

Distance Learning
Plan Southern Arizona Community Academy
Charter School

July, 2020

Charter Holder Information

Charter Holder Name	Southern Arizona Community Academy	Charter Holder Entity ID	79000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Larry Speta	
Representative Telephone Number		520 319 6113	
Representative E-Mail Address		lspeta@sacaeagles.com	

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
Southern Arizona Community Academy	79028	10-87-72-201
Southern Arizona Community Academy Online	92518	10-87-72-202

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.

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?	180/365
How many instructional days did the charter school operate for School Year 2019-2020?	180/365

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	130/15	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	40	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	50
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 type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" 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 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:			
Distance Learning Option-Hybrid Approach Once the Governor allows schools to fully reopen, Southern Arizona Community Academy (SACA) intends to offer the following options: <ul style="list-style-type: none"> o OPTION 1 - ON-SITE LEARNING: Students will begin school on August 3rd through ON-LINE LEARNING and begin ON-SITE LEARNING on August 17th following the current guidelines and recommendations of health officials and the Arizona Department of Education. o OPTION 2 - SACA ON-LINE LEARNING: Students will start the year on August 3rd ONLINE LEARNING and continue learning virtually after August 17th. o OPTION 3 - HYBRID LEARNING: Students will start the year ONLINE LEARNING on August 3rd, with the availability of attending pre-scheduled, small group tutoring ON-SITE LEARNING, 1 - 3 days per week. o OPTION 4 - ONLINE/ON-SITE TRANSITION: Students will start the school year on August 3rd ONLINE LEARNING with the flexibility to then transition back to ON-SITE LEARNING at any time. Families may also choose for students to start August 17th ON-SITE and then transfer to ONLINE LEARNING at a later date. 			

Is the charter requiring students to do distance learning?	No
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
<p>1: Students who are working from a printed curriculum will complete and submit their work log that has been verified by a parent/ guardian to the office weekly. Teachers will be available to answer questions and support student work by phone, email, and online either via SchoolsPLP messenger or the school’s virtual classrooms.</p> <p>2: Students who participate in a virtual classroom setting and/or SchoolsPLP online curriculum platform for each school day will be marked present.</p> <p>3: Students with alternative assignments will be given a list of resources and activities for the day/week, and have freedom to complete their assignments on an alternative schedule. Students will complete and submit their work log that has been verified by a parent/guardian to the office weekly.</p>	<p>1. Principal, Students, Parent/Guardian, Attendance Clerk</p> <p>2. Teachers</p> <p>3. Principal, Students, Parent/Guardian, Attendance Clerk</p>	<p>1. Weekly</p> <p>2. Daily</p> <p>3. Weekly</p>	<p>1. Student work logs, school attendance records</p> <p>2. Student work logs, school attendance records</p> <p>3. Student work logs, school attendance records</p>

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: SACA will communicate with students, parents, and stakeholders using telephone, email, SchoolsPLP messenger, or the virtual classroom.	1. Principal, Attendance Clerk, Teachers, Teachers, Office Staff	1. Daily/As required	1. Communication records, SchoolsPLP messenger, and correspondence
2: SACA will maintain and update the school's website as required with current information.	2. Principal, Administration	2. As required	2. Website
3: SACA will publish a monthly newsletter, as well as informational newsletters when required via social media, email, and on the school's website to keep all stakeholders informed.	3. Principal, Administration	3. Monthly, As required	3. Published newsletter, communication records, SchoolsPLP messenger, and correspondence.
4: The principal and teachers will communicate with students and parents using telephone, email, SchoolsPLP messenger, the virtual classroom, school website, and other social media for instruction and progress updates/monitoring.	4. Principal, Teachers	4. Daily, As required	4. Communication records, SchoolsPLP messenger, and correspondence.

