



Aspire Instructional Delivery Model 2020-2021

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Re-opening Vision & Overview

As Aspire prepares for the 20-21 school year, in the midst of a global pandemic and with renewed vigor around racial equity and Pro-Black programming, our commitment to provide a high-quality, equitable instructional program for our students and families remains unshaken. Given our current context, the Ed Team has designed and planned the delivery of this program with all of the following considerations in mind:

- Safety and compliance guidelines from the Center for Disease Control (CDC) and California Department of Education (CDE);
- SEL and mental health programming to meet the urgent social-emotional needs of our scholars (Resilience Big Rock)
- The need for robust services to special populations, including students with disabilities, socioeconomically disadvantaged students, Multi Language Learners, Homeless and Foster Youth, and historically marginalized youth;
- Access to grade-level standards and use of instructional technology in order to accelerate learning over the long term (1:1 Big Rock)
- Reopening plans, procedures, and expectations from our authorizing districts and peer organizations; and
- The desire for “just right” support, and flexibility to meet the varied needs of our students, families, staff, and greater school communities.

The Ed Team reviewed survey data from teachers, principals, and families; engaged with both Principal and Teacher Advisory Committees; and conducted interviews with teachers, principals, and families. In addition to the needs listed above, the Ed Team is balancing the feedback summarized below:

- School site leaders and teachers wanted to feel empowered to adjust plans to meet the needs of their students;
- Our teammates and families have diverse circumstances that need to be supported;
- There is desire and energy to provide both on- and off-screen authentic learning experiences for students;
- With Aspire likely moving between stages next year, staff wanted clear structures on how to balance in-person and remote instructional models in a way that will make any moves between stages easier;
- Our teams wanted self-service PD resources and options;
- Expanded Learning opportunities/Childcare; and
- Assessment practices and policies that are in alignment with accelerating learning

With these considerations in mind, the Ed Team has collectively created the following instructional model and aligned resources and guidelines. We are sitting in complex times and may need to change some of this information and guidance per updated CDE and CDC recommendations; given this

context, we thank you for your continuous flexibility and patience **as we center our students in this work.**

Reopening Instructional Model

Stage 1	Campus Safety Orientation Training (~2 weeks)	Stage 3	Stage 4	Stage 5
<p>Goal: Adhere to strict health and safety guidelines.</p> <p>Instruction: All instruction occurs through distance learning.</p> <p>Considerations: We will be in this stage when there are local health and safety guidelines that require school closures.</p>	<p>Goal: Provide a campus safety orientation. Schools should dedicate two weeks to this stage. <i>*Stage 2 is intended to prepare schools sites/students for safe in school interactions and independence within distance learning.</i></p> <p>Instruction: Students will engage in 4 Days Distance Learning and 1 Day in-person at their school site each week (amount of time on campus will vary by school site due to site constraints)</p> <p>Considerations: The in-person minutes should focus on 1) routines and expectations around safety 2) introduction to tech platforms 3) building community 4) SEL.</p>	<p>Goal: Reorient students to full days of in person learning while still navigating strict health and safety guidelines.</p> <p>Instruction: Rotating distance learning and in-person (@ school sites) cycles by cohorts in two week cycles (due to the viral incubation cycle). (Amount of time on campus will vary by school site due to site constraints).</p> <p>Considerations: Schools sites should focus on establishing instructional routines, procedures, and expectations for in-person learning and begin to diagnose students unfinished learning.</p>	<p>Goal: Maximize and accelerate student learning and re-engage with the full school community.</p> <p>Instruction: All instruction occurs fully in-person.</p> <p>Considerations: There will be limited health and safety guidelines. Sites should focus on re-establishing routines and procedures.</p>	<p>Continue Academic Program</p> <p>Instruction: In-person instruction continues.</p> <p>Considerations: There are no health and safety restrictions in this stage.</p>

The stages of the Reopening model are not a sequential progression. As we approach the start of the academic year we will determine which stage we are entering the first day of instruction based on state and local guidance. Plan for now to have equal amounts of time for all students on campus.

NOTE: The goal of stage 2 is primarily to build community and review safety and distancing protocols in order to prepare students for in-person instruction. Site leaders may consider starting to plan stage 2 with two hours of in-person meeting time per group, and then decreasing or increasing that time based on site-specific context. Once students have experienced stage 2 (campus safety orientation), **they will not return to this stage.** The instructional model is designed to allow for smooth transitions between stages based on updated state and local guidance.



