Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ararat Charter School	Aida Tatiossian, Principal	atate@araratcharterschool.com 818 994-2904

General Information

Ararat Charter School (ACS) serves grades TK-5 in the 91401 Zip Code of Van Nuys. The city of Van Nuys is among the most densely populated neighborhoods in Los Angeles County, stretching 8.99 miles and housing 11,542 people per square mile. In Zip Code 91401, the population is 43% Hispanic/Latino, 4% African American, 6% Asian, 45% White, and 2% Two or More Races; 58% of the population speaks a language other than English at home. Only 31% of residents over 25 have earned a Bachelor's degree or higher level of education, while 20% do not have a high school diploma (or equivalency); 34% of families with children aged 5-17 live in poverty and 25% of the population earns less than $25,000 annually. (factfinder.census.gov; 2013-2017 American Community Survey.) While community demographics paint a picture of an impoverished and stressed neighborhood, the area is gentrifying with residential development and revitalization efforts.

Our commitment to students in providing learning experiences for all has not diminished during this unprecedented time of COVID-19. This Learning Continuity and Attendance Plan (LCP) is designed to support and guide the school community to ensure that teaching and learning continues at ACS, even though the methods and venues of instruction might look different than methods previously used. We acknowledge there is no replacement to face-to-face instruction; however, we are committed to ensuring continuity of learning experiences at home. We believe that a level of instruction and learning can occur in a distance learning format. Invaluable online resources, that are Common Core State Standards based, are being utilized to support teachers in the design and effective delivery of instruction during the COVID-19 closure.

COVID-19 pandemic has impacted our families in many ways including: income loss, health concerns, business impact, basic consumer needs, family stress because of current guidelines for social distancing from extended family, friends, co-workers, etc.

Stakeholder Engagement

Soliciting stakeholder feedback is important to Ararat Charter School, therefore, Ararat Charter School (ACS) created the **ACS Task Force** made up of parents, teachers, classified staff, coordinators, and administrators. The primary objective of the task force was to plan out the *Learning Continuity and Attendance Plan*, and the *Pandemic Recovery: The Road Ahead* manual, which is a health and safety procedures/protocols manual. The other objective of the task force was to incorporate stakeholder feedback into these critical documents. The task force met on the following dates: July 17, July 27, July 31, and August 6, 2020.

Additionally, the school convened **Virtual Public Town Hall** meetings on July 29, July 31, and August 26, 2020. The purpose of the town hall meetings was to obtain feedback on the two documents: *Learning Continuity and Attendance Plan (LCP)* and the *Pandemic Recovery: The Road Ahead* manual *(PRRA)*. Per school survey, all our stakeholders have internet access; however, announcements were made that hard copies of the plan were available at the school's office, if requested. Additionally, all parents were emailed the LCP on September 14, 2020 to have ample time to read the document prior to engaging in the public hearing meeting on September 17, 2020.

Furthermore, **ACS Virtual Teacher and Staff Meetings**, held on July 17, July 29, and July 31, and August 28, 2020 engaged teachers around conversations leading to the planning of and providing direct feedback on the two documents: *Learning Continuity and Attendance Plan* and the *Pandemic Recovery: The Road Ahead* manual.

Moreover, the **School Leadership Council** and **English Learner Advisory Committee** met to discuss and provide feedback on this plan on September 2, 2020.

Finally, the ACS Governing Board engaged in a **Public Hearing** to discuss this *Learning Continuity and Attendance Plan* on September 17, 2020.

Options provided for remote participation in public hearings

Ararat Charter School will provide the following options for remote participation in public hearings.
- Participation through Zoom.
- Participation through telephone.
- Comment sessions at the beginning of the public hearing.
- Comment opportunities during the discussion portion of targeted item, via chat box.

These meetings were publicized through the school's Facebook, Website, and Mailchimp.

Summary of feedback provided by specific stakeholder groups

Teachers
- Common schedule per grade level to promote common planning time and alignment of lessons.
- For new teachers, training on Google Classroom and training on specialized features in Zoom (breakout rooms, etc.)

