

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Cesar Chavez PCS for Public Policy

LEA Head of School Name: Kourtney Miller

LEA Type: Middle School;High School

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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.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

During SY21-22, Chavez will operate five (5) days per week with the physical space to accommodate all scholars in-person with the projected staffing levels. The Operations Plan for Chavez Schools allows for on-site learning for all scholars for a minimum of 180 days or at least 1080 hours, professional development for staff to ensure a healthy and safe learning environment. Our school calendar can be found [here](#). And a sample schedule of a typical school week can be found [here](#).

Chavez's staffing model for SY2122 can accommodate all scholars in-person. Staffing for SY2122 has been increased above pre-covid levels by adding 1 additional admin in the middle grades; 1 Instructional Coach; 1 SPED teacher; 1 ELA teacher; 1 math teacher; 1 SAT Prep teacher, and 1 social worker. Should additional staffing be warranted, Chavez is prepared to add staffing using federal funding available.

Chavez is prepared to offer time-limited distance learning to students. For scholars or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; we will follow the guidelines of quarantining all individuals who are not vaccinated for 10 days. For staff and scholars who are vaccinated, they will be able to attend school in their cohort if they are not exhibiting any symptoms of COVID-19. For those scholars who must quarantine, we will follow the following school extended absence policies for staff and for scholars - policies can be found [here](#).

In the event of an unexpected closure or partial closure, we will communicate with families using the following methods and timeline:

- Families and scholars will be notified electronically through email and/or our Deanslist platform as soon as possible. Parents and scholars will be provided with direct contact and time periods to address questions and concerns.
- Our leadership can be reached at slt@chavezschools.org and will respond within 48 hours. In the event of an emergency closure, the school will shift to a virtual version of the school day schedule within 48 hours.

Virtual High School Schedule		Virtual Middle School Schedule	
8:30 - 9:58	Period 1	8:30 - 8:40	Townhall
9:58 - 10:05	Break	8:40 - 9:20	Intervention ELA
10:05 - 11:37	Period 2	9:20 - 9:25	Break
11:37 - 12:15	Lunch	9:25 - 10:25	Period 1
12:15 - 1:43	Period 3	10:25 - 11:25	Period 2
1:43 - 1:55	Break	11:25 - 12:05	Lunch
1:55 - 3:23	Period 5	12:05 - 12:45	Intervention Math
3:25 - 3:55	Period 5	12:45 - 1:45	Period 3
		1:45 - 2:00	Break
		2:00 - 3:00	Period 4
		3:00 - 3:25	Advisory

Our schools will continue to use the Schoology platform to post and disseminate the majority of assignments. We have also adopted digital curricula that can be accessed at home or school using their school assigned laptop or their device that will be assigned for home use (all students will have a Chromebook at home). We will have the Zoom platform available to provide synchronous instruction in the event of whole class, some class, or teacher only time-limited distance learning. In the event of teacher only quarantine situations, substitute teachers will be provided for in-person instruction to students while the teacher can continue with synchronous instruction from home, if s/he is available to provide maximum continuity in instruction.

For an isolated case where an unvaccinated student was exposed to COVID-19 outside of school, the school will follow the following plan:

- Dissemination of materials: The vast majority of materials will be available online via Schoology or another online Educational Platform. If additional materials are required, a non-contact pick-up or drop-off will be arranged with the school.
- Uninterrupted instruction through remote learning: Scholars will be issued a school Chromebook to keep at home for the duration of the 21-22 school year to ensure scholars have access to the technology they require. A

survey will be conducted at the beginning of the school year to determine which scholars require access to hotspots at home due to lack of adequate internet access. Additional hotspots will be available for distribution in the Main Office if needed.

The operations plan can be implemented in our current facilities. The operations plan can be implemented using our current staff and anticipated hires.

Should the school need to close the entire campus due to an outbreak of COVID-19 or evolving health conditions, the school will communicate with all stakeholders regarding next steps. On the business day immediately following the closure, virtual staff meetings will be held to review the virtual schedule, ensure all classes in the LMS have live Zoom links for online class, and allow teachers to prep to shift their instruction to virtual mode. Classes will resume online the next business day.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Chavez will deliver the LEA's distance learning program for scholars with medical certifications. As a single-site LEA, our LEA will deliver the distance learning program. Scholars participating in distance learning will receive comparable

instructional time and coursework through our LMS, Schoology, coupled with access to real-time, synchronous instruction and support from teachers during our instructional school day. Lessons will be recorded and uploaded to the Schoology platform in advance to allow for viewing by the scholar so that scholars may be prepared to clarify, question, or practice content with live content specialists staffed by the LEA during the daily lived synchronous session hosted via Zoom. These staff members facilitating the Zoom sessions are the same teachers and content specialists who serve scholars who are in-person. Chavez has purchased Meeting Owl Pros for each core content. The Meeting Owl Pros is a premium 360-degree camera, microphone, and speaker that creates the experience of an in-person classroom for those engaging at home. It also allows for two-way communication and integrates seamlessly with our current Zoom conferencing platforms and our Schoology platform.

These live sessions are scheduled by content and provide scholars who are participating in distance learning with the same platform used to post work for those scholars reporting in person and those who are participating virtually. We will tailor instruction depending on the scholars' needs and learning styles.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

All scholars, both those who are remote or attending in-person will have access to a Chromebook for exclusive home use. Hot spots will also be provided by the LEA for scholars who have limited connectivity in order to fully engage in distance learning.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

Onboarding sessions will be held during the month of August for scholars reporting in-person and those who will be engaging in virtual learning. A help desk has been created for those requiring additional support or training. All scholars regardless of where they engage in learning will have access to accelerated learning, recovery options, and extension.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

Chavez will deliver the LEA's distance learning program for scholars with medical certifications. As a single-site LEA, our LEA will deliver the distance learning program. Scholars participating in distance learning will receive comparable instructional time and coursework through our LMS, Schoology, coupled with access to real-time, synchronous

instruction and support from teachers during our instructional school day. Lessons will be recorded and uploaded to the Schoology platform in advance to allow for viewing by the scholar so that scholars may be prepared to clarify, question, or practice content with live content specialists staffed by the LEA during the daily lived synchronous session hosted via Zoom. These staff members facilitating the Zoom sessions are the same teachers and content specialists who serve scholars who are in-person. Chavez has purchased Meeting Owl Pros for each core content. The Meeting Owl Pros is a premium 360-degree camera, microphone, and speaker that creates the experience of an in-person classroom for those engaging at home. It also allows for two-way communication and integrates seamlessly with our current Zoom conferencing platforms and our Schoology platform.

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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.**

Chavez Schools is developing a comprehensive approach to supporting scholars' social-emotional, mental and behavioral health needs during continuous learning and school recovery. The Mental Health Team will consist of six (6) staff members with a ratio of 405: 6 (1 clinical per 68 students, far exceeding the 1:250 recommendation from the National Social Work Association). This consists of school social workers, related service providers, the school psychologist, clinicians from the school's CBO (Hillcrest), and clinicians from DBH met throughout the spring of 2021 to coordinate efforts to respond to student and family needs in partnership with the school's Culture Team, in anticipation of the return to in-person learning.

The first stage of this response strategy is to gather information about the state of the student body's needs, both individually and collectively. A social emotional screener, provided by the [Coronavirus Anxiety Project](#), will be administered by the mental health team to all scholars before their return to in-person learning by the end of September 2021. A Teen Summit was held in June of 2021 to have an open forum with scholars to share their candid perspectives about returning to in-person learning and the effects of living through a global pandemic. Based upon the conversation during this Summit, scholars provided feedback that they wanted increased awareness of mental health resources available to them as they return to the school building. Based upon their feedback, we will be including the Mental Health Referral Form on all communication provided prior to the return to school. A parent night will also be held to offer parents a space to share their perspectives about how to better understand their child's needs.

