

# Distance Learning Plan for CAFA Inc. Charter Schools

Learning Foundation Stapley  
Learning Foundation and Performing Arts Alta Mesa  
Learning Foundation and Performing Arts Gilbert  
Learning Foundation and Performing Arts Warner

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. CAFA Inc. has complied with this requirement.

## Distance Learning Information

*Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b).*

All Students in the CAFA Inc. district will be in communication with their classroom teacher when school begins on August 6th and each class will progress through the curriculum at the same pace. CAFA Inc. Schools will offer the following options:

1. Students who wish to return to classroom learning when the school building closure is lifted will use an on-line distance learning program until in-person classroom learning begins.
2. Families who opt to keep students at home until they feel it is safe to return to the classroom will continue distance learning and will be given the opportunity to return to the classroom at the end of the quarter or semester.
3. The **K-8 Alta Mesa** campus students may opt for a structured hybrid learning model with a rotating A/B schedule where they will be on campus a minimum of 2 days per week and distance learning 3 days per week.
4. Students with unique circumstances that place them at high health risk will be offered the option to continue distance learning for the entire school year.

If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?
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Yes
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*\*In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of*

Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.

### Attendance Tracking

a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

Specific measures will be used to determine whether a student participating in Distance Learning will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, or other digital meeting software.
- Student participation in a virtual meeting or classroom session.
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students must log on to the digital learning platform and complete the required minutes assigned daily for each subject area	Classroom teacher, student, parent, distance learning teacher, administration	Daily / hourly	Student timing data summary reports. on-line program attendance logs.
2. Students will participate in virtual meetings using online program where attendance will be logged at each meeting	Classroom teacher, student, parent, distance learning teacher, administration	Twice weekly per each assigned class.	Teacher virtual meeting attendance report
3. Daily assignments will be completed and submitted by students	Classroom teacher, student, parent, administration	Daily	Completed assignments, teacher grades in grading system per assignment
4. High School: Message board posts and discussions will be required on a weekly basis	Classroom teacher, student, parent, administration	Weekly	Student posts and participation will be monitored and recorded for attendance by the teacher.

*b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Administration will monitor teacher virtual meetings / recorded lessons with students	School administrators/distance learning teacher	Weekly	Completed observation instrument, time of use logs.
2. Administration will require teachers to make individual contact with each student via digital messaging, email, phone, Zoom	Classroom teachers, administration	Weekly	Teacher communication summary reports
3. Administration will distribute parent / student surveys using Google docs or Survey Monkey that specifies feedback in communication	Administration	Monthly	Completed survey results
4. Communications through various digital platforms and newsletters to keep families updated on school information	School administrators	Weekly	Survey results, meeting logs, emails

**Teacher and Staff Expectations and Support**

*a. Describe expectations of teachers and other staff working virtually.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Teachers will connect with each student remotely to determine individual student needs	Classroom teacher	Weekly / on-going	Student meeting logs

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<p>2. Provide remote live and recorded instruction and lesson objectives in student friendly format</p>	<p>Teachers, sup-group specialists</p>	<p>Weekly / on-going</p>	<p>Completed observation instruments, Recorded lessons</p>
<p>3. Become proficient in all digital curriculum platforms utilized</p>	<p>Teachers, administration, trainers</p>	<p>Weekly / on-going</p>	<p>PD meeting agendas, ign-in forms, observation instruments</p>
<p>4. Communicate virtual behavior/work expectations and provide feedback to promote growth with students and parents</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Parent / student communication letters, communication logs</p>
<p>5. Set and post weekly virtual office hours for students and parents to receive academic and / or emotional support</p>	<p>Teachers, administrators</p>	<p>Weekly</p>	<p>Posted office hours in various communication platforms</p>
<p>6. Adhere to and comply with grading requirements and expectations</p>	<p>Teachers, administrators</p>	<p>Daily/weekly/on-going</p>	<p>Complete grading in Synergy, report cards, progress reports</p>
<p>7. Provide choice in virtual assignments to help promote engagement levels</p>	<p>Teachers, administration</p>	<p>Weekly /on-going</p>	<p>Recorded lesson links, logs, lesson plans completed student work, choice boards, student portfolios</p>
<p>8. Assign and analyze results of assessments to determine student academic levels</p>	<p>Teachers, sub-group specialists, administrators</p>	<p>Daily/weekly</p>	<p>Data summary reports, data analogy reports, student feedback documentation</p>
<p>9. Provide appropriate small group virtual instruction to students where needed</p>	<p>Teachers, administration, Sub-group specialists</p>	<p>Bi-weekly, quarterly</p>	<p>Student meeting logs</p>

