

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Community College Preparatory Academy PCS

LEA Head of School Name: Mr. Jason Lody

LEA Type: Adult

Date Generated: 08/09/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

In July 2021, Community College Preparatory Academy will celebrate the grand opening of its new, Board-approved Wellness Unit. As the world approaches the wake of the global pandemic and the emerging implications that demand a change and shift in how we facilitate education and where, it has become paramount that we broaden the scope of our holistic approach to programming and practices, and incorporate wellness-based options into our corporate and academic frameworks.

As such, we have designed a Wellness Unit with staff members who have demonstrated seasoned personal commitment to individual wellness and encouraging others in the same vein. In the 2021-22 fiscal year, we will provide supplemental classes with activities that promote mind and body wellness, to include movement, the arts and community connections. We will also provide on-site workshops on financial literacy, parenting, exercise and movement, mindfulness, and food and nutrition. We will also contribute to higher-level engagements, which will enhance student-staff interaction, a key performance indicator for our LEA.

CCPrep is committed to expanding the reach of our students' voices and presence in new and creative ways that coincide with our five pillars of excellence:

- Productive Citizenship
- Occupational Training
- Executive Function
- Holistic Literacy
- Mind-Body Wellness

The mission of the CCPrep Wellness Unit is to provide a concrete and well-rounded school experience that prioritizes the student voice and provision of relevant supplemental course offerings that enhance their educational practices and promote personal growth.

Our approach to wellness is rooted in the understanding that an achieved balance to our individual school/work-to-family ratios result in healthier relationships with bot self and others; reduces stress and increases peace of mind, and; improves mental and physical capacity for achievement of goals and purposes. We will create collaborative

opportunities with staff members and use them to connect with our adult students on multiple levels. The intent is to promote and normalize wellness, corporately, with everyday activities as simple as maintaining a growing list of one's positive qualities to focus on, instead of negative ones, and sharing them amongst peers to engage healthy social-emotional dialogue. CCPrep's Wellness Unit includes eight Dimensions of Wellness in its activities and programming to guide provision of an educational experience that fortifies students personally and supports them holistically. They are:

- Physical Wellness
- Spiritual Wellness
- Intellectual Wellness
- Financial Wellness
- Emotional Wellness
- Social Wellness
- Environmental Wellness
- Occupational Wellness

Our screening process will be managed by the unit's Social Workers who will complete intake, conduct data analyses and facilitate workshops with students in need of behavioral health attention or other clinical challenges. Our Social Workers are required to maintain case history records and prepare reports; serve as liaisons between students and their academic and other support staff. They will interview students individually, assess their situations, capabilities and problems to determine what services are required to meet their needs. They will also find or arrange for support services, such as child care, homemaker service, prenatal care, substance abuse treatment, counseling and classes to prevent more serious problems from developing. Our Social Workers will also facilitate healthy living workshops, and plan and support refinement of protocols related to mental wellness as the unit data gathers and plans for future wellness updates.

Additionally, CCPrep's Student Engagement Committee, in collaboration with our Wellness Unit, will continue the facilitation of workshops by internal and external facilitators to address our students' social-emotional well-being. As a collective staff, CCPrep will continue to offer a safe space for our adult students where their voices and experiences are validated. Our adult students will also be allowed to self-identify as needing support from our Social Workers when meeting with their Student Success Specialists. Student Success Specialists will make referrals to on-site Social Workers to request targeted support in the removal of barriers.

Student Success Specialists will adhere to referral protocols as follows:

- During scheduled or impromptu meetings, Student Success Specialists will inquire about barriers impacting students' progress and/or mental wellness
- Student Success Specialists will send an electronic referral for students who are identified as requiring targeted support or by the students' request
- Social Workers will schedule appointments and inform students of their appointments via email through our SSMS

- If the first appointment is missed, the Social Worker will schedule a second appointment
- If the second appointment is missed, the referral will be closed and students will be required to restart the referral process with their Student Success Specialist

CCPrep is considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 program year:

1. Panorama's Cultural Awareness and Action Survey – Adult Focus
2. Panorama's Adult Survey on Belonging

Based upon student responses, our LEA is prepared to offer support through our newly-established Wellness Unit, in conjunction with our Academics and Training Unit and Student Support Unit to ensure comprehensive provision of wrap-around services, such as wellness meetings with our on-site Social Workers who are clinically equipped to determine student well-being, provision of food and clothing through our Care Kitchen and Haberdashery & Boutique, also peer mentoring and trauma-informed response to their individual and collective needs.

