

## School Annual Education Report (AER) Cover Letter



### César Chávez Academy East Campus

4130 Maxwell St.  
Detroit, MI 48214  
Tel: 313.924.0317

### César Chávez Academy Lower Elementary School

8126 W. Vernor Hwy.  
Detroit, MI 48209  
Tel: 313.843.9440  
Fax: 313.297.6948

### César Chávez Academy Upper Elementary School

4100 Martin St.  
Detroit, MI 48210  
Tel: 313.361.1083  
Fax: 313.361.1095

### César Chávez Academy Middle School

6782 Goldsmith St.  
Detroit, MI 48209  
Tel: 313.842.0006  
Fax: 313.842.0167

### César Chávez Academy High School

1761 Waterman St.  
Detroit, MI 48209  
Tel: 313.551.0611  
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### César Chávez Academy District Office

4180 Martin St.  
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Tel: 313.361.8689  
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February 2, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 <http://bit.ly/2H7Xjtj>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 to continue improving the number of students who are chronically absent and increasing the overall growth of our English Language Learners. Currently 85% of our K-2 population are English Language Learners. Initiatives that we have undertaken to address the needs of our school population are increased ELL interventionists, professional development for all instructional staff focused on strategies to support language development, student engagement, writing and reading practices. These initiatives have maintained adequate growth for English Language Learners meeting the state growth target. Initiatives that we have started to support with chronic absences are rewarding students with perfect attendance and daily phone calls home for absent

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students. These strategies have increased our “On-Track Attendance” rate from 66%-72%. We will continue to implement these strategies along with reinforcing the importance of good attendance to our school community through a variety of media.

State law requires that we also report additional information.

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL-2018-2019 and 2019-2020**

- 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**

**2019-2020:** During the 19-20 school year our school improvement processes and strategies did not change much from the 18-19 school year. We continued to do work around improving Tier 1 instruction as well as improving and getting the most out of Tier 2 and Tier 3 intervention time. We continued to emphasize attendance strategies such as daily calls home, meetings with families, incentivizing students and lots of communication to families around the importance of attendance. Our attendance improved last year going from 66% on-target attendance to 72% on- target attendance. In addition, due to the pandemic and the need for students to continue to learn online. We increased our focus on providing students with technology devices, hot spots and hands on materials to support learning at home. Those efforts have continued throughout the 20-21 school year.

**2018-2019:** Our School Improvement Team meets regularly to review classroom and intervention data and use data to drive instruction. We continue working on increasing grade level proficiency through a strong Tier 1 program, daily Tier 2 and Tier 3 interventions, language development and active student engagement. We have established a progress monitoring schedule that ensures that students are routinely monitored in reading to support staff in making quick instructional decisions. We have also included strategies for decreasing chronic absenteeism such as daily calls home, meetings with parents and constant communication to our school community of the importance of good attendance.

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

Not Applicable

**4. IDENTIFY 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**

**2019-2020 and 2018-2019:** 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. We utilize a variety of resources to ensure that we are meeting the needs of our diverse learners such as the Journeys reading program, Phonics First, Phonemic Awareness through Heggerty Literacy Resources, MyMath, Mystery Science and the MC3 Social Studies Curriculum. 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.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

NWEA Growth Analysis (2018-19)

School: Cesar Chavez Academy  
Lower Elementary

READING (Fall 2018 to Spring 2019)										
Grade Level	Student Count	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Observed Growth	Projected Growth	Growth Index	Count Meeting Projection	Percentage Meeting Projection	School Conditional Growth Percentile	Student Median Growth Percentile
Kindergarten	138	134.6	154.3	19.7	18.1	0.57	75	54%	72	57
Grade 1	148	154.0	170.6	16.6	16.5	0.02	70	47%	51	44
Grade 2	144	164.7	184.1	19.4	14.2	2.09	102	71%	98	67
<b>Aggregate</b>	<b>430</b>	<b>151.1</b>	<b>169.7</b>	<b>18.6</b>	<b>16.3</b>	<b>0.9</b>	<b>247</b>	<b>57.4%</b>		

MATH (Fall 2018 to Spring 2019)										
Grade Level	Student Count	Fall 2018 Mean RIT	Spring 2019 Mean RIT	Observed Growth	Projected Growth	Growth Index	Count Meeting Projection	Percentage Meeting Projection	School Conditional Growth Percentile	Student Median Growth Percentile
Kindergarten	139	128.8	154.9	26.1	21.2	1.75	109	78%	96	75
Grade 1	148	154.7	173.9	19.2	18.6	0.20	76	51%	58	49
Grade 2	144	167.2	184.3	17.1	15.3	0.66	87	60%	74	55
<b>Aggregate</b>	<b>431</b>	<b>150.2</b>	<b>171.0</b>	<b>20.8</b>	<b>18.4</b>	<b>0.9</b>	<b>272</b>	<b>63.1%</b>		

## Cesar Chavez Academy Lower Elementary School Annual Education Report (AER) Cover Letter

NWEA Growth Analysis (2017-18)

School: Cesar Chavez Academy Lower Elementary

READING (2017-18)									
Grade Level	Student Count	Fall 2017 Mean RIT	Spring 2018 Mean RIT	Observed Growth	Projected Growth	Growth Index	Number Meeting Projection	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	142	135.7	154.6	18.9	17.9	0.35	78	54.9%	64
Grade 1	143	156.7	172.4	15.7	16.7	-0.34	67	46.9%	37
Grade 2	146	167.8	183.3	15.5	14.1	0.56	82	56.2%	71
<b>Aggregate</b>	<b>431</b>	<b>153.4</b>	<b>170.1</b>	<b>16.7</b>	<b>16.2</b>	<b>0.2</b>	<b>227</b>	<b>52.7%</b>	

  

MATH (2017-18)									
Grade Level	Student Count	Fall 2017 Mean RIT	Spring 2018 Mean RIT	Observed Growth	Projected Growth	Growth Index	Number Meeting Projection	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	142	129.6	154.5	24.9	21.1	1.38	95	66.9%	92
Grade 1	143	156.6	173.5	16.9	18.6	-0.56	57	39.9%	29
Grade 2	148	169.7	183.7	14	15.3	-0.49	56	37.8%	31
<b>Aggregate</b>	<b>433</b>	<b>152.0</b>	<b>170.6</b>	<b>18.6</b>	<b>18.3</b>	<b>0.11</b>	<b>208</b>	<b>48.0%</b>	

### 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

**2019-2020:** 87% were represented by parents/guardians at parent-teacher conferences

**2018-2019:** 89% 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

## Annual Education Report Cesar Chavez Academy Elementary (08347)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

## Annual Education Report Cesar Chavez Academy Elementary (08347)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cesar Chavez Academy Elementary (08347)	1	28	2	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	30.50	7.50	24.6%	7.50	24.6%	N/A	N/A

### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A

### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A

## Annual Education Report Cesar Chavez Academy Elementary (08347)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	&#8225	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Cesar Chavez Academy Elementary (08347)

## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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## Annual Education Report Cesar Chavez Academy Elementary (08347)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Cesar Chavez Academy Elementary (08347)**  
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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## Annual Education Report Cesar Chavez Academy Elementary (08347)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

Annual Education Report Cesar Chavez Academy Elementary (08347)  
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display