The second stage of this response will focus on direct student service. In addition to continuing the Advisory program that scholars have had throughout distance learning, a sacred space during which scholars have built relationships with a staff advisor and their classmates in a non-academic setting, the Mental Health Team will also be providing direct student service at a Tier 1, Tier 2 and Tier 3 level in a variety of ways. All staff, families, and scholars will have direct access to a Mental Health Referral Form via our school website and hard copies will be available through the front office, which they can use to access immediate help from a mental health professional. The Mental Health Team triages these referrals to determine the best course of follow up, which can include counseling from a social worker or licensed counseling professional. Also at a Tier 1 level, the Mental Health Team will review results of the summer screeners and

the Behavioral Health Survey Report that was administered in the summer of 2021 to identify common themes. Based upon these common themes, the Mental Health Team will determine with Tier 1 programming to provide during class time to scholars. In the past, Chavez has provided classes on Too Good for Drugs, Positive Relationships (Love is Not Abuse), and Suicide Prevention. The planning and execution of these classes will be provided by our DBH therapist during scholars' Health or Science classes. The Team will also develop diversified Tier 2 groups to respond to trends that they have identified from the screeners, forums, and staff feedback. The focus of these small groups may include coping with anxiety and grief and trauma.

The Mental Health Team has also created a resource guide for parents, which will be distributed multiple times throughout the return to school process. This guide includes information about "look fors" for parents to identify if their child may be in distress, resources available throughout the city for social-emotional support, and recommendations for how to talk to your child about trauma and mental health, amongst other helpful resources.

The third stage of the Mental Health Team's response plan is to increase the capacity of the full staff to respond to the needs of the student body and attend to their own vicarious trauma. Members of the Mental Health Team attended professional development sessions on building a Trauma-Informed Culture in the Spring of 2021 and will use strategies learned there to create turnaround training for our full staff to be given during our Summer Professional Development Institute.

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.

Chavez Schools recognizes that the transition from distance learning back to the building will be a heavy lift for scholars and staff alike. Our goal is to maximize the time spent in the classroom learning and engaging in positive, relevant, and rigorous instruction. We are proactively planning to provide social emotional support and training for scholars and staff as early as the summer.

Our culture team is being trained in restorative justice practices and have completed multiple trainings through OSSE to implement restorative justice fundamentals and have completed the Advancing Trauma Informed Practices training which result in consultation hours from InSite Solutions to improve our Trauma Informed Practices at Chavez. We have also completed the technical assistance application through RestorativeDC to build our restorative practice implementation at Chavez. Throughout the 2020-2021 school year, we have implemented weekly mental health check-ins using weekly surveys to assess scholar stress, emotional well-being, and connectedness to the school. By doing these surveys we've received comments and data to help support planning into the 21-22 school year for transitioning scholars back into the school building.

In preparation for returning back to the school building, we've completed roundtable discussions with staff members around common behavioral concerns we anticipate to be issues in the building for the 21-22 school year: Mask wearing, Uniforms, Cell Phone, and Skipping class. These roundtable discussions were extended to our scholars participating in an alternative fellowship program to obtain scholar feedback and suggestions around appropriate responses to scholar behavior and scholar infractions. Our goal is to utilize the feedback from teachers, administrators, and scholars to build buy-in around implementing fair, equitable, and consistent discipline practices across the school.

In addition to the culture roundtables, over the summer we are prioritizing the following major initiatives to support scholars transitioning back to the building:

1. Building scholar connectedness:
 - a. We are implementing 3 different scholar committees over the summer for scholar feedback and culture building: Student Activities Committee, Scholar Culture Committee, and Chavez Ambassadors. Each

- committee will focus on a different aspect of scholar life at Chavez and will train scholars for long term engagement and leadership at the school.
- b. During the school year, every scholar will participate in an advisory program. The mission of advisory is to have scholars participate and engage in a small group setting that will help them create a sense of belonging, by focusing on building their social emotional learning and soft advocacy skills to navigate real world settings
 - c. Scholars will continue to meet in advisory cohorts where they are able to report on their academic and non-academic goals. This is also a team where scholars will continue to build community and work on Social Emotional development.
 - d. Rising 7th grade scholars who attend summer enrichment will serve as culture ambassadors for both grades 6 & 7. These scholars will serve as role models for peers throughout the school year as we ease scholars into the flow of a normal school day.
2. Family engagement during summer:
 - a. Interactive training for parents and scholars to walk through scholar platforms and data systems that help keep parents informed about their scholar's progress throughout the school year.
 - b. Connect families with grade-level teams during parent orientation days/nights
 - c. Hold Scholar Support meetings with parents for scholars that were disengaged during distance learning and hold academic progress meetings to support scholar pathways towards graduation if they are off-track for grade-level by holding in-person meetings and/or conducting home visits
 - d. Create simplified documents of the Parent/Scholar handbook for easy understanding of school rules and scholar expectations
 - e. Teachers will conduct home visits during the summer to begin building connections with families and assessing the needs of scholars as they re-enter the school community. This data collection will help us tailor our approach for each scholar in order to ensure their success once they have joined us for the 21-22 school year.
 3. Re-training/training staff around scholar redirection & classroom management:
 - a. Build consistent language to be used by all staff members for redirecting negative scholar behavior. Consistency across the building will be key for scholars to return back and is a trauma responsive practice for scholars to feel safe at school.
 - b. Hold practice time for common redirections for all staff and ask teachers to submit classroom management plans in advance of the school year.
 4. Simplified integration of Restorative Practices into daily routine
 - a. We've submitted our Technical Assistance request with RestorativeDC for yearlong assistance in planning and implementing school-wide restorative practices.
 - b. Focused efforts on training staff to implement 2-3 restorative practices as a part of their scholar management and redirection

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

Our LEA contracts with DC Central Kitchen to provide meals. Our in-person scholars will be served breakfast and lunch daily, with scholars eating lunch in the cafeteria and two outdoor tents, 6 feet apart, grouped by cohort (6, 7, 9) or their most recent class grouping (10, 11, 12), depending on the grade. In the case of inclement weather, the gym will be utilized for additional indoor eating space. On early dismissal days scholars will have access to grab-and-go lunches at dismissal time. All eating areas will be cleaned and disinfected between uses and all food service items will be individually wrapped and single use.

For our students who access our school through remote learning options or who are temporarily quarantining due to a positive COVID-19 case or exposure, meals will be available for pick up daily between the hours of 9:30 - 10:30 and 1:30 - 2:30.

In the event our entire LEA or a campus is unable to operate an on-site educational program for a finite period of time,

meals will be made available to all families through daily distribution Monday through Friday between the hours of 9:00 am to 2:00 pm.

Communication regarding meal distribution and availability will be included in all-family communication shared during Family Town Halls, Orientations in August and all Newsletters.

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.**

We believe that our staff must feel safe, supported, and healthy in order to provide the best instruction and experience to our scholars and families. Each week, it has been our practice to begin our week with a staff huddle. During each of these huddles, we administer a SEL check for our entire staff that includes not only our instructional team, but operations, leadership, and other staff. We will continue this practice into the following school year. We have also increased our instructional team to provide more instructional coaching and support for teachers along with additional teachers to reduce class sizes for teachers and staff.

We have completed the technical assistance application through RestorativeDC to build our restorative practice implementation at Chavez. Part of the request that was included for assistance is around educator wellness. Implementation support includes restorative practices of mindfulness, trauma-based restorative practices, emotional support and conflict resolution.

