



**César Chávez Academy
Lower Elementary School**

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**César Chávez Academy
Upper Elementary School**

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Detroit, MI 48210
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**César Chávez Academy
Middle School**

6782 Goldsmith St.
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**César Chávez Academy
High School**

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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.

August 19, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-11 educational progress for the César Chávez Academy charter district.

The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact your school's leader for help if you need assistance.

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.

Excellence in education is what you will find at César Chávez Academy. The schools' caring, highly-qualified staffs know that when instruction is rigorous and relevant, every child can succeed. Students at César Chávez Academy thrive in the culturally diverse and bilingual environment. Students are exposed to a world of ideas, cultures and opportunities that prepare them for a lifetime of achievement.

Highlights from 2010-11 include:

- The district was granted a five year extension to its charter contract by Saginaw Valley State University.
- The elementary, upper elementary and middle school campuses each received the Skillman Grant; at the lower elementary campus, this grant was used to focus on technology affording the opportunity to purchase NEOSs, CD players with wireless headphones and Leapfrog Tag Readers.

CCA- Vernor campus

- The elementary campus achieved AYP again this year and received an "A grade" on the State of Michigan report card.
- The academy as awarded the CARES grant, which provided staff with professional development on Positive Behavior support as well as a CARES counselor who helped students with behavior strategies.
- The University of Michigan awarded the school the "Walk your Heart to Health" grant which embraces good nutrition and fitness.
- The academy completed its third successful year of Response to Intervention (RtI). The initiative has helped focus on implementing targeted interventions for students who are at-risk.

CCA-Martin campus

- The elementary campus achieved AYP again this year and received an "A grade" on the State of Michigan report card.
- The Martin campus expanded, adding five grade 3 classrooms and one grade 5 classroom, allowing for 150 additional enrollments.

- Community partnerships continued to connect the school with the Southwest Detroit community, including: General Motors AWIM, Initiative Science Urban Gardening, DAPCEP, Gleaners, University of Detroit Jesuit, U of M Valiant Players, Detroit Lions, Capuchin Warehouse, SVSU, First Family, Covenant House, Wayne State University, LaSed.

CCA-Middle school campus

- The middle school campus achieved AYP again this year and received an “B grade” on the State of Michigan report card.
- Students at the middle school attended DAPCEP program.
- The school offered National Junior Honors Society (NJHS) again, serving its largest group of student participants.
- The academy successfully implemented Read 180 and Read Naturally.

CCA-High school campus

- The CCA high school campus was the highest-achieving charter high school in the city of Detroit. The academy is also ranked third out of ALL high schools in the city in terms of the 2007 - 2011 MME and ACT scores, trailing only two of the city’s selective enrollment schools.
- Students from CCA high school earned well over \$1.5 million in scholarships to colleges and universities.
- Senior Sharon Trotter was recognized as a Gates-Millennium Scholarship recipient.
- Senior Leslie Samano earned the Magglio Ordonez Foundation Scholarship award.
- Students were accepted and participated in DAPCEP, which allowed selected students to spend time at university campuses this summer participating in engineering-related fields.

The annual education report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan’s Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

Our District achieved AYP

For 2010-11, the César Chávez Academy district made Adequate Yearly Progress (AYP) in English language arts and mathematics, and all campuses made AYP for these academic measures. However, not every school in the district made AYP. Below you will find a list of the schools not making AYP, the reasons for not making AYP and a summary of the actions underway to improve. The principal has a letter and school specific AER that will help answer your questions. These are also posted on the district and school web sites.

Cesar Chavez High School did not make AYP because the Limited English Proficiency (LEP) subgroup did not meet AYP proficiency level for reading.

State law requires that we also report additional school-site based information:

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:

The decision-making process at César Chávez Academy involves the school improvement team, staff and the board of directors. Day-to-day decisions are placed with the faculty, who are empowered to make prudent choices to solve the challenges and problems of students. Other decision-making groups include student council and PTA.

School improvement team

- Administration
- Instructional Coach
- Board Members
- Special Education
- Parents
- General Education Teachers
- MDE Representatives
- ISD Representatives

At each campus, a school improvement team worked with vested parties to facilitate effective and ongoing growth and progress. The teams rely on data-driven decision making to identify areas for improvement and make decisions relative to short and long term goal planning.

Data sources utilized include student achievement on norm-referenced assessments including MEAP, Scantron and classroom assessments; student demographic information; discipline, tardy, truancy and attendance rates; parent surveys; informal staff surveys and teacher quality information.

The school improvement plan is viewed as a living document based on improving student learning and documenting achievement.

School-specific activities driven by the SIP process included:

CCA-Vernor campus

- Piloted Making Meaning program to increase comprehension and vocabulary and willfully implement program for the 2011-12 school year.
- Increased focus on science in response to student data.

CCA-Martin campus

- SIOP
- Making Meaning (Reading Comprehension)
- Promethean Board
- Writer's Workshop
- Reader's Workshop

CCA-Middle school campus

- Quarterly reading initiatives: There was an increase in reading levels of the students as the school year progressed based on Star Reader data.
- Implementation of PBS included student give-a-ways and dress down passes. There was a decrease in office referrals for the first part of the year. Consistency is needed from staff and policies must be reinforced

CCA-High school campus

- Continued use and implementation of Read 180.
- Continued implementation of Rtl and PBS as intervention strategies.
- Major focus on reading, writing and science as scores dictate.