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<p>10. Collaborate with other grade level/content area teachers to determine critical standards of the previous year and identify possible learning gaps to be reviewed; identify and monitor subgroups; determine best practices and needed interventions</p>	<p>Teachers / administrators, subgroup specialists</p>	<p>Beginning of school then weekly</p>	<p>Meeting minutes, sign-in sheets</p>
<p>11. Respond to parent / student communication within 24 school hours</p>	<p>Teachers, Administrators, Subgroup specialists</p>	<p>Daily</p>	<p>Written communication logs</p>
<p>12. Create lesson plans that reflect delivery of authentic virtual learning opportunities</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Lesson Plans</p>

*b. Commitments on delivery of employee support services including but not limited to:*

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>1. Support policies outlined in updated Employee Handbook</p>	<p>District administration, school administration</p>	<p>Supplied with employee contract</p>	<p>Employee Acknowledgement form returned to administration.</p>
<p>2. Notify all employees of new procedural changes due to COVID 19</p>	<p>District administration, school administration</p>	<p>Prior to first day of school/ ongoing</p>	<p>Written documentation, Employee Acknowledgement form returned to administration</p>

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3. Professional development provided using Google Classroom and other online resources	Administration, remote instructional coach	Prior to first day of school, weekly then bi-weekly	Staff meeting agendas, sign-in forms
4. Regularly scheduled virtual staff meetings	Teachers, administration, support staff	Weekly, as needed	Agendas, sign-in attendance forms
5. Newly established safety protocols followed by all staff	District administration, school administration	Prior to first day of school/ ongoing	Safety Plan

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Pre-service training on virtual learning programs that will ensure high quality instruction in remote platforms	School administration, remote instructional coach, teachers	Last week of July / First week of August	Meeting agendas, sign-in form, PD certificates
2. ESS training in a virtual environment	ESS Department	Last week of July / First week of August	Meeting agendas, sign-in form, PD certificates
3. ELL training in a virtual environment	ELL Department	Last week of July / First week of August	Meeting agendas, sign-in form, PD certificates
4. Provide on-going individual staff support with the use of virtual learning platforms	School administration, instructional coach	Weekly, on-going	Meeting logs, written correspondence
5. Provide weekly in-person and/or virtual meetings with staff to dialogue issues/ success with virtual learning	School administration, instructional coach	Weekly, on-going	Meeting agendas, meeting minutes, sign-in forms

**List Specific Professional Development Topics That Will Be Covered**

Each CAFA Inc. school will use a variety of platforms and programs detailed in this template under Instructional Methods.

- Training in system and virtual platform usage prior to the first day of school. On-going training will be provided as needed in all virtual program usage.
- Social Emotional Learning, Equality
- Trauma informed teaching and responding to the needs of students
- Curriculum alignment when using an online format
- District Safety Protocols and School Safety Plan

**Connectivity**

*Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.*

	Students	Teachers	Staff
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)			
Other: On-Site Remote Learning Lab	X	X	X
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support		X	
Other:			