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
1: Maintain student attendance records verifying with teachers, students, and parents/guardians to ensure the integrity of Distance Learning attendance records/logs.	1. Attendance Clerk, Principal, Parents/Guardians, Office Staff	1. Daily, as required	1. Student work logs, school attendance records, and communication records
2: Contact students and parents/guardians as required when	2. Attendance Clerk, Principal, Office Staff	2. Daily, as required	2. Student work logs, school attendance records, and communication records

<p>tracking and monitoring attendance to ensure school attendance policies are followed.</p> <p>3: Provide instruction for students, delivering the school’s curriculum while students are using any of the Distance Learning options.</p> <p>4: Communicate with students and their parents/ guardians informing them of academic progress and any concerns and/or interventions.</p> <p>5: Be available to answer questions and support student work by phone, email, and online via SchoolsPLP messenger or the school’s virtual classrooms during scheduled school hours.</p> <p>6: Faculty will attend weekly meetings on site or virtually and professional development as required.</p> <p>7: The Academic Adviser will monitor and maintain communication with all students to optimize academic progress and completion of student goals.</p> <p>8: Faculty will inform school administration of any student concerns using the online Student Concern Form.</p>	<p>3. Teachers, Principal</p> <p>4. Teachers, Principal</p> <p>5. Teachers, Principal</p> <p>6. Administration and Faculty</p> <p>7. Academic Adviser</p> <p>8. Faculty</p> <p>9. Administration</p>	<p>3. Daily, as required</p> <p>4. As required</p> <p>5. Daily, as required</p> <p>6. Weekly, as required</p> <p>7. Start and end of courses, new student orientation, as required</p> <p>8. As required</p> <p>9. As required</p>	<p>3. Student work logs, school attendance records, and communication records</p> <p>4. Communication records</p> <p>5. Communication records</p> <p>6. Training & meeting agendas, sign-in sheets, presentations, certificates, PD hours</p> <p>7. Student records, and communication records</p> <p>8. Notice of Concern Forms</p>
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<p>9: SACA’s administrative team will monitor all student concerns submitted and/or communicated. Students may be referred to outside resources and/or community partners as part of an action/education plan.</p>			<p>9. Notice of Concern Forms, communication records, student action plans/referrals</p>
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1: SACA has established policies and procedures for faculty and staff support in a virtual and/or distant work environment.</p>	<p>1. Administration</p>	<p>1. Daily, as required</p>	<p>1. Correspondence, employee requests, Employee Handbook and Continuity of Operations Plan (COOP)</p>
<p>2: SACA has established policies and procedures for faculty and staff communication in a virtual and/or distant work environment.</p>	<p>2. Administration</p>	<p>2. Daily, as required</p>	<p>2. Correspondence, employee requests, Employee Handbook and Continuity of Operations Plan (COOP)</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1: Develop a Professional Development Calendar that includes training on Virtual Instruction and Distance Learning, addressing the needs of all students through the use of instructional strategies, accommodations, and interventions.</p>	<p>1. Principal, Instructional Coach</p>	<p>1. July and August 2020</p>	<p>1. Professional Development Calendar, Professional Development Log</p>
<p>2: Provide pre-service and ongoing training to faculty on SchoolsPLP, the STAR 360 Assessment, required state and federal training.</p>	<p>2. Administrative Team (Directors, Principal, Instructional Coach, Academic Adviser)</p>	<p>2. July and August 2020</p>	<p>2. Training & Meeting Agendas, Sign-in Sheets, Presentations, Certificates, PD Hours</p>

<p>3: Schedule and implement weekly meetings with faculty to problem solve student and other stakeholder needs/issues.</p>	<p>3. Administrative Team (Directors, Principal, Instructional Coach, Academic Adviser)</p>	<p>3. Weekly</p>	<p>3. Agendas, Meeting Notes, Sign In Sheets</p>
<p>4: Provide onsite and/or virtual instructional coaching to faculty with the goal of improving student outcomes and school culture.</p>	<p>4. Administrative Team (Directors, Principal, Instructional Coach, Academic Adviser)</p>	<p>4. Weekly/monthly or as needed</p>	<p>4. Training & Meeting Agendas, Teacher Observation/Evaluation</p>

