

Middle School
Educating Grades 6-8
6782 Goldsmith St.
Detroit, MI 48209
313-842-0006

Our Mission

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

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

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For all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede – Yes We Can", which reflects the belief that every student is capable of greatness.

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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 2019-20 educational progress for the Cesar Chavez Academy Middle 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 April Hines-Jenkins for assistance.

The AER is available for you to review electronically by visiting the following web <https://goo.gl/gRJzRk>, 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 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.

Like many schools, school closures related to the COVID-19 pandemic has impacted our students and schoolwide learning. As a result of Executive Order 2020-9 and Executive Order 2020-35, Cesar Chavez Academy Middle School was ordered to close from March 16th, 2020 through the remainder of the school year for in person learning. In a quick transition to remote teaching and learning, our team mobilized an interim learning plan to ensure all students had access to a meaningful learning experience despite these closures. Remaining committed to the effective learning environment we have developed we have developed and implemented a series of initiatives to best support our learners.

We have adopted the use of a variety of remote learning resources, including Google Classroom and Zoom. We continue to provide a curriculum based on Common Core alignment, including opportunities



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to engage in intervention based supports to ensure that no student would be unsupported during the devastating school closures. All staff members engaged in meaningful professional development to not only ensure that all teachers have a strong understanding of a standards based curriculum, but to do this in a remote teaching setting.

In response to closures, we ensured that every single student received a Chromebook and had adequate access to internet through the purchase of hot spots and internet packages. Additional school supply packets were distributed to all students to ensure that they could receive the same excellent education at home. Our students now enjoy a 1-to-1 technology ratio helping increase their competitiveness in a 21st century, technology driven society both at home and in building.

In addition to a commitment to high academic performance and expectations, we believe in supporting the whole child and the whole family. We have always provided a free breakfast and a free lunch to all students. When the school closure happened, we immediately began a food distribution program that has distributed over 2,000 meals each month. We have also partnered with various food banks to provide additional nutritious food options to our students, our families, and our community.

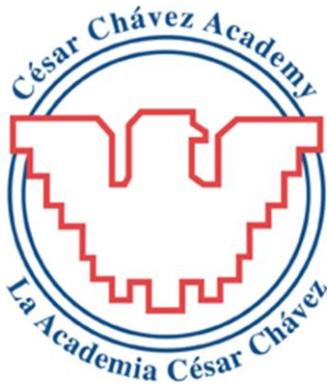
State law requires that we also report additional information.

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 is developed.

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.





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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 PATT. CCAMS continues to work toward improving student achievement in all areas. We continuously use student data to drive daily instruction. We reach out to key stakeholders including parents, community members, staff, and students to encourage involvement in our school planning and functions. School communications are available via Facebook, the school website, at scheduled monthly parent meetings, and through written mailers.

School Improvement Team

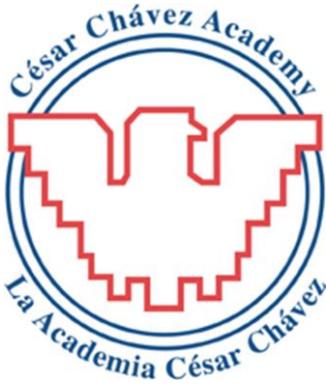
- School leader
- Instructional coach
- Math Lead Teacher
- Science Lead Teacher
- Social Studies Lead Teacher
- English Language Arts Lead Teacher
- Special Education Lead Teacher
- Electives Lead Teacher
- Interventions Lead
- Technology Lead

All CCAM students will be proficient or exhibit growth improvement in ELA by 2023

35% of Sixth, Seventh and Eighth grade students will demonstrate proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/30/2020 as measured by district (NWEA) and state assessment (M-STEP).

- Review of state and local data to drive instructional decision making
- Small group interventions for Tier II and Tier III students
- Title schoolwide support
- Ongoing professional development and in-school coaching
- Increase in technology embedded instruction
- Increase of English Learner staff members





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All CCAM students will be proficient or exhibit growth improvement in mathematics by 2023

25% of Sixth, Seventh and Eighth grade students will demonstrate proficiency in mathematics by 06/30/2020 as measured by district (NWEA) and state assessment (M-STEP).

