

ACA

ARIZONA CHARTER ACADEMY

DISTANCE LEARNING PLAN

August 2020

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Message from Arizona Charter Academy (ACA) Administration

As we forge ahead to the 2020-2021 school year we want you to know, we are here to support our students, parents, staff, and community. We understand that parents and guardians need to have complete and up-to-date information to make the best decisions for their families, at the same time we know there is no perfect solution, as we strive to commit to excellence and adhere to our values of G.R.E.A.T.

The ACA administrative team, our consultants and the tremendous input provided by staff and parents has been taken very seriously. Every decision has been weighed heavily to reflect the needs of our varying stakeholders. This **Distance Learning Plan** has been designed with all of this input in mind, and to provide you as much timely information as possible.

While 2020 has brought about much uncertainty with a global pandemic and much-needed change against deeply rooted racism in our country. Our commitment remains to close the achievement gap and provide our students with an excellent education.

We are committed to ensure rigorous, culturally inclusive and relevant curriculum that prepares students for secondary and post-secondary experience. Together, we know as an ACA family, we will come out strong and united.

As an ACA community we are excited to offer the differentiated models to allow parents to make the best decision for their needs. We realize no decision will meet every single need; however, we have come out with a model that put health and safety first, a high priority on a safe, warm and welcoming atmosphere, and providing the materials, technology, software and professional development needed to support as much as possible.

ACA embraces the feedback, recommendations and guidance from our state, county, and local agencies alongside any legislative updates. We understand that circumstances and guidance related to COVID-19 may continue to evolve throughout the coming school year, and we have built a plan flexible enough to respond to those evolutions.

ACA will continue to prioritize the safety of our students and staff above all.

No matter what 2020-2021 brings us, together we can and we will.

ACA Learning Models: 2020-2021

After extensive surveying of our parents, teachers and staff ACA administration has developed a model that puts health and safety first. ACA is committed to providing a safe, warm and welcoming atmosphere, and providing the materials, technology, software and professional development needed to support students and staff. ACA will be offering three (3) options for learning in the 2020-2021 School Year:

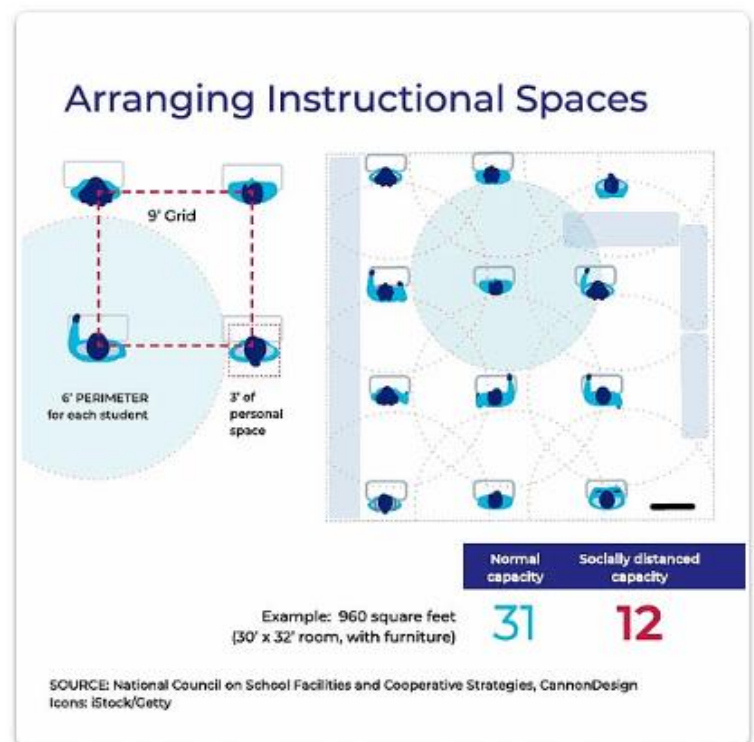
1. Hybrid Model - model with class sizes of an average of 12-14 students where students alternate days on-campus and distance learning.
2. ACA Online – full-time distance learning for families that need this option for students that are high risk.
3. Quick transition - from ACA Online to transition to Hybrid Model as long as physical capacity is available.

