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| Battle Creek Area Learning Center/Calhoun Community High School765 Upton Avenue, Springfield, MI 49037**269-565-2460****tallard@calhounhs.org**www.calhounhs.org |

**REVISED 2019-20 TEMPLATE**

**School Annual Education Report (AER) Cover Letter**

December 17, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for the Battle Creek Area Learning Center and our school. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Superintendent, Tim Allard for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/AER2019/CombinedReport2.aspx> or you may review a copy in the main office at your child’s school.

For the 2018-19 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.

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Our school was identified as a COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOL as our graduation rate did not meet the necessary threshold to avoid this lable.

We were labeled as a CSI school because our graduation rate dropped below 67% in 2016-17 so in 2017-18 we were given the label and have been working hard to improve that number. Furthermore, while it is satisfying to see some growth areas in our MI School Data, it is still disappointing that we are below where we think we can and should be.  Let me be a bit more specific in a couple areas.  Concerning assessment participation, we have found that an increase in virtual learning has led to a decrease in state testing participation.  This year we have required any student who is a virtual learner to attend in the building at least twice per week.  It is our hope/expectation that more face to face contact will not only help us see growth and class completion with the virtual learning program, but also help us prepare these students for the state testing window and make sure they are present for testing.  With regards to our school improvement plan, professional development, and work to see student growth, we have spent a great deal of time as a WHOLE staff learning (through professional development opportunities) about students with trauma, ACES scores and resiliency.  By design, we are a school with students who have had a great deal of trauma in their lives when they arrive at our doors.  Working with them to even engage more in learning is a significant challenge.  That said, we doubled our efforts this year to increase our testing numbers for NWEA assessments and will do so with spring testing as well.  Having more scores from students with which to compare should give us a better picture of areas where we need to intensify our focus.  Nonetheless, our data over the last 2 or 3 years of testing with NWEA paints a picture of students who, on average, score significantly below grade level.  When on average our population is reading and doing math at a 4th or 5th grade level, it stands to reason they would be quite deficient on the State Assessment(s) as well.  Additionally, we see chronic absenteeism every year.  It is a challenge to get our students to attend at a level that would benefit significant growth.  In an effort to help reduce absenteeism, we purchased a bus; we as a staff provide rides to and from school in our own vehicles; and we get a grant for bus passes on the city bus to help ease the cost for our students.  Nonetheless, many students miss in spite of our best efforts to help them out.  In closing, I would just add that to use the same accountability system

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for ALL schools is, in my opinion, not a fair or accurate measure of the good work we try to do in an alternative high school setting.  Day in and day out we are faced with students who are angry, depressed, hungry, struggling with mental health issues, poverty stricken, and very unmotivated.  Much of this is the result of severe traumatic childhood experiences and ongoing life trauma.  More than anything, we try to maintain a safe and orderly learning environment and that requires a long time of relationship building and trust building.  This work is intensive and not always measured and/or rewarded with excellent test scores.  Please know that we see the challenges in front of us and we are not opposed to tackling them.

State law requires that we also report additional information.

1. **How students are assigned to a building:** The school is a single building and operates as a charter school. A student applies to come to this school as they would in any school district. An intake interview is held with the student and a parent or guardian if the student is under the age of 18. Unless there are reasons precluding admission that would preclude admission to any public school district, the student will be admitted on a space available basis.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

In 2013-14 CCHS became a school-wide Title I school. With this approval, we were able to dedicate our Title I funding to 100% of our students.

The 3-5 year School Improvement Plan contains 3 goals as follows:

* Goal 1: All teachers building-wide will improve their use of data in Professional Learning Communities.
* Goal 2: All students at Battle Creek Area Learning Center will improve student engagement and student achievement in English, Math, Science and Social Studies.
* Goal 3: All students at Battle Creek Area Learning Center will improve reading in all content areas (English, Math, Science and Social Studies).
1. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

As a single building we have no specialized schools. This school is designated as a 9-12 grade alternative high school and serves all of the students in the geographical boundaries of the Calhoun Intermediate School District. About 95% of our students come from other area public and private schools.

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1. 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

Our courses are aligned with and meet Michigan Merit curriculum requirements.

Graduation requirements are outlined fully in the Student Handbook, which is available on line and in hard copy. A copy of the Handbook is provided to students and parents at the time of the intake interview. Course descriptions and syllabi are available on the school’s website electronically and in hard copy in the Superintendent’s office at the school. In addition CCHS used a web-based system known as Skyward where school staff record student progress on a daily basis.

Staff, parents and students have access to Skyward and can monitor student progress 24 hours, 7 days a week. The school will offer a demonstration of Skyward and teach parents and students how to use it at Open Houses, Parent Conferences or on an individual basis as arranged between the school and the individual. Simply call 269-565-2460 to arrange an appointment if you are unable to attend one of the regularly scheduled sessions.

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

Student achievement data can be found at this link: <https://www.mischooldata.org/AER2019/CombinedReport2.aspx>

1. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
	* + - 1. For October Conferences 17 parents or 11% of parents attended. For December Conferences, 22 Parents or 15% of parents attended, For February Conferences 15 parents or 10%, For May Conferences, 18 parents or 15% attended conferences.
				2. This year we had 3 students (2.0%) enrolled in duel enrollment courses this is down .5% from the previous year.
				3. There were no EQUIVALENT COURSES OFFERED (AP/IB) at CCHS.
				4. Because there were no AP/IB courses offered, there were zero STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB).
				5. Because there were no AP/IB courses offered, there were zero students RECEIVING A SCORE LEADING TO COLLEGE CREDIT.

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Over the last 4 years CCHS has been challenged with searching for a new management company, then a new charter authorizer, and last year we needed to find a new building/location. I’m happy to report that we have moved from 15 Arbor Street, Battle Creek, MI to 765 Upton Avenue, Springfield, MI. While it is two different towns, we are actually less than 2 miles from our previous location. Furthermore, our new location is much more conducive to high school learning. From reviewing our comprehensive needs report and through our school improvement plan, the staff at CCHS has been working on professional development centered on trauma informed instruction, adverse childhood experiences and resiliency, overcoming poverty, and blended learning. It is our belief that as we grow our knowledge and practice in these areas we will begin to see increased student engagement, student achievement, and in turn a higher graduation rate. Finally, we continue to encourage parents and guardians to get involved. Our student services office has opened up multiple opportunities for parents to participate in their student’s learning. Great things are happening at CCHS and we are excited for the future.

Sincerely,



Tim Allard, Superintendent