Our CBO, Hillcrest, offers a variety of resources to support our staff in their social-emotional health. Hillcrest provides grief counseling directly to our staff, as well as provides professional development and additional resources on social-emotional and mental health. School-based social workers have attended professional development on creating a trauma-informed culture, and the team will turnaround elements of this training to be incorporated into our Summer Institute professional development programming in alignment with the needs identified in the survey given to scholars and families during the summer. In addition to the staff wellness activities that the Mental Health Team has executed in collaboration with Hillcrest, the Mental Health Team will pilot Wellness Pods, groups of staff members whose purpose is to provide a safe space for collaborative support. The purpose of these Pods is purely so staff feel they have someone they can turn to problem solve and lean on in times of struggle.

For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through the Chavez Employee Assistance Program (EAP) provides 24 hour support for employees to help staff members who are experiencing personal or professional issues. The professionals who staff the line provide a solution-focused approach, assessing the situation and referring employees to the appropriate resources necessary.

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.**

At Chavez, it is our practice to communicate regularly with all stakeholders. We are consistently communicating regarding the academic, social, and behavior status and progress of our scholars. This messaging is communicated in our weekly reports, newsletters, direct emails, and during our grade-level and parent townhalls.

Numerous grade-level and whole school parent town halls have been held with our Head of Schools (HOS), Chief Operations Officer, and staff to provide updates on the safety measures taken and our processes for scholar entry, transitions, locker use, movement, and dismissal. Physical space upgrades including the addition of UVC to the HVAC system, the installation of MERV-13 filters, and no-touch soap, sanitizer, paper-towel and water fountains have been shared broadly with families and will continue to be shared as we discuss the return to the building. We have also collected feedback from our stakeholders as it relates to their concerns and questions regarding safety, their scholar’s well-being, and opportunities to accelerate learning.

On June 9th, the Mental Health Team held a Teen Summit to receive student input about school reopening and addressing anxieties about returning to school.

As we return to in-person programming, we are using the summer months to prepare parents and scholars for the transition back to the building. We are hosting in person transition weeks to preview the safety measures taken and the precautions taken by Chavez to reduce the risk of infection. We will also hold family orientations and scholar onboarding to familiarize scholars and families with entry and exit processes, cleaning process and procedures, school supports that are available for scholars and their families. In addition, we plan on hosting a parent town hall prior to the end of the school year to inform parents about the return to in-person instruction for both summer school and the 21-22 school year. All written communication home to families will be provided in their preferred language - we accomplish these translations through DeansList, our behavior management platform, the use of a contracted translator for longer document translation, and the use of Language Line for any real-time conversations that require translation.

Following these transition weeks and orientations, surveys will be disseminated to capture feedback and provide opportunities for us to follow up individually where needed.

We have actively informed parents and scholars about academic progress throughout the year to ensure that scholars stay on track for promotion and graduation. Through our advisory program, we trained our teachers and staff to provide academic advising to scholars so they know about their academic status and progress. We created individual academic trackers for every scholar which were sent along with report cards via email.

Accelerated learning opportunities will be communicated to families using our Deanslist platform that provides communication in the family’s preferred language.

Families will receive initial communication regarding MAP testing, early August. Staff will unpack data with parents and scholars through parent engagement nights held throughout the school year, following each testing period (e.g. Back-2-School Night, data nights, Parent Teacher Conferences, etc.) Families also receive weekly and quarterly progress reports, participate in parent-teacher conference both live and remote, in order to monitor and communicate scholar’s academic and behavior progress using reports generated through our SIS, PowerSchool, and/or our behavior management and communication platform, DeansList.

As the school year continues we will continue to survey parents and scholars to capture their feedback and reflections as it relates to policies and practices. In addition to the electronic surveys, leaders will make themselves available for “office hours” and listening sessions such as “Pastries with the Principal,” “Chat-N-Chews with the Senior Leadership,” etc. to solicit, review, and incorporate feedback in order to maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

A copy and/or link to our Continuous Education Plan will be provided on our LEA’s website.

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.

At Chavez we believe that all scholars will benefit from consistent engagement and instruction. In order to identify and re-engage scholars who engaged less during the 20-21 school year, we have taken a look at attendance data trends over the course of the year, course grades, and benchmark assessment scores. By using this data we are able to triangulate scholars who have been least engaged in order to provide support for these scholars with the goal of reengaging them in learning.

In SY2021, Chavez maintained detailed records of student engagement at the class period level. Data from this tracking indicates that 28.4% of students were a minimum moderately truant (10%) absenteeism rate; 13.1% of scholars were profoundly or severely truant. Scholars that regularly disengaged with distance learning are scholars that missed more than 10 days of school unexcused. As well as scholars, that hit multiple triggers identified by our culture and instructional team for RTI.

To engage these scholars, Chavez will take a multi-prong approach. First, we will determine student enrollment for SY2122. For any scholar not returning to Chavez, we will ensure that scholar records are transferred to the receiving LEA. For students who are returning we will create a student list of persistently disengaged students by grade level. Each grade level administrator will be responsible for communicating with each scholar and family by August 15 to develop a student re-engagement plan.

The student re-engagement plan will include attendance goals for the scholar to be monitored every two weeks. The time periods are short to make the goal manageable for students and identify early success. Second, these plans will have academic grade goals for the first 30 days for each scholar to identify tangible metrics for achievement. Metrics may include things like passing rates, classwork/homework completion rates, etc.

- These scholars have been identified to attend Summer School (HS) and Summer Enrichment (MS) to remediate and close gaps due to lack of engagement during the academic year. This learning will take place in-person during the month of July.
- Teachers and staff will be conducting home visits (virtual and in-person) during the summer to re-engage families, address concerns of engagement and create plans for their scholars in order to ensure a strong academic school year.
- Student Support Coordinator and Grade-level administrators are responsible for conducting outreach with all scholars that have failed and are not on track for being promoted to the next grade. Those family phone calls have already started as of June 2021 to inform them around next steps for summer programming
 - Focused support on scholars that were enrolled in Tier 3 RTI supports and continued to need to support and/or did not show growth will be individuals targeted for scholar support meetings this summer
 - Student Support Coordinator is responsible for hold scholar success meetings with families over the summer with in-person meeting and/or home visits
 - Family meetings will be documented and a re-engagement plan will be put in place
- Connecting families and scholars to Department of Behavioral Health (DBH) programming and community resources to address mental health and social services needs.

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;**

Our LEA will offer the following summative assessments to eligible scholars in the 21-22 school year.

As these are summative assessments, they will be conducted either at the end of each unit or quarter and also at the end of the 21-22 School year. Results will be used internally and with families but will not be part of school accountability.

The following table provides an overview of our LEA’s assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning

options for health reasons.