- Targeted social and emotional learning teaching time embedded during the virtual school.
- Enable teachers with children at home to also attend to their own children and families.
- Periodic assessments and grading schedules.

Parents and Community Members
- Common schedule, as much as possible for grade K-5, to support families who have multiple students at the same school.
- Common Zoom links, as much as possible, versus multiple Zoom links per day.
- Training on Google classroom and Zoom.
- Use of one platform. School will utilize Google classroom.
- Continuation of Library.
- Continue providing special education services to students virtually.
- Inclusion of teacher checking for understanding section for teachers to have an opportunity to review students' work to relieve parents from correcting papers or reviewing students' work.
- The incorporation of social and emotional learning.
- Physical workbooks for ELA and Math.
- iPads and computing devices for distance learning.

Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder groups

Teachers
- Common schedule per grade level to promote common planning time and alignment of lessons.
- For new teachers, training on Google Classroom and training on specialized features in Zoom (breakout rooms, etc.)
- Targeted social and emotional learning teaching time embedded during the virtual school.
- Enable teachers with children at home to also attend to their own children and families through specific non-live provisions in virtual schedule.
- Periodic assessments and grading schedules with support from non-classroom-based personnel.

Parents and Community Members
- Common schedule, as much as possible for grade K-5, to support families who have multiple students at the same school.
- Common Zoom links, as much as possible, versus multiple Zoom links per day.
- Training on Google classroom and Zoom.
- Use of one platform. School will utilize Google classroom.
- Continuation of Library.
- Continue providing special education services to students virtually.
- Inclusion of teacher checking for understanding section for teachers to have an opportunity to review students' work to relieve parents from correcting papers or reviewing students' work.

- The incorporation of social and emotional learning.
- Physical workbooks for ELA and Math.
- iPads and computing devices for distance learning.

Continuity of Learning

In-Person Instructional Offerings

Hybrid Learning ---   Ararat Charter School will implement the Hybrid Learning model when the State's officials announce that it is safe for LEAs to reopen. Hybrid Learning is an educational model where some students will attend class in-person, while others will join the class virtually from home. ACS educators will teach remotely from school and in-person simultaneously using tools such as video conferencing, on-line curriculum, on-line assessment tools, educational websites, and apps. During classroom instruction time, students will be engaged in authentic, collaborative learning experiences. The online components will include multimedia-enhanced content and channels for ongoing discussion. Hybrid classes may include asynchronous learning elements, such as online assignments, pre-recorded video instruction, to supplement synchronous, face-to-face instruction. This model combines the best aspects of in-person and online learning while making education more attainable for many students. ACS hybrid classrooms will be tailored to the learning format of our students.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		
Certificated Salaries	$ 1,257,300	Y
Classified Salaries	$548,695	Y
Employee Benefits (Retirement, Health, Worker's Compensation, Unemployment)	$723,757	Y
Books and Supplies (Textbooks, Reference Materials, Instructional Materials, Office Supplies, Custodial Supplies)	$290,141	Y
Non-Capitalized Items (iPads, Computers, Accessories, Projectors, Hotspots, Furniture, etc.)	$158,100	Y
Student Food Services	$48,750	Y
Dues and Memberships (Blackboard Connect, DropBox, Jamf, Asset Panda, Zoom, WASC, CCSA, Edjoin, Renaissance Learning, etc.)	$18, 377	Y
Insurance	$45,091	Y