**Instructional Methods and Monitoring Learning**

a. In the tables below, **list** the methods that will be used to deliver instruction, the content provider or program to be used, and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Alta Mesa Grades K 8</b>	Independent Study	Mobymax	Assigned learning activities / on-going	Pre-post assessments / baseline and on-going
	Remote Direct Instruction	Zoom, MobyMax, GoMath, Prodigy, Kahn Academy, supplemental materials	Teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going
	Project-Based Learning	Zoom, supplemental materials as needed, Choice Boards	Teacher inquiry, progress monitoring of project steps	Completed projects
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>Learning Foundation Stapley Grades K-6</b>	Independent Study Remote	Sumdog, Prodigy (grades 1-2)	Instructional resources/ activities ongoing	Pre/post - baseline data ongoing
	Direct Instruction	MobyMax, Discovery Education, Learning Farm, YouTube, Bloomz, Google Classroom		
	Project-Based Learning			
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Gilbert Grades 7-12</b>	Online Computer Based Learning (OCL), Independent Study	Edgenuity	Progress monitoring, lesson assessments / on-going daily	Online unit quizzes and tests / on-going
	Remote Learning (RL) Direct Instruction (In conjunction with IS)	Zoom/Google Meets, Khan Academy, supplemental materials	Teacher inquiry, lesson completion / on-going weekly	Unit assessments, district testing/ on-going



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	(RL) Independent Study (In conjunction with DI)	Big Ideas Math (7-8), HRW/McDougal Littell (HS), Khan Academy, supplemental materials	Submitted work, progress monitoring, check-ins / ongoing weekly	Assignment grades, unit assessments / on-going
	(RL) Project-Based Learning (periodic)	Zoom/Google Meets, supplemental materials	Teacher inquiry, progress monitoring of project steps / regular intervals	Completed projects
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Warner Grades K-6</b>	Independent Study	Google Classroom, Edgenuity	Assigned learning activities / on-going	Pre-post assessments / baseline and on-going
	Remote Direct Instruction	Google Classroom, Edgenuity, Zoom, Saxon Math	Teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going
	Project Based Learning	Zoom, supplemental materials	Progress monitoring of students	Final projects

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Alta Mesa Grades K 8</b>	Independent Study	MobyMax	Assigned learning activities / on-going daily	Pre-post assessments / baseline and on-going
	Remote Direct Instruction	Zoom, MobyMax, Journeys, Newsela, Readworks, supplemental materials as needed, choice boards	Assigned Learning activities / on-going teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going

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	Project-Based Learning	Zoom, supplemental materials as needed, Choice Boards	Teacher inquiry, lesson completion, progress monitoring of project steps	Completed projects
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>Learning Foundation Stapley Grades K-6</b>	Independent Study Remote Direct Instruction Project-Based Learning	Lalilo, Moby Max, Discovery Education, Newslea (grades 26), Learning Farm, YouTube, Bloomz, Google Classroom	Instructional resources/ activities ongoing	Pre/post, post monitoring - ongoing
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Gilbert Grades 7-12</b>	(OCL)Independent Study  (RL) Direct Instruction (In conjunction with IS)  (RL) Independent Study (In conjunction with DI)  (RL) Project-Based Learning (periodic)	Edgenuity  Zoom/Google Meets, supplemental materials  HRW (7-8), Pearson (HS), School Vocabulary/Grammar, Novels, supplemental materials  Zoom/Google Meets, supplemental materials	Progress monitoring/Lesson assessments/ On-going daily  Teacher inquiry, lesson completion / on-going weekly  Submitted work, progress monitoring, check-ins / ongoing weekly  Teacher inquiry, progress monitoring of project steps / regular intervals	Online unit quizzes and tests / on-going  Unit assessments, writing submissions, district testing/ on-going  Unit assessments, writing submissions / on-going  Completed projects/papers
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Warner Grades K-6</b>	Independent Study	Google Classroom, Edgenuity	Assigned learning activities / on-going daily	Pre-post assessments / baseline and on-going

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	Remote Direct Instruction	Zoom, Journeys, Edgenuity, Readworks, supplemental materials as needed	Assigned learning activities / on-going, Teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going
	Project-Based Learning	Zoom, Supplemental Materials as needed	Teacher Inquiry, Progress Monitoring of project steps	Completed Projects

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Alta Mesa Grades K 8</b>	Independent Study	MobyMax,	Assigned learning activities / on-going daily	Pre-post assessments / baseline and on-going
	Remote Direct Instruction	Zoom, Mobymax, YouTube, Phet Colorado, NEA, supplemental materials as needed	Assigned learning activities / on-going, Teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>Learning Foundation Stapley Grades K-6</b>	Independent Study Remote Direct Instruction Project-Based Learning	MobyMax, Discovery Education, Learning Farm- (grades 3-5), YouTube, Bloomz, Google Classroom	Instructional resources/ activities ongoing	Pre/post, post monitoring - ongoing
<b>LFPA Gilbert Grades 7-12</b>	(OCL)Independent Study	Edgenuity	Progress monitoring/lesson assessments/ on-going daily	Online unit quizzes and tests / on-going
	(RL) Direct Instruction (In conjunction with IS)	Zoom/Google Meets, Pearson Online - Labs, supplemental materials	Teacher inquiry, lesson completion / on-going weekly	Unit assessments, district testing/ on-going