Subject Area and Goal	Content Area Details	Grade level(s)	Assessment	Administration schedule
<p>MS ELA</p> <p>Every student will be reading at or above grade level before EOY 21-22</p>	<p>Reading measured by F&P (via Literably)</p>	<p>6 & 7</p>	<p>Fountas & Pinnell</p>	<p>BOY [August - Sept] MOY [Dec - Jan] EOY [May - June]</p>
<p>MS ELA</p>	<p>MAP</p>	<p>6, 7</p>	<p>FALL MAP Winter MAP Spring MAP</p>	<p>Aug 23-27 Dec 6 - 10 March 28 - April 1</p>
<p>MS Math</p>	<p>MAP</p>	<p>6,7</p>	<p>FALL MAP Winter MAP Spring MAP</p>	<p>Aug 23-27 Dec 6 - 10 March 28 - April 1</p>
<p>HS ELA</p>	<p>MAP</p>	<p>9-12</p>	<p>Summative Assessment</p>	<p>BOY [August - Sept] MOY [Dec - Jan] EOY [May - June]</p>
<p>HS Math</p>	<p>MAP</p>	<p>9-12</p>	<p>Summative Assessment</p>	<p>BOY [August - Sept] MOY [Dec - Jan] EOY [May - June]</p>
<p>HS ELA & Math</p>	<p>SAT</p>	<p>11 & 12</p>	<p>Standardized Testing</p>	<p>Oct 13th March 2nd</p>
<p>English language proficiency</p>	<p>English Language Proficiency Screener</p>	<p>6,7, 9-12 incoming scholars who indicate non-</p>	<p>WIDA</p>	<p>August 23 - September 23</p>

		English primary language Home Language Screener		
English Language Proficiency	WIDA ACCESS	6,7, 9-12 (EL students)	ACCESS	Scheduled during the month of March

- **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);**

See above for calendar.

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. 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**

Our vision is for our scholars to succeed in competitive colleges and be empowered to use public policy to create a more just free and equal world. Our LEA has set goals for our non-state summative assessments for each content area and grade-level. These goals and targets have been set and determined by our LEA.

The NWEA MAP is administered three times a year (Fall, Winter, Spring). Following each administration of the MAP, our staff engages in a deep dive to track growth and achievement and use the learning continuum provided by NWEA to identify the key skills and concepts that scholars are ready to tackle. Our LEA also uses the MAP data to inform decisions around course placement, scheduling, and to create intervention groups that will support learning. We will monitor progress along the way to determine growth and make the necessary adjustments for improvement. This approach is consistent for all scholars regardless of content or grade-level.

For scholars who indicate that English is not their first language, and are classified as English learners by OSSE’s WIDA assessments, the goal is for them to reach full proficiency after 3 years through our specialized instruction and programming.

Collaboration between our LEA and each nonpublic school that supports a nonpublic Chavez scholar has already begun. Each month, each scholar’s attendance and participation in the distance learning program offered by the nonpublic school has been tracked and shared with the LEA. For scholars whose attendance or participation lagged during distance learning, the LEA, the nonpublic school team and the family met to brainstorm and execute solutions to increase the scholar’s participation. Most nonpublic programs that work with our LEA’s scholars engaged in some form of in-person instruction starting in winter/spring of 2021. Data was collected and differences between a scholar’s performance in distance learning versus in-person learning was noted. All of this data, plus data gathered during extended school year programming and 11 month programming, will be used and analyzed in the late summer in preparation for return to school. A meeting will be held with the full MDT to analyze all of the data collected and create plans, if needed, to recoup lost learning and/or intervene to make up for regression of skills. Amendments to the scholar’s IEP will be discussed at that time as part of their recovery program. Monitoring will continue on a monthly

basis to insure that scholars recoup lost learning and maintain participation through the year.

- **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**

See ii above.

- **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.**

Collaboration between our LEA and each nonpublic school that supports a nonpublic Chavez scholar has already begun. Each month, each scholar's attendance and participation in the distance learning program offered by the nonpublic school has been tracked and shared with the LEA. For scholars whose attendance or participation lagged during distance learning, the LEA, the nonpublic school team and the family met to brainstorm and execute solutions to increase the scholar's participation. Most nonpublic programs that work with our LEA's scholars engaged in some form of in-person instruction starting in winter/spring of 2021. Data was collected and differences between a scholar's performance in distance learning versus in-person learning was noted. All of this data, plus data gathered during extended school year programming and 11 month programming, will be used and analyzed in the late summer in preparation for return to school. A meeting will be held with the full MDT to analyze all of the data collected and create plans, if needed, to recoup lost learning and/or intervene to make up for regression of skills. Amendments to the scholar's IEP will be discussed at that time as part of their recovery program. Monitoring will continue on a monthly basis to insure that scholars recoup lost learning and maintain participation through the year.

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.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use NWEA MAP growth data to determine reading and math growth areas for each of the grade levels. Scholars who are identified as bottom 10% will receive Tier 2 instruction to ensure that they meet the learning targets and standards that are associated with their grade levels. New intervention and instructional programming will be provided through programs such as Read 180, Zearn, etc. and the data will be monitored bi-weekly to adjust and inform instruction.

To collect, analyze and support our staff in addressing student learning needs. The plan includes diagnostic testing of students (MAP, intervention diagnostics, and summative assessment data) and weekly department data meetings and

professional development and teacher support through weekly coaching meetings, weekly data meetings and bi-weekly content team meetings.

Scholars will engage in accelerated learning during summer enrichment through a partnership with Maryland Teacher Tutors, Inc.. Scholars will receive high dosage, high frequency math tutoring with a 3:1 student to tutor ratio. Additionally, ELA and Math interventionists will focus on accelerated learning during the 21-22 school year. Each scholar will receive ELA and Math intervention daily during the school day. ELA and Math interventionists are responsible for diagnostic testing (NWEA MAP, F&P, Zearn and Freckle), student grouping based on data and implementation of individualized supports for each scholar.

Our school schedule has been redesigned to include tutoring during Period 5 where scholars who have been identified using non-state assessment data or short cycle assessment data are assigned tutoring while others have the opportunity to opt-in to tutoring. The data used will be reviewed every three weeks in content and grade level teams.

For students who struggled in specific courses during the 20-21 school year, we are offering a robust 4-week summer school program in July that focuses on standards and concepts that will support the learning gaps that may exist.

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**

- **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.**

Section	Activity	Yes	Explanation of approach and expected impact on accelerating student learning
Schedule Adjustments	Adjusted class/block/bell schedules	X	<p>Our school schedule has been redesigned to include tutoring during Period 5 where scholars who have been identified using non-state assessment data or short cycle assessment data are assigned tutoring while others have the opportunity to opt-in to tutoring.</p> <p>By adding this to our schedule, it is expected that scholars are able to recover learning and high school credit during the school day.</p> <p>The Middle School schedule builds in two (2) intervention periods for ELA and Math for 90 minutes each day. This will help us accomplish our goal of each scholar reading on-grade level by EOY and</p>