NOTE: Teachers do not need to plan for pupils who are fully participating in distance learning through all stages due to being medically fragile (immuno-compromised) or at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. Aspire will provide individualized instruction for these scholars through an external service provider.

Grade Band Core Courses (Required)

- Aspire’s Distance Learning program will focus on a core program of courses listed below.
- Teachers/schools sites are encouraged to provide learning experiences in non core courses throughout all stages as their capacity permits.
- Be mindful of creating a sustainable workload for students that balances core content and elective experiences.
- Special Ed Services will be required in each phase. Look for additional information by mid-July, pending guidance from our two SELPAs.

TK - 5th Grade

- ELA
- Math
- Science
- ELD
- Hxstory (recommended)
- SEL
- Specials

6th - 8th Grade

- ELA
- Hxstory
- Math
- Science
- ELD
- SEL

9th - 12th Grade

- A-G Courses (including ELD)
- Economics
- Government
- SEL/Advisory
- College Courses*

**Early College High School (ECHS) courses will be coordinated locally with the accredited college offering the course.*

General Guidelines and Teacher Expectations

Weekly Teacher Responsibilities Overview

- Plan lessons according to [quality criteria](#) and include [accessibility supports](#) for each student with an IEP
 - Upload student materials and resources to tech platform
 - Facilitate synchronous student learning experiences via planning guidelines
 - Monitor ongoing student progress (see below)
 - Two hours/week of 2-way check ins with students/families (see below)
 - Respond to student/family outreach
 - Collaborate with Ed Specialists, IAs, Grade Level Team, etc.
- Additional Responsibilities per site discretion:
- Hold regular office hours for students/families
 - Customize regionally-created materials for your own students for the coming week (if appropriate)
 - Join collaboration meetings, as agreed upon with your supervisor (potentially cross-site/region)
 - Participate in site-based virtual meetings per principal direction

Two-Way Check-Ins

Teachers are expected to schedule two hours of check-ins per week. Students participating in check-ins should be selected based on need, teachers can collaborate with other adults on site to host these check-ins.

Required - Phone calls with students:

- See [Guidelines on 1:1 and Student Recordings](#) for more information on what is permitted during calls with students.
- Check-ins can be done by teacher, Ed Specialists, IAs, and/or AEXL
- Phone/zoom check-ins count as synchronous learning time
- Check-ins can be 10-30 minutes long and scheduled by need. Students with higher academic and/or social/emotional needs can be prioritized
- Check-ins should be coordinated so that families are not overwhelmed by over-communication
- Check-ins can be done 1:1 or in small group (no more than 6)
- Check-ins are intended to support with instruction individual relationship building and well-being

Additional Responsibilities per site and teacher discretion:

- **Office Hours:** Teachers are encouraged to hold office hours on a consistent basis and at varying times to allow students/families to reach out for additional support.

Ed Specialists and Related Service Providers

Please look for more information related to these roles in mid-July, pending guidance from our supporting SELPAs

Progress Monitoring/Growth

Teachers must implement an equitable system of progress monitoring during distance learning.

We will be leveraging progress monitoring and providing feedback to students during distance learning and in-person sessions and highly recommend only grading 1-2 assignments per week that show progress towards content standards. See guidelines for progress monitoring linked below.

The ED team has provided weekly guidelines for progress monitoring

- [TK - 8 Guidelines](#)
- [9-12 Guidelines](#)

Grading (updated 8/20/20)

Teachers will input grades into PowerSchool. Principals will provide direction on how many graded assignments per week should be entered. Teachers must create a system for tracking work submitted by students. If students have not submitted an assignment, teachers must follow up with students and/or family via email, phone call, or other forms of communication weekly.

