

**School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)**

School: Cesar Chavez Community School	LEA: Authorized State Charter
School Leader: Tani Arness	LEA Leader: Tani Arness
SITM Team Leader: Max Perez	Date: October 28, 2024

School Description

Cesar Chavez Community School (CCCS) is a re-engagement high school dedicated to supporting students underserved by traditional schools. Many students arrive with substantial academic challenges, averaging 12 failing grades on their transcripts and performing at average fifth to sixth-grade levels in math and reading. They also often have histories of disengagement and trauma, which impact their learning.

Cesar Chavez Community School (CCCS) serves 185 students with a diverse and high-needs population. Approximately 25% are students with disabilities (SWD), 33% are English learners (ELs), 100% qualify for free and reduced lunch (with approximately 73% direct certification), 13% are experiencing homelessness, and 9% are parents. Currently, the student body is 75% Hispanic, 13% Native American, 10% African American, 9% Caucasian, 2% Pacific Islander, and 1% Asian.

Vision: Empowering students to value their strengths, embrace change, and create meaningful pathways.

Mission: CCCS 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.

Students come to CCCS for personalized, intensive, wraparound support, flexibility in hybrid scheduling, and the quality of instruction they receive. CCCS works closely with students and families to meet students where they are and support them in moving toward their goals.

School Successes and Celebrations

The school’s leader has been with the school for 20 years, which emphasizes consistency and longevity in the perception of the school.

CCCS has developed an innovative hybrid program that provides intensive support and student empowerment through choice. Based on their needs, students can learn on campus, face-to-face, entirely virtually, or in a hybrid setting.

The school's flexible scheduling allows students to create individualized graduation plans. Students can also recover credits during the regular school day, enabling them to progress toward graduation goals. The school consistently meets or exceeds 80% graduation recovery rates and achieved a 100% graduation recovery rate in 2023-24. By meeting every student where they are and providing systems of differentiated support, students re-engage and successfully meet nationally normed goals for growth and/or proficiency.

Cesar Chavez Community School has pioneered a structured mentoring system where every student and family is paired with a staff mentor for individualized support, positive relationship building, and weekly monitoring throughout their time at the school. The CCCS learning community fosters a tight-knit community dedicated to safety, support, and academic empowerment in an uplifting environment that builds on students' strengths. Families trust the school to support their children's success, with every staff member committed to making a positive impact.

NM DASH Development and Implementation

The school DASH team met and reviewed all data and feedback from stakeholders, including the prior year's Priority School Bureau Summary Report. The school leader consulted closely with a member of the Priority Schools Bureau (PSB) regarding the 90-Day Plan. Internal and external feedback was incorporated into the plan's final version.

The school staff works closely with 360 degrees of data each year, including layers of attendance data, interim and state assessment data, including subgroup data, intervention data, behavior data, college and career readiness data, dual credit and career and technical education (CTE) data, graduation rate data, professional development data, and student, staff, and parent survey and feedback data.

CCCS leaders continue to work on systems to streamline data more efficiently into highly accessible, daily information that guides all school decisions. The school leadership and staff are committed to extensive research on best practices and quality assessment for similar alternative education programs nationwide.

The leadership team worked extensively in 2023-24 with national experts in student re-engagement, alternative education, and dropout prevention. CCCS leadership collaborated with Momentum Strategy and Research and the New Mexico Public Education Commission in creating a nationally normed and research-based performance framework that will more accurately measure the success of a re-engagement high school. Further, CCCS has collaborated with experienced professionals through the Priority Schools Bureau to study best practices for school improvement. CCCS leadership has participated in extensive training (eight full days of training from PSB). In 2023-24, the school collaborated with site visitors from the Priority School Bureau to analyze survey and interview results from all stakeholders and analyze the current successes and challenges of the school.

Lastly, CCCS leadership and staff have participated fully in the NM DASH process over the past several years and have delved deeply into the reflection and analysis of data and trends, including the root causes of failures and successes.

Integrating all this expertise and data has helped the school focus on high-leverage practices for improvement that are specific to the school's exact needs and informed by the most relevant data and research. This has helped mold the strategies, actions, and goals of the 90-Day Plan.

School Progress

Cesar Chavez Community School has been designated More Rigorous Intervention (MRI) for graduation rates. The current 4-year cohort graduation rate is 30%.

4-Year Graduation Rate:

Cohort

2022	11%
2023	34%
2024	30%
2025 (Goal)	50%

5-Year Graduation Rate:

Cohort

2023	26%
2025 (Goal)	60%

6-Year Graduation Rate:

Cohort

2023	44%
2024	*
2025 (Goal)	67%

SAT: CCCS met the 95% participation rate.

English Language Arts (ELA) Score of 480 and Above

2021-2022	*
2024	5%
2025 (Goal)	25%

Math Score of 530 and Above

2023	*
2024	*
2025 (Goal)	20%

NM-ASR Science: *CCCS met the 95% participation rate.*

2023	23%
2024	23%
2025 (Goal)	28%

Attendance Rate:

2022-2023	78%
2023-2024	77%
2024-2025 (Goal)	80%

**Data not available at the time of this report*

Graduation Goals:

- 2024-2025: 4-year cohort graduation rate will be 56%.
- 2024-2025: Graduation recovery rate will be at least 90%.

Graduation Benchmark:

The average middle-of-year daily attendance rate for all students at CCCS (for the year to date) will be at least 72%. This nationally normed mid-year goal shows students re-engaging in school to support the graduation goal.

Root Cause:

- Low proficiency outcomes across subgroups indicate a need to improve layer one support for all students.
- As a hybrid school, they have found that teachers are not implementing 21st-century technology engagement standards to reduce student barriers to engagement, especially with verbal engagement for English language proficiency (ELP).

Actions to Achieve Goals:

- Professional development on layer one strategies and technology standards to reduce barriers and increase engagement.
- Staff meetings will follow up, report out, and reinforce professional development (PD) instruction beginning August 2024.
- Administrators/teachers will use rubrics to analyze every teacher's Google classroom and/or lessons for designated layer one standards.
- Instructional staff will attend personalized PD at the annual Charter School Conference.

Next Steps:

- CCCS leaders will intentionally implement and monitor best practices focusing on schoolwide support toward improved graduation outcomes.
- School leaders will coach and track the implementation of the standards, skills, and tools used with critical technology by 100% of teachers by January 2025. This will be monitored with the CCCS technology standards checklist and quarterly staff meeting “share-out’s.”

- Fall baseline data with mindset/cultural shifts will be established by January 2025, with a Panorama Survey in the performance framework where students will achieve a 3-5 or achieve at least one point of growth in the survey by the end of the school year (EOY) 2025.