

# Charter School Renewal Condition Compliance

The Public Education Commission (PEC) has voted to renew Cesar Chavez Community School for a five-year term from July 1, 2024 to June 30, 2029 with the following conditions:

- 1) To improve individual student academic growth beginning with specific immediate action to correct student academic growth that is presently below state standards and report data from the school's assessments back to the PEC by the June PEC meeting each year.
- 2) That the school's record of performance demonstrates:
  - a) Continuous student academic growth;
  - b) student graduation rate growth beginning with specific immediate action to increase student graduation rates that are presently below state standards;
  - c) that the needs of special education students are being adequately addressed through the successful completion of the Public Education Department's Special Education Corrective Action Plan (CAP) in accordance with PED requirements and timelines (completed January 2024); and
  - d) that the school report annually on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based on the data.

School Contact Information		
<b>Name:</b> Cesar Chavez Community School	<b>Address:</b> 1325 Palomas Dr. SE, Albuquerque, NM 87108	<b>Date of Submission:</b> 6-17-2025
<b>School Head Administrator Name &amp; email:</b> Tani Arness; tarness@cesarchavezcharter.net		
<b>Signature:</b>		
<b>Governing Board Chair &amp; email:</b> Anacelie Verde-Claro; averdeclaro@hotmail.com		
<b>Signature:</b>		

## Condition 1

- ☐ Report data from the school's assessments back to the PEC by the June PEC meeting each year.

### 2023 Pre-Information

- All students

- ☐ 2023 baseline information on implementation of alternative assessment of the new contract (Option 3) and End-of-Year student growth results reported to PEC in June:

\_\_70\_\_ % of students showing growth in ELA

\_\_89\_\_ % of students showing growth in Mathematics

100% Graduation Recovery Rate (2022-23); 30% 4-year cohort Graduation Rate (prior year data, 2022-23)

Disaggregate by

- Students with hardship waivers: \_\_n/a\_\_ number of students in this category

**\*\*This parameter will begin in the 2024-25 school year.**

- ☐ End-of-Year student growth results reported to PEC in June:

\_\_n/a\_\_ % of students showing growth in ELA

\_\_n/a\_\_ % of students showing growth in Mathematics

\_\_n/a\_\_ Graduation Rate (prior year data, 22-23 sy)

- Students in-person 60% or more of the time: \_\_30\_\_ number of students in this category

- ☐ End-of-Year student growth results reported to PEC in June:

\_\_88\_\_ % of students showing growth in ELA

\_\_91\_\_ % of students showing growth in Mathematics

\_\_n/a\_\_ Graduation Rate (prior year data, 22-23 sy)

- \*\*Remaining students: \_\_n/a\_\_ number of students in this category

**\*\*This parameter will begin in the 2024-25 school year; 2023-24 contains all students not in-person 60% or more of the time**

- ☐ End-of-Year student growth results reported to PEC in June:

\_\_66\_\_ % of students showing growth in ELA

\_\_88\_\_ % of students showing growth in Mathematics

\_\_n/a\_\_ Graduation Rate (prior year data)

### 2024/25 Year 1 Information

- All students

☐ 2024-2025 End-of-Year student growth results reported to PEC in June:

74 % of students showing growth in ELA

75 % of students showing growth in Mathematics

100 % Graduation Recovery Rate (2023-24); 28% 4-year cohort Graduation Rate (prior year data, 2023-24)

Disaggregate by

- Students with hardship waivers: 75 number of students in this category

\*On and off campus schedules fluctuated throughout the year as student circumstances changed.

☐ End-of-Year student growth results reported to PEC in June:

73 % of students showing growth in ELA

74 % of students showing growth in Mathematics

100 % Total Graduation \*Recovery Rate (prior year data) - (subgroup is below 20)

- Students in-person 60% or more of the time: 60 out number of students in this category

\*On and off campus schedules fluctuated throughout the year as student circumstances changed.

☐ End-of-Year student growth results reported to PEC in June:

77 % of students showing growth in ELA

81 % of students showing growth in Mathematics

100 % Total Graduation \*Recovery Rate (prior year data) - (subgroup is below 20)

- Remaining students: 102 number of students in this category

\*On and off campus schedules fluctuated throughout the year as student circumstances changed.