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	(RL) Independent Study (In conjunction with DI)	HRW (7-8), Pearson (HS), supplemental materials	Submitted work, progress monitoring, check-ins / ongoing weekly	Assignment grades, unit assessments/ on-going
	(RL) Project-Based Learning (periodic)	Zoom/Google Meets, hrw.com, labs, Pearson online, supplemental materials	Teacher inquiry, progress monitoring of project steps / regular intervals	Completed projects/papers
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Warner Grades K-6</b>	Independent Study	Google Classroom, Edgenuity	Assigned learning activities / on-going daily	Pre-post assessments / baseline and on-going
	Remote Direct Instruction	Zoom, Edgenuity, NEA, supplemental materials as needed	Assigned learning activities / on-going, teacher inquiry, lesson completion / on-going weekly	Pre-post assessments / baseline and on-going

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<b>LFPA Alta Mesa Grades K 8</b>	Remote Direct Instruction- Recorded Lessons to provide students access to learning in the areas of Art, PE, Dance, Theater	Zoom, MobyMax	Completed lesson submissions weekly, on-going	Final project completion
<b>Learning Foundation Stapley Grades K-6</b>	Independent Study Remote Direct Instruction Project-Based Learning	MobyMax, Discovery Education, YouTube, Bloomz, Google Classroom	Completed lesson, on-going	Final project completion

<b>LFPA Gilbert Grades 7-12</b>	(OCL)Independent Study	Edgenuity	Progress monitoring/lesson assessments/ on-going daily	Online unit quizzes and tests / on-going
	(RL) Direct Instruction (In conjunction with PBL- Electives/ Social Studies)	Zoom/Google Meets, Supplemental Materials	Teacher inquiry, lesson completion / on-going weekly	Unit assessments, writing submissions, district testing/ on-going
	(RL) Project-Based Learning (In conjunction with DI- Electives/ Social Studies)	Zoom/Google Meets, Supplemental Materials	Teacher inquiry, progress monitoring of project steps, student performances / regular intervals	Completed projects, student performances, student presentations
	(RL) Independent Study (In conjunction with DI and PBL- Social Studies)	HRW, supplemental materials	Submitted work, progress monitoring, check-ins / ongoing weekly	Unit assessments, writing submissions / On-going
<b>LFPA Warner Grades K-6</b>	Remote Direct Instruction Recorded lessons to provide students access to learning in the areas of Art, PE, Dance, Theater	Zoom, Google Classroom	Completed lesson submissions weekly, on-going regularly	Final project completion
	Remote Direct Instruction for Social Studies	Zoom, Edgenuity, Google Classroom, Social Studies Weekly	Assigned learning activities / on-going regularly	Pre-post assessments / baseline and on-going

**Meeting the Needs of Students with Disabilities and English learners**

*In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.*

a. Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>The District SPED Department services all CAFA Inc. schools to...</p> <ul style="list-style-type: none"> <li>• Provide virtual specially designed direct instruction that correlates with student's (Individualized Education Program) IEP and services</li> <li>• Provide appropriate student materials which are appropriate for making progress</li> <li>• Ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers</li> <li>• Collaborate with general education teachers regarding lesson planning and delivery of instruction</li> <li>• Document communication with parents/students regarding service and progress</li> <li>• Take and track progress monitoring data related to IEP goals</li> <li>• Provide resources for parents that offer consistency and structure for the new learning environment</li> </ul>	<p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p> <p>SPED teacher/service provider</p>	<p>Services outlined in IEP</p> <p>Weekly (as appropriate)</p> <p>Daily</p> <p>Daily/weekly (as appropriate)</p> <p>Daily/weekly (as appropriate)</p> <p>Daily/weekly (as appropriate)</p> <p>Daily/weekly (as needed)</p>	<p>Virtual sessions/service logs</p> <p>Service logs on IEP goals</p> <p>Virtual sessions/service logs</p> <p>Planning meeting minutes</p> <p>Communication logs</p> <p>Assessments/data sheets</p> <p>Communication/service logs</p>

