

Charter Holder Information

Charter Holder Name	Mohave Accelerated Learning Center	Charter Holder Entity ID	79498
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Vickie Christensen		
Representative Telephone Number	928 704-9345 x 107		
Representative E-Mail Address	vchristensen@mohavelearning.org		

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Mohave Accelerated Learning Center	79510	

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	144
How many instructional days did the charter school operate for School Year 2019-2020?	144

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	530	Start Date for Distance Learning	8/6/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	530
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			
We intend to operate distance learning only until the Governor allows schools to fully reopen. However, if a student becomes ill with COVID-19 over the duration of the school year, we plan to provide continued online instruction/alternative instruction during their recommended quarantine time from home. Students will then return to their regular in-person instruction.			

Is the charter requiring students to do distance learning?	Choose an item.
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?	Yes

**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 (1.a.i, 1.i)

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

The description must include the specific measures that will be used to determine whether a student participating in DL 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, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Student daily tracking via Micro Soft Teams 2. Attendance verification through campus secretary & attendance aide 3. Parent Attestation Form	1. Classroom Teacher/Admin/Parent 2. Campus Secretary/Attendance Aide 3. Parent	1. Daily Classes/Aides will be used for attendance/Teachers will verify through attendance 2. Weekly review & verification 3. As needed	1. Recorded lessons 2. MS Teams document summary 3. Parent verification/signature

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Secretary Phone Calls One-on-One invite/open house Student/parent training on MS Teams Daily/Weekly classes and meeting 	<ol style="list-style-type: none"> Office Secretary Classroom Teacher Classroom Teacher Teacher/Parent/Student 	<ol style="list-style-type: none"> Before 1st Day of School Initial meeting before school begins Daily Weekly 	<ol style="list-style-type: none"> Phone Call Classroom Sign-in Sheet MS Teams MS Teams

Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> One-on-One initial meeting/open house/teams training Daily Communication via MS Teams All staff expected physically work from campus 	<ol style="list-style-type: none"> Classroom Teacher(s) Classroom Teacher(s) Classroom Teacher 	<ol style="list-style-type: none"> One time -initial meeting/training Daily Daily 	<ol style="list-style-type: none"> Student/Parent sign-in sheet MS Teams MS Teams

b. Describe 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.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> MS Teams remote learning platform/ Communicated with staff Continued staff Professional Development and training throughout the school year 	<ol style="list-style-type: none"> Administration Administration/existing teachers proficient with MS Teams 	<ol style="list-style-type: none"> Returning professional development Aug. 3rd – 5th As needed throughout the school year. 	<ol style="list-style-type: none"> Staff Sign-in sheet Access digitally recorded on MS Teams

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Welcome back training week: staff training staff 2. On-demand as needed throughout the school year 3. IT training & updates throughout the year 	<ol style="list-style-type: none"> 1. Administration/Teachers already at a professional level while using MS Teams 2. Teachers/Administration 3. IT Director & IT Staff 	<ol style="list-style-type: none"> 1. Starting Aug. 3rd – 5th 2. As needed throughout the school year 3. One a month Professional Development meetings 	<ol style="list-style-type: none"> 1. MS Teams 2. Staff Surveys/emails/staff request 3. Monthly meeting agendas

List Specific Professional Development Topics That Will Be Covered

Micro Soft Teams platform will be fully implemented and used for tracking attendance, assignments, assessment, video chat & video classes. All curriculum and assignment materials will be uploaded, retrieved, and returned through MS Teams. All classroom communication and instruction will be delivered via MS Teams.

Connectivity (1.a.iii)

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

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<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>
<i>Kindergarten</i>				
<i>1-3</i>				

4-5				
6-8	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>Pearson Math</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>Pearson Math Curriculum assessment</i> 2. <i>Galileo quarterly assessment</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ Math Standards</i>
9-12	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>Pearson Math</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>1. Pearson Math Curriculum assessment</i> 2. <i>Galileo quarterly assessment</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ Math Standards</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<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>
<i>Kindergarten</i>				
<i>1-3</i>				

4-5				
6-8	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>Pearson ELA</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>Pearson ELA Curriculum assessment</i> 2. <i>Galileo quarterly assessment</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ ELA Standards</i>
9-12	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>Pearson ELA</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>Pearson ELA Curriculum assessment</i> 2. <i>Galileo quarterly assessment</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ ELA Standards</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<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>
<i>Kindergarten</i>				
<i>1-3</i>				

