



César Chávez Academy District Extended COVID-19 Learning Plan

Name of School: César Chávez Academy District

Address of School District: 4100 Martin St, Detroit, MI 48210

District Code Number: 82918

Building Code Number(s): CCA Lower Elementary 08347, CCA Upper Elementary 000173, CCA Middle School 08569, CCA High School 09153

District Contact Person: Jessica Rice

District Contact Person Email Address: jessica.rice@leonagroup.com

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: youngke@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: 9/10/2020



Assurances

- The César Chávez Academy District will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the César Chávez Academy District, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the César Chávez Academy District.
- If delivering pupil instruction virtually, the César Chávez Academy District will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the César Chávez Academy District had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the César Chávez Academy District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The César Chávez Academy District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The César Chávez Academy District, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the César Chávez Academy District Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the César Chávez Academy District determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the César Chávez Academy District.



- The César Chávez Academy District will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the César Chávez Academy District. The César Chávez Academy District will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The César Chávez Academy District will make those rates available through the transparency reporting link located on the César Chávez Academy District website each month for the 2020-2021 school year.
- The César Chávez Academy District will create and make available on its transparency reporting link located on the César Chávez Academy District's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

Jaime J. Davis
President of the Board of Directors

Date: 09/10/2020



Introduction and Overview

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As the César Chávez Academy District plans to begin the school year in a hybrid and virtual learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



Educational Goals

Quality Evidence-Based Assessment Practices

The César Chávez Academy District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school and district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the César Chávez Academy District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The César Chávez Academy District will make available on its transparency reporting link located on the District and School websites, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Reading/ELA & Mathematics Goals (Expected to be met midyear and at year end):

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



CCA Lower Elementary Educational Goals

Expected to be met at year end:

- Students' fall-to- spring growth demonstrates measurable progress toward grade level targets. (Grade K-2)
- Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. (Grades K-2)
- Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target. (Grades K-2)

Expected to be met at mid year and year end:

- The percent of students meeting their projected score will average 60%. (Grades K-2)

CCA Upper Elementary Educational Goals

Expected to be met at year end:

- Students' fall-to- spring growth demonstrates measurable progress toward grade level targets. (Grade 3-5)
- Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. (Grades 3-5)
- Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target. (Grades 3-5)

Expected to be met at mid year and year end:

- The percent of students meeting their projected score will average 60%. (Grades 3-5)

CCA Middle School Educational Goals

Expected to be met at year end:

- Students' fall-to- spring growth demonstrates measurable progress toward grade level targets. (Grade 6-8)
- Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. (Grades 6-8)
- Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target. (Grades 6-8)



Expected to be met at mid year and year end:

- The percent of students meeting their projected score will average 60%. (Grades 6-8)

CCA High School Educational Goals

Expected to be met at year end:

- Students' fall-to- spring growth demonstrates measurable progress toward grade level targets. (Grade 9-10)
- Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher. (Grades 9-10)
- Students will achieve scores equal to or greater than the grade level reading and math college/career readiness target. (Grades 9-10)

Expected to be met at mid year and year end:

- The percent of students meeting their projected score will average 60%. (Grades 9-10)



Instructional Delivery & Exposure to Core Content

CCA Lower Elementary

CCA Lower Elementary School will be offering two options of instruction for students in Phase 4.

- Option 1 is an in-person learning model where students will arrive to school for in-person learning Monday-Friday from 7:55-3:15
- Option 2 is an online learning model where students will participate in remote/virtual learning Monday-Friday from 7:55-3:15p.

CCA Lower Elementary will deliver standards-aligned curricula and high quality instructional materials to support in delivering instruction to meet the needs of all learners. For remote learning, teachers will provide synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Synchronous learning will be conducted through Zoom meetings and asynchronous learning will be conducted through recorded instructional videos, content or skill based videos, assigned work, game-like academic work, and independent student practice via Seesaw or instructional work packets. CCA instructional staff will use best practices to promote student engagement and differentiation such as but not including all: small group instruction, modeling, building background, providing feedback, using visuals, building relationships, using the gradual release model (I Do, We Do, You Do), using game like activities, communicating expectations, incorporating brain breaks, allowing student feedback.

CCA Upper Elementary

CCA Upper Elementary students will have the option of either virtual or hybrid for Phase 4. A third of students will report in person either Monday/Tuesday or Thursday/Friday to work with classroom teachers in their grade-level. The remaining two-thirds of students will work online with teachers at their grade-level. A small number of students will report on all 4 days due to family needs. The building will be closed for deep cleaning on Wednesdays each week. Each day of the week, all students will be required to login to the computer for lessons from home, or will be learning in class.