Description	Total Funds	Contributing
Equipment Leases	$21,600	Y
Prop 39 Related Costs	$176,611	Y
Accounting and Business Services (Accounting, Banking, Back Office, Payroll, etc.)	$107,442	Y
District Oversight Fees	$35,225	Y
Repair & Maintenance (Custodial, Repairs, Maintenance)	$51,488	Y
Legal Fees	$45,000	Y
Non-Instructional Consultants (Nursing Services, LACOE)	$12,262	Y
Student Outreach and Recruitment	$16,837	Y
Professional Development (CPR, COVID-19 Related Trainings, Technology, Special Education, Diversity and Bias, English Learners, etc.)	$18,700	Y
Special Education Service Providers	$365,000	Y
Special Education Encroachment	$53,691	Y
Student Activities (Student Store, Classroom Awards, etc.)	$15,000	Y
Student Information Systems (PowerSchool, CLAPADS, Illuminate, NWEA Maps, etc.)	$29,206	Y
Fundraising Expenses (Uniforms, Spirit wear, etc.)	$25,147	Y
Substitutes	$27,590	Y
Technology Services (Computer Lab, IT)	$39,909	Y
Communications (Internet, Phone, Cellphone)	$35,944	Y
Other Expenses (Postage, Fingerprinting, Field Trips, Meetings, etc.)	$14,814	Y
Other instructional related expenses	$80,000	Y
Depreciation	$8,164	Y
Total Actions Related to In-Person Instructional Offerings	*$4,163,300*	*Y*

Distance Learning Program

Continuity of Instruction

Continuity of Instruction

Definition of Terms

- **Distance Learning** – a combination of both remote and virtual learning.

- **Remote/Asynchronous Learning (not live instruction)** – instructional content is designed so a student will engage in the materials on his/her own and not in live interaction with the teacher.
- **Virtual/Synchronous Learning (live instruction)** – instruction is provided, by the teacher, directly through a live and interactive process.

Distance learning will be designed in one of two ways, synchronous and asynchronous. Virtual live instruction (synchronous learning) will be provided every day through live, interactive methods by teachers and other appropriate staff through Zoom. Remote not-live instruction (asynchronous learning) will occur during independent work time, when the student shall work independently on a task, assignment, reading material, or assessment. All assignments will be submitted through the Google Classroom platform.

Teachers will utilize the following schedule which will be emailed to all parents, shared during public meetings, and as part of this Learning Continuity and Attendance Plan.

Ararat Charter School
2020-2021 FINAL Virtual Learning Daily Schedule
Day at a Glance

	Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 LIVE 30 mins.	1:20-1:50 LIVE 30 mins.	1:55-2:25 30 mins.	2:30-3:00 30 mins.
Kinder	Room 1	C. Murray	ELA Direct Instruction / Use Rm 1 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 1 Zoom Meeting ID	Math Direct Instruction / Use Rm 1 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 1 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 1 Zoom Meeting ID	Social and Emotional Learning (M) / Computer Lab (T) / Social and Emotional Learning (W)	Armenian (M) / Music (T) / Spanish (W)	Non-Instructional Time	ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded at this time
	Room 2	A. Markarian	ELA Direct Instruction / Use Rm 2 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 2 Zoom Meeting ID	Math Direct Instruction / Use Rm 2 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 2 Zoom Meeting ID	Targeted Group Instruction Reteaching / Use Rm 2 Zoom Meeting ID	Social and Emotional Learning (R) / Social and Emotional Learning (F) / Use Rm 1 Zoom Meeting ID	Library (R) / Use Rm 1 Zoom Meeting ID	Non-Instructional Time	

Kindergarten Total Instructional minutes = 210 live (synchronous) minutes   80 not-live (asynchronous) minutes   290 total minutes

Ararat Charter School
2020-2021 *FINAL* Virtual Learning Daily Schedule
Day at a Glance

	Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 LIVE 30 mins.	1:20-1:50 LIVE 30 mins.	1:55-2:25 LIVE 30 mins.	2:30-3:00 30 mins.
1st	Room 3	M. Prince	ELA Direct Instruction / Use Rm 3 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 3 Zoom Meeting ID	Math Direct Instruction / Use Rm 3 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 3 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 3 Zoom Meeting ID	Non-Instructional Time	Social and Emotional Learning (M) / Social and Emotional Learning (W) / Use Rm 3 Zoom Meeting ID	Armenian (M) / Music (T) / Spanish (W) / Library (R) / Use Rm 3 Zoom Meeting ID	ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded at this time
	Room 4	E. Irlam	ELA Direct Instruction / Use Rm 4 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 4 Zoom Meeting ID	Math Direct Instruction / Use Rm 4 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 4 Zoom Meeting ID	Targeted Group Instruction Reteaching / Use Rm 4 Zoom Meeting ID	Non-Instructional Time	Social and Emotional Learning (R) / Social and Emotional Learning (F) / Use Rm 3 Zoom Meeting ID	Computer Lab (T)	

