



Annual Report

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for the Flint Cultural Center Academy. 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 Eric Lieske for assistance.

The AER is available for you to review electronically by visiting the Academy's [website](#) or you may review a copy in the main office at your child's school.

For the 2021-2022 school year, schools were identified using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-2022. 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 in 2021-2022. 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% in 2021-2022. 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.

The key challenges for the school this year include the effects from the COVID-19 pandemic. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. Of course, inequity in funding and constantly changing requirements and new legislation affecting public education continue to make it difficult for schools, from trying to establish ways to measure student progress with fidelity despite ever changing state assessments to the exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers.

We have several key initiatives in place to accelerate student achievement/growth including: School improvement process and plans.

- Highly qualified teachers.
- Literacy Intervention Program which includes a highly trained Literacy Specialists that provides a framework for a Multi-Tiered System of Support (MTSS), professional development to Title 1 and at-risk (31a) funded interventionists to help implement interventions. Individual Reading Intervention Plans (IRIP's) have been developed for students reading below grade level and progress monitoring processes have been designed for evaluating success of intervention plans.
- Professional Learning Communities (PLC's) in the areas of Crew, Curriculum, Data and Interventions as well as grade level have been implemented.
- A full time School Social Worker and School Counselor are in place to assist students social and emotional wellbeing.
- A social, emotional and behavior student liaison works with a therapy dog to support fragile students that need additional support to become academically successful.
- School level staff committees to focus on meeting the needs of students, families and school staff have been developed.



State law required that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Flint Cultural Center Academy is a non-profit public school and engages in “schools of choice”. Any child residing in the state of Michigan can attend provided they complete an enrollment application within the application window, are accepted through a lottery (conducted by a third party) and complete the official enrollment requirements of the Academy. Board policy 5111 identifies this process clearly.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Flint Cultural Center Academy is in its second year of the Michigan Integrated Continuous Improvement Process (MICIP). The plan was approved by the Michigan Department of Education (MDE) and we are currently working to review, assess, and revise our upcoming school improvement plan based on data.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Flint Cultural Center Academy is a single school district. The Academy utilizes EL Education as its framework on mastery of knowledge and skills, character and high-quality work. Due to the physical location of the Academy, students have the unique opportunity to engage in real life implementation and experiences of the fine, performing and visual arts through our Flint Cultural Center partners. The Academy is also partnered with the CRIM Fitness Foundation and YouthQuest to offer after-school programming for students. As a Microsoft Showcase School students and staff utilize the Microsoft platform. Continuous and ongoing training on Microsoft opportunities occur with FCCA staff members.

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

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math,



science and social studies. The Flint Cultural Center Academy, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The Academy is currently developing and implementing outcomes for kindergarten through seventh grade which reflect the state Core Curriculum guidelines. The Academy's Curriculum Professional Learning Community (PLC) is focused on a routine process for analyzing curriculum, instructional pedagogy and assessment. Additionally, student achievement is monitored by standardized achievement tests, local benchmark assessments and national normed assessment results. For more information or a complete

copy of the Michigan Department of Education's Model Core Curriculum Outcomes please visit this link:

<http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

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

Percent of students who achieved the 50th percentile for each grade level.

Term Name	Course	KD	01	02	03	04	05	06	07
Spring 2021-2022	Language Usage			29.6%	34.8%	41.3%	28.9%	24.5%	43.8%

Spring 2021-2022	Math K-12	77.0%	58.9%	46.5%	21.4%	14.6%	8.9%	16.3%	18.8%
Spring 2021-2022	Reading	72.0%	56.2%	35.0%	40.8%	51.3%	34.8%	30.2%	41.3%

Term Name	Subject	Course	KD	1	2	3	4	5	6
Spring 2020-2021	Language Arts	Language Usage			28%	33%	37%	43%	30%
Spring 2020-2021	Language Arts	Reading	69%	50%	24%	41%	43%	37%	36%
Spring 2020-2021	Mathematics	Math K-12	70%	42%	25%	25%	11%	16%	30%

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

The Flint Cultural Center Academy had 89 percent of parents attending the Fall 2021 parent teacher conferences and 89 percent attendance for Spring 2022. For the 2020-2021 school year 85% of parents attended conferences in the Fall of 2020 and 92% attended in the Spring of 2021.

Thank you for taking the time to read this Annual Report.

Sincerely,

Eric Lieske

CEO