About the Hybrid Model

Once it is safe for students to return to school, students who have not elected the ACA Online will be participating in the Hybrid Model.

Highlights of the Hybrid Model:

- Small class sizes of 12-14 students on campus.
- 12-14 attending distance learning on opposite days. Teachers will monitor student progress.
- Provides security and support for all students.
- Creates safe distances of over 6 feet between students and adults.
- Supporting students for social-emotional wellness.



ACA will be assigned to cohorts that will attend in person classes on alternating days. Students will participate in structured distance learning on alternate days.

- Cohort A: Tuesday/Thursday on campus with Distance Learning Wednesday/Friday.
- Cohort B: Wednesday/Friday on campus with Distance Learning Tuesday/Thursday

Additionally, for the 2020-2021 school year, ACA will be offering our innovative W.I.N (What I Need) day for students on Monday. W.I.N day is specifically designed to support students' academic, social/emotional and physical well-being, as well as provide structure academic and non-academic support for families. W.I.N days offer students a differentiated opportunity to meet their unique needs through optional electives, a chance to catch up on course work, as well as additional tutoring support from teachers through one-on-one and small group check-ins.

The following is a sample schedule for a student attending the Hybrid Model:



About ACA Online

ACA understands there are some families that need the option of full-time online learning for their child even after our physical buildings open up for our Hybrid Model. This option best suits students that are immuno-compromised themselves or live with a family member that is.

In addition to offering ACA Online for students when physical buildings are open, ACA will utilize full time online distance learning during any school closures, as determined by state government or community health officials.

Instruction is provided by an ACA teacher and does include live lessons and live video interaction with their teacher and other ACA Online students. For students participating in full-time distance learning, ACA will offer students a full schedule of academic, elective, and enrichment opportunities through our dedicated teachers and learning management system.

Student who have selected ACA Online are able to transition back to Hybrid Learning, as long as space is available that doesn't compromise the health and safety of others.



Quick Transition

ACA intends to monitor and adjust hybrid learning model based on community health risks and guidance from state and local health officials. ACA will be fully prepared to return to a 4 days a week, live instruction model when it is deemed safe to do so by officials.

Participation and Attendance Expectations

Live Learning Activities for Hybrid Learners

1. All grade levels will host a synchronous (live) daily morning meeting for students. Students who are participating on hybrid days will be invited to attend these sessions live.
2. Grades k-4 will also host a synchronous (live) end of day sessions where students will participate in teacher led activities like circle, positive action, read alouds. These end of day activities will occur daily for students. Students who are participating on hybrid days will be invited to attend live.

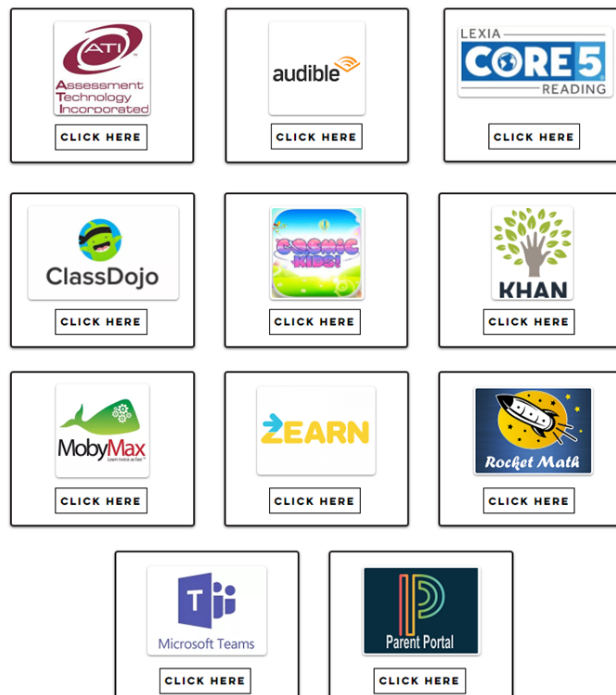
Live Learning Activities for Full Time Distance Learners

1. All full-time distance learning students, will participate in two to three check-ins sessions daily, (morning meeting, Empower, and the end of the day). Recordings will be posted online.
2. For full-time distance learning students, students in grades 5-8, will be assigned to a "homeroom" teachers. These teachers will be responsible for regular social/emotional check-ins with students, as well as supporting and assisting students and families as issues or concerns arise.
3. For full-time distance learning students, teachers will also utilize small group instruction, which will be communicated through Zoom, Teams, or other tools.