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. The Virtual Learning Environment and Distance Learning Instruction <ul style="list-style-type: none"> -Instructional Strategies - Accommodations, Interventions, and Modifications - Lesson Planning - Virtual Classroom Technologies and Platforms - Alternative Assignments 2. Teacher Data Reflection/Analysis, SchoolsPLP, the STAR 360 Assessment, 3. The new SEI Models, AZELLA Placement Testing, ELD Instructional Strategies 4. Maslow's Hierarchy of Needs 5. Youth Mental Health First AID and Trauma Informed Instruction 6. Student SMART Goals Interventions & Monitoring for both Online & Onsite 7. Required state and federal training 8. Communication Skills 9. Continual Coronavirus updates

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	Yes	Yes	Yes
Personal Contact and Discussion	Yes	Yes	Yes
Needs Assessment-Available data	Yes	Yes	Yes
Other:	N/A	N/A	N/A

What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	Yes	Yes	Yes
WIFI HotSpot	No	No	No
Supplemental Utility Support (Internet)	Yes	No	No
Other: Printed Curriculum and designated space on campus for students doing DL	Yes	N/A	N/A
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	Yes	Yes	Yes
Extended Weekday Hours	Yes	Yes	Yes
24/7 Support	Yes	Yes	Yes
Other: Designated space on campus for students doing DL	Yes	N/A	N/A

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)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	<ol style="list-style-type: none"> Individualized, one on one instruction SACA's Online Platform Printed Curriculum Virtual Classroom Alternative Assignments Telephone Khan Academy Project based learning 	<ol style="list-style-type: none"> SchoolsPLP (Backbone Communication) 2.-5. SchoolsPLP (Backbone Communication), Khan Academy, and school created content 	Formative assessments are given during each lesson via teacher checks for understanding that may include graphic organizers, exit tickets, discussions, essays, and questions at the end of lessons, quizzes, and tests. These are used to evaluate how the student is learning material throughout a course.	Summative assessments are completed via a pre-posttest process for all math courses, as well as scheduled benchmark testing or mastery of academic standards using the STAR 360 Assessment.

	9. Math small group Pull-Outs			
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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>
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	<ol style="list-style-type: none"> 1. Individualized, one on one instruction 2. SACA's Online Platform 3. Printed Curriculum 4. Virtual Classroom 5. Alternative Assignments 6. Telephone 7. Project based learning 8. Reading & Writing small group Pull-Outs 	<ol style="list-style-type: none"> 1. SchoolsPLP (Backbone Communication) 2.-5. SchoolsPLP (Backbone Communication), Readtheory.com, and school created content 	Formative assessments are given during each lesson via teacher checks for understanding that may include graphic organizers, exit tickets, discussions, essays, student presentations, and questions at the end of lessons, quizzes, and tests. These are used to evaluate how the student is learning material throughout a course.	Summative assessments are completed via a pre-posttest process for all English courses, as well as scheduled benchmark testing or mastery of academic standards using the STAR 360 Assessment.

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>
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	<ol style="list-style-type: none"> 1. SACA's Online Platform 2. Printed Curriculum 3. Virtual Classroom 4. Alternative Assignments 5. Telephone 6. Project based learning 7. Class Pull-Outs 	<ol style="list-style-type: none"> 1. SchoolsPLP (Backbone Communication) 2.-5. SchoolsPLP (Backbone Communication), and school created content 	Formative assessments are given during each lesson via teacher checks for understanding that may include graphic organizers, exit tickets, discussions, essays, student presentations, and questions at the end of lessons,	Summative assessments are completed via a pre-posttest process for all Science courses

			quizzes, and tests. These are used to evaluate how the student is learning material throughout a course.	
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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>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<ol style="list-style-type: none"> 1. <i>SACA's Online Platform</i> 2. <i>Printed Curriculum</i> 3. <i>Virtual Classroom</i> 4. <i>Alternative Assignments</i> 5. <i>Project based learning</i> 6. <i>Telephone</i> 7. <i>Content Pull-Outs</i> 	<ol style="list-style-type: none"> 1. <i>SchoolsPLP (Backbone Communication)</i> 2. <i>2.-5. SchoolsPLP (Backbone Communication), and school created content</i> 	Formative assessments are given during each lesson via teacher checks for understanding that may include graphic organizers, exit tickets, discussions, essays, student presentations, and questions at the end of lessons, quizzes, and tests. These are used to evaluate how the student is learning material throughout a course.	<i>Summative assessments are completed via a pre-posttest process for most courses</i>

