

# Academic Update

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VP of Curriculum and Instruction

Rachel Hazlehurst



# 21-22 Hybrid Planning

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# Context

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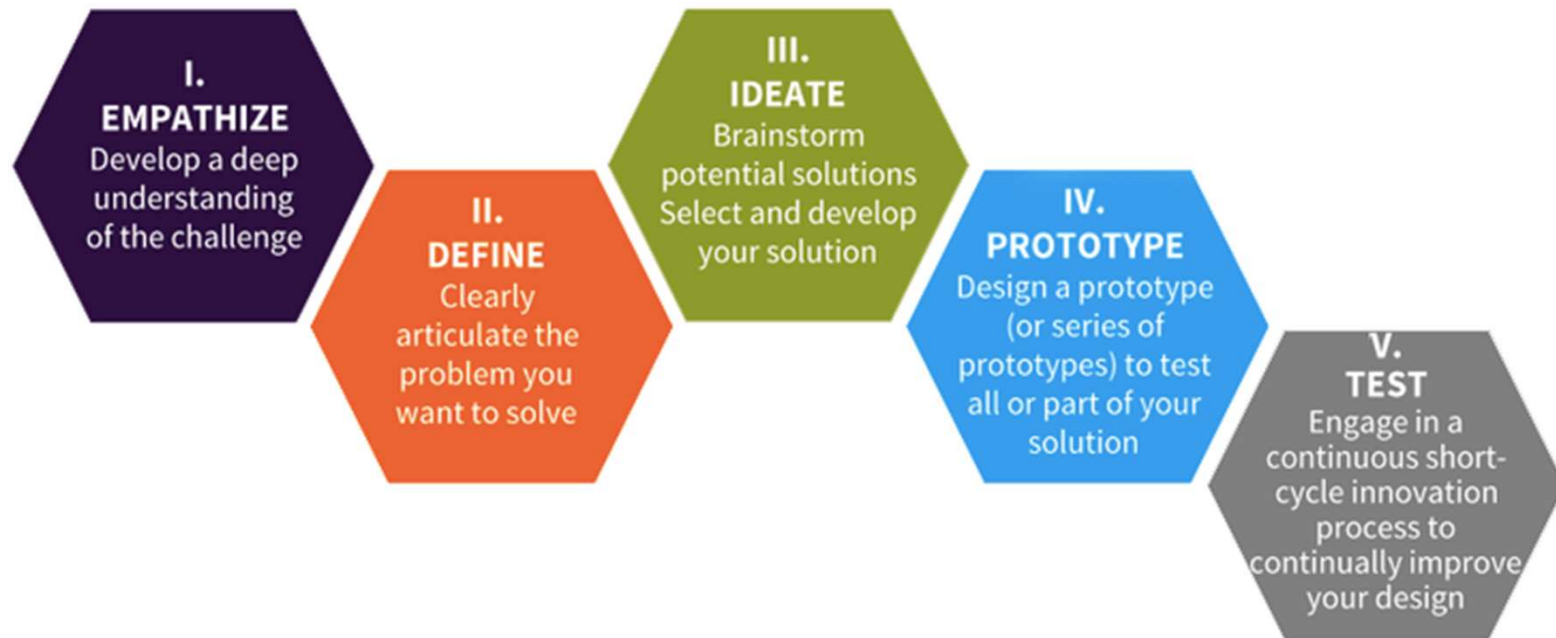
- ❖ We are planning for a potential hybrid model for the 21-22 school year, including a full distance-learning option for families who choose to opt out **for the 1<sup>st</sup> semester only**

## Rationale

- ❖ If the case rates and vaccine distribution continues in a positive direction, we may be able to open for full in-person instruction.
  - ❖ We know how to do that. A hybrid model is much more complicated.
- ❖ Opportunity to engage stakeholders in collaborative design work
  - ❖ Implications go beyond the hybrid model → CNCA's trauma-informed, equity-driven response