			<p>increase growth/achievement metrics on NWEA MAP.</p> <p>Scholars are grouped into three intervention categories based on MAP data:</p> <p>A-Below Mastery</p> <p>B-Accelerated learning</p> <p>C-Approaching mastery</p> <p>The academic team will identify priority or essential standards that are not only foundational but recurring as to not only fill gaps but prepare scholars to successfully engage in their current content. It is key that we not “go backwards” to fill in these gaps but fill in the most crucial gaps as they are needed.</p> <p>ELA</p> <p>Scholars in the below mastery group will focus on current content and standards and receive intense instruction that provides support to access the current grade-level content while identifying the necessary prerequisite skills needed to “fill the gaps.” Our interventionists will utilize guided reading texts (based on student lexile levels) with accompanying lesson plans to deliver instruction. Each lesson plan is Common Core aligned and provides scaffolding best practices, as well as connections to other content areas.</p> <p>For scholars whose data supports accelerated learning, skills where scholars are nearly approaching mastery will snowball into upcoming concepts to prepare scholars for academic success. In-house lessons (similar to a re-teach) will be created to improve scholar capabilities in the subject area.</p> <p>Groups that are approaching mastery or exceeding mastery will use Zearn, Freckle, and IXL to extend and accelerate their learning with small group instruction aligned to current or advanced standards and skills and practice tracked</p>
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			<p>through our educational platforms to monitor progress.</p> <p>Those scholars approaching mastery on grade-level standards will engage in a skill-based mini-lesson and spend the bulk of time in independent practice. They will have the opportunity to deploy these skills with higher level texts after engaging in a mini-lesson and will be required to explain their thinking in written format.</p> <p>MATH</p> <p>Scholars in the below mastery group will focus on current content and standards and receive intense instruction that provides support to access the current grade-level content while identifying the necessary prerequisite skills needed to “fill the gaps.” In this group, scholars will also practice skills that are foundational to the subject area. Our interventionists will utilize Zearn/Illustrative Mathematics/Learn Zillion to deliver instruction. Each lesson plan is Common Core aligned and provides scaffolding material.</p> <p>For scholars whose data supports accelerated learning, skills where scholars are nearly approaching mastery will snowball into upcoming concepts to prepare scholars for academic success. In-house lessons (similar to a re-teach) will be created to improve scholar capabilities in the subject area.</p> <p>Groups that are approaching mastery or exceeding mastery will use Zearn, Freckle, and IXL to extend and accelerate their learning with small group instruction aligned to current or advanced standards and skills and practice tracked through our educational platforms to monitor progress.</p> <p>Those scholars approaching mastery on grade-level standards will engage in a skill-based mini-lesson and spend the bulk of time in</p>
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			independent practice. They will have the opportunity to deploy these skills with more rigorous problem sets after engaging in a mini-lesson and will be required to explain their thinking in written format.
	After-school programming		
	Longer school day	X	Two daily intervention blocks have been included for all middle school scholars where scholars will be grouped with scholars who are working on similar skills and concepts. It is expected that instruction can be more targeted and tailored towards the needs of scholars and produce stronger outcomes for scholars.
	Longer school year		
	Summer 2021 programming	X	In addition to traditional summer enrichment for middle school and high school summer school for recovery, Chavez will offer an increased number of courses for original credit in addition to Dual Enrollment courses to allow for acceleration as scholar progress and provide opportunities for advanced courses, exploration, and work study. Scholars who have not met projected growth and achievement targets will receive extra support in summer school enrichment. Additionally, high school scholars will engage in recovery and original credit opportunities during summer School. SPED scholars will engage in ESY and compensatory education. It is expected that scholars will not only accelerate their learning but secure credits necessary to be on track for graduation.

	Summer 2022 programming	X	<p>Scholars who have not met projected growth and achievement targets will receive extra support in summer school enrichment. Additionally, high school scholars will engage in recovery and original credit opportunities during summer School. SPED scholars will engage in ESY and compensatory education.</p> <p>It is expected that scholars will not only accelerate their learning but secure credits necessary to be on track for graduation.</p>
	School break/holiday programming	X	<p>Credit Recovery will be offered to HS scholars during February break.</p> <p>It is expected that scholars will not only accelerate their learning but secure credits necessary to be on track for graduation.</p>
	Weekend programming (e.g., Saturday school)		
Instructional Changes	High-dosage tutoring ⁵	X	<p>Middle School Intervention will consist of small-group, high dosage tutoring This intervention will take place daily for scholars, which will also include accelerated academics for scholars that are on or above grade level. We have also hired apprentice teachers for both Middle School ELA and Math to provide extra support in core content areas.</p> <p>It is expected that scholars who receive the suggested minimum of 50 hours over an extended period of time will show increased mastery.</p>
	New curriculum purchase	X	<p>The following resources will be purchased for the 21-22 school year to support intervention work: Read 180, Math 180 and Zearn.</p>

			<p>Other platforms will be used for individualized practice and data-tracking (Freckle, IXL).</p> <p>It is expected that these platforms will assist our LEA in individualizing core content for each individual scholar and meet them at their current level of understanding through additional practice and intentional classroom groupings to bring them either to grade-level mastery or surpass the grade-level expectations.</p>
	New intervention program or support	X	<p>Interventionists have been added at both the high school and middle school to provide targeted support to scholars throughout the school day.</p> <p>Middle School - The middle school schedule is designed to include small group instruction and built in intervention for both Math and ELA. This includes acceleration for scholars.</p> <p>It is expected that either to grade-level mastery or surpass the grade-level expectations.</p>
	New uses of staff planning time for accelerated learning	X	<p>Daily Schedule allows for common planning time cross content. Additionally, bi-weekly planning meeting times allow for vertical and horizontal team planning.</p> <p>It is expected that teachers are able to practice instructional delivery and co-plan to ensure key misconceptions are being addressed and effective strategies are shared and practiced in order to generate better outcomes for scholars.</p> <p>Teachers will also be using collaborative time to review their course scope and sequences to identify essential/priority standards that correlate to what scholars should be currently learning as to provide remedial content in the moments in order to fill in the gaps as not to pause current learning by going back and but by “filling in” the gap along the way in route to new learning and understandings.</p>

	New professional development for staff on accelerated learning	X	<p>Each Wednesday, teachers will engage in a half-day professional development. This will focus on teacher skill development and incorporates practice.</p> <p>It is expected that strategic professional development will equip teachers with the necessary tools and develop their knowledge and skills in order to address scholars' learning challenges and increase their understanding and mastery of key concepts, standards, and skills.</p>
Staffing and Related Supports	Additional staffing	X	<p>We have added an additional Math and English teacher to the high school to ensure that class sizes are small and maximize learning time for scholars.</p> <p>It is expected that these smaller class sizes will allow for more individualized instruction and catering to individual student needs.</p>
	Additional vendor and/or community partner support	X	<p>We have established a partnership with Maryland Teachers Tutor to provide high-dosage tutoring during summer enrichment. We have also partnered with Urban Teaching Fellows to provide apprentice teachers to co-teacher and learn from a teacher-of-record. This provides an additional layer of support in both ELA and Math.</p> <p>It is expected that either to grade-level mastery or surpass the grade-level expectations.</p>
	New hardware purchase		
	New software purchase		

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.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by our Head of Schools and the Senior Leadership Team along with academic coaches, grade-level administrators, and scholar support coordinators.

We are identifying what would work well by looking at a variety of factors gathered through stakeholder survey data, teacher feedback, grades, and assessment results. During the last two weeks of the 20-21 academic year, staff engaged in a series of reflection and forward planning. We revisited our school goals (both academic and culture) and reflected on the academic year to gather and norm on lessons learned during the pandemic. This time also included planning based on lessons learned throughout the year in order to preemptively plan for the 21-22 school year. This reflection and planning included taking a look at benchmark, achievement and Social Emotional Learning (SEL) data on a scholar level in order to intentionally plan for re-opening.

Given the data, we will use Summer Institute to train teachers to address the impacts of learning during a pandemic by providing training on their current curriculum, on best differentiation practices by content, and engaging teachers in professional learning about creating a scope and sequence that meets the requirements of the state standards and supports of the growth of learners. During the school year teachers will receive professional development in the following areas: Classroom Procedures and Routines, Planning with a Purpose, Checking for Understanding and Progress Monitoring, Effective Questioning, Habits of Discussion, Student Learning Feedback.

In order to support teachers returning back to classrooms, we are planning on extensive restorative practice training with teachers during Summer Institute. During the first month of school, our team is planning on observing classrooms in order to build consistent classroom routines to help scholars adjust to in-person classroom learning.

We've started building walkthroughs with our leadership and operations teams in order to plan out spacing and student movement in the building to make sure we are following CDC guidelines and safety procedures outlined in this plan.

Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will respond to new and emerging scholar needs as identified from assessment data, scholar and family surveys, behavior logs, engagement and attendance data.

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

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year.

