



**César Chávez Academy
Lower Elementary School**

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Fax: 313.297.6948

**César Chávez Academy
Upper Elementary School**

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6782 Goldsmith St.
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**César Chávez Academy
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**César Chávez Academy
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www.chavezacademy.com

Mission:

To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.

Misión:

Proveer una atmósfera segura de excelencia académica la cual promueva a personas con ideas y el solucionar de problemas, que trabajen cooperativamente, con respeto en un ambiente inclusivo.

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for César Chávez Academy High School. 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 school leader Dr. Juan Jose Martinez.

The AER is available for you to review electronically by visiting the following web site www.chavezacademy.com or you may review a copy in the school leader's office at your child's school.

For the 2019-2020 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 sub-group. 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 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.

César Chávez Academy High school has **not** been given any of these labels.

During the 2019-2020 school year, César Chávez Academy High School, faced unprecedented challenges due to Covid 19. We were forced to close our doors to in-person learning in March of 2020 and begin a new era of virtual learning. Accountability on state assessments was waived for 2019-2020. We focused on educating our students virtually and meeting the social-emotional needs of our students. Since the closure, we have continued to support our students in a virtual capacity, as well as offer in-person Learning Labs when case numbers have permitted

Although Covid-19 has caused challenges, César Chávez Academy High School (CCAHS) is committed to continuous improvement of student academic achievement, as well as the social-emotional health of our students. We believe that every student can learn and achieve at high levels and we will continue to offer a diverse and challenging curriculum. We believe that our key academic challenges center on reading and mathematics proficiency. We will not allow community socio-economic data to determine our students' academic outcomes and will ensure that students are college and career ready. To improve greater student academic achievement, CCAHS will continue our focus on reading and mathematics, utilizing our newly adopted curriculum resources. We will utilize the Multi Tiered Systems of support model which includes Response to Intervention and Positive Behavior Interventions. Using student academic data to drive instruction; formative assessments and summative quarterly benchmark assessments will drive our Instructional Learning Cycles (ILCs) and



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Professional Development support for all teachers. CCAHS will also continue our use of Sheltered Instruction Observation Protocol (SIOP) model to support our English Learners in all content areas.

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

Annual process for assigning pupils to the school:

- César Chávez 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.

The status of the 3-5 year school improvement plan:

2019-2020:

During the 2019-2020 school year, César Chávez High School followed the continuous school improvement cycle, set forth by the Michigan Department of Education. We met as a team monthly to discuss our goals, needs, and areas of improvement. We included all stakeholders in the continuous school improvement process by offering survey opportunities, holding meetings, and reporting progress to stakeholder groups. We continue to follow our 3-5 year school improvement plan.

Utilizing the school improvement process we reviewed student achievement data and perception data to determine the needs of our school. We worked through a curriculum resource adoption process with our team and acquired new curriculum resources for our Mathematics and English Language Arts departments. Implementation of the new curriculum resources was to begin in the 2020-2021 school year. We also aligned our new resources with



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training and professional learning opportunities for teachers. By adopting these new curriculum resources, we expect to see increased student achievement over the next 3-5 years.

Another highlight of our School Improvement Plan, is acquiring resources to begin a School Library. We have begun purchasing additional texts to provide students with access to high quality reading materials. The school library will be accessible to students at various times throughout the school day and allow them opportunities to read more frequently for various purposes. This project is in the planning phase of implementation and was set to be implemented in the 2020-2021 school year. (Due to the pandemic, our progress was slowed. We are now adding a virtual library component.)

Our current academic goals remain focused on student achievement in English Language Arts, Mathematics, Social Studies, Science, College and Career Readiness, English Learner progress, as well as Parental Involvement. We continue to strive to meet the needs for all subgroups such as Special Education students and English Learners by providing high quality support and high quality teaching and learning.

The Sheltered Instruction Observation Protocol remains our teaching model that supports not only our English Learners, but all students. In conjunction with SIOP, we implement Multi Tiered Systems of Support (MTSS), along with Positive Behavior Intervention Systems (PBIS) to work with all students in academics, social-emotional needs, and behavior. Monitoring of our School Improvement Goals is ongoing and will continue to be a focus.

2018-2019:

César Chávez High School is currently implementing our current 3-5 year School Improvement plan. We follow the continuous improvement process mandated by The Michigan Department of Education. We include all stakeholders in the school improvement process by holding monthly school improvement meetings, parent meetings, staff meetings, and school board meetings. Stakeholders provide input to the school through staff, parent, and student surveys. All of the collected stakeholder data is included in a Comprehensive Needs Assessment that ultimately helps us develop SMART goals, objectives, and instructional strategies that will lead to improvements in student achievement and success.

Our current School Improvement plan's overarching goals are to improve student achievement in the content areas of Mathematics, English Language Arts, Social Studies, and Science for all students. We also have specific goals to improve success for our English Learners, increased parent involvement, and College and Career Readiness. We are monitoring our Multi Tiered Systems of Support program (MTSS) and Sheltered Instruction Observation Protocol (SIOP) to ensure that learners, at all levels, are provided with quality instruction.



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Status of the curriculum:

2019-2020

Cesar Chavez High School continued with implementation of the Common Core State standards and followed the Michigan Merit Curriculum for English Arts and Mathematics. We determined a need for research based curriculum resources and worked through an adoption process with our team. Over the time span of one and a half years, utilizing EdReports.com as a primary resource for curriculum adoption, we acquired Springboard English Language Arts curriculum resources, produced by CollegeBoard, and Discovering Mathematics curriculum resources for our Mathematics team. Implementation will begin in the 2020-2021 school year.