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

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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
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<p>1: Provide resources that offer consistency and structure in a distance learning environment while:</p> <ul style="list-style-type: none"> ● examining each individual student’s needs/abilities, ● giving support to the extent possible in the distance learning environment ● working with teachers, families/caretakers, and service providers. <p>2: Provide specific materials for students as appropriate for making progress on individualized education program (IEP, 504 Plan) goals. Ensure that students with disabilities have equal access to the same opportunities as their peers without disabilities.</p> <p>3: Facilitate collaboration between general and special education teachers regarding lesson planning and lesson execution. Teachers will also:</p> <ul style="list-style-type: none"> ● identify possible gaps in learning resulting from the distance learning environment ● plan for RTI when a student returns to onsite instruction. <p>4: Continue to work with the student’s parent/guardian on IEP and evaluation paperwork within required timelines. The Special Education</p>	<p>1. Special Education Coordinator and Instructional</p> <p>2. Staff Special Education Coordinator and Instructional Staff</p> <p>3. Special Education Coordinator</p> <p>4. Special Education Coordinator, IEP Team</p>	<p>1. As required</p> <p>2. As required</p> <p>3. As required</p> <p>4. As required</p>	<p>1. Communication records, IEP/504 Plan, team meeting records, correspondence</p> <p>2. Communication records, IEP/504 Plan, team meeting records, correspondence</p> <p>3. Communication records, IEP/504 Plan, team meeting records, correspondence/email</p> <p>4. Communication records, IEP/504 Plan, team meeting records, correspondence</p>
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Coordinator will work with individual teams for IEP meetings.			
5: Document all communication with students, and parents/ guardians.	5. Special Education Coordinator	5. As required	5. Communication records, IEP/504 Plan, team meeting records, correspondence
6: Determine whether newly introduced applications/platforms are accessible to a student's unique needs.	6. Special Education Coordinator and Instructional Staff	6. As required	6. Communication records, IEP/504 Plan, team meeting records, correspondence
7: Provide access to understandable communication from school officials to students, parents/guardians, and the community about any aspect of COVID-19 or actions the school is taking in response to COVID-19.	7. Special Education Coordinator and Instructional Staff	7. As required	7. Communication records, correspondence, newsletters
8: Modify information for students, and parents/guardians with disabilities.	8. Special Education Coordinator and Instructional Staff	8. As required	8. Communication records, IEP/504 Plan, team meeting records, correspondence

Process for Implementing Action Step

The school will coordinate with students, their parents/guardians, service providers, and instructional staff to ensure the required services are provided.

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: Schedule & provide Professional Development for staff on the new SEI Models, AZELLA Placement Testing, ELD Instructional Strategies, Tracking and Monitoring.	1. Principal & EL Coordinator	1. July & August 2020, and as needed.	1. Professional Development Calendar, Professional Development Log
2: Provide an EL-specific class period/times to support EL students who are doing distance learning.	2. EL Coordinator	2. Daily	2. ILLP, schedules

Process for Implementing Action Step

The school will implement the SEI Pull-Out Model to address the needs of English learning students. All English learning students will attend a remote English learning class in conjunction with a remote core English class. The English learning class will consist of at least 50 minutes per day/250 minutes per week of targeted instruction. The student will also be integrated in a regular English course that consists of at least 50 minutes per day/250 minutes per week.