- Schoology learning management software that will house all class information and materials
- Engaging online platform curricula and materials (i.e. Agile Mind, Springboard, etc.)
- Recording lessons and uploading for ease of review.
- Continued advisory period for all scholars (Academic goal setting, SEL lessons, etc.)
- Individual student check in's and conferring
- Monthly family contact targets
- Providing virtual options for parent participation in both scholar-specific meetings (eg, IEP, parent-teacher conferences, etc.) and parent

These strategies have been deemed effective as a result of improving scholar engagement and attendance after

implementation. In addition, there has been a significant reduction in the number of scholars unable to access their coursework through the use and implementation of the assignment tracking and grading through the Schoology platform. Scholars have been able to revisit instruction and examples through posting and recording and adjust speed, volume, size, and other features to support learning. We have also seen that by consistently engaging families and scholars in conversations around their progress scholars are able to prioritize their work and take targeted steps to improve their performance. Lastly, virtual options for scholar-specific meetings has translated into higher participation rates and higher compliance rates for our IEP meetings.

Our LEA will continue to monitor the effect of these strategies by tracking engagement, passing rates, compliance rates, and other metrics that were previously impacted.

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.

For grades 9-12, credit attainment and recovery will be important for students who were fully or somewhat disengaged during the 2020-21 school year. We will continue our quarterly practice of conducting an internal audit of all of our scholars' grades and credits to identify scholars who are/are not on track for promotion and graduation. The data from the audit will provide insight on courses that should be offered for recovery. The 21-22 master schedule has time built into the school day to provide quarter recovery. In addition, recovery will be offered during February break, as well as Summer School.

Recovery exists in three forms:

- Quarter Recovery
- Course Credit Recovery during February breaks
- Summer Credit Recovery during July

As part of our advisory program, we will expand on academic advising training for teachers to have continuous conversations with scholars around their academic graduation progress. All scholars will have Memorandum of Understanding documents on file that outline their academic progress and next steps for scholars. This will be pivotal in supporting scholars that are currently not-on-track for graduation and/or promotion, as it will help create and outline their plan for credit recovery options. This was implemented during the 20-21 school year and will continue to serve as a credit auditing opportunity in order to make sure scholars are appropriately scheduled and that scholars and staff have an understanding of credits they need to complete.

A full transcript audit has been completed for all scholars in grades 9-11, in order to schedule credit recovery opportunities during the summer and/or other recovery timelines. As part of our new scholar enrollment process, we require transcripts for all new scholars and reviewed in advance of school and/or within 1 full week of enrollment. Scholars will be offered Credit Recovery opportunities for failed courses at other schools.

Quarter recovery will also every quarter beginning the 2nd quarter for the previous quarter. On-track data will be closely monitored by our grade level administrators and reviewed with their respective grade-level teams and reviewed by our school data team led by our Head of Schools at least once a month with the leadership team.

Semester 2 also creates an opportunity for schedule adjustments to be made in order to prioritize semester classes to be counted towards the necessary graduation requirements as outlined by OSSE.

The Special Education Department begins secondary transition programming and planning with scholars when they are in middle school, with formal plan creation beginning when the scholar turns 14. This planning includes the administration of an assessment to gauge student proficiency in postsecondary skills regarding employment, financial literacy, time and work management, independent living, and other life skills. Scholars are also given an individual interview by a case manager to explore their interests and plans post-graduation. Based upon these assessments, targeted goals are created for each scholar who receives the support of an IEP in the areas of employment, postsecondary education and, if needed, independent living. Aligned services are prescribed to support the scholars in their attainment

of these annual goals. These services can include career exploration, resume writing skills, interview and financial literacy skills, amongst other things. Quarterly progress on these skills is provided to the parent and scholar to verify progress is being made. A formal review of the scholar's progress on these goals is provided at their annual IEP meeting.

Additional supports provided by Chavez for Special Education scholars:

- **Advisories:** Case managers leading and Special Education scholars will be the advisees. During this time, case managers will target post secondary goals and skills (e.g. career exploration, skill developments, educational exploration, etc.)
- Engagement in **community programming** to support postsecondary outcomes (e.g. Next Steps, DC3C, Rehabilitation Services Agency [RSA] collaboration),
- Case managers **refer** scholars to **RSA** for additional postsecondary support and development
- Inviting **outside partnerships** (e.g. DC3C, Special Education Cooperative (SPED CoOp), RSA affiliates) to engage scholars in groups to target their postsecondary goals and outcomes

For our entire student population, through the College & Career Workshop and Senior Seminar courses, students receive direct instruction on college and career exploration and planning. These courses help scholars in solidifying their postsecondary decisions. Every student has access to the Naviance College Counseling software which is used throughout the year during advisories and independently. Students complete applications for FAFSA and DC TAG with the College Counselor and DC-CAP advisor. School-wide completion rates are tracked using SLED. College representatives are invited to speak with seniors weekly and career outreach specialists with DCHR are invited as well to provide an overview of career options.

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.**

To best serve scholars who receive specialized services at our LEA, the Director of Special Education, Special Education Coordinator, Related Services Coordinator, and EL Coordinator, as well as the members of the Mental Health Team (social workers, counselors, and school psychologist) were tasked with creating a plan to address analyzing and reflecting upon the impact of the COVID-19 shutdown, and creating an action plan to address the impact of virtual instruction during that time. Their input is incorporated into our LEA's responses below.

The LEA will take the following steps 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: Prior to the end of the 2020-21 School Year, all scholars with disabilities were assessed using the NWEA MAP assessment in both reading and math. In addition, data was collected in the fourth quarter of the year regarding mastery of the scholars' respective IEP goals. Each scholar's progress in their academic classes, including credits earned, were reviewed by special education leadership and teachers' informal observations were gathered. All of this formal and informal data was gathered in order to make a comprehensive assessment of the amount of learning loss and/or regression that may have occurred during the period of distance learning on a student by student basis to make plans for recovering lost learning. During the first thirty days of the academic school year, special education staff will reassess scholars using the NWEA MAP test and perform trials of their respective IEP goals to better understand each child's baseline performance.

Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities: During the summer of 2021, every child's family, whether they have experienced regression or not, will receive a documented analysis of their child's progress during distance learning and the school's proposal for any changes to the scholar's educational program (IEP). This analysis will incorporate a review of MAP scores, historical grades, teacher observation reports, student work samples, and IEP progress reports. Full MDT reviews will be scheduled within the first thirty days, with the execution of these reviews being performed within the first 60 days of the school year (priority being given to those scholars whose results did indicate regression). The need for IEP amendments will be determined at these reviews.

To determine the appropriate course of action for those scholars served at a nonpublic placement, collaboration between our LEA and each nonpublic school that supports a nonpublic Chavez scholar has already begun. Each month, each scholar's attendance and participation in the distance learning program offered by the nonpublic school has been tracked and shared with the LEA. For scholars whose attendance or participation lagged during distance learning, the LEA, the nonpublic school team and the family met to brainstorm and execute solutions to increase the scholar's participation. Most nonpublic programs that work with our LEA's scholars engaged in some form of in-person instruction starting in winter/spring of 2021. Data was collected and differences between a scholar's performance in distance learning versus in-person learning was noted. All of this data, plus data gathered during extended school year programming and 11 month programming, will be used and analyzed in the late summer in preparation for return to school. A meeting will be held with the full MDT for each scholar to analyze all of the data collected and create plans, if needed, to recoup lost learning and/or intervene to make up for regression of skills. Amendments to the scholar's IEP will be discussed at that time as part of their recovery program. Monitoring will continue on a monthly basis to insure that scholars recoup lost learning and maintain participation through the year. These 30 day reviews will also be an opportune time to assess any challenges families may be facing regarding access to virtual tools and changes they may have faced as a result of the continuing education plan at each respective nonpublic school. The full MDT will create plans at these 30 day reviews to address and respond to these challenges, incorporating formal changes to the child's program through IEP amendment.