For our adult students who demonstrate the need for more intensive, one-on-one supports, they will have access to clinically-equipped staff for a deeper dive into barrier removal and provision of counseling and resources to remedy any mental health issues that may plague a student's capacity to fully engage and perform in an academic environment.

Further, because CCPrep understands that trauma-induced experiences of the past often become triggers that cause individuals to feel as if they've lost control or face the absence of choice, the Wellness Unit will serve as a safe space for our students to let down their guard so they are better able to focus on learning in the classroom.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

Our LEA approach to behavior and discipline practices with adult students will be facilitated using a trauma-informed, restorative justice framework. Staff have registered for OSSE-facilitated workshops on Advancing Trauma-Informed Culture in Schools and Classrooms and Educator Wellbeing and Mindfulness in Today's World in June and July. CCPrep's Office of the CEO is also planning corporate professional development on trauma-informed student engagement for the upcoming program year.

CCPrep is preparing to monitor student behavior using a variety of positive, relevant and developmentally-appropriate approaches to address adult behavior patterns that show need of help. Our lead Social Worker will

facilitate professional development with both academic and support staff to inform their classroom and office practices in such a way that they become adept at identifying individuals who need social-emotional support and facilitate referral to the Wellness Unit for attention. As previously indicated, our LEA intends to use trauma-informed practices, restorative justice and positive behavioral intervention to ensure student and staff wellness.

2.B: Educator Wellness

6. Describe the LEA’s plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators’ own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

In our academic year 2020-21, CCPrep staff participated in professional development with a mental health professional to examine how we are doing in the face of multiple changes, and how are we and our students have been impacted by the changes. This series touched on identifying and addressing fear, grief and other stressors that have visited upon all of our lives, and provided tools for us to minimize and, ultimately, eliminate their impact in our day-to-day functioning both at home and in the workplace. In the 2021-22 program year, CCPrep is prepared to increase the number of wellness-related professional developments provided to include trauma-informed and restorative justice frameworks, and collaborate with its newly-designed Wellness Unit team and the Student Engagement Committee to increase engagement activities and workshops with wellness themes that correlate to academic content.

In conjunction with student wellness workshops provided by our Wellness Unit, staff will be able to sign up for and participate in in-house activities specific to mental, emotional and social health supports. In the 2020-21 program year, CCPrep leadership provided membership to Planet Fitness to staff at no cost to promote physical health as a contributing means to personal wellness.

The CCPrep Wellness Unit’s contribution to our LEA plans to support teacher and staff social-emotional and mental health needs will include the following:

- Professional development with clinical social work staff
- Inclusion with our adult students in opportunities to engage in movement through our partnership with GoGo Fitness, LLC
- Provision of a quiet, safe space for power breaks to meditate or take a moment to de-stress
- Availability of Wellness staff to offer peer support

Professional Development opportunities will consider topics such as the following:

- OSSE-provided “Advancing Trauma-Informed Culture in Schools and Classrooms”

- OSSE-provided “Educator Wellbeing & Mindfulness in Today’s World”
- LEA-identified coaching in trauma-informed practices
- LEA-provided developments specific to wellness and creating safe learning spaces where traumatized learners can re-shape their learner identity

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student’s status and progress with learning as informed by LEA-selected assessments.**

Consistent communication is a priority for CCPrep, and as an adult charter school this is extremely important as we welcome our students back for the 2021 fall season. Our safe reopening conversation began with our current students in February 2021, when in-person instruction was made available for all students and all courses. Students were provided with information regarding the check-in process on each campus that included their completion of our health screening form, as well as mask requirements. This information was shared via email, in class, during the monthly town hall meetings and through CCPrep’s website.

As we have begun our student orientation sessions for the fall, all students are informed via these live sessions of our safe reopening plans. In response to the growing social-emotional needs of our students, we now have a Student Wellness Unit that provides food, clothing, counseling and various activities that support overall wellness. This new unit is also shared live in all student orientations. Our Introduction to CCPrep Orientations began in July, and continue through mid-October. Attending at least one of these sessions is a requirement for all new students, and must be completed prior to beginning class. A full session is devoted to academics where students learn about the various options for participating in classes (virtual/hybrid/in-person), meet their Instructors and have opportunities to ask questions pertaining to safety and instruction.

Ongoing opportunities exist within the program to allow students to ask questions and raise concerns throughout the school year. These include their monthly meetings with their assigned Student Success Specialist, monthly town hall meetings, as well as our social media updates and email blasts. Any enrolled student that meets the criteria for EL will have all documents available in their native language, as well as interpreter services for on-site meetings and instruction.