Status of the curriculum

The academy ensured alignment of its written, taught and assessed curriculum with state standards and benchmarks. Grade-level meetings were held to discuss alignment and implementation of curriculum for core academic areas. Progress was measured through teacher lesson plans, classroom teaching observations and adequate progress with state and classroom tests. Lesson plan rubrics were created to ensure alignment to the Michigan Curriculum Framework.

A district instructional coach and an instructional coach at each campus worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The curriculum was also assessed through state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the instructional coaches.

At the elementary campuses, a Child Study team worked with referred students and parents on an individual level to provide specific strategies for students who may be struggling academically. This allowed for more tailored instruction to attain adequate Response to Intervention (RTI) and enhanced use of modifications and accommodations for individual students.

The district is incorporating the Positive Behavior System throughout all of the grades as well as the Second Step program for more aggressive behavior. Lower performing students were closely monitored through

progress monitoring, quarterly assessment data for ELL and Special Education subgroups. School Improvement Plan and Title I plan were submitted to MDE. The Intermediate School was granted school-wide Title I.

The academy has a technology plan on file with the state and integrates technology into the general curriculum. Visual aids and projectors were used to incorporate images into lessons for visual learners and aid the ELL population in vocabulary development.

Aggregate Student Achievement - Scantron

2010-11:

Location ^	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count (English)	Mean Math SS (English)	SE of Mean Math SS (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Cesar Chavez Academy	Overall		1554	2557		61	1569	2496		61	1567	2430		61	1367	2466		61
	Grade 2	Grade 2	145	2080	(22)	55	144	2086	(16)	61	146	2125	(17)	39	146	2142	(17)	62
	Grade 3	Grade 3	122	2304	(23)	64	121	2234	(15)	62	121	2289	(16)	49	123	2295	(16)	46
	Grade 4	Grade 4	128	2432	(22)	61	128	2351	(14)	53	128	2397	(15)	57	128	2401	(13)	42
	Grade 5	Grade 5	145	2515	(25)	55	145	2395	(17)	31	145	2395	(16)	45	145	2419	(15)	32
	Grade 6	Grade 6	213	2584	(21)	54	210	2556	(13)	42	211	2461	(13)	47	200	2521	(12)	34
	Grade 7	Grade 7 *	193	2609	(24)	44	194	2588	(12)	38	192	2465	(14)	39	179	2514	(14)	28
	Grade 8	Grade 8 *	197	2669	(23)	42	202	2583	(15)	24	202	2491	(14)	36	194	2569	(13)	34
	Grade 9	Grade 9 *	230	2698	(21)	40	228	2616	(14)	22	231	2494	(13)	37	11	2574	(54)	34
	Grade 10	Grade 10 *	171	2850	(20)	52	162	2753	(20)	34	178	2585	(14)	46	100	2595	(18)	36
	Grade 11	Grades 10 - 12 *	10	2804	(91)	32	24	2658	(36)	25	11	2638	(47)	52	59	2696	(26)	47
	Grade 12	Benchmark 9-12 *					11	2742	(55)	33	2	2555	(95)	43	82	2655	(23)	43

2009-10:

Location ^	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count (English)	Mean Math SS (English)	SE of Mean Math SS (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Cesar Chavez Academy	Overall		1078	2499		61	1366	2479		61	1313	2436		61	645	2392		61
	Grade 2	Grade 2	83	1934	(29)	39	84	2034	(19)	56	83	2120	(22)	39	84	2118	(21)	60
	Grade 3	Grade 3	101	2193	(30)	52	106	2195	(18)	58	105	2288	(18)	49	107	2282	(17)	45
	Grade 4	Grade 4	125	2220	(29)	39	128	2239	(16)	42	125	2304	(15)	47	128	2325	(16)	34
	Grade 5	Grade 5	114	2458	(29)	49	118	2362	(16)	28	120	2426	(16)	49	121	2431	(15)	33
	Grade 6	Grade 6	72	2480	(32)	43	167	2549	(13)	41	167	2439	(13)	45				
	Grade 7	Grade 7 *	63	2614	(34)	45	184	2570	(14)	37	180	2438	(15)	36	1	2558		33
	Grade 8	Grade 8 *	162	2650	(24)	40	190	2625	(15)	27	188	2537	(12)	41	1	2438		22
	Grade 9	Grade 9 *	196	2769	(19)	47	198	2622	(15)	22	201	2588	(11)	46	135	2586	(15)	35
	Grade 10	Grade 10 *	158	2710	(26)	37	177	2628	(20)	23	142	2499	(18)	37	64	2563	(25)	33
	Grade 11	Grades 10 - 12 *	4	2782	(255)	30	10	2530	(82)	16	2	2431	(229)	31	2	2573	(21)	34
	Grade 12	Benchmark 9-12 *					4	2664	(37)	26					2	2719	(106)	50

Parent-Teacher Conference Attendance

Percent of students represented by parents at parent-teacher conferences:

2010-11:

K-3.....96%
 4-5.....97%
 6-8.....67%

9-12.....67%

2009-10:

K-3.....98%
4-5.....94%
6-8.....70%
9-12.....55%

High School:

- Postsecondary enrollments (dual enrollment): 0
- College equivalent courses offered (AP/IB): 2
- Students enrolled in college equivalent courses (AP/IB): 45 students
- Students receiving a score leading to college credit: 28 students

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,

Javier Garibay
Regional Vice President