Element	Middle School	High School
How the need for accelerated learning for students with	<ul style="list-style-type: none"> • May/June 2021: Quantitative and qualitative data gathered for each 	May/June 2021: Quantitative and qualitative data gathered for each

<p>disabilities will be evaluated</p>	<p>individual student with an IEP</p> <ul style="list-style-type: none"> • June 2021: Initial review of each scholar’s individual data by case managers to identify scholars who were negatively impacted by the distance learning period to identify scholars in need of summer programming • July 2021: Additional review by special education leadership team to create individualized data driven reports for parent facing documents and meetings • August 2021: Invitations for 30 day reviews sent to all parents • August-September 2021: Full MDT meetings to review each child’s progress during distance learning and determine the need for accelerated learning 	<p>individual student with an IEP</p> <ul style="list-style-type: none"> • June 2021: Initial review of each scholar’s individual data by case managers to identify scholars who were negatively impacted by the distance learning period to identify scholars in need of summer programming • July 2021: Additional review by special education leadership team to create individualized data driven reports for parent facing documents and meetings • August 2021: Invitations for 30 day reviews sent to all parents • August-September 2021: Full MDT meetings to review each child’s progress during distance learning and determine the need for accelerated learning
<p>How appropriate services will be determined or designed for students with disabilities</p>	<ul style="list-style-type: none"> • May/June 2021: Quantitative and qualitative data gathered for each individual student with an IEP • June 2021: Initial review of each scholar’s individual data by case managers to identify scholars who were negatively impacted by the distance learning period to identify scholars in need of summer programming • July 2021: Additional review by special education leadership team to create individualized data driven reports for parent facing documents and meetings • August 2021: Invitations for 30 day reviews sent to all parents • August-September 2021: Full MDT meetings to review each child’s progress during distance learning and determine the need for accelerated learning 	<ul style="list-style-type: none"> • May/June 2021: Quantitative and qualitative data gathered for each individual student with an IEP • June 2021: Initial review of each scholar’s individual data by case managers to identify scholars who were negatively impacted by the distance learning period to identify scholars in need of summer programming • July 2021: Additional review by special education leadership team to create individualized data driven reports for parent facing documents and meetings • August 2021: Invitations for 30 day reviews sent to all parents • August-September 2021: Full MDT meetings to review each child’s progress during distance learning and determine the need for accelerated learning
<p>How accelerated learning will be scheduled and delivered to</p>	<ul style="list-style-type: none"> • Summer accelerated learning program to include remedial 	<ul style="list-style-type: none"> • Summer accelerated learning program to include remedial

students with disabilities	<p>research-based intervention in reading and math during the month of July for up to 4 hours per day</p> <ul style="list-style-type: none"> • Provide additional blocks of remediation intervention incorporated into the daily school schedule • Potential increased in specialized instruction hours, to be determined on a case by case basis. 	<p>research-based intervention in reading and math during the month of July for up to 4 hours per day</p> <ul style="list-style-type: none"> • Provide additional blocks of remediation intervention incorporated into the daily school schedule, for credit • Potential increased in specialized instruction hours, to be determined on a case by case basis.
How instructional approaches used for accelerated learning of students with disabilities will be communicated to families	<ul style="list-style-type: none"> • Individualized reports provided during the Summer of 2021 • Full team reviews within the first 60 days of school for all students 	<ul style="list-style-type: none"> • Individualized reports provided during the Summer of 2021 • Full team reviews within the first 60 days of school for all students

The LEA will ensure equitable access to educational opportunities across learning environments by: Scholars who have been identified as having regressed to an extent that would not have been expected during a typical in-person school year will be invited to participate in an intensive summer remediation and intervention program. This program will be held in-person in the month of July and provide research-based interventions to scholars in both reading and math. While this program is optional, special education leadership will meet with each invited scholars' family to describe the benefits of participation and the hope that this intervention program will be an integral part of each scholar's accelerated learning education plan.

During the regular academic school year, additional blocks of remedial intervention instruction will be incorporated into the daily school schedule. Scholars will be scheduled for these blocks based upon the review of their data. These blocks will count for elective credit towards graduation for high school scholars and will be taught by a special educator outside of the general education setting. For scholars who did not experience a significant level of regression, the team may consider an increase to the specialized instruction they receive within the general education setting, making the change through an IEP amendment. The LEA will ensure that students with disabilities receive equal access to interventions by having multiple reviews of each scholar's IEP, historical academic progress both prior to and during virtual learning. The reviews will be done by the case manager, special education leadership, and then again with the full MDT for each child. The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by incorporating a data based conversation during each review about the level to which scholars need to be in a more restrictive environment in order to make meaningful gains on their IEP goals.

The LEA will continue to support parent training for students receiving related services through distance learning by: The special education department will offer parent nights specifically targeting the families of scholars with IEPs, 504s, and any other student support program. The purpose of these information nights is to review the process by which scholar's data was reviewed and changes were implemented, as well as share helpful tools and resources for parents in supporting their children's programming from home. The full special education team will be introduced and each parent will be introduced to their child's case manager and related team members. This meet and greet portion of the evening is helpful in identifying challenges parents might face in supporting their scholars so that the special education team can triage a response to the family's needs. This problem solving will also take place in a more specialized way during the 30 day reviews that will happen at the beginning of the year, with a specific agenda item to review any needs the family may need to have addressed.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: This problem solving will take place in a more specialized way during the 30 day reviews that will happen at the beginning of the year, with a specific agenda item to review any needs the family may need to have

addressed.

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

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:

- **a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

Due to the low number and high proficiency of the scholars receiving EL services, Chavez has opted to wait until scholars are fully back in-person to screen their present levels of performance. The WIDA screener will be administered within the first 30 days of returning to school in order to assess scholars' proficiency levels, meet with parents to describe the results and describe areas of need, and create appropriate class schedules and services to provide each scholar with an appropriate level of EL support. During parent meetings, we will provide all information in the parent's native language and provide translation services for the meeting, explain the EL identification process, and provide documentation of their child's proficiency and how it was assessed. The team will also provide an overview of EL services provided by the school for all EL scholars and how their child's program may look now and as they progress towards English proficiency and graduation. The team will also provide the exit requirements from EL services and the child's plan in alignment with meeting those exit requirements. These meetings will include the special education team if the child has dual identification as both EL and special education. The parent will receive clear indications of how EL services and special education services overlap and/or complement each other. Historical performance will guide initial scheduling recommendations. For students who are medically fragile and, therefore, not attending school in person, they

will engage in a one-on-one virtual screening, which we will do by coordinating with the family on the safest method of administration, which could include a secluded visit to the school building, a staff member performing a home visit, or a virtual administration of a screener. Once the student's learning needs are understood, the student will receive English language instruction. Depending on the level of English language proficiency, scholars are rostered for classes that can best support their needs. For some scholars, teachers work in consultation with EL support staff to implement EL strategies and techniques into their instruction. For those with more limited English proficiency, scholars are rostered in classes where there is an additional staff person who can provide more individualized and targeted support. Through this scheduling, Chavez primarily utilizes the two following Program Models: Inclusion/Collaborative Teaching Program Model and the Sheltered Content Program Model. The Chavez Parkside Campus has not historically had an EL population that merits a more restrictive EL Program Model, but should the need arise, the campus has the potential to provide more remedial support in a small group setting. This remedial support will include a combination of explicit instruction regarding strategies to increase access to content in the general education classes, as well as explicit instruction on an introduction to the English language. This remedial instruction will address all four domains of EL instruction. These plans will be differentiated according to individual scholar needs. School staff providing EL support will be incorporating the EL standards released in 2021 to guide their monitoring of student performance.