First Grade Total Instructional minutes = 210 live (synchronous) minutes   80 not-live (asynchronous) minutes   290 minutes of synchronous and asynchronous instruction

---

Ararat Charter School
2020-2021 *FINAL* Virtual Learning Daily Schedule
Day at a Glance

	Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 LIVE 30 mins.	1:20-1:50 30 mins.	1:55-2:25 LIVE 30 mins.	2:30-3:00 30 mins.
2nd	Room 5	J. Park	ELA Direct Instruction / Use Rm 5 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 5 Zoom Meeting ID	Math Direct Instruction / Use Rm 5 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 5 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 5 Zoom Meeting ID	Armenian (M) / Music (T) / Spanish (W) / Library (R)	Non-Instructional Time	Social and Emotional Learning (M) / Social and Emotional Learning (W) / Use Rm 5 Zoom Meeting ID	ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded at this time
	Room 6	F. Erazo	ELA Direct Instruction / Use Rm 6 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 6 Zoom Meeting ID	Math Direct Instruction / Use Rm 6 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 6 Zoom Meeting ID	Targeted Group Instruction Reteaching / Use Rm 6 Zoom Meeting ID	Computer Lab (T) / Use Rm 6 Zoom Meeting ID	Non-Instructional Time	Social and Emotional Learning (R) / Social and Emotional Learning (F) / Use Rm 6 Zoom Meeting ID	

Second Grade Total Instructional minutes = 210 live (synchronous) minutes   80 not-live (asynchronous) minutes   290 minutes of synchronous and asynchronous instruction

Ararat Charter School
2020-2021 FINAL Virtual Learning Daily Schedule
Day at a Glance

3rd

Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 LIVE 30 mins.	1:20-1:50 LIVE 30 mins.	1:55-2:25 30 mins.	2:30-3:00 30 mins.
Room 49	TBD	ELA Direct Instruction / Use Rm 49 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 49 Zoom Meeting ID	Math Direct Instruction / Use Rm 49 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 49 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 51 Zoom Meeting ID	Social and Emotional Learning (M) / Social and Emotional Learning (T) / Social and Emotional Learning (W) / Social and Emotional Learning (F)	Spanish (M)	Non-Instructional Time	ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded at this time
Room 50	S. Chheng	ELA Direct Instruction / Use Rm 50 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 50 Zoom Meeting ID	Math Direct Instruction / Use Rm 50 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 50 Zoom Meeting ID	Targeted Group Instruction Reteaching	Social and Emotional Learning (W) / Computer Lab (R) / Social and Emotional Learning (F)	Library (T) / Armenian (W) / Music (R)	Non-Instructional Time	
Room 51	J. Matthews	ELA Direct Instruction / Use Rm 51 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 51 Zoom Meeting ID	Math Direct Instruction / Use Rm 51 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 51 Zoom Meeting ID	Use Rm 49 Zoom Meeting ID	Use Rm 51 Zoom Meeting ID	Use Rm 51 Zoom Meeting ID	Non-Instructional Time	

Third Grade Total Instructional minutes = 210 live (synchronous) minutes   80 not-live (asynchronous) minutes   290 minutes of synchronous and asynchronous instruction

Ararat Charter School
2020-2021 FINAL Virtual Learning Daily Schedule
Day at a Glance