As always, CCA Upper Elementary is committed to providing a learning environment with high-standards aligned to the Common Core standards. Both of our English Language Arts and Math programs allow for students to seamlessly move from hybrid to online. Social studies and science have videos and instructional pieces that blend for a strong online and hybrid instructional model as well. Teachers have modified their pacing guides and instruction to focus on the “core” standards in the common core.

Online teachers will have synchronous learning take place twice a day with all students. They will use both Zoom and Google Meet to see students and give in person instruction. Teachers working with students online will also work one-on-one with struggling students as needed. Students in the online model will receive art, music or physical education remotely.



Hybrid students will work in the classroom for two days each week. The days the hybrid students work online from home, they will have art, music, or physical education. In addition, extra staff will be available to check in with students and support them while they are learning at home.

CCA Middle School

CCA Middle School students will have the option of virtual or in-person learning. Based on building size and staffing, CCA Middle School was able to accept 100 students to learn in-person. Virtual and in-person classes follow the same exact schedule to allow for the possibility of rolling closures. All core content learning will occur through daily synchronous instruction via Zoom along with additional asynchronous learning activities on Google Classroom. Electives and writing instruction shall occur primarily through asynchronous learning activities on Google Classroom. Additional support services such as English Learner support, Response to Intervention, and special education support shall occur virtually through Zoom and phone calls. Students who are in-person shall receive support services from certified staff in the building.

All teachers have modified their pacing guides and curriculum map to ensure that all priority standards will be addressed throughout the academic year. Heavier focus on priority standards is encouraged during the planning process. Teachers will continue to utilize standards aligned benchmark tests to monitor progress and facilitate reteaching throughout the year. In addition to this, teachers are required to monitor at least two formative assessments each week and at least one summative assessment each month. Formative assessments teamed with strong, standards aligned summative assessments will help to ensure that students are progressing towards mastery. Parents will receive progress reports approximately 4 weeks into each quarter and quarterly report cards. Additionally, parents may track student progress via PowerSchool.

CCA High School

CCA High School students will access their classes virtually for at least quarter 1 of the semester. Virtual classes being offered will include synchronous and asynchronous learning sessions and activities through Google Classroom and Zoom. We will also offer in-person learning and support opportunities during quarter 1 and throughout the remainder of the school year for students in need of extra in-person support. Our intentions are to offer in-person classes during the 2020-2021 school year as soon as it is safe and logistically possible for staff and students.

Our teachers will be utilizing modified pacing guides, that include essential standards to expose our students to grade level content and material. Teachers will focus their coursework on the major work of each grade level for each content. Teachers will plan engaging, standards based lessons and submit weekly to the Instructional Coach. Lesson plans and pacing guides will be reviewed regularly to monitor grade level content implementation. Synchronous live sessions will be delivered via Zoom meetings and Asynchronous lessons, activities, and assignments will be posted in Google Classrooms. Students are responsible for attending live synchronous sessions and completing all course work for each of their scheduled classes.



CCA High School teachers will provide regular feedback to students during this time of virtual learning utilizing Google Classroom and PowerTeacher gradebook. Gradebooks will be updated for students and parents weekly to view student progress towards mastery of standards based lessons. We will be utilizing a traditional grading scale from our handbook to provide regular grades and feedback to students. CCA High School will send progress reports home based every six weeks during this time, as well as regular report cards from each quarter.



Equitable Access

To meaningfully access instruction, students will need access to the internet, a Chromebook or personal computer, curriculum materials, calculators, and access to Clever. Each CCA School will provide students with all materials necessary to ensure that instruction is fluid and ongoing. The school will assign students materials and have a pick-up process prior to the start of school.

Students will have meaningful access to Special Education services, based on needs and goals outlined in their Individualized Education Plans (IEPS). English Language Learners will continue to receive their services based on the school's Alternative Language Plan submitted with our Title III consolidated application. Each CCA School will continue to offer all necessary auxiliary supports, such as Speech and Language services in coordination with our providers and contract services.

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS
("ECLP")**

CESAR CHAVEZ ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 10th day of September, 2020, at 6:00 p.m.

The meeting was called to order at 6:00 p.m. by Board Member L. GARCÍA :

Present: L. GARCÍA, A. GUERRA, A. MORA-MILLS, F. PACHECO

Absent: B. CALLAHAN

The following preamble and resolution were offered by Board Member F. PACHECO and supported by Board Member A. MORA-MILLS :

BACKGROUND

On August 20, 2020, in response to the novel coronavirus ("COVID-19") pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 *et seq.* ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs include many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective Authorizer for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.

(4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (“MDE”)¹, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.

(5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (“CEPI”).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The attached ECLP, approved by the Authorizer, is approved. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified.
2. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_7000777.pdf)

4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: GARCIA, GUERA, MORA-MILLS, PACHECO

Nays: N/A

Resolution declared adopted.

Lawrence T. Garcia

Print Name: Lawrence T. Garcia

~~Secretary~~, Academy Board
President