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 Professional Development	N/A	N/A	N/A	N/A	Y
	Material of Social and Emotional Topics	N/A	N/A	N/A	N/A	Y
	Online Social Emotional videos	N/A	N/A	N/A	N/A	Y
	Parent Training	N/A	N/A	N/A	N/A	Y
	Other: MOA with Casa Del Los Ninos	N/A	N/A	N/A	N/A	Y

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	N/A	N/A	N/A	N/A	Y
	Phone	N/A	N/A	N/A	N/A	Y
	Webcast	N/A	N/A	N/A	N/A	Y
	Email/IM	N/A	N/A	N/A	N/A	Y
	Other: MOA with Casa Del Los Ninos	N/A	N/A	N/A	N/A	Y

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: Provide virtual school counseling through Casa De Los Ninos, as well as peer support through SACA's Your Life Matters Program.	1. Administration and Academic Adviser	1. As needed/required	1. Communication records, student action plans, team meetings records, correspondence
2: Work with community partners such as Casa De Los Ninos and YOTO to provide referral services for counseling and material needs/support.	2. Administration, Academic Adviser, Faculty and Staff	2. As needed/required	2. Memorandums of Agreement, communication logs/records, student action

<p>3: Communicate to students, parents/guardians, and staff the resources that are available through the SACA and its community partners.</p> <p>4: Provide faculty and staff with PD for identifying student social and emotional needs that includes appropriate strategies to be used.</p> <p>5: Provide Youth Mental Health First Aid PD and certification for all staff.</p>	<p>3. Administration, Academic Adviser, Faculty and Staff</p> <p>4. Principal and Administration</p> <p>5. Principal and Administration</p>	<p>3. As needed/required</p> <p>4. As scheduled</p> <p>5. On going PD, and 3 year certification cycle</p>	<p>plans, team meeting logs/records,</p> <p>3. Newsletters, website, resource center with current pamphlets and literature</p> <p>4. Professional Development Calendar, Professional Development Log</p> <p>5. Professional Development Calendar, Professional Development Log</p>
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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
<p>1: Summative assessments are completed via;</p> <ul style="list-style-type: none"> ● pre-posttest process for all English and Math courses ● STAR 360 Assessment testing for mastery of academic standards at the completion of English and Math courses or end of semester <p>2: Graded student assignments and coursework will be used to demonstrate ongoing competency or mastery of content.</p>	<p>1. Academic Adviser</p> <p>2. Teachers</p>	<p>1. Pre-posttest process for all English and Math courses, as well as STAR 360 Assessment testing for mastery of academic standards at the completion of English and Math courses or end of semester</p> <p>2. As required for grading.</p>	<p>1. Student benchmark testing data</p> <p>2. Student grades, course work, and completed assignments</p>

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)

	<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>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>STAR 360 (Renaissance)</i>	<i>In person and online</i>	<i>First six weeks of school when the campus opens for students, when students finish a math course(growth monitoring) and/or end of semester</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>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>STAR 360 (Renaissance)</i>	<i>In person and online</i>	<i>First six weeks of school when the campus opens for students, when students finish an English course(growth monitoring) and/or end of semester</i>

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

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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.

Southern Arizona Community Academy will continue to offer opportunities for student community involvement and service while doing Distance Learning. This includes activities where students may participate virtually and at events following the recommended social distancing guidelines and protocols.

Programs:

The Avengers, a dog rescue outreach where our students work with the local community-based rescue foundation, The Sanctuary Project. Their involvement provides our students with incredible opportunities to expand their horizons when it comes to animal welfare, proper care of and responsibility for animals as well as allowing for our students to experience the unconditional acceptance and love of these animals. Working with these dogs (many who have come from horrendous situations) has been a profound and meaningful experience for SACA students, expanding the depths of their compassion and empathy, as well as empowering them in community advocacy as they learn to speak up for innocent lives who need a voice.

The Avengers program in conjunction with The Sanctuary Project has been an extremely popular outreach for 10 years on SACA's campus.

Your Life Matters (YLM) is an outreach program where high school students and advisory faculty are on a mission to reach student peers in the community as a resource hub and to extend the message of hope and that #YourLifeMatters! YLM's goal is to increase awareness concerning suicide prevention, as well to be a support mechanism for their peers.