4th

Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 LIVE 30 mins.	1:20-1:50 LIVE 30 mins.	1:55-2:25 30 mins.	2:30-3:00 30 mins.
Room 44	K. Baldzhyan	ELA Direct Instruction / Use Rm 44 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 44 Zoom Meeting ID	Math Direct Instruction / Use Rm 44 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 44 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 44 Zoom Meeting ID	Spanish (M) / Library (T) / Armenian (W) / Music (R)	Social and Emotional Learning (M) / Social and Emotional Learning (T) / Social and Emotional Learning (W) / Social and Emotional Learning (F) / Use Rm 44 Zoom Meeting ID	Non-Instructional Time	ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded at this time
Room 45	E. Sargsyan	ELA Direct Instruction / Use Rm 45 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 45 Zoom Meeting ID	Math Direct Instruction / Use Rm 45 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 45 Zoom Meeting ID	Targeted Group Instruction Reteaching / Use Rm 45 Zoom Meeting ID	Music (R) / Computer Lab (R) / Use Rm 44 Zoom Meeting ID	Social and Emotional Learning (M) / Social and Emotional Learning (T) / Social and Emotional Learning (W) / Social and Emotional Learning (F) / Use Rm 44 Zoom Meeting ID	Non-Instructional Time	

Fourth Grade Total Instruction minutes = 210 live (synchronous) minutes   80 not-live (asynchronous) minutes   290 minutes of synchronous and asynchronous instruction

Ararat Charter School
2020-2021 *FINAL* Virtual Learning Daily Schedule
Day at a Glance

	Room#	Teacher	8:00-8:40 LIVE 40 mins.	8:40-9:20 40 mins.	9:20-9:40 20 mins.	9:40-10:00 LIVE 20 mins.	10:00-10:40 LIVE 40 mins.	10:40-11:20 40 mins.	11:20-11:50 30 mins.	11:50-12:10 LIVE 20 mins.	12:10-12:40 LIVE 30 mins.	12:45-1:15 30 mins.	1:20-1:50 30 mins.	1:55-2:25 LIVE 30 mins.	2:30-3:00 LIVE 30 mins.
5th	Room 47	T. Chiarelli	ELA Direct Instruction / Use Rm 47 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 47 Zoom Meeting ID	Math Direct Instruction / Use Rm 47 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 47 Zoom Meeting ID	Targeted Group Instruction ELD / Use Rm 47 Zoom Meeting ID	Non-Instructional Time	Non-Instructional Time	Spanish (M) / Library (T) / Armenian (W) / Music (R)	Social and Emotional Learning (M) / Social and Emotional Learning (T) / Social and Emotional Learning (W) / Computer Lab (R)
	Room 48	TBD	ELA Direct Instruction / Use Rm 48 Zoom Meeting ID	ELA IWT Assignment must be uploaded by 9:40am	Break	ELA Checking for Understanding / Use Rm 48 Zoom Meeting ID	Math Direct Instruction / Use Rm 48 Zoom Meeting ID	Math IWT Assignment must be uploaded by 11:50am	Lunch	Math Checking for Understanding / Use Rm 48 Zoom Meeting ID	Targeted Group Instruction Reteaching / Use Rm 48 Zoom Meeting ID	Non-Instructional Time	Non-Instructional Time	Use Rm 47 Zoom Meeting ID	Social and Emotional Learning (F) / Use Rm 47 Zoom Meeting ID

Firth Grade Total Instruction minutes = 210 live (synchrynous) minutes   80 not-live (asynchronous) minutes   290 minutes of synchronous and asynchronous instruction

ELD, Armenian, Music, Spanish, Library, Computer Lab Assignments must be uploaded by 3:30pm

Schedule Key:

(green)	INTEGRATED ELA
(blue)	MATH
(gray)	INDEPENDENT WORK TIME
(orange)	ENGLISH LANGUAGE DEVELOPMENT
(pink)	TARGETED GROUP INSTRUCTION
(purple)	SPECIALTY SUBJECTS
(yellow)	NON-INSTRUCTIONAL TIME
(red hatch)	RECESS/LUNCH
(teal)	SOCIAL EMOTIONAL LEARNING/HYBRID LEARNING PREPARATION

A Typical Virtual Day

Integrated English Language Arts and Math
The ACS virtual schedule includes 40-minutes of integrated English Language Arts. Teacher will follow the 7-step lesson format which includes the anticipatory set, objective of the lesson, teaching and modeling, guided practice, checking for understanding prior to having students to engage in independent work time.