<ul style="list-style-type: none"> <li>• Support parents/guardians at home with social/emotional tools and interventions as needed</li> <li>• Provide Tele-therapy for students who require school based related services</li> <li>• Align general education assignments/ tests with accommodations and/or modifications within each student's specially designed instruction</li> <li>• Hold virtual team meetings (Evaluation/IEP)</li> <li>• Support intervention teams with referral process</li> <li>• Complete required paperwork (MET, IEP, QPR)</li> </ul>	SPED teacher/service provider	Daily/weekly (as appropriate)	Communication/service logs
	Related service provider (SLP/A, OT)	Services outlined in IEP	Virtual sessions/service logs
	SPED teacher/service provider	Daily/weekly (as appropriate)	Service logs
	SPED teacher/service provider	Annual/Triennial due dates or when team agrees is needed	Communication/service logs
	Psychologist/case manager	As needed	Referral team meeting minutes
	SPED teacher/psychologist	As appropriate	Service logs/paperwork

**Process for Implementing Action Step**

Short-term: Teachers will deliver live and/or recorded instruction to students in an online platform. Feedback will be provided through formative and summative assessment, as well as virtual meetings to review and discuss offline work completed. Teachers will work with students in small groups, as well as one on one. Teachers will communicate with families weekly to ensure equity; and that all students have access to special education services. For students who cannot participate in virtual sessions, our Exceptional Student Services (ESS) team will provide an alternative way for them to access materials and content. This may include printed lessons with detailed instructions and examples, and work to be completed at each student's own pace. Once completed, work can be picked up, returned to school, or digitally sent back to teacher for review and feedback/assessment. Whichever method works best for families, we will work with them to make sure their child receives equal benefit from learning until they can return to school in person.

Lessons and content will be aligned with grade level standards, as well as modified curriculum per individualized education programming (IEP). Evaluation and Programming Meetings will be conducted virtually until school resumes.

Long-term: For students who choose distance learning for a longer period of time, they will continue with virtual specialized instruction (see short-term plan). Related services (i.e. Speech/Language Therapy & Occupational Therapy) will be provided via Tele-therapy for those families who wish to have their child(ren) participate. The ESS team will also support General Education Teacher instruction, through collaboration and consultation as their shared students work toward IEP goals and the general curriculum. Parents may choose to attend team meetings in person, or via phone conference.

*b. Describe how the charter school will ensure access and meet the needs of English learners*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>The District ELL Department services all CAFA Inc. schools to...</p> <ul style="list-style-type: none"> <li>• Give Placement testing- AZELLA placement test based on their PHLOTE form and enrollment information</li> <li>• Create ILLPS for ELL students at the beginning of the year based on the student's language proficiency level</li> <li>• Provide additional resources and support for families while they are working from home</li> <li>• Provide ELL students access to online programs that will allow them to continue work on their English Language Proficiency (Freckle, Starfall, ReadWorks, MobyMax, etc.)</li> </ul> <p>Teachers will continue to provide support and instructional activities based on students individual ILLP</p>	<p>ELL District Coordinator</p> <p>ELL District Coordinator, school administration, teachers</p> <p>ELL District Coordinator, classroom teachers, sub-group specialists, administrators</p> <p>ELL District Coordinator, classroom teachers, sub-group specialists, administrators</p> <p>ELL District Coordinator, classroom teachers, sub-group specialists</p>	<p>Within the first two weeks of school</p> <p>Beginning of year, weekly, monthly</p> <p>Weekly</p> <p>Daily</p> <p>Daily</p>	<p>Placement test scores</p> <p>ILLPs of ELL students</p> <p>Resources provided to families via Google Drive/Classroom</p> <p>Student logs from online programs</p> <p>Pre-post assessments, baseline and on-going</p>



**Process for Implementing Action Step**

For ELL students we will continue to provide services and support to students and families. We will still test any students that would require testing based on PHOLTE forms and ELL levels of proficiency. Any tests that need to be conducted whether it is a placement test or AZELLA will be done in person in an environment that follows CDC guidelines. Therefore, tests will be scheduled ahead of time with the family, tested individually, and in a self-contained classroom at the school following CDC guidelines. In addition, ILLP's will continue to be created based on the student's proficiency levels by the classroom teacher. The ILLP would then be followed for all ELL students when providing online activities and materials. School sites will continue to provide instructional support and resources either on-line or in person based on student needs to the families and their students.