☐ End-of-Year student growth results reported to PEC in June:

73 % of students showing growth in ELA

71 % of students showing growth in Mathematics

100 % Total Graduation \*Recovery Rate (prior year data) - (subgroup is below 20)

### 2025/26 Year 2 Information

- All students

- ☐ 2025-2026 End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics  
\_\_\_\_ Graduation Rate (prior year data)

Disaggregate by

- Students with hardship waivers: \_\_\_\_\_ number of students in this category

- ☐ End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics  
\_\_\_\_ Graduation Rate (prior year data)

- Students in-person 60% or more of the time: \_\_\_\_\_ number of students in this category

- ☐ End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics  
\_\_\_\_ Graduation Rate (prior year data)

- Remaining students: \_\_\_\_\_ number of students in this category

- ☐ End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics  
\_\_\_\_ Graduation Rate (prior year data)

### 2026/27 Year 3 Information

- All students

- ☐ 2026-2027 End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics  
\_\_\_\_ Graduation Rate (prior year data)

Disaggregate by

- Students with hardship waivers: \_\_\_\_\_ number of students in this category

- ☐ End-of-Year student growth results reported to PEC in June:  
\_\_\_\_ % of students showing growth in ELA  
\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- **Students in-person 60% or more of the time:** \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- **Remaining students:** \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

#### **2027/28 Year 4 Information**

- **All students**

☐ 2027-2028 End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

Disaggregate by

- **Students with hardship waivers:** \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- **Students in-person 60% or more of the time:** \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- **Remaining students:** \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

### 2028/29 Year 5 Information

- All students

☐ 2028-2029 End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

Disaggregate by

- Students with hardship waivers: \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- Students in-person 60% or more of the time: \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

- Remaining students: \_\_\_\_ number of students in this category

☐ End-of-Year student growth results reported to PEC in June:

\_\_\_\_ % of students showing growth in ELA

\_\_\_\_ % of students showing growth in Mathematics

\_\_\_\_ Graduation Rate (prior year data)

### Condition 1 (Continued)

☐ Completion of an immediate Action Plan for addressing student growth in ELA and Mathematics.

### Narrative of Action Plan for Condition 1

Describe the goals for and the immediate actions that will be taken to improve individual student academic growth that is presently below state standards.

Student Growth in ELA & Math				
Action/ Activity	Person Responsible	Timeline	Students affected and outcomes	Action Taken and Date of Completion
1. Math Professional Development	David Lang	Ongoing	All Students affected by high quality math instruction	<i>Identification of professional development provided: ' Oct. 15, 2024 Jan. 6, 2025</i>
2. Increase and maintain Math class options.	Tani Arness	On-going.	All Students affected by high quality math instruction	<i>Maintained increased options by adding CNM Financial Literacy course as core Math credit and hired additional math teacher in 2024-25</i>
3. Maintain two Level 3 Educational Assistant Positions to provide daily tutoring time and small group support for reading and math.	Administration and EA's	On-going	All Students	<i>3 Level 3 EA's providing daily tutoring and small groups support for reading and math in 2024-25</i>
4. Teachers will review and analyze Interim assessment reports and data to inform instruction and student supports.	CCCS Administrators, and instructional staff	Fall, winter, spring	All Students	<i>Professional Development and analysis on short cycle assessment goals: 8-23-2024 1-17-2025 3-7-2025</i>

5. Provide Professional Development to ELA teachers in the Science of Reading and/or Structured Literacy for high school students.	Tani Arness, Brigid Smith, Robin Brown, and/or Aaron Reeder. (subject to change with staffing)	Annually	All students affected by high quality Reading Instruction.	<i>Professional Development supporting ELA 1-31-2025 Structured Literacy Training</i>
6. CCCS will work with their NM DASH Core Team to set student achievement goals, engage in root cause and data analysis, and identify key performance challenges, and focus areas to increase student growth.	Tani Arness, Nathan Everett, Laurie Ihm, David Lang Lawrence Reeder Kyle Betenbough	on-going; Implementation of 2024-25 DASH.	All students	2024-25 DASH Plan completed. 2024-25 DASH Plan in process, current draft form. Link here: <a href="https://drive.google.com/file/d/1GvYJX8t2PCffFa9wNUXXqrSFO-eKx7rd/view?usp=drive_link">https://drive.google.com/file/d/1GvYJX8t2PCffFa9wNUXXqrSFO-eKx7rd/view?usp=drive_link</a>  <a href="https://drive.google.com/file/d/1YsVkonDp2fnK3C2dNKVB9VsuySeMNY1Y/view?usp=drive_link">https://drive.google.com/file/d/1YsVkonDp2fnK3C2dNKVB9VsuySeMNY1Y/view?usp=drive_link</a>



**Condition 2b.**

x ☐ Completion of an immediate Action Plan for addressing student graduation rates

**Narrative of Action Plan for Condition 2. b.**

Describe the specific immediate action plan to improve graduation rates that are currently below state standards.