All English Learner scholars will receive EL support from the use of differentiated EL techniques. Teachers will have opportunities to collaborate with support staff to improve instruction for EL scholars. EL student goals are based off of their previous ACCESS scores and/or yearly screeners that indicate their performance with English proficiency across the four domains. In the domain of Listening, teachers will be instructed to incorporate more visuals, use greater clarity, and facial expressions and gestures when teaching to reinforce English vocabulary. Should the school and/or a scholar require a shift to distance learning, school staff will verify that all technology used for instruction has a clearly functioning microphone and video camera, and provide internet hot spots, to verify EL scholars can clearly hear instruction and smooth modeled English, despite the distance learning model. Scholars will participate in an onboarding where this technology check will take place before instruction begins. Should scholars have an unclear connection, the school will trade out technology to rectify this situation. During instruction, the norm for all school staff and scholars is to have cameras on and scholars are required to sit up on camera. This will allow scholars to see the speaker clearly during conversation to reinforce language skills. Scholars will be guided to participate in instruction in a quiet, distraction-free area of their home to further contribute to clear modeling of the language.

In the domain of Reading, school staff will receive professional development in incorporating reading strategies across the content areas during the Summer Institute, to increase chunking, modeling of reading strategies, the use of visualization, the use of close reading and pre-teaching of vocabulary in every class in the school. If needed, all of these strategies can be replicated in a distance learning environment with very little need for change.

In the domain of Speaking, EL scholars will have many opportunities to build relationships that will increase their comfort in speaking with peers and staff. In addition to collaborative small group time during regular class instruction, every student will participate in a daily advisory which is a small group time for twenty minutes a day where they will build relationships and have fun with peers by engaging in teambuilding activities. In addition, each scholar will receive a 15 minute check in once a week from a teacher for a one-on-one dedicated conversation where they can practice their English speaking skills.

In the domain of Writing, to better facilitate ease of thought, some EL scholars will be allowed to first write in their native language and use translation devices to aid in providing English language answers. EL scholars will be provided with scaffolded materials that limit the amount of written language they are responsible for until they are able to rise to the level of writing with the same frequency as their language proficient peers. In all circumstances, when time allows, EL scholars will be prompted to re-write their scaffolded notes to help improve their English writing fluency. EL scholars have benefitted from the many tools of virtual instruction and on-line translation devices during distance learning and we look forward to continuing to include these tools in our daily classroom instruction. Continued monitoring of language acquisition will occur per our plan as described in question 10.

While creating the service plans and designing EL instructional practices, the support team will analyze the impact of lost services on scholars' proficiency, and potential regression during the pandemic shut down. This may mean that remediation of previously taught skills will need to be incorporated into the scholars' plans.

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.

Chavez outlines its plan for implementing mitigation strategies consistent with the most recent OSSE and DC Health guidance in the Health and Safety Plan section below. ESSER III- ARP funds will be used to support salaries of staff members who will play a pivotal role in ensuring compliance with all health policies. For example, ESSER III- ARP funds will be used to support the salary for a new Family and Community Engagement Specialist who will facilitate communication around policies outlined in the Health and Safety plan to students, parents, and the broader Chavez community. By generating community support for these policies, the Family and Community Engagement Coordinator will play an important role in building investment and buy-in in Chavez’s plan to foster a safe and healthy school environment. Chavez will use CARES ESSER I funding to provide additional support for prevention and mitigation strategies. CARES ESSER I funding will be used to support salaries for the Facilities Manager and Chief Operations Officer, each of whom play a pivotal role in ensuring that the building is a safe and healthy environment for students and staff. For instance, the Facilities Manager has supported building updates including improvements to the HVAC system and classroom setups to support physical distancing requirements. Additionally, the Chief Operations Officer has overseen all COVID operational updates outlined in the Health and Safety Plan.

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.

Understanding the importance of providing all students with targeted academic support necessary to address learning loss, Chavez will use more than 20 percent of its ESSER III- ARP funds for evidence based interventions to address the academic impact of lost instructional time. This year in particular, summer school will be essential to providing students with the academic support they need to prepare for SY21-22 after an extremely challenging SY20-21. Therefore, Chavez will use ESSER III- ARP funds to support salaries for teachers and staff involved in summer school (HS) and summer enrichment (MS). In addition to using ESSER III- ARP funds for summer school/enrichment, Chavez will also use these funds towards the salaries for reading and math interventionists who will implement evidence based interventions for Chavez students who have fallen behind academically due to the pandemic. Chavez will also use ESSER III- ARP funds to support salaries for additional ELA and Math teachers during the school year beyond pre-covid staffing levels. This additional funding will ensure that Chavez is able to operate with smaller class sizes so that teachers can provide students with the individualized instruction necessary to address the academic impact of lost instructional time. Finally, Chavez will use ESSER III-ARP funding to support MTT tutors who will provide targeted support to students who are struggling due to lost instructional time.

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.

Chavez will use all ESSER III- ARP funds in a manner consistent with the allowable uses outlined by OSSE in applicable grant guidance. Further, Chavez will ensure that all ESSER III- ARP expenditures are aligned to the three ESSER III-ARP spending priorities. In addition to the expenditures listed above aligned to “Addressing Learning Loss”, Chavez will use ESSER III- ARP funds for salaries for staff members responsible for supporting additional ESSER III-ARP spending priorities. Specifically, Chavez will use ESSER III-ARP funds towards “Addressing Specific Needs” by supporting the salary of a social worker who will provide SEL support for Chavez students through the return to in-person learning. Funds will also be used to support the salary of a Student Support Coordinator who will provide middle school students in need of additional support with the academic guidance and support necessary to ensure they are on track for graduation and prepared to meet postsecondary goals.

To summarize, in addition to the funding uses listed in response to Question 20 Chavez will use ESSER III funding towards salaries for staff members who are essential to meeting each of the priorities above, including:

- Family and Community Engagement Specialist
- Social Worker
- Student Support Coordinator

These expenditures are consistent with allowable uses of funding under ESSER, and each of these individuals will play a pivotal role in ensuring that Chavez is able to meet the needs of all students.

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.

Chavez is acutely aware of the need to ensure that interventions respond to the academic, social, emotional and mental health needs of scholars disproportionately impacted by the COVID-19 pandemic, including scholars from low income families, scholars of color, English learners, children with disabilities, scholars experiencing homelessness, children in foster care and migrant scholars. To that end, Chavez will regularly analyze its student culture (attendance, truancy, discipline data) and academic data disaggregated by subgroup including race/ethnicity, at-risk status, disability status, and English learner status to ensure that interventions and services are targeted to the students with the greatest need, especially those who have been most profoundly impacted by the pandemic. As we explain above and below, Chavez's plan for use of ESSER III-ARP funding is grounded in a profound understanding of the need to provide multifaceted support to the members of its student body who have been most strongly impacted by the pandemic.

First, as noted above, Chavez is using ESSER III-ARP funds to support an additional social worker. This individual will provide vital SEL support to the students who have been most impacted by the COVID-19 pandemic. Additionally, Chavez is using ESSER III- ARP funds to support salaries for summer school/enrichment. As explained in Section 2.D Attendance and Reengagement, Chavez has conducted extensive data analysis to ensure that summer school is targeted to the students most in need of additional support due to the impact of the pandemic. Further, Chavez is also using ESSER III-ARP funds towards the salary for a Student Success Coach. This individual will ensure that overage/under credited students receive the guidance and support they need to make sufficient academic progress. Finally, as noted above, ESSER III-ARP funds will also be used for an interventionist who will provide the instructional support necessary to students who have been most strongly academically impacted by the pandemic.

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.