4-5				
6-8	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>McGraw Hill Science</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>McGraw Hill Science Curriculum assessment</i> 2. <i>Galileo quarterly assessment</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ Math Standards</i>
9-12	<ol style="list-style-type: none"> 1. <i>Micro Soft Teams -via video direct communication, assignments, and curriculum delivery</i> 2. <i>Galileo Assessment/benchmark by invite and invitation individually</i> 3. <i>Digital Access-online content specific practice, review, assessed</i> 	<ol style="list-style-type: none"> 1. <i>McGraw Hill & Pearson Science</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>McGraw Hill & Pearson Science Curriculum</i> 2. <i>Galileo</i> 3. <i>MS Teams</i> 	<ol style="list-style-type: none"> 1. <i>Teacher developed standards assessment tool from curriculum</i> 2. <i>AZ Math Standards</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<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>
<i>Kindergarten</i>				

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1-3				
4-5				
6-8	1. MS Teams Video Delivery/Instruction	1. MS Teams Video	1. Curriculum Assessment/Digital Docs	1. Curriculum Assessment Weekly, Quarterly
9-12	1. Micro Soft Teams Video Delivery/Instruction	1. MS Teams Video	2. Curriculum Assessment/Digital Docs	1. Curriculum Assessment Weekly, Quarterly, Finals

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Middle School & High Students: using Micro Soft Teams, students will experience engaging instruction while using the regularly adopted curriculum.

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

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
<ol style="list-style-type: none"> 1. Special Education Teachers will schedule in-person instruction based on student IEP needs. 2. Initial meeting, training, and assessment for the first week 3. Teacher will conduct at home visits for students as needed 	<ol style="list-style-type: none"> 1. Special Education Director/ Special Education Teacher 	<ol style="list-style-type: none"> 1. Daily/Weekly 2. Aug. 10th – 14th 3. As needed 	<ol style="list-style-type: none"> 1. Sign-in attendance/Synergy 2. Lesson Plans/Agendas 3. IEPs

Process for Implementing Action Step

In-person instruction and accommodations will be met for all students with IEPs.

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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
1. ELL Director will schedule in-person instruction as needed 2. In-person assessment by scheduled times 3. MS Teams training for students and families with bi-lingual	1. ELL Director	1. Weekly	1. Sign-in attendance/Synergy 2. Lesson Plans/Agendas

Process for Implementing Action Step

In-person student assessment will continue for establishing ELL needs. Students will continue with accommodations and in-person instruction as required.
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Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to 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
Social Emotional Learning	Teacher Check-in				x	x
	Packet of Social and Emotional Topics				x	x
	Online Social Emotional videos				x	x
	Parent Training					
	Other:				x	x

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person				x	x
	Phone				x	x

Webcast				X	X
Email/IM				X	X
Other:					

Provide a description of 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
1. Teacher will implement Positive Action (PA) curriculum for social emotional learning and support daily 2. Academic counselors available by phone or appointment daily	1. Classroom Teacher(s) 2. Academic Counselors	1. Daily 2. As needed	1. Curriculum/Daily Instruction 2. Sign-in sheet

Demonstrating Mastery of Academic Content (1.a.vi)

Describe 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
1. Galileo Benchmark Assessments	1. Director of Assessment/Administration	1. Quarterly	1. Student growth and achievement reports

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-5			

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6-8	<i>Galileo CBAS Assessment</i>	<i>In-person</i>	<i>Aug. 10th - 13th</i>
9-12	<i>Galileo CBAS Assessment</i>	<i>In-person</i>	<i>Aug. 10th - 13th</i>

Benchmark Assessments (ELA)			
	<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>1-3</i>			
<i>4-5</i>			
<i>6-8</i>	<i>Galileo CBAS Assessment</i>	<i>In-person</i>	<i>Aug. 10th - 13th</i>
<i>9-12</i>	<i>Galileo CBAS Assessment</i>	<i>In-person</i>	<i>Aug. 10th - 13th</i>

Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)

All benchmark assessments will be completed on campus in small groups.

Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

The Charter is prepared to offer in-person or alternative instruction as directed by the State.