All students enrolled at CCPrep must take the Test of Adult Basic Education (TABE). Students take a pre-assessment prior to beginning class and a post assessment at a minimum of six (6) weeks into their course. Every student is assigned to an Interventionist who reviews their initial test data with them and develops a prescription to address areas of needed growth. All students receive intervention support

embedded within their class in both math and reading from their Interventionist. This additional level of support includes direct instruction as well as indirect support using intervention software that tracks progress and is adaptive to student performance. Students receive ongoing feedback from their Interventionist on their progress and next steps toward TABE gains. Whether a student participates in person or virtually, these services and supports are made available and will also be made available for EL learners. Utilization of working one-on-one with Interventionists allows students yet another avenue for sharing their feedback with CCPrep staff members, who go on to share this information to their Unit Directors to assess policies and protocols as necessary.

The Leadership Team takes student concerns and needs into consideration when developing all policies and protocols, to meet students where they are and give them the best chance for success while simultaneously adhering to the required safety and accountability policies set forth by the Center for Disease Control, DC Health, OSSE and the DC PCSB. As the school year progresses and more feedback is collected from students, CCPrep will continue to evaluate its practices and implement changes as appropriate.

Students will be informed via email and through their meetings with their Student Success Specialists regarding any changes made to the school's CEP. Any questions expressed by the student will be addressed as soon as possible to ensure their clear understanding of the school's CEP and protocols. As new students are enrolled, recruitment staff will explain our CEP and its impact on instruction, activities, etc., thus giving students an opportunity to ask questions and give feedback.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

During the 2020-21 school year, CCPrep identified our adult students as being consistently less engaged with distance learning based on the following behaviors:

- Inconsistent attendance (absent two [2] days or more each week)
- Nonresponsive to weekly outreach engagement
- Lack of monthly meeting participation
- Low/no student work completion

All students, active and less engaged, have been invited to re-enroll at CCPrep for the 2021-2022 school year. A dedicated reengagement campaign has been launched to connect with students who had to disengage due to personal hardships.

To re-engage students, CCPrep's staff members are conducting the following activities:

- Weekly outreach calls and/or emails to invite students back
- Community resource sharing via email
- On-site and remote application support to encourage re-enrollment
- Course-embedded intervention support will be provided to all students to address skill deficits in both math and reading one to two times per week for 1-1.5 hours.
- Intervention labs will support classroom instruction and allow independent access to additional support. Students will have the option to participate either virtually or in-person for a drop-in or prescheduled session.

For the 2021-2022 school year, students' attendance and performance will be closely monitored by Student Success Specialists and Instructors to support student retention. Students will have direct access to their progress and attendance through our new Learning Management System/Student Success Management System. Students will be instructed on how to review their progress and attendance records. Student Engagement will be reviewed by CCPrep's staff bi-weekly. Students will be placed on a Student Success Plan if they miss four (4) days or more within two weeks, or are behind two weeks or more in terms of work completion.

Student Success Specialists will notify students when they are demonstrating behaviors that will lead to this targeted support plan. When placed on a Student Success Plan, students will meet with their Student Success Specialist twice per month to receive additional individualized support, and referrals may be made to our Social Workers or to external community agencies, depending on the type of barriers impeding students' success.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency

- Adjusted use of assessment data for planning instruction

10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

As an adult charter school, CCPrep students did not experience a typical interruption in their program. Students began the 2020-2021 year with the option to participate in synchronous or asynchronous virtual instruction, and our hands-on courses were held in-person all year, albeit with the necessary precautions in place to prevent COVID-19 spread/exposure. In-person digital literacy courses began in January of 2021, and as of March 2021 all remaining courses had the option of on-site participation.

Summative assessments are not a part of our general program structure, and students enrolled in our pathways are prepared for certification exams, most of which can be completed within 10 to 16 weeks of the start dates.