Communication Tools and Learning Platforms

4. For all grade levels, and both full-time distance or hybrid models, teachers will be utilizing either Zoom, Teams, Class Dojo, and/or Remind to regularly communicate with students and parents regarding class activities, notices, updates, etc.
5. ACA will utilize Remind to communicate with parents regarding any updates, activities or notices that are required throughout the year.
6. All teachers will maintain a website that will provide students and their families with weekly schedules, activities, links to assignments, videos and resources, as well as due dates.

To make participation easy for students and parents the ACA [distance learning page](#) also provides students and parents with quick access to communication tools, supplemental instructional resources, and assessment tools:



Attendance Requirements

Students are expected to attend school Tuesday through Friday, according to their daily schedule. Parents are expected to follow regular procedures to call their student out absent if they are unable to attend school due to illness, or other circumstances.

Teachers will be taking attendance and reporting absences using Power Schools.

For full-time distance learning: students will be marked present for each day if they participate in synchronous (live) activities and/or their daily work is submitted, or by their participation in online software where their data is collected and available in an activity log. Attendance (absences) will be tracked daily by teachers.

For hybrid-model: students will be marked present by their participation in online software where their data is collected and available in an activity log, and/or evidence of completed assignments. Attendance (absences) will be tracked and reported by teachers on a weekly basis for participation in activities on work at home days.

Curriculum, Instructional Platforms and Educational Tools

Each teacher's web site will serve as students' learning hub. Additionally, students will be able to access all of the curriculum resources, including supplemental software directly through their teacher's web page. Teacher web pages will be accessed from the main school [webpage](#) by selecting the appropriate grade level option:



For hybrid model- students will access their weekly activities and assignments through their grade level learning hub. The learning hub will include a weekly schedule with both all activities and assignments, designating which are required and optional, and the length of time these activities should take students to complete. Students will have the option to follow the suggested daily schedule or the freedom and flexibility to choose when activities are completed.

For full time distance learning- students will access their weekly activities and assignments through their grade level learning hub. The learning hub will include a weekly schedule with both all activities and assignments. Their schedule will include both synchronous and asynchronous work. Students will also access links to synchronous instruction, small group instruction through their calendar and/or learning hub.

For the 2020-2021 school year, ACA will be offering our innovative W.I.N (What I Need) day for students on Monday. W.I.N day is specifically designed to support students' academic, social/emotional and physical well-being, as well as provide structure academic and non-academic support for families. W.I.N days offer students a differentiated opportunity to meet their unique needs through optional electives, a chance to catch up on course work, as well as additional tutoring support from teachers through small group check-ins.

The following tables provide an overview of the instructional delivery methods, curriculum, and supplemental tools that will be used by each grade level for math, English, science and social studies/knowledge development.

Kindergarten

<i>Educational Delivery Methodologies</i>	<i>Curriculum Used</i>
<ul style="list-style-type: none"> • Direct instruction via Zoom • Independent practice • Choice menus • Centers 	<p><i>Math Core:</i></p> <ul style="list-style-type: none"> • Engage NY - Great Minds <p><i>English Core:</i></p> <ul style="list-style-type: none"> • Engage NY/Core Knowledge Skills • Engage NY/Core Knowledge Background/Domain • Lucy Calkins <p><i>Math Supplemental:</i></p> <ul style="list-style-type: none"> • Equals Math • Zearn • Rocket Math • Brain Pop <p><i>English Supplemental:</i></p> <ul style="list-style-type: none"> • Lexia • SRA Reading Mastery • W.O.R.D. • Core <p><i>Science Core:</i></p> <ul style="list-style-type: none"> • Engage NY/Core Knowledge Background/Domain <p><i>Science Supplemental:</i></p> <ul style="list-style-type: none"> • Tynker Technology • Brainpop <p><i>Social Studies/Knowledge Development Core:</i></p> <ul style="list-style-type: none"> • Engage NY/Core Knowledge Background/Domain <p><i>Social Studies/Knowledge Development Supplemental:</i></p> <ul style="list-style-type: none"> • Scholastic Magazine

