



School Annual Education Report (AER) Cover Letter

January 18, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Universal Learning 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 Mrs. Loyal Boussi (Principal) at lboussi@ulapsa.org for assistance.

The AER is available for you to review electronically by visiting the following website <http://tinyurl.com/37kperbn>, or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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 2022-2023 school year was a key school year for all educators and students across the State of Michigan after a full transition to in-person teaching and learning. The academic gap of COVID learning became evident during that school year as reflected in local and standard assessment data. The increase in social, emotional, and behavioral needs also played a major challenge in addressing the increased academic and learning gaps. To combat such challenges, the Academy's team of mental health professionals and behavioral specialists worked strategically to address students' needs. This was done through the re-alignment of the Academy's Character Education program which consists of restorative practices, Second Step curriculum, and Social/Emotional Learning (SEL) interventions.

English Language Learners (ELL) continue to need additional interventions, especially those who have been identified as at-risk. The Academy has ESL intervention teachers working with English Learners (ELs) in grades K-12 on a Language Assistance Program that provides them with English Language instruction and meaningful access to the core curriculum. Universal Learning Academy has also implemented the Multi-Tier System of Supports (MTSS) process, and has incorporated an after school program designed to further support ELLs. Furthermore, the Academy has utilized the research-based Life and Reach Higher ESL curriculum and ILIT ELL literacy programs to support students' acquisition of the English Language with clear differentiation of strategies especially for newcomers.

Universal Learning Academy's at risk students are provided services through the MTSS process to ensure academic gaps are identified and an opportunity for success is established. Tier 1 interventions are designed to ensure 85% of the students receive high quality instruction. The Academy's Tier 2 services (15% of students) provide students with support from paraprofessional and content area interventionists via small group instruction. The Academy's Tier 3 Services (5% of students) provide students with one on one intensive interventions via paraprofessionals and



interventionists which are supplemental. Students who qualify for 31a services are in need of academic and/or social and emotional support, based on teacher/team decision-making, the use of multiple data sources, as well as evaluating progress every 6-8 weeks in conjunction with the use of summative assessment data. The Academy continues to utilize the Epstein model for Parent Involvement. MICIP School Improvement Teams have updated the school's parent involvement plan, and parent compact in alignment with the MTSS process and ESSA regulations and guidelines.

State law requires that we also report additional information.

1.PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in the Academy's Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils and Board Members/Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Universal Learning Academy's enrollment period was a whole month (required minimum of two weeks) in duration, with weekend times available. The application period started March 1st and ended March 31st, 2022 from 8:00 AM- 3:30 PM; Friday, March 11, 2022 from 9:00 AM-6:00 PM and Saturday, March 12th, 2022 from 9:30 AM-12:00 PM.

2.THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

At Universal Learning Academy, the Michigan Integrated Continuous Improvement Process (MICIP) is utilized to ensure educators have the appropriate pathways to close the achievement gaps and address SEL needs. This is done by addressing the whole child needs in an effort to create strategic plans and coordinate funding. This is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members.

Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Central Office who work closely with and lead the School Improvement (SI) Teams. We utilize the MICIP Process Cycle which has five (5) major components that cycle in a continuous process.

- Assess Needs
- Plan
- Implement
- Monitor/Adjust
- Evaluate



Assessing needs includes engaging in a process that helps the school develop a clear picture of its achievements and challenges, along with identifying the key success factors. Assessment data includes academic, non-academic, and systems related information.

The planning stage involves defining measurable goals that provide a sense of direction and clear focus for improvement. Based on the goals, the CI team create a strategy implementation plan that serves as the pathway to achieving the measurable goals. The Monitoring and Evaluation steps are what give the plan its fidelity and success. They are essential in enabling the district to evaluate and adjust systems along with plan components. Through this comprehensive process, the Continuous Improvement (CI) team engages in assessing the needs first from a district perspective and then from the school level. The team then develops the CI goals, strategies, and activities which are implemented, monitored, adjusted, and continuously evaluated. School goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Universal Learning Academy is a public-school academy that is authorized by Bay Mills Community College and is operating in a single building that is located at 28015 Joy Road, Westland, Wayne County, Michigan Street that served students in grades Pre-K through 12 with approximately 750 students in 2021-22. All students are equitably assigned to their building and have equal access to the full facility, programs, resources, technology, highly qualified staff and curriculum. The Academy is led by Dr. Ali Bazzi, Superintendent, and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider. The Academy prides itself on promoting diversity, culture of other's and culture of one's one. Teachers work on incorporating a global perspective into the classroom, in order to prepare students for real world careers and jobs in the 21st century. Since the inception, the Academy continues to make progress in achieving the mission and goals envisioned by the Founder. Through publication of this report, the aim is to share progress, along with plans for continued growth and improvement into the future, with all stakeholders.