Following integrated ELA, students will engage in independent work time (IWT) for 40-minutes and will upload their assignment in Google Classroom. Students will then take a 20-minute break. Teachers will encourage them to have a healthy snack before resuming the scheduled Zoom session. Upon return, the teacher will view the work uploaded and will provide timely ELA feedback and reteach for 20-minutes. After the ELA feedback and reteach session, the teacher will transition to Mathematics.

The same format will be followed for Mathematics. Teacher will follow the 7-step lesson format which includes the anticipatory set, objective of the lesson, teaching and modeling, guided practice, checking for understanding prior to having students to engage in independent work time. Following Math, students will engage in independent work time (IWT) for 40-minutes and will upload their assignment in Google Classroom. Students will then take a 30-minute lunch break. Teachers will encourage students to eat a healthy lunch before resuming the scheduled Zoom session. Upon return, the teacher will view the work uploaded and will provide timely Math feedback and reteach for 20-minutes.

English Learners
English Learners, K-5, will participate in Designated ELD Block for 30 minutes per day. The grade level teams work together to regroup their students based on language proficiency. Designated ELD instruction is provided during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

An explicit focus on complex, precise, rich, and academic language is needed. This involves strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books, and modeling the use of complex, precise and wonderful language in both the social and the academic realms.

An emphasis on oral language is an essential element of an effective language and literacy development program. Children must be talking and actively producing language.

Language develops most powerfully when it is in the context of building knowledge about something and interacting with the world. Everything that happens in a school day is an opportunity for language development. Language development needs to occur throughout the curriculum.

English Learners require specific, specially designed instruction, and support to access, comprehend and participate effectively in school. Teachers need to differentiate by English proficiency level.

Development of the home language in addition to English is critical because it contributes to growth in both English and the child's home language – and accrues life-long benefits to the child.

Strong relationships between home and school are a cornerstone of powerful education for English Learner children.

Targeted Group Instruction
Students will receive targeted group instruction for 30 minutes per day. ELA and Math intervention and enrichment will be staggered throughout the week, based on students' needs.

Special Education Services

During distance learning special education teachers will continue to support students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) will also continue to support students virtually.

CA Senate Bill-98 amended CA Education Code to require a description of how IEPs will be provided under "emergency conditions". Per this new legislation, "Emergency Learning Plans" must be developed at initial IEPs or at the next regularly scheduled IEP meeting. These new Emergency Learning Plans will replace the Distance Learning Plans created in the Spring of 2020.

During the first weeks of school, special education teachers and related service providers will be reaching out to parents/guardians of students with IEPs to provide a Prior Written Notice regarding the creation of an Emergency Learning Plan. Parents/guardians will be provided an opportunity to provide meaningful input into the development of the proposed Emergency Learning Plan and/or to hold an Amendment IEP meeting.

In addition, Special Education staff will partner with the Department of Technology to ensure that our students with IEPs have access to appropriate digital resources that support their individual needs and make progress towards their IEP goals. Printed learning materials for reading, writing and math will also be made available for students with mod/severe needs to supplement synchronous virtual lessons.

Specialty Subjects

Ararat Charter School students will also engage in learning specialty subjects, once a week. Spanish language, Armenian language, Music, Library, and Computer lab will be taught for 30 minutes per week. These subjects allow students to interact with multiple teachers and build relationships with a group of caring educators who provide instruction in various subjects.

Social and Emotional Learning/Hybrid Learning Preparation

During this block of time teachers will engage students in discussions around managing emotions. Students will participate in activities that encourage journal writing, art activities, and community building exercises such as community circles to help students deal with the current stay-home situation. Targeted staff will be on-hand and called upon to address any specific situations that require expertise, such as psychologists and/or counselors.

Methods of Learning

During this Distance Learning phase and beyond Ararat Charter School will employ the following methods to reach our various learners to ensure maximum student engagement:

- **"High Touch" learning:** involving more collaborative activities and synchronous interaction with teachers and classmates.
- **Greater interactivity:** games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- **Personalized learning:** a range of activities that address students' skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- **More challenging activities:** projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- **Direct instruction:** transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.