Key Considerations for site leaders:

- School site leaders have the option of transitioning from P/NP to letter grade as early as stage 3 (however leaders should consider the likelihood of returning to previous stages and implications for returning to P/NP)

9-12 Grading

Key Points

- Our grading policies are dependent on the Instructional Model of Each Stage.
- We are starting in Stage 1 and we continue our "Progress Monitoring" approach to grading. We will, however, collect grades in a traditional sense that will produce a final letter grade (ABCDF) to be used for reporting purposes if or when they are required for college admissions to our state public institutions.
 - In the instance we remain in Stage 1/2 and the UC system allows, we will mimic the practice from Spring 2020 and assign final grades of PC/NC and assign only letter grades that will maximize a student's Cal Grant GPA.
- When we enter into Stage 3, we will revert to traditional assignment monitoring and there will be no option for final PC/NC grades (unless the course is traditionally set that way i.e. Advisory)
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Instructional Stage	Within Term Grading and Progress Monitoring	End of Term Reporting
Stage 1 and 2	<p>Instructors collect and submit grades in alignment with the progress monitoring guidelines.</p> <p>Counselors use those grades to support students in tracking towards graduation requirements.</p> <p>Students and families receive traditional grades on progress reports and in the parent portal.</p>	<p>If we remain in Stage 1/2 and the UC system allows...</p> <p>Teachers submit PC/NC grades with final percentages for semester grades and will maximize Cal Grant GPAs mimicking the Spring 2020 policy.</p>

<p>Stage 3, 4 and 5</p>	<p>Instructors collect and submit grades in alignment with traditional school site grading policies.</p> <p>Counselors use those grades to support students in tracking towards graduation requirements.</p> <p>Students and families receive traditional grades on progress reports and in the parent portal.</p>	<p>Teachers follow site-specific guidelines (as done in the past) as to how letter grades are assigned, submitted for semester grades, and reported on transcripts.</p>
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Our policies and procedures remain flexible and responsive given the fluid nature of reporting requirements for college admissions to our state public institutions.

Collaboration Opportunities

Regional Content Collaboration

Qualitative and quantitative data from our surveys reported that the majority of teachers who participated in this option found the collaboration spaces valuable. The Teacher Advisory Committee suggested that utilizing individual teachers’ planning strengths, supporting facilitators to have a stronger planning session and organizing and aligning school-site/principal expectations would make these spaces most valuable in the coming year. Collaboration and alignment also will help facilitate ed specialists’ support of content instruction.

All planning meetings are highly encouraged as a method to alleviate teacher workload and to improve the quality of student-facing materials. Principals should talk to their Area Superintendent and/or Associate Superintendent if considering opting out. The Ed Team will be working with regional leaders in an attempt to create collaborative meeting structures for all core content and elective/integrals/specials teachers.

Changes and additional supports for fall 2020:

- Facilitators will send a pre-survey so teachers communicate their planning strengths and preferences
- Regional leaders will train facilitators on how to plan an effective agenda, facilitate effective planning meetings, and leverage



group strengths.

- Regional leaders will communicate collaborative meeting expectations and work towards alignment on principal messaging and expectations.
- Regional planning meetings are on an aligned weekly schedule to allow for participation even on days in which students may be on school campuses.

Site Collaboration

We strongly encourage site leaders to create or continue a regular cadence of grade level collaboration meetings. Weekly school site grade level meetings will allow for grade level teams to check in on logistics, alignment, and progress monitoring, as well as sharing updates from the regional planning collaboratives.

Instructional Minutes and Content Planning Guidelines

[TK - 5 Instructional Minutes and Content Planning Guidelines](#)

[6-12 Instructional Minutes and Content Planning Guidelines](#)

Instructional Resources for Reopening

State & Local	Aspire Public Schools	Other
<p>ELPAC Home</p> <p>Designing a High-Quality Online Course - Distance Learning (CA Dept of Education)</p> <p>Governor Newsom Signs Executive Order Ensuring State Funding for Schools Even</p>	<p>Independent Study Guidelines - must follow SB 98 distance learning guidelines</p> <p>Home and Hospital Instruction Guidelines</p>	<p>Planning for Acceleration in the 2020- 2021 School Year</p>