CCCS is collaborating closely with the Priority School Bureau (PSB) to implement intentional and research-based models to improve graduation outcomes via its NM DASH plan.

The NM Dash Plan outlines the following six components to ensure rigorous planning, design monitoring activities, and implementation information geared towards improving outcomes:

- Component 1: Build School Core Team
- Component 2: Set Student Achievement Goals to improve graduation rates
- Component 3: Conduct Data Analysis and Identify THE Performance Challenge towards graduation
- Component 4: Conduct Root Cause Analysis of Barriers and Select Graduation-related Focus Area.
- Component 5: Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions to improve graduation
- Component 6: Implement 90 Day Plan, and Monitor Progress towards graduation

CCCS will continue to work with PSB to develop its transformative school improvement model. In addition to NM DASH planning, CCCS will attend 3-6 full intensive training days per year to continue professional development towards transformative school improvement.

The school will create two annual 90 Day plans to identify critical actions and progress monitoring to meet goals.

Improving Graduation Rates				
Action/Activity	Person Responsible	Timeline	Students affected and outcomes	Action Taken and Date of Completion
Implement NM DASH Plan including: Core Team, Student Achievement Goals, Root cause and data analysis, identifying key performance challenges, and focus areas. Creating 2 Annual 90 Day plans identifying critical actions, and Progress Monitoring to meet goals.	Tani Arness, Nathan Everett, Laurie Ihm, David Lang Lawrence Reeder Kyle Betenbough	on-going; Implementation of 2024-25	All students	<p>2024-25 DASH Plan completed.</p> <p>2024-25 DASH Plan in process, current draft form. Link here: <a href="https://drive.google.com/file/d/1ckHWkJc36PrfwNPBvyOXGntfblGQfaHS/view?usp=drive_link">https://drive.google.com/file/d/1ckHWkJc36PrfwNPBvyOXGntfblGQfaHS/view?usp=drive_link</a> (fall plan)</p> <p><a href="https://drive.google.com/file/d/1YsVkonDp2fnK3C2dNKVB9VsuySeMNY1Y/view?usp=drive_link">https://drive.google.com/file/d/1YsVkonDp2fnK3C2dNKVB9VsuySeMNY1Y/view?usp=drive_link</a> (spring plan)</p> <p><a href="https://drive.google.com/file/d/1GvYJX8t2PCffFa9wNUXXqrSFO-eKx7rd/view?usp=drive_link">https://drive.google.com/file/d/1GvYJX8t2PCffFa9wNUXXqrSFO-eKx7rd/view?usp=drive_link</a> (reflection)</p>
Priority School Bureau, SSRA (School Support Readiness Assessment) Surveys to students, parents and staff	Tani Arness	Fall	Identifying School wide Performance Strengths and Challenges	Surveys Oct. 13-19, 2024 Analysis discussed at site visit 5-15-2024; no further surveys utilized for 2024-25 by PSB
Professional Development, School Improvement/Transformation Training	Tani Arness, Nathan Everett	3 - 6 days Annually.	Achieving quality DASH plans and outcomes.	Attended 6 Intensive All Day School Transformation Trainings with PSB Aug. 23-24, 2024 Nov. 13-14, 2024

				<i>March 11-12, 2025</i>
Priority School Bureau Annual Site Visits	All Staff	Annually. 2024-25 had 3 PSB site visits.	All Students	<i>Oct. 28, 2024 Feb. 4, 2025 April 30, 2025</i>

### Condition 2c.

☐ Completion of immediate actions taken to address the needs of special education students by the adequate & successful completion of the Public Education Department's Special Education Corrective Action Plan (CAP) in accordance with PED requirements and timelines

Complete as of January 2024

### Condition 2.d: Shown in disaggregated data in section 1 above

x ☐ 2024-2025 report on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based student data submitted to CSD/PEC by June. See disaggregated data above

☐ 2025-2026 report on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based student data submitted to CSD/PEC by June. See disaggregated data above

☐ 2026-2027 report on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based student data submitted to CSD/PEC by June. See disaggregated data above.

☐ 2027-2028 report on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based student data submitted to CSD/PEC by June. See disaggregated data above.

☐ 2028-2029 report on the success of the hybrid education model, how it relates to student academic success at the school and actions taken based student data submitted to CSD/PEC by June. See disaggregated data above.