Universal Learning Academy is not considered a specialized school.

4. 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 district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.

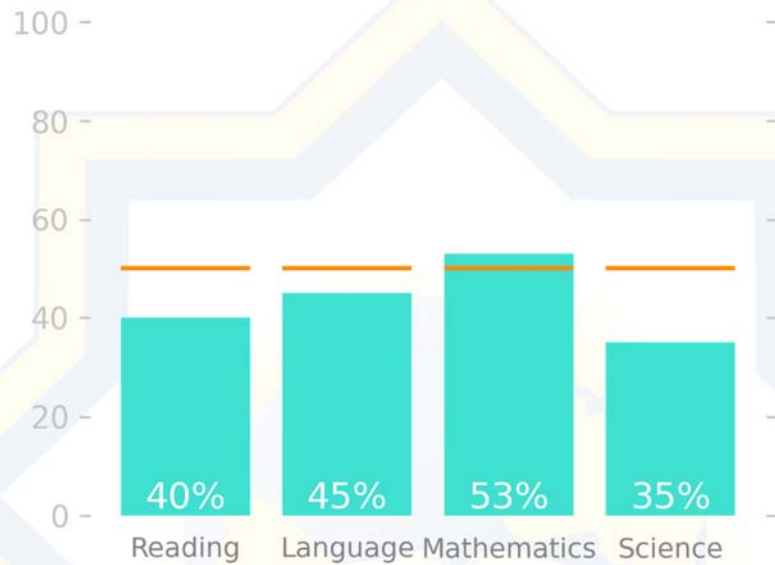
The district is in full implementation with the curriculum as Universal Learning Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.

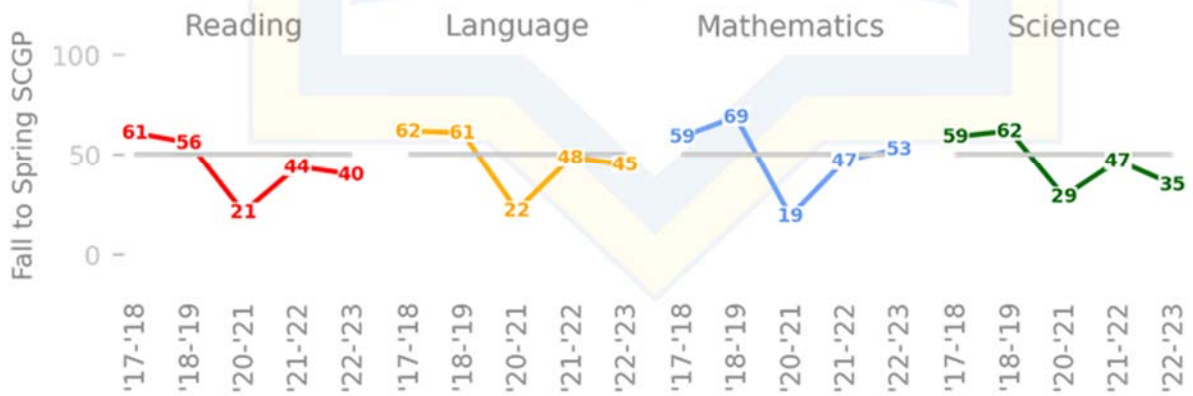


5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Median Student Conditional Growth Percentiles - Spring 2023



