

Distance Learning Plan Template for Charter Schools

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. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

Charter Holder Information

Charter Holder Name	CITY Center for Collaborative Learning	Charter Holder Entity ID	85448
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Chad Blair		
Representative Telephone Number	520-609-3353		
Representative E-Mail Address	Chadb@cityccl.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
City High School (CHS)	85451	108720201
Paulo Freire Freedom School (PFFS) - University	87441	108720101
Paulo Freire Freedom School (PFFS) - Downtown	92561	108720102

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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.

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 school district operate for School Year 2020-2021?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	City High School: 164	Start Date for Distance Learning	PFFS-Aug. 5; CHS-Aug. 6
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	PFFS/Downtown: 75 PFFS/University: 78		
Estimated Number of Students Participating in Distance Learning for the Full Year	Unknown	Estimated Number of Students Participating in Distance Learning for a Portion of the year	City High School: 164 PFFS/Downtown: 75 PFFS/University: 78
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 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:
<p>We have a 4 phase plan. We will start Phase 1 with an all distance learning program. When the Governor allows for School-Based instruction, Phase 2 will have students who need to be at school will have a safe place on-site 5 days a week during regular school hours. Phase 3 will give families a choice of a hybrid in-person, distance or all distance (with school-based instruction still available. Finally, Phase 4 will be all in-person learning.</p> <p>CITY CCL Four Phases of Learning</p>

Is the charter requiring students to do distance learning?	Yes
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If students are required to do distance learning, is the school district 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
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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 (1.a.i, 1.i)

- Describe how the school district 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 or 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.

School	Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
City High School	Phase I Attendance taken during daily advisory sessions offered M-F.	Teachers & Advisories	Synchronous classes 5 times per week, M-TH, Advisories meetings twice per day.	Google Meet Extension - Meet Attendance will be utilized to generate instant data.

	All students are assigned to advisories which will be the primary point of contact between school and families. Advisors will monitor the socio-emotional well being and academic engagement of students.			PowerSchool will be used to mark official attendance.
	Phase II Synchronous Learning: Attendance will be taken during each class period. Phase II Asynchronous Learning: Attendance will be captured at the beginning and the end of the Asynchronous learning session.	Teachers, Advisors, and Education Assistance	Three times throughout the class synchronous period. One time at the beginning of asynchronous period and as determined by assignment submission.	Google Meet Extension - Meet Attendance will be utilized to generate instant data. PowerSchool will be used to mark official attendance.
PFFS/Downtown PFFS/University	Attendance is taken in each class. A student will be marked absent if they do not attend a class and/or are not actively participating in asynchronous learning.	Classroom teachers will take role and share data with the Office Manager who will enter attendance into powerschool.	Daily	Daily attendance spreadsheet and Powerschool.

a. 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
Parents will be asked to contact the school if a child is not in attendance; parents will be contacted if the student is absent and there has been no parent contact.	Office Managers	Daily as required Synchronous classes 4 times per week, M-TH, Advisories meetings twice per week on Mon & Wed.. Parent check-ins each Friday.	Attendance spreadsheet
Advisees and parents will be contacted if there are multiple absences	Advisees	As needed	Emails
Staff will discuss ways to support students and families if absences are serious and impacting learning	Principals & Advisors (student support team)	As needed	Staff meeting notes

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"> 1. Prepare for and discharge specific duties assigned to them 2. Timely communication with students, parents and staff 3. Plan and implement synchronous and asynchronous learning inclusive of ongoing student feedback. 4. Administration will manage program through virtual meetings, centralized and streamlined information/resource access points, and ongoing teacher and staff feedback. 	<ol style="list-style-type: none"> 1. All faculty and staff 2. All faculty and staff 3. All Faculty and staff 4. All Administration 	<ol style="list-style-type: none"> 1. Daily as indicated in written correspondence 2. Timely communication as per our communication plan addresses how quickly and what methods communication occurs 3. Daily 4. Daily 	<ol style="list-style-type: none"> 1. Building administrators will keep track of daily attendance and monitor implementation of tasks 2. Building administration will keep track of communication protocol infringements 3. Administration will have access to synchronous and asynchronous learning for all teachers. 4. Meeting minutes, Google Drive, and Teacher walk through data.

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
<ol style="list-style-type: none"> 1. Human Resource orientation and training for all staff 2. Website page w/ policies and forms 3. Ongoing weekly professional development 4. Ongoing email updates to all staff 	<ol style="list-style-type: none"> 1. Executive Director 2. Executive Director 3. Principals 4. Principals 	<ol style="list-style-type: none"> 1. Tuesday, Aug. 4th 2. Tuesday Aug. 4th 3. Weekly, starting Wednesday Aug. 12th 4. Bi-weekly 	<ol style="list-style-type: none"> 1. Meeting agenda and documents 2. Website page 3. Meeting agendas and notes 4. Email documentation

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Three-school whole staff professional development 2. Professional learning communities using “Critical Friendship” model 3. Embedded Site Base professional development 4. Professional learning plans	1. Executive Director 2. Principals and PLC Coaches 3. Principals 4. Principals	1. Three per semester 2. Three per semester 3. Every week except when other PD is scheduled 4. Teachers work on these individually and independently throughout the year	1. Meeting agenda and notes 2. Meeting agenda and notes 3. Meeting agenda and notes 4. Staff professional learning plan presentations

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1. Diversity, equity, and inclusion as it relates to instruction and school culture and climate 2. Competency-based learning 3. Universal design for learning 4. Tier 1 and Tier 2 student supports 5. Project Based Learning 6. Distance Learning

