



**César Chávez Academy  
Lower Elementary School**

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[www.chavezacademy.com](http://www.chavezacademy.com)

**Mission:**

To provide an opportunity  
for all students to learn in  
a safe atmosphere of  
academic excellence.

**Misión:**

Es proveer la oportunidad para  
todos los estudiantes  
de aprender en una atmósfera  
de seguridad de excelencia  
académica.

April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Cesar Chavez Academy Lower Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the School Leader Gabriela Jaime for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/EvKmwU>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school **HAS NOT BEEN GIVEN ONE OF THESE LABELS.**

Based on the data analyzed from the key performance indicators on our school index score card our challenges and key focus are on improving the number of students who are chronically absent and increasing the overall growth of our English Language Learners. Currently 84% of our K-2 population are English Language Learners. Initiatives that we have undertaken to address the needs of our school population are increased time for reading instruction, daily small group Tier 2 and Tier 3 reading and ELL interventions, professional development for all instructional staff focused on strategies to support language development, student engagement and reading practices. Initiatives that we have started to support with chronic absences are rewarding students with perfect attendance and daily phone calls home for absent students.

**State law requires that we also report additional school-site based information for the two most recent years:**

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

- Cesar Chavez Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

**2016-2017:** Cesar Chavez Academy Lower Elementary has exceeded its goal of increasing grade level achievement by 5% in reading. Based on NWEA comparative data we have made an 8% increase in reading. In math we have met our goal of increasing student achievement by 5%. We continue on working on increasing our grade level proficiency through language development, active student engagement, small group interventions and a strong Tier 1 program. We also continue on improving our process for progress monitoring in order to make quick and accurate data driven instructional decisions.

**2015-16:** Cesar Chavez Academy Lower Elementary has met its school improvement goals of increasing reading by 5% and has exceeded its math performance goal with an increase of 10%. We continue working towards improving achievement through differentiated instruction ensuring 30-40 minute blocks of time for reading and math in which students are receiving small group instruction. We have also increased our technology in the building and are moving closer to having technology available for each individual student as well as the incorporation of technology throughout instruction. Achievement data continues to be our driving force for modifying daily instruction and scheduling to meet the needs of our students and have put in place progress monitoring tools in both reading and math as added support in this area. Due to the high enrollment of English Language Learners we are ensuring a continued focus on language development and student engagement.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

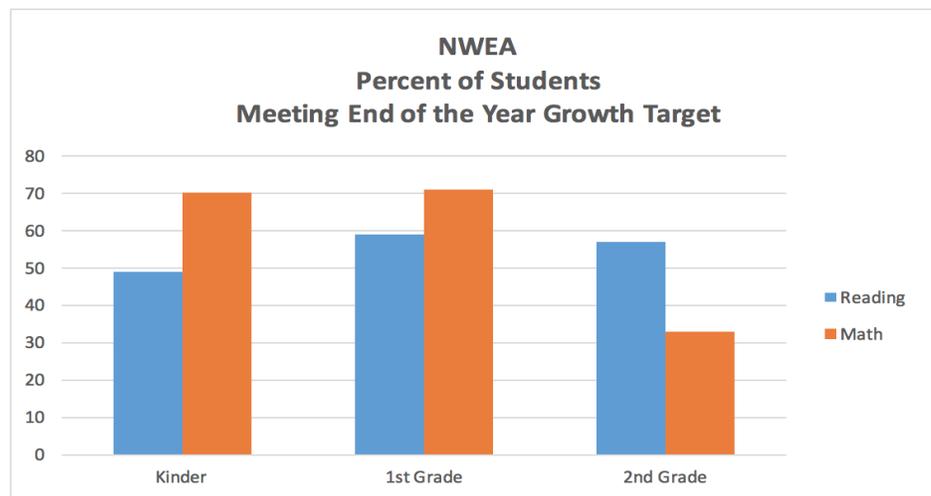
Not Applicable

### **4. HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

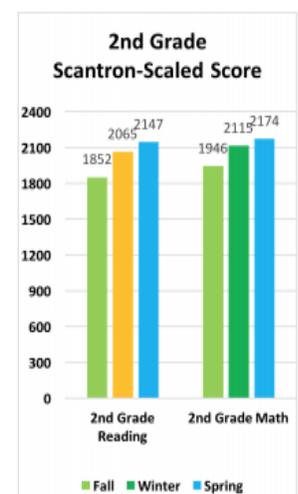
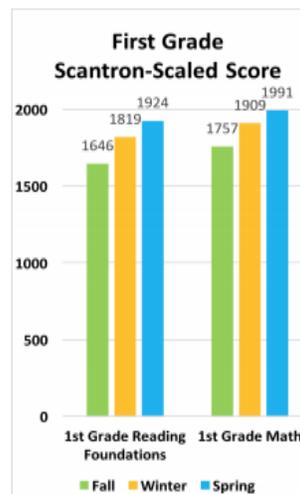
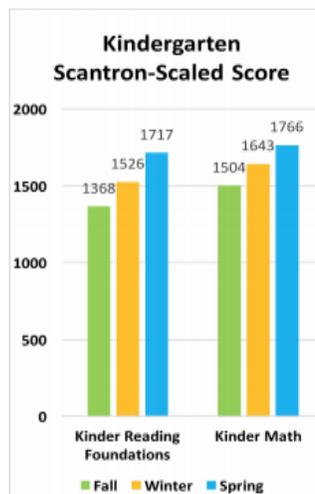
**2016-17:** The academy's core curriculum is posted on the school website at [www.chavezvernor.com](http://www.chavezvernor.com) and can be requested at our main office. Teachers follow grade specific common curriculum maps and adjust accordingly throughout the year to match the needs of their individual classrooms. Our English Language Arts and Mathematics curriculum maps are aligned to the Common Core State Standards. Social Studies, Music, Physical Education, Health and Art curriculum maps are aligned to the Michigan Grade Level Content Expectations. Science curriculum maps are aligned to the Michigan Science Standards.

**2015-16:** The academy’s core curriculum is posted on the district Web site at [www.chavezacademy.com](http://www.chavezacademy.com) and can be requested at our main office. Teachers follow grade specific common curriculum maps and adjust accordingly throughout the year to match the needs of their individual classrooms. All maps are aligned to common core state standards for ELA and Math, and aligned to Grade Level Content Expectations for Science and Social Studies. To strengthen our Math program, we have added MobyMax to progress monitor student growth and as an additional method for students to practice math skills. We have also incorporated standards based report cards, Kindergarten through Second grade.

**5. AGGREGATE STUDENT ACHIEVEMENT:  
2016-17- NWEA**



**2015-16- Scantron/Global Scholar**



**6. PARENT-TEACHER CONFERENCE ATTENDANCE**  
**Percent of students represented by parents at parent-teacher conferences:**

**2016-17:** \_\_410\_\_ students (90%) of were represented by parents/guardians at parent-teacher conferences

**2015-16:** \_\_416\_\_ students (\_91\_%) were represented by parents/guardians at parent-teacher conferences

I would like to personally congratulate the staff, students and families of César Chávez Academy on a successful school year. Thank you for choosing César Chávez Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Gabriela Jaime

School Leader

Cesar Chavez Academy Lower Elementary