Progress Measurement Tool

Subject area and Goal	Content area Details	Assessment	Administration Schedule
GED Humanities (ELA & Social Studies)	Reading as measured by increases in TABE NRS level gains	Test of Adult Basic Education (TABE)	Pre-Test prior to start of course, Post Test Six weeks from course start date.*

GED STEM (Math & Science)	Math as measured by increases in TABE NRS level gains	Test of Adult Basic Education (TABE)	Pre-Test prior to start of course, Post Test Six weeks from course start date.*
CTE (HVAC, MOS, CompTIA)	Math & Reading as measured by increases in TABE NRS level gains	Test of Adult Basic Education (TABE)	Pre-Test prior to start of course, Post Test Six weeks from course start date.*

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Initial Assessment Intro to CC Prep Sessions	Cohort Start Dates	Initial TABE Post-Test	Subsequent Post-Test*
July- August	Cohort I- 9/13/ 21	Week of 11/1 – 11/17	6-week cycles after initial post-test
	Cohort II 10/4/21	Week of 11/15- 12/8	6-week cycles after initial post-test

*scheduled for students who do not demonstrate performance gains on the TABE

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

CCPrep student progress is measured by student gains on the Test of Adult Basic Education (TABE) in their lowest-performing subject over the course of a program year. For TABE, the measure reports student’s progress gains in reading, language, and numeracy over the course of a program year. During the 2021-22 school year, students will be pre-tested prior to entering class, and after the first six (6) weeks of class, participate in the first TABE post-test. Students will continue throughout the year to work on academic challenge areas and will repost

up to two additional times depending on the duration of their course. Students who make or do not make significant gains will continue to work with the support of an Academic Interventionist on these areas both in class and during drop-in lab times to improve performance. The Academic Interventionist will review student intervention progress data weekly and meet with the full Intervention Team monthly to discuss student progress, reset prescription goals and develop strategies for next steps.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

Assessment data for all students will initially be used to develop individual student support prescriptions, which will inform intervention support. The initial TABE assessment data will be confirmed by a locator assessment of the Aztec intervention program and will both be used to set student instructional target areas for intervention. These target areas will be remediated through direct instruction as well as application usage.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

N/A - As an adult public charter school, CCPrep does not currently have students enrolled who are attending non-public special education schools.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

CCPrep's plan for assessing students in the 2021-2022 school year combines ongoing best practices in pre- and post-assessment as well as incorporating lessons learned from the disruptions caused by the COVID-19 pandemic in delivering live instruction. Given the central role of technology in hybrid and virtual instruction, in the 2021-2022 school year, CCPrep will administer not only the TABE assessment for reading and math skills, but also a battery of Northstar Digital Literacy skill assessments, delivered in partnership with Literacy Minnesota. Our Assessment Coordinator and Academic Interventionists will work together to establish a prescriptive plan for each student aligned to the career and college readiness standards of TABE and the digital literacy standards assessed by Northstar.

Additionally, instructors will track student progress aligned to the standards for success in their particular course/pathway. These data points are reflected in the EAB Navigate system, which will enable students and stakeholders to track progress in real-time, predict future outcomes, facilitating strategic intervention and support for each student enrolled at CCPrep.

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

• d. Other

Section	Activity	YES/NO	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	YES	Course times are being adjusted based on student feedback regarding their most convenient times for in-person and virtual learning
	After-school programming	YES	Students can work in study areas with peer tutors, interns and classmates before and after scheduled class times
	Longer school day	NO	Course times will remain the same
	Longer school year	NO	CCPrep is a year-round adult program
	Summer 2021 programming	YES	CCPrep operates as a year-round school and sustains pathway training during summer sessions
	Summer 2022 programming	YES	CCPrep operates as a year-round school and sustains pathway training during summer sessions
	School break/holiday programming	NO	Students may have projects that spill over into a break or holiday but this is factored into pacing.
	Weekend programming (e.g., Saturday school)	NO	This option is not currently provided
Instructional Changes	High-dosage tutoring ⁵	NO	All students have embedded intervention support and labs available for academic enrichment and support
	New curriculum purchase	NO	No curriculum changes made for 21-22 SY
	New intervention program or support	YES	ELA, Math (and technical-content-specific interventionists for Career and Technical courses) will work alongside instructors in embedding differentiated learning experiences multiple times per week during class time. Interventionists will maintain lab hours outside of class time for students on a drop-in or appointment/referral basis. Peer tutors will support student study groups in each pathway.

	New uses of staff planning time for accelerated learning	NO	Staff Planning will remain in place
	New professional development for staff on accelerated learning	YES	LincSPRING Professional Development for A&T instructors
Staffing and Related Supports	Additional staffing Additional vendor	YES	Increasing number of Interventionists, increasing Help Desk staff
	and/or community partner support		
	New hardware purchase	YES	Tools for hands-on HVAC training
	New software purchase	YES	For Admin Professional Pathway: TestOut Desktop Pro Plus For IT Pathway: TestOut PC Pro, ITProTV, EdPuzzle For HVAC Pathway: InterPlay Learning For instructors: Camtasia video editor/annotating tool
Other			

- e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.