- Review of state and local data to drive instructional decision making
- Small group interventions for Tier II and Tier III students
- Title schoolwide support
- Ongoing professional development and in-school coaching
- Increase in technology embedded instruction

All CCAM students will be proficient or exhibit growth improvement in science by 2023

25% of Sixth, Seventh and Eighth grade students will demonstrate proficiency in science by 06/30/2020 as measured by district (NWEA) and state assessment (M-STEP).

- Review of state and local data to drive instructional decision making
- Small group interventions for Tier II and Tier III students
- Title schoolwide support
- Ongoing professional development and in-school coaching
- Increase in technology embedded instruction

All CCAM students will be proficient or exhibit growth improvement in Social Studies by 2023

35% of Sixth, Seventh and Eighth grade students will demonstrate proficiency in social studies by 06/30/2020 as measured by district (NWEA) and state assessment (M-STEP).

- Review of state and local data to drive instructional decision making
- Small group interventions for Tier II and Tier III students
- Title schoolwide support
- Ongoing professional development and in-school coaching
- Increase in technology embedded instruction

Core Curriculum

Cesar Chavez Academy Middle School implements the State of Michigan's adopted curriculum. These adopted standards drive our instruction and all purchased resources allow us to implement these





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standards in our building. We have acquired and use a testing item bank that allows us to ensure our teaching and assessment practices are aligned with the national and state standards for instruction, which have been adopted by Michigan.

We follow the Common Core State Standards for English Language Arts and Mathematics. The Common Core State Standards may be located at <http://www.corestandards.org/>.

We follow the Next Generation State Standards for Science instruction. The Next Generation State Standards may be located at <https://www.nextgenscience.org/>.

For Social Studies instruction, we use the State of Michigan Grade Level Content Expectations. These standards may be located at https://www.michigan.gov/documents/mde/SSGLCE_218368_7_ADA_605719_7.pdf

The chart below depicts our recent proficiency and growth data. The first chart, below, shows state assessment, MSTEP and PSAT data for 2016 through 2019 to demonstrate our progress over the past few years. As of 2019, 8th grade students took the PSAT for ELA and mathematics, instead of the MSTEP. Similar to the MSTEP, the PSAT has cut scores for proficiency. Those numbers have been included in the proficiency analysis below.

Due to the aforementioned Executive Orders mandating school closures, along with the waiver by the United States Department of Education for the 2019-2020 school year pursuant to section 8401(b) of the ESEA, 20 USC 7861(b), Cesar Chavez Academy Middle School did not conduct state testing during the 2019-20 school year.

The data provided to you in this Annual Education Report includes data available to us for Spring 2016 through Spring 2019. This data demonstrates aggregate English Language Arts growth 10.3%, aggregate Mathematics demonstrates growth of 1.6%, and aggregate Social Studies demonstrates growth of 1.1%, prompting us to implement a series of instructional changes including increased monitoring and coaching of math and social studies teachers, a lesson study approach to professional development, changes to intervention programming to increase support in math, as well as ongoing analysis of the 21st Century shifts for social studies and math content.

While we did not test during the Spring 2020 assessment window, we are anticipating significant learning loss due to the remote closure. In preparation for this, we have acquired new resources to support individualized learning and intervention services. Additionally, the