Fall to Spring SCGP Trends

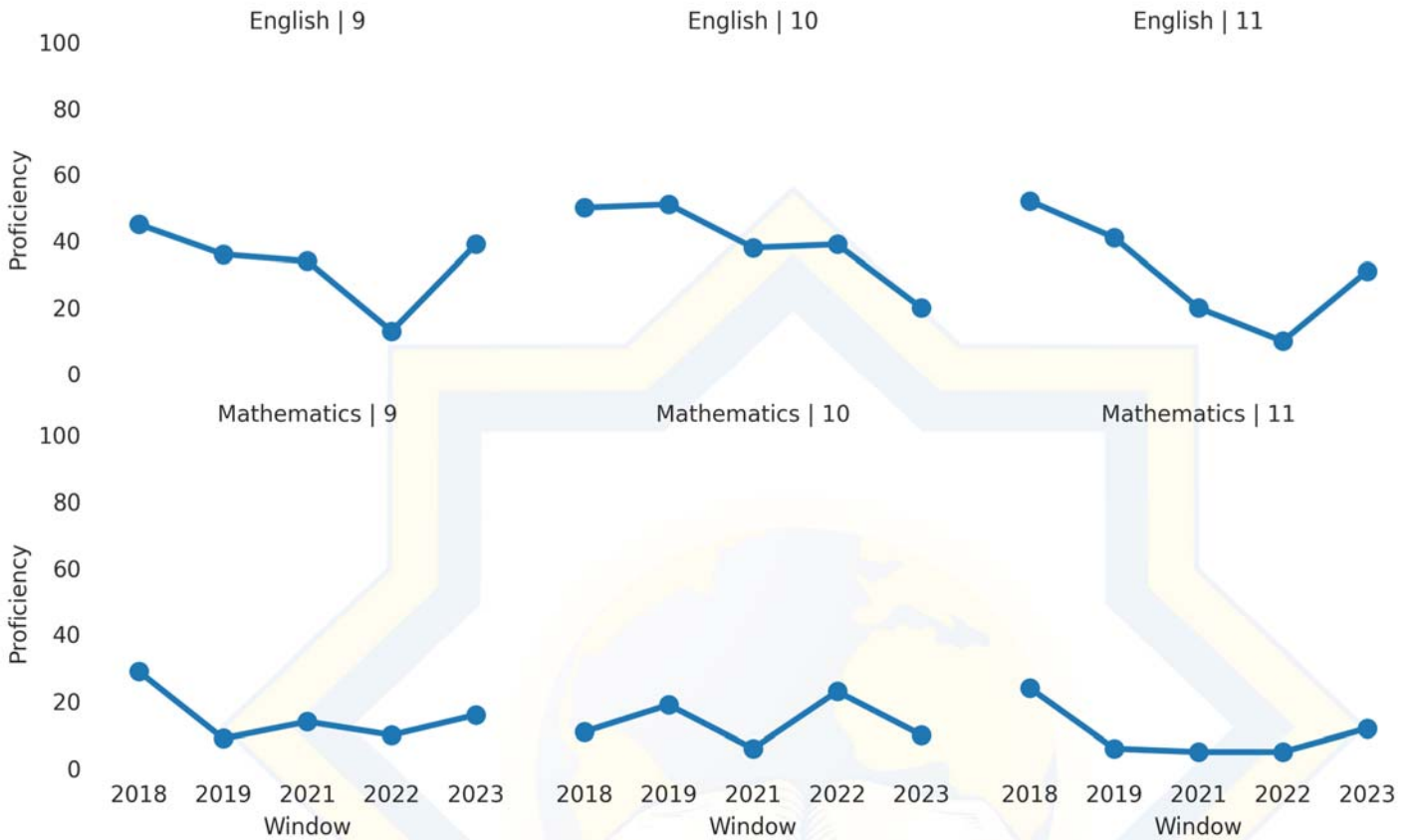




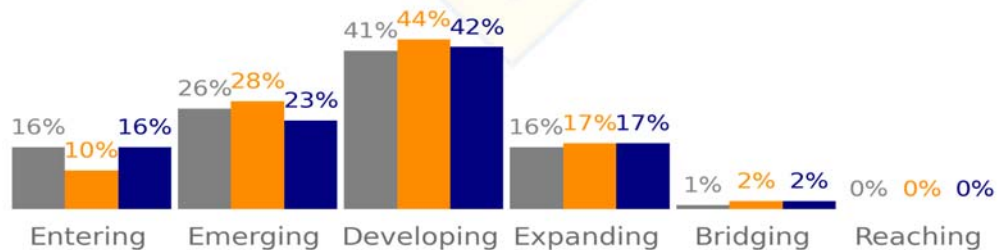
Universal Learning Academy

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PSAT and SAT "College Ready" Rates



2021, 2022, and 2023
WIDA Composite Levels





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

Year	Student Count	Percentage	Follow-Up
2022-23	754	83%	17%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- i. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 1. 2021-22: 16 (9%)
 2. 2022-23: 34
- ii. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 1. 2021-22: 2
 2. 2022-23: 3
- iii. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 1. 2021-22: 16 (9%)
 2. 2022-23: 33 (17%)
- iv. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
 1. 2021-22: 1 (6%)
 2. 2022-23: 3 (9%)

Universal Learning Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts –parents, teachers, students, staff, and the surrounding community. All stakeholders realize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report.

Educationally Yours,

Dr. Ali Bazzi, Superintendent