- **Cognitive models of learning:** structured activities that do not just put information in students' heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- **Independent work time:** involving activities and assignments that students complete on their own. These are then checked by the classroom teacher during the checking for understanding session.

Common Core Standards-Based Materials

ACS will ensure that pupils have access to a full curriculum of substantially similar quality as in face-to-face instruction by utilizing the following Common Core Standards-based materials and resources:

- My Math Online Program – K-5 (Mathematics Program).
  - My Math consumable workbooks.
- My Math Online Program for Math intervention.
- National Geographic Reach for Reading Online Program K-2 (English Language Arts Program).
  - Student Reading Logs.
  - National Geographic consumable workbooks.
- National Geographic ELD Component (K-5).
- ReadWorks Online Program (3-5).
  - Student Reading Logs.
- ReadWorks Online Program for the integration of Social Studies (K-5).
- Renaissance Accelerated Reader for targeted group instruction.
- Write from the Beginning to teach writing.
- Thinking Maps to be used throughout content area instruction.
- NWEA MAP Adaptive Computer-Based Assessment.
  - Teacher Formative and Summative Assessment Logs.

Ararat Charter School Recommended Websites

Website	Summary of Site:	Account Needed:	Action Needed:
Accelerated Reader	*a site to take reading quizzes and track progress on reading	✅	Contact Teacher
EPIC	*an online library with a plethora of books	✅	Contact Teacher
Edulastic	*a site of review of content area ideas	✅	Contact Teacher
FlipGrid	*a place to share videos of your thinking to your teacher		
Go Noodle	*great for brain breaks and workouts		
Khan Academy	*a site full of guided practice on Math skills	✅	Contact Teacher
McGraw Hill- My Math	*Math lessons that follow student curriculum	✅	Contact Teacher

Mystery Science	*learn concepts and watch videos about Science topics		✅	Contact Teacher
Prodigy	*Math games to freshen up students' skills		✅	Contact Teacher
Readworks	*a site full of reading materials and comprehension practice		✅	Contact Teacher
Reach for Reading	*Reading, Grammar, and Vocab games-to enhance ELA skills		✅	Contact Teacher
PBS	*educational videos on current events, and content support			
Planet Bravo	*typing and computer skills support		✅	Contact Teacher
Starfall	*a site full of reading and phonics practice			

Access to Devices and Connectivity

Access to devices and connectivity for all pupils to support distance learning

All parents/guardians will receive a new survey the first week of August that will be followed by 3 reminders to determine the availability of devices and internet access at home. The survey will be available online and on the school's website for new incoming parents to complete. Parents who have not completed the survey will be contacted to ensure that they have devices and access to the internet.

Students in need of a device will receive communication regarding scheduled pick-up. Phone calls will be made, and appointments will be given for drive-through pick-up. ACS will continue to distribute devices as new families/students complete the enrollment process. ACS affirms that 100% of students will have access to computing devices and internet access.

Spectrum, Charter, and Verizon will provide free internet access. Comcast will provide free access to new users. AT&T has removed data usage. ACS will provide hotspots for families who have tried these free resources and who have been unsuccessful. ACS will reach out to offer devices and internet access to those needing it. ACS is working to ensure all students have access to technology. ACS will provide iPads or laptops to students but understand that families may choose not to have their child use it. In that situation, the school will provide offline access to materials to support core areas in ELA and Math via learning packets. This plan will be individualized based on the family's needs.

Should families need technology support, the school's technology support individual will be available to troubleshoot by Zoom or by phone or parents can choose to bring in their computing device and secure a new one. Parent technology trainings will occur on August 14 and August 19 to support families in using Google classroom and Zoom.

Pupil Participation and Progress

Pupil participation and progress

It is the expectation that students are engaged in learning every day. Throughout the COVID-19 closure, much of the instruction will be synchronous (live), so ACS staff will take daily attendance. Attendance through virtual means is critical to ensure that there is continuity of instruction. Students who are not present during Virtual Learning will be contacted by phone, by an ACS staff member, to inquire further. Teachers and school office staff will contact parents to try and eliminate unexcused absences. Excessive absences will be referred to the Administration to provide support and interventions, as needed. A conference between school personnel, the student's parents/guardians will be held to identify barriers to attendance that may require various supports, including but not limited to, hotspots and/or devices. Attendance information will be recorded in the school's SIS system – PowerSchool.