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		
Personal Contact and Discussion	X	X	X

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

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>
Kindergarten				
1-3				
4-6 (6th)	<i>Synchronistic classes using Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>Khan Academy/CMP3/Desmos</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>

7-8	<i>Synchronistic classes using Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>Khan Academy/CMP3/Desmos</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
9-12	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</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>				
<i>4-6 (6th)</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>Teacher developed integrated PBL units based on anchor ELA standards; Teaching Tolerance; ReadWorks, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>7-8</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>Teacher developed integrated PBL units based on anchor ELA standards; Teaching Tolerance; ReadWorks, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>9-12</i>	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task</i>	<i>End of unit assessments, project submissions, and Empower Data.</i>

			<i>features). During each asynchronous assignment.</i>	
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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>				
<i>4-6 (6th)</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>teacher developed integrated PBL units ELA based on anchor Science standards; PhET, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>7-8</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>teacher developed integrated PBL units ELA based on anchor Science standards; PhET, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>9-12</i>	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</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>				
<i>1-3</i>				

4-6	<i>Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>BBC Worldwide, Newsela, Teaching Tolerance, Common Sense Education, iCivics</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
7-8	<i>Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>BBC Worldwide, Newsela, Teaching Tolerance, Common Sense Education, iCivics</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
9-12	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</i>

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<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>
9-12	N/A	N/A	N/A	N/A

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

N/A

Meeting the Needs of Students with Disabilities and English Learners.

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

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each site-based support teacher/504 coordinator will make initial contact with each student who has a 504 or IEP. A conversation will be had with the student and their family to discuss any potential issues that they may feel may impede the student's access to distance learning.	Special Education Director, Special Education Teachers, Education Assistance, and School Counselor	Ongoing	A spreadsheet showing the date in which contact was made and any family/student concerns that were discussed.
Each site-based support teacher/counselor will complete a spreadsheet with dates for IEP, evaluation, and 504 timelines and execute the timelines.	Special Education Director, Special Education Teachers, Education Assistance, and School Counselor	Ongoing By August 2020	Spreadsheet
Contact will be had with any family where there is need regarding any potential change in services on the IEP due to virtual learning environment/hybrid model. 45 day screening process will be followed according to IDEA regulations.	Special Education Director, Special Education Teachers, Education Assistance, and School Counselor	Initial contact by Sept. 1st (ongoing contact will happen and services can be discussed at anytime that the family would like to have that conversation).	IEP addendums and documented conversations
Support staff works daily with general education teachers, using the principals of UDL to help design lessons that are accessible to all students who have IEPs, 504 plans and are emerging bi-lingual students.	Special Education Director, Special Education Teachers, Education Assistance, and building principals	By September 2020	Screening forms and action plans
	Special Education Director, Special Education Teachers, Education Assistance, and building principals	Daily from July 29, 2020	

<p>Weekly staff meetings between support team and general education staff to discuss individual needs of students and IEP progress. Support team will make regular contact with teachers, students and/or monitor student assignment completion/needs through Empower. Synchronous sessions may be recorded and the recording or a student-paced alternative will be made available to students who may not be able to join. Recordings and/or alternative assignments will be sent to the student. The support team will call/text/email absent students who have IEPs, 504s, synchronous learning in order to support their attendance. One on one and small group sessions will be conducted via Zoom in order to offer further provide specially designed instruction.</p>	<p>Assistance, and School Counselor, paraeducators, general education teachers, and building principals</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general education teachers, and building principals</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general education teachers</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators.</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general educators, City counselors/coordinators, OT, and speech therapist</p>	<p>Weekly from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p>	<p>Lesson plans, support team documentation</p> <p>Meeting notes</p> <p>Meeting notes</p> <p>Recordings and attendance records</p> <p>Documentation of service minutes and Zoom recordings</p>
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Process for Implementing Action Step

Embedded in the above Action Plan (see above)

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each site-based Emerging bilingual student (ELL) coordinator will make beginning of the year contact with each student who is an emerging bilingual student. A conversation will be had with the student and their family to discuss any potential issues that they may feel may impede the student's access to distance learning.	Director of College Access , Dean of Students	By August 2020	A spreadsheet showing the date in which contact was made and any family/student concerns that were discussed.
AZELLA Testing	Director of College Access , Dean of Students	Fall 2020	AZELLA Testing Records

Process for Implementing Action Step

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				X	X
	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:				X	X

Provide a description of how the school district 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
Advisories	Advisories	PFFS-D 2x/week PFFS- U CHS 4x/week	Attendance of students; weekly staff check in and student-support teams

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

Describe how the school district 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. Competency-based Assessments	1. Principals	1. Weekly	1. Empower Learning gradebooks

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.

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			
4-6 (6th)	<i>Khan Academy by classroom instructor</i>	<i>Online</i>	<i>September 1, 2020</i>
7-8	<i>Khan Academy by classroom instructor</i>	<i>Online</i>	<i>September 1, 2020</i>
9-12	<i>Khan Academy by classroom instructor</i>	<i>Online</i>	<i>September 1, 2020</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>4-6 (6th)</i>	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>
<i>7-8</i>	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>
<i>9-12</i>	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>

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

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.

City Center for Collaborative Learning is a three school network. Our schools collaborate closely with each other providing support, guidance and alignment for our educational programs. We are deeply committed to working in partnership with our families and community partners to benefit all of our students and families, and have a strong commitment toward diversity, equity and inclusion and are working towards creating an anti-racist organization.