**Social and Emotional Learning Support for Students**

*The boxes below indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.*

		Kinder	1-3	4-5	6-8	9-12
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	X
	Parent Training					
	Other: Social / Emotional Learning Activities Embedded into Lesson Plans	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person	X	X	X	X	X
	Phone					
	Webcast					
	Email/IM					
	Other: Small school environment does not afford full-time in-house counseling services	X	X	X	X	X

*How the charter school will provide social and emotional learning support to students using the methods identified in the above charts.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>All CAFA Inc. schools will use the following methods:</p> <ul style="list-style-type: none"> <li>• Conduct regular social / emotional check-ins with students / families</li> <li>• Provide various modes of communication to families / students regarding the pandemic</li> <li>• Provide students opportunities to collaborate and build relationships in remote learning environments</li> </ul>	<p>Teachers, administrators, sub-group specialists</p> <p>Teachers, administrators</p> <p>Teachers</p>	<p>Weekly / on-going until regular in person learning resumes</p> <p>Weekly / on-going</p> <p>Weekly / on-going</p>	<p>Teacher communication logs</p> <p>Written school correspondence documentation</p> <p>Completed observation instruments, lesson plans</p>

### Demonstrating Mastery of Academic Content

*How the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>All CAFA Inc. schools will use the following methods:</p> <ul style="list-style-type: none"> <li>• Teachers will implement pre / post assessments</li> <li>• Teachers will ensure grading of lessons is in alignment with student mastery of skills</li> <li>• Teachers will design and implement choice boards and PBL activities that promote mastery of specific skill sets</li> </ul>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Weekly</p> <p>Daily</p> <p>Determined by specific project activity and length of time for completion according to the learning goal</p>	<p>Formative/summative assessment results, student grades</p> <p>Graded student work</p> <p>Completed projects demonstrating proficiency</p>

**Benchmark Assessments**

Assessments that will be used for benchmarking in grades K-12, the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

<b>Benchmark Assessments (Math)</b>			
	<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>
<b>LFPA Alta Mesa Grades K 8</b>	MobyMax Galileo	On-line On-line	first two weeks of school first four weeks of school
<b>Learning Foundation Stapley Grades K-6</b>	K-6: Mobymax, Learning Farm K-2: Sumdog 1-6: Galileo 2-6: Prodigy	On-line On-line On-line On-line	first two weeks of school first two weeks of school first four weeks of school first two weeks of school
<b>LFPA Gilbert Grades 7-12</b>	Galileo	On-line	first two weeks of school
<b>LFPA Warner Grades K-6</b>	Edgenuity Galileo	On-line On-line	first two weeks of school first four weeks of school

<b>Benchmark Assessments (ELA)</b>			
	<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>
<b>LFPA Alta Mesa Grades K 8</b>	MobyMax Galileo	On-line On-line	first two weeks of school first Four Weeks of School
<b>Learning Foundation Stapley Grades K-6</b>	K-6: Mobymax K-2: Latio 1-6: Galileo	On-line On-line On-line	first two weeks of school first two weeks of school first four weeks of school
<b>LFPA Gilbert Grades 7-12</b>	Galileo	On-line	first two weeks of school
<b>LFPA Warner Grades K-6</b>	Edgenuity Galileo	On-line On-line	first two weeks of school first four weeks of school

**How the school will administer benchmark assessments**

All CAFA Inc. schools utilize an internal assessment system to administer baseline assessments within the first two weeks of school, or the first two weeks after a student enrolls, followed by winter and spring benchmark assessments that track growth and proficiency levels