Included in response to 2e

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

CCPrep is creating a professional learning plan to account for lessons learned during the pandemic to facilitate staff development around key student needs that have emerged as a result of the pandemic. The process is being led by our Director of Academics and Training in the areas pertaining to best practices in teaching and learning, and by our Wellness Unit Director in areas pertaining to the support of holistic student and staff well-being. We are reviewing feedback surveys and interview data from students during the 2020-2021 school year to gather input on the areas where students have the greatest need and where the school can have the greatest impact.

To that end, in the 2021-22 school year, we will provide supplemental classes with activities that promote mind and body wellness to include movement, the arts and community connections. We will also provide on-site workshops on financial literacy, parenting, exercise and movement, mindfulness, and food and nutrition. We will also contribute to higher-level engagements, which will enhance student-staff interaction. We are planning to provide more direct support to students via peer tutoring and our internal Help Desk, as well as providing more foundations and academic bridge courses to ensure that students have the requisite skills needed to learn in hybrid, virtual, and asynchronous settings with high efficacy and reduced stress.

Based on information gathered this year from instructor feedback, we are streamlining our data integration processes so that standards-based grading is automated as much as possible, reducing the administrative task load, enabling our Learning Facilitators and Academic Interventionists to focus more time and energy on student-facing tasks. Our professional development plan is aligned to ensuring that academic staff are proficient in the use of our new SIS and data dashboard systems – CCPrep’s professional development calendar can be found listed with this document as Appendix B. In each course, we will use a set of internal assessments geared toward tracking ongoing progress. We will gather and analyze student performance data using EAB Navigate, and from the initial assessments we will begin checking to ensure that course pacing is apposite to students’ progress and we will adjust as needed in pacing, lesson activities, and course groupings.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

The proposed project, as outlined, is purposely designed to support and enhance the established goals and activities already approved in the Continuous Education Plan. We firmly believe that it will be successful because it builds upon the work that we are already committed to doing here at CCPrep. It is also based on "best practices" for building distance learning systems.

Activity 1: Focuses on supporting expanded student participation and addresses the issue of required technology devices. It proposes that if we are planful in expanding available devices for students, then we will be able to address the students who will backfill and we will be able to replace equipment that is lost or broken because devices are essential in distance learning and we are learning about requirements in this first year.

Activity 2: The student and instructor training components are designed to continue and expand those elements that have already been undertaken to support the transition to an expanded distance learning format. The proposed vendor (MOSAIC) is familiar with the organization and its staffing and the transition activity that the organization has undertaken expand the work that is already underway.

Activity One addresses the element of, if we develop and further expand the availability of coherent and sequential training for instructional and counseling staff, then we deepen the change to a strong and expanded virtual learning format that has already been initiated. This is expected because CCPrep fully expects to remain virtual for a significant group of our students in accordance with our mission to create lifelong learners.

Activity 3: Leadership development is a critical element of change management. More importantly, CCPrep fully expects to maintain a significant portion of the organizational and service delivery changes that have emerged as a direct result of the COVID-19 pandemic. Therefore, we posit that if we invest in leadership development and planning, then the investment will support enhanced implementation and deeper understanding across the leadership spectrum (both Board and C Suite) because the research clearly indicates the importance of shared, deepened understanding of any sustained change requires leadership buy-in.

During this period of change in programming and projected change in CCPrep's facility, it is important to limit the facility investment to those elements that support safe use of the current space and effective use of virtual learning tools.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

N/A – Community College Preparatory Academy is an adult charter school outside the K-12 range.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- **a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- **b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how**

LEAs will communicate those instructional approaches to families;

- **c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Community College Preparatory Academy is an adult charter school that has chosen to opt out of the provision of special education services in its curriculum. However, we have also developed a formal partnership with the Rehabilitation Services Administration that provides counseling support to our adults with disabilities and connects them directly to appropriate assessments and services that lead to either employment or advanced training. All students, including those with disabilities, receive intervention support and an individualized prescription to support their advancement in a chosen pathway.

Once a student with a disability has been assessed, RSA provides all necessary tools, devices and supports to enable their success at CC Prep and beyond should the student choose advanced training. To date, we have had students receive a range of supportive visual devices, and one of our students was provided full tuition to the Community College and the technology to support his learning.

17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N/A – Community College Preparatory Academy is not a correctional facility.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

N/A

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

N/A

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

N/A

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

N/A

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.