Additionally, we implement the Next Generation Science Standards and Social Studies standards for courses in Science and Social Studies. We support our English Language Learners through use of the English Language Development Standards and WIDA Can Do standards.

Our students show mastery of standards through participation in classroom activities, assignments, mid-term and final exams, and other classroom assessments. Additionally, our students show growth in the areas of Reading and Mathematics, by participating in the NWEA growth assessment. Our students participated in state assessments such as PSAT, SAT, and WIDA Language Proficiency assessment, although accountability was waived in 2019-2020 school year because of the Covid-19 pandemic.

2018-2019

As mandated by the Michigan Department of Education, César Chávez High School follows the Michigan Merit Curriculum and implements the Common Core State Standards, Social Studies Standards, the Next Generation Science Standards, and English Language Development standards. We are currently in the process of identifying new curriculum materials for Mathematics and English Language Arts to be implemented in the 2019-2020 school year.

CCAHS utilizes the NWEA growth assessment to track growth progress in reading and Mathematics. We also administer quarterly, common benchmarks for English Language Arts and Mathematics, which are utilized for progress monitoring. We monitor our teachers' pacing guides and lesson plans to ensure that instruction is aligned to standards and classroom assessments.

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Aggregate Student Achievement Data :

2019-2020

Our schools closed in March of 2020 due to the Covid-19 pandemic, prior to spring NWEA testing. For transparency purposes, we will report on 2019-2020 fall benchmark.

2019-2020 NWEA Assessment (Fall Benchmark)

9th Grade Math

Average/High Average=27%
Low/Low Average=73%

9th Grade Reading

Average/High Average=36%
Low/Low Average=64%

10th Grade Math

Average/High Average=43%
Low/Low Average=57%

10th Grade Reading

Average/High Average=42%
Low/Low Average=58%

11th Grade Math

Average/High Average=43%
Low/Low Average=57%

11th Grade Reading

Average/High Average=46%
Low/Low Average=54%

2018--2019 NWEA Assessment (Spring Benchmark)

9th Grade Math

Average/High Average=33%
Low/Low Average=67%

9th Grade Reading

Average/High Average=36%
Low/Low Average=64%

10th Grade Math

Average/High Average=58%
Low/Low Average=42%

10th Grade Reading

Average/High Average=54%
Low/Low Average=46%

11th Grade Math

Average/High Average=59%
Low/Low Average=41%

11th Grade Reading

Average/High Average=58%
Low/Low Average=42%



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Percentage Meeting Growth Target: 64%

2019-2020 Index Scores: Due to Covid-19 Pandemic, no Index Scores were released for accountability.

2018-2019 Overall Index Score: 40.93%

ELA Growth Target Met: 36.22%
Math Growth Target Met: 32.88%
ELA Proficiency Target Met: 39.10%
Math Proficiency Target Met: 23.36%
English Learner Progress Target Met: 36.85%
School Quality and Success: 60.60%

2019-2020 Graduation Rate: The 2019-2020 Graduation Rates have not been released.

2018-2019 Graduation Rate: 95.42%

2019-2020 SAT: Due to the Covid-19 school closure in March of 2020, students did not participate in the SAT school day assessment.

2018-2019

SAT # of Testers=164 tested

ELA Composite:428

Math Composite: 428

Overall Composite: 856

Parent-Teacher Conference Attendance

2019-2020 Approximately 409 attendees over three parent-teacher conference cycles. (Fourth parent-teacher conference cancelled due to Covid-19 School Closure).The aggregate of parent participation, over the four cycles, was approximately 19.55% participation.

2018-2019: Approximately 384 attendees over four parent-teacher conference cycles. The aggregate of parent participation, over the four cycles, was approximately 13.75%.

2017-2018: Approximately 350 attendees over four parent-teacher conference cycles. The aggregate over the cycles was approximately 12% attendance.

High School:

2019-2020:

- Postsecondary enrollments (dual enrollment): 176 students
- College equivalent courses offered (AP/IB:) 9 AP Courses
- Students enrolled in college equivalent courses (AP/IB): 151 AP students
- Students receiving a score leading to college credit: 58 students

2018-2019:

- Postsecondary enrollments (dual enrollment): 12
- College equivalent courses offered (AP/IB:) 8
- Students enrolled in college equivalent courses (AP/IB): 122
- Students receiving a score leading to college credit: 11



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I would like to personally congratulate the staff, students, and families of César Chávez Academy on a successful school year. Although 2019-2020 had its challenges, we are stronger and will continue to excel. 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,

Dr. Juan Jose Martinez
School Leader

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Annual Education Report Cesar Chavez High School (09153)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	90.59%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	90.63%	82.01%	86.99%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	90.48%	79.46%	85.46%	94.44%
English Learners	72.14%	87.10%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	60.00%	73.71%	82.00%	94.44%

Annual Education Report Cesar Chavez High School (09153)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cesar Chavez High School (09153)	0	32	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 High School (09153)	34.00	14.00	41.2%	14.00	41.2%	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
Cesar Chavez High School (09153)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

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 High School (09153)	34.00	7.00	20.6%	7.00	20.6%	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 High School (09153)	34.00	9.00	26.5%	9.00	26.5%	N/A	N/A

Annual Education Report Cesar Chavez High School (09153)

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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
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 High School (09153)
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 High School (09153)

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	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
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	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

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.

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

Annual Education Report Cesar Chavez High School (09153)
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	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
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
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
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 High School (09153)

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 High School (09153)
Sec. 1003 School Improvement Fund

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