Grades 1-3

<i>Educational Delivery Methodologies</i>	<i>Curriculum Used</i>
<ul style="list-style-type: none"> • Direct instruction via Zoom • Independent practice • Choice menus • Centers 	<p><i>Math Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY- Zearn Math</i> <p><i>English Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY/Core Knowledge Skills</i> • <i>Engage NY/Core Knowledge Background/Domain</i> • <i>Lucy Calkins</i> • <i>Open Up ELA (grade 3)</i> <p><i>Math Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Equals Math (1-2)</i> • <i>Zearn</i> • <i>Rocket Math</i> • <i>Brain Pop</i> <p><i>English Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Lexia</i> • <i>SRA Reading Mastery</i> • <i>W.O.R.D.</i> • <i>Core</i> <p><i>Science Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY/Core Knowledge Background/Domain</i> <p><i>Science Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Tynker Technology</i> • <i>Brainpop</i> <p><i>Social Studies/Knowledge Development Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY/Core Knowledge Background/Domain</i> • <i>Open Up (grade 3)</i> <p><i>Social Studies/Knowledge Development Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Scholastic Magazine</i>

Grades 4-6

<i>Educational Delivery Methodologies</i>	<i>Curriculum Used</i>
<ul style="list-style-type: none"> • Direct instruction via Zoom (grade 4), Teams (grades 5-6) • Independent practice • Choice menus 	<p><i>Math Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY- Zearn Math, Great Minds (grade 6)</i> <p><i>English Core:</i></p> <ul style="list-style-type: none"> • <i>Open Up ELA</i> • <i>Lucy Calkins</i> <p><i>Math Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Zearn</i> • <i>Rocket Math</i> • <i>Brain Pop</i> <p><i>English Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Lexia (grades 4-5)</i> • <i>SRA Reading Mastery (grade 4)</i> • <i>W.O.R.D.</i> • <i>Core</i> • <i>Power Up</i> <p><i>Science Core:</i></p> <ul style="list-style-type: none"> • <i>Holt (grade 4)</i> • <i>Achievement First (grades 5-6)</i> <p><i>Science Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Tynker Technology</i> • <i>Brainpop</i> • <i>Discovery Ed (grade 6)</i> <p><i>Social Studies/Knowledge Development Core:</i></p> <ul style="list-style-type: none"> • <i>Open Up (grades 4-5)</i> • <i>Achievement First (grade 5)</i> • <i>Discovery (grade 6)</i> <p><i>Social Studies/Knowledge Development Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Scholastic Magazine (grades 4-5)</i>

Grades 7-8

Educational Delivery Methodologies	Curriculum Used
<ul style="list-style-type: none"> • Direct instruction via Teams • Independent practice • Choice menus 	<p><i>Math Core:</i></p> <ul style="list-style-type: none"> • <i>Open Up Math 2018</i> <p><i>English Core:</i></p> <ul style="list-style-type: none"> • <i>Engage NY ELA</i> • <i>Lucy Calkins Writing</i> <p><i>English Supplemental:</i> <i>Power Up</i></p> <p><i>Science Core:</i></p> <ul style="list-style-type: none"> • <i>Achievement First</i> <p><i>Science Supplemental:</i></p> <ul style="list-style-type: none"> • <i>Tynker Technology</i> • <i>Brainpop</i> • <i>Discovery Ed</i> <p><i>Social Studies/Knowledge Development Core:</i></p> <ul style="list-style-type: none"> • <i>Discovery</i>

Assessments

ACA will continue to monitor student learning and progress using a variety of classroom assessments. These classroom assessments include, but are not limited to: *daily exit tickets, daily SRA Reading, daily Lexia, daily Rocket Math, daily Zearn, and regular 1:1 assessment via Zoom/Teams.*

ACA will continue to monitor student learning and progress using a variety of benchmark assessments, the following table summarizes the benchmark assessment tools and the frequency of their use by grade level:

