capacity to increase student engagement online by identifying critical technology skills and tools. The school may improve educational outcomes by continuing to coach and grow the professional staff at CCCS. Principal Arness will also focus on school priorities, use data to identify what is and is not working, and align the systems and data gathering to those priorities.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Teachers and staff are dedicated to meeting students where they are, providing learning access to all students, regardless of level, and pushing their thinking and application of the learning to high levels through differentiated materials, presentations, instruction, and tasks. This work involves diligently monitoring and supporting students within their classes and mentorships. This includes frequent communication with students and their families.

Teachers frequently review student academic data through mastery-based competency assessments (students must show mastery of the content by quality completion). Teachers continue to work with the student until the content is mastered, providing interventions and support in class, through teacher office hours, etc, throughout each week of the class. Progress reports are done at mid-quarter, and support is provided for those in need.

Opportunities for Growth:

There seems to be an opportunity to narrow the focus and frequency of academic student data check-ins around the purpose and success of interventions. This will allow leadership and teachers to evaluate the success of interventions and minimize ineffective interventions, thus allowing teachers and leaders to be more targeted concerning practices that maximize impact.

Potential Next Steps:

Throughout the summer and at the beginning of the school year, the school leadership team will refine the systems for setting individual student goals and monitoring progress data around students' academic interventions. This approach will align with the school's performance framework for the upcoming year.