# Design Thinking

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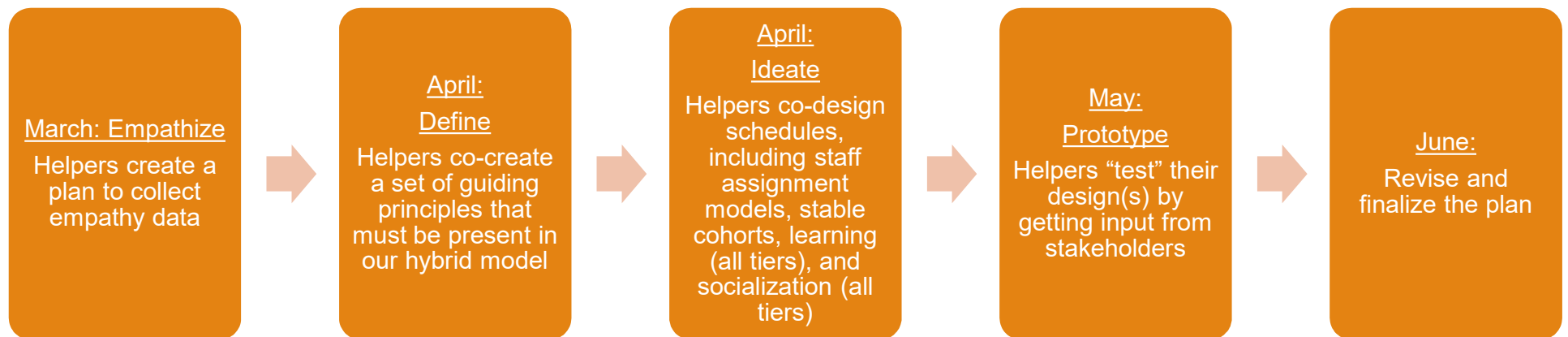
# Our Design Teams

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- ❖ Separate teams for elementary, middle, and high school
  - ❖ Lead by the Content Team and managed by VP of Curriculum and Instruction
  - ❖ Participants include teachers, TAs, special education service providers, family coordinators, SOMs, APs, and principals
  - ❖ Bi-monthly meetings of 60-90 minutes each
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# Scope and Sequence

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# Hybrid Guiding Principles (sample)

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- ❖ We will try to avoid simultaneous instruction of in-person and at-home students
  - ❖ We will ensure equity between in-person and at-home instruction
  - ❖ We will embed protected planning time and PD time into the schedule in order to support teachers with hybrid instruction
  - ❖ We will aim for a schedule that is easily transferable to full in-person
  - ❖ We will embed sacred intervention time and SEL time that students are expected to participate in
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# Schedule Ideas (so far)

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- ❖ Split students' schedules between in-person and online – either half days or every other day
- ❖ Narrow the number of elective offerings per cohort in the secondary grades to keep kids with the same cohort for all or most of the day
  - ❖ Or, all electives could be virtual
- ❖ All secondary teachers have one distance learning period for students who have opted out of hybrid/in-person
- ❖ Use one-time funding to hire temporary support staff to help manage remote learners
- ❖ Flipped classroom model
  - ❖ New learning happens online for all students (all students receive the same first teaching)
  - ❖ In-person learning is for guided practice and differentiated support



# Next steps

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- ❖ All three committees will have draft schedules by the end of May
- ❖ End of May → Early June
  - ❖ Stakeholder feedback, including the Education Committee
  - ❖ Families choose their program for the first semester: hybrid or distance learning
- ❖ Model finalization by end of June once we have true numbers to enable cohort design



# Expanded Learning Opportunity

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ELO Grant



# Allowable expenses

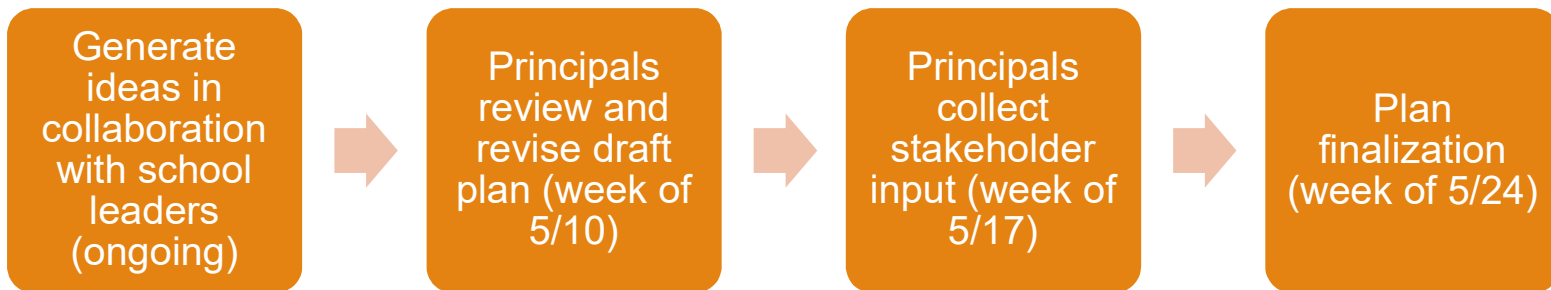
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## Supplemental instruction and support strategies:

1. Extending instructional time
2. Accelerating progress to close learning gaps
3. Integrated student supports
4. Community learning hubs that provide access to technology
5. Support for credit deficient students
6. Additional academic services, such as assessments
7. Training for staff on trauma-informed practices, students' socio-emotional health, and academic needs

# Plan Design Timeline

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# Draft Priorities for ELO Grant

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- ❖ Summer programming
- ❖ Supplemental & embedded intervention
  - ❖ Platforms & staff
- ❖ Mental health services
- ❖ Staff development
  - ❖ Restorative practices & socio-emotional learning
  - ❖ Literacy, STEM, and Ethnic Studies
- ❖ Verified data source for diagnostic and benchmark assessments

# SBAC Viability

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# State Board of Education: Flexibilities

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The SBE approved the plan that for the 2020–21 school year, LEAs be allowed to use the most viable option for assessment in their local context, including:

- ❖ Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for ELA and mathematics or
- ❖ other diagnostic, benchmark, or interim assessments

# Guardrails

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## Other assessments that:

- Are aligned with California Common Core State Standards for ELA and mathematics
- Are available to assess students in grades 3–8 and grade 11
- Are uniformly administered across a grade span, school, or district
- Provide results that can be reported to parents/guardians, educators about individual students, and to the public by school and by district, and are disaggregated by student group



# CNCA Context: Grades 3-8

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- Our students and families **deserve to receive a comprehensive picture** of their progress this year
- We **do not have another assessment that is this comprehensive**, nor one that meets the requirements of being aligned to state standards and can be uniformly administered.
  - Some districts already give something like the NWEA/MAP assessment and are giving that instead of SBAC this year. We have previously opted for shorter assessments that are more aligned to our instructional pacing (e.g., Illuminate math benchmarks).
- We are **committed to using the data** as soon as we receive it to determine how best to support each student with targeted programming and instruction in the summer and 21-22 school year
  - We will couple SBAC data with more detailed screeners/diagnostics to help us meet all students' needs

# Grade 11 & Non-Viability

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California  
Charter Schools  
Association

## SBAC Decision Factors- Viability

- Access to secure browsers
- Access to stable broadband with adequate bandwidth
- Challenges of non-managed devices
- Capacity for proctoring and monitoring remotely, both in the home and from the school
- Children's degree of experience with an online assessment platform
- Students' requirements for non-embedded accessibility supports
- The amount of time schools have been, or will have been, providing full in-person instruction (including ensuring initial time upon reopening for students and staff to learn and adjust to mitigation strategies, take stock of and address trauma, and support immediate social-emotional needs)
- Instructional model transitions due to COVID-19
- Local pandemic-related factors

# CNCA Context: Grade 11

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- ❖ Challenges of non-managed devices
  - ❖ More high school students use their own personal devices & therefore don't already have the secure browser installed
- ❖ Capacity for proctoring and monitoring remotely
  - ❖ High school students are much more reticent to turn on their cameras
- ❖ Instructional model transitions due to COVID-19
  - ❖ High school students have much less live instructional time in our distance learning model
  - ❖ This coupled with the fact that the test takes longer for older students means that taking the SBAC would take up an inordinate proportion of instructional time
- ❖ Local pandemic-related factors
  - ❖ Our high school students have been hit the hardest by the trauma of the pandemic (isolation, grief, anxiety)

# High School: iReady & STEMScopes

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## 11<sup>th</sup> Graders

- ❖ iReady Diagnostic for math and ELA (CNCA pilot)
- ❖ Shorter test
- ❖ More detailed, actionable data to mitigate learning loss

## 12th Graders

- ❖ STEMScopes Summative in lieu of CAST

# Additional Context: AB 1505

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- ❖ iReady is a **verified data source**, as defined by the State Board of Education as part of the roll-out of AB 1505 (charter legislation)
  - ❖ Authorizers may consider verified data to support charter renewal
- ❖ CNCA will be transitioning all schools to the implementation of verified data sources for math and ELA over the course of the next two school years
- ❖ The iReady pilot at our high schools gives us an opportunity to learn from experience and prepare for this transition