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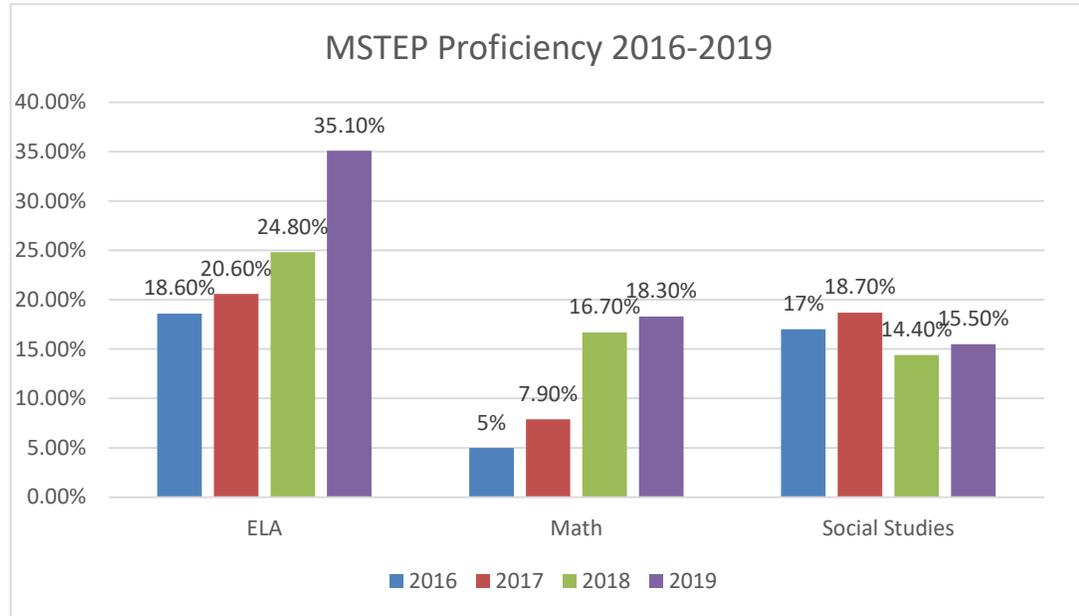
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school is updating curriculum resource materials, increasing the coaching staff and restructuring role and responsibilities to include a dedicated coach in ELA, science, math, English as a Second Language, Science and Social Studies. Additional resources to support the whole child and social emotional learning and trauma associated with this school year have also been acquired.



One additional measure that Cesar Chavez Academy Middle School uses to identify student progress towards educational goals within each school year, is the NWEA MAP test. MAP tests are computer adaptive, meaning they adjust their questions based upon student responses. Students receive a RIT score, a number that can help instructional staff understand student performance levels. Students take this test three times a year to gauge their personal growth towards educational goals. This is a normative test and allows us to monitor our student’s progress in relation to the general performance and growth of grade level peers across the United States. Additionally, this test allows us to provide individualized intervention and enrichment supports to our students. While we did not finish our school testing due to school closures, this test will be a critical component of our school programming in the 2020-2021 school year.



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CCAM hosts parent teacher conferences following each card marking. For the 2018-2019 school year, our parent attendance at these critical conferences is as follows:

1st Card Marking	2nd Card Marking	3rd Card Marking	4th Card Marking	School Year Average
35%	24%	24.00%	N/A	28%

To continually increase parent involvement, CCAM also hosts monthly parent meetings, invites a select group of parents to run the Parent Action Committee, and sends home regular mailers and phone calls, to ensure that all parents, regardless of barriers, can be active members of the school community. Further, PowerSchool, CCAM’s attendance, grading, and behavior tracking tools has Parent Portal features allowing our parents to track performance from their phones and seamlessly communicate with teachers.

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,

April Jenkins
School Leader

Annual Education Report Cesar Chavez Middle School (08569)

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 Middle School (08569)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cesar Chavez Middle School (08569)	0	30	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 Middle School (08569)	31.50	15.00	47.6%	15.00	47.6%	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
Cesar Chavez Middle School (08569)	0.70	0.70	100.0%	0.70	100.0%	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 Middle School (08569)	31.50	2.00	6.4%	2.00	6.4%	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 Middle School (08569)	31.50	3.00	9.5%	3.00	9.5%	N/A	N/A

Annual Education Report Cesar Chavez Middle School (08569)

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 Middle School (08569)

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 Middle School (08569)

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 Middle School (08569)
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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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 Middle School (08569)
Sec. 1003 School Improvement Fund

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