<p>in Event of Physical Closure</p> <p>SB-98 with Updated 20-21 Guidelines</p> <p>CDPH County Data table</p>	<p>COVID Related Behavior FAQ</p> <p>Aspire Attendance Procedures & Reengagement Guidelines</p> <p>Student Services is developing a Behavioral Response document that will allow Aspire Schools to norm on responses to maladaptive behaviors and provide a philosophical framework for behavioral intervention. This should be available by late July.</p>	
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What decisions are held at which level?	
State/ County	<ul style="list-style-type: none"> ● Total instructional minutes ● Attendance tracking and requirements ● Grading/ Progress Monitoring constraints ● Health and safety guidance ● Core courses: ELA, Math, SEL, Science, ELD <ul style="list-style-type: none"> ○ 6-12: determine 1 grade level to teach sex ed ● Daily interactions between students and certified employees and peers
Org-wide	<ul style="list-style-type: none"> ● Baseline synchronous learning time ● Baseline 1-on-1 check in time for students

	<ul style="list-style-type: none"> ● Lesson planning guidelines ● Core subjects taught (including ELD and SEL) ● Math, SEL, and ELD curriculum and pacing ● Content- specific guidelines for hxstory, ELA, science ● Special Education Programming ● System for tracking attendance (Powerschool) ● DL Attendance will be taken on powerschool. ● Students will be marked in power school each day if they engage in DL according to the criteria named. ● All parents will have access to powerschool mobile app and portal.
Regional	<ul style="list-style-type: none"> ● ELA curriculum (TK-5) ● Collaboration training and facilitator assignment
Site Leader	<ul style="list-style-type: none"> ● A plan for re-engaging students as per CA legislation (section 43504(f)(2)) ● Tracking system for student and family contact ● How to leverage classified staff to support two-way comms ● Elective/Specials courses to include in the instructional program ● Participation in regional collaborative planning ● Oversight of special education programming/504 programming ● Selection of 6 - 12 ELA and History, and TK-12 Science curriculum
Grade Level Team	<ul style="list-style-type: none"> ● Grade Level teams should align on grouping and days/time slots for synchronous instruction (ideal for family and student scheduling). ● Practices to reach out to students to ensure engagement
Teacher	<ul style="list-style-type: none"> ● Exact practices used for asynchronous and synchronous instructional delivery ● Strategies for student engagement ● Approach to delivering collective minutes across whole group or multiple small groups ● Enhancement of curriculum with cross content projects ● Methods for differentiation and scaffolding ● Adapting curricular resources for increased engagement

BEST PRACTICES BY STAGE

Site Leader Recommendations & Guidance

- Determine the need for orientations for parents, students and staff:
 - Office Hours
 - Town Halls
 - Check-Ins
 - Help Desks (e.g. tech help desk)
 - Strategic communications (e.g. calendar, weekly communique)
 - Video Messages
- Progress monitoring systems
 - Protocols established/communicated to team members about process/timing
 - Student facing communication
 - Family facing communication
- Purchase tech
 - Devices for 1 -to-1 instruction
 - Purchase of devices for internet connection
 - NOTE: guidance coming from Aspire soon on a fully digital curriculum to support students with compromised immunity
- Ensure strong communication protocols between grade levels, content teams and administration
 - Established internal (within school) structures for planning and connection
 - Established external (with other schools/teams)
- Ensure there are systems in place to facilitate standardized delivery of instruction
 - Site leaders facilitate a virtual instructional cycle (intellectual preparation, instructional delivery, data analysis)
 - Plan for virtual “observations” during synchronous learning to provide feedback on teacher practice
 - Audit asynchronous materials and provide feedback
 - Create a schedule that allows for teachers to participate in regional collaborative planning
 - Suggested teacher-facing schedule
 - Recommended student-facing schedule for students/families
 - Develop weekly/bi-weekly plan for strategic communication with scholars/families (e.g. check-ins, small groups)
- Plan for professional learning
 - for staff to assist in identification of students in crisis
 - Attendance expectations

- Goal-setting with teachers and staff
- Ensure the instructional programs meets the following: (43503 B 6)
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. Some examples include: daily live morning meeting, SEL lesson.
- Develop a system for tiered reengagement strategies
 - From [CA AB-77](#): Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.
- Technology and Data Team support will be based on [Service Level Agreements](#)
- Programming for Students with IEPs and Service Delivery Schedule
- Work in collaboration with your Ed Specialist/s to create a [Master Schedule](#) to ensure students with Disabilities are cohorted/grouped for the purpose of: 1) Setting up collaboration opportunities between GE/SPED, 2) creating a more streamlined service delivery schedule, and creating opportunities for co-teaching.
- Develop a schedule with consideration about how to group students to efficiently deliver acceleration supports (Stage 3)