Benchmark Assessments (Math & English Language Arts)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>AIMS Web, pre/post</i>	<i>In person- hybrid students during regular scheduled days; Testing center/in person- full time distance learning</i>	<i>Beginning of year, end of year Quarterly, from start of school</i>
<i>1-3</i>	<i>AIMS Web, pre/post Galileo pre/post, quarterly benchmark</i>	<i>In person- hybrid students during regular scheduled days; Testing center/in person- full time distance learning</i>	<i>Beginning of year, end of year Quarterly, from start of school</i>

4-6	<i>Galileo pre/post, quarterly benchmark</i>	<i>In person- hybrid students during regular scheduled days; Testing center/in person- full time distance learning</i>	<i>Beginning of year, end of year Quarterly, from start of school</i>
7-8	<i>Galileo pre/post, quarterly benchmark</i>	<i>In person- hybrid students during regular scheduled days; Testing center/in person- full time distance learning</i>	<i>Beginning of year, end of year Quarterly, from start of school</i>

Social and Emotional Support

Community Resource Guide

ACA is committed to supporting the social and emotional well-being of its students. ACA has developed a comprehensive community resource document, that includes information for families about:

- Mental Health/Suicide Prevention
- Local Resources
- National Resources
- Social Emotional Resources
- Substance Abuse Disorder
- Local Resources
- National Resources
- Racial Injustice and Educational Resources
- Black Lives Matter
- Civic Engagement/ Legal Support
- Mental Health Support
- List of Resources Addressing Systemic Racism
- Child Abuse and Neglect Reporting Resources
- Local Resources
- National Resources
- Children’s Shelter Resource
- Local Food Bank List

This resource guide is available on our website or by clicking [here](#).

Social/Emotional Teaching and Learning

In order to provide time for teacher to focus on social/emotional learning the ACA master schedule for each grade designates specific times when teachers and students will participate in activities or topics are directly focused on social/emotional learning.

ACA teachers will be trained on the following topics to support social/emotional well-being and learning:

1. Integrating CASEL competencies into their classrooms (hybrid and distance learning).

2. Developing clear, consistent routines, procedures, norms and expectations for both hybrid and distance learning to support students' social/emotional well-being.
3. Implementing Positive Action curriculum grades k-8, and how to use this curriculum daily during end of the day/check-ins to address social/emotional themes.

Additionally, ACA has on-site counseling support available for students, as well as referrals within the community to support students who need more significant services.

Lastly, ACA will implement W.I.N Mondays which are designed to allow students to focus on their social/emotional well-being, interests and unique goals.

Overview of Social/Emotional Support

The following tables summarize the supports that will be implemented by ACA teachers and staff:

		Kinder	1-3	4-5	6-8
Social Emotional Learning	Teacher Check-in	X	X	X	X
	Packet on Social and Emotional Topics	X	X	X	X
	Online Social Emotional videos	X	X	X	X
	Parent Training	X	X	X	X
	Other: Instruction on Social and Emotional Topics	X	X	X	X

		Kinder	1-3	4-5	6-8
Counseling Services	In-Person	X	X	X	X
	Phone	X	X	X	X
	Webcast	X	X	X	X
	Email/IM	X	X	X	X

Meeting the Needs of Unique Learners

ACA implements an MTSS/RTI model to provide intervention and support for students, along with its special education programs and services. Students will continue to receive Tiered intervention and supports during students' asynchronous time (full-time distance learning) or during on campus learning (hybrid model).

Special Education Students

1. ACA will continue to conduct all state and federally mandated screeners and assessments to identify students who may need additional assessments and monitoring, i.e., 45 day screeners.
2. ACA grade level teachers will utilize universal design principles to develop instruction and assessments for students with disabilities or 504 plans.
3. ACA special education department and staff will continue to provide services and support to students regardless of model (hybrid or full-time distance learning).

4. ACA special education staff will make every attempt to deliver services during times designated in students' schedules for asynchronous activities to reduce impact on direct instruction.

English Language Learners

1. ACA will continue to administer AzELLA assessments in accordance with ADE guidance and expectations for the 2020-2021 school year.
2. ACA grade level teachers will utilize universal design principles to develop instruction and assessments for students with ILLPs.