The Distance Learning schedule includes 210 minutes of live instruction and 80 minutes of not-live instruction. During not live or asynchronous instruction, a certificated teacher will assign a time value of work based on the minutes allotted for that period. For example, independent work time is 40-minutes; therefore, the certificated staff member will assign work based on that amount of time.

- *Participation* of students will be gauged through their attendance during synchronous sessions; group chats; submission of daily assignments; and daily ongoing contact with teachers during asynchronous time, individualized per student.
- *Progress* of students will be gauged through their levels of engagement, growth of quality of responses in group chats; growth of quality/correctness of daily assignments; daily ongoing contact with teachers during asynchronous time, informal assessments, diagnostic assessments, and NWEA MAP testing results.

Distance Learning Professional Development

Distance learning professional development for teachers

Distance learning professional development will include the following topics from either third-party providers or in-house experts.

a. Mandated topics (Child Abuse, Bloodborne Pathogens, etc.)
b. New teacher orientation
c. Teacher technology trainings (Zoom and Google Classroom)
d. Zoom demonstration lessons in ELA and Math, using 7-step lesson planning format
e. Bias, Diversity, and Social Justice training
f. My Math online program
g. National Geographic Reach for Reading online program
h. ReadWorks online program
i. Special Education training and recipe cards for students with individualized education programs
j. NWEA MAP adaptive computer-based assessments for K-5
k. Renaissance Accelerated Reader for intervention
l. Write from the Beginning for writing

m. Thinking Maps for content area Instruction
n. Second Step/social and emotional learning
o. Positive behavior supports training
p. Technology support through non-classroom-based personnel
q. Coordinators acting as virtual coaches to support with lesson planning
r. Administrators supporting teachers with parent concerns and persistent student attendance issues

Staff Roles and Responsibilities

Staff roles and responsibilities

The success of continuity of learning relies on our partnership with our families. This plan is dependent on careful planning by the classroom teacher, appropriate student motivation and engagement, and strong parent/guardian support for this alternative mode of instruction.

Student Responsibilities
- Follow the daily schedule by Zooming on and off at the designated times.
- Access only approved ACS websites, that are recommended by your teacher, for instructional and educational purposes.
- Follow digital citizenship rules.
- Participate in class discussions.
- Complete all daily assignments and do your best.
- Submit all assignments into Google Classroom.
- Pay careful attention during feedback of assignments.
- Take time to play, eat healthy, read your favorite book, and sleep.

Parent/Guardian Responsibilities
- Monitor school and teacher communication for up-to-date information regarding virtual learning and instructional plans, schedules, and expectations.
- If possible, provide an environment conducive to learning.
- Ask your student about their assignments and encourage them to complete them.
- Monitor daily schedule to ensure that student is online and offline at the appropriate times.
- Support your student by providing play time, engaging in conversations, encouraging healthy routines and consumption of food/snacks, and sticking to a consistent and appropriate sleep time.
- Contact the teacher for any concerns.

Classroom Teacher Responsibilities – (Virtuosos)
- Follow the school's adopted distance learning model.
- Follow the day's schedule shared with the community.

- Provide instructional resources and assignments through Google Classroom.
- Respond to student and family communication in a timely manner.
- Plan and deliver instruction using the 7-step lesson plan.
- Encourage activities that engender student engagement.
- Utilize National Geographic Reach for Reading Program.
- Utilize National Geographic consumable workbooks for ELA.
- Utilize My Math online program.
- Utilize My Math consumable workbooks for Math.
- Utilize ReadWorks online program.
- Provide students with reading logs with embedded summary requirements, appropriate to grade level.
- Document and monitor student progress through formative assessments and record information in the school's SIS PowerSchool system.
- Support and collaborate with grade level colleagues.
- Weave in strategies that support students' social and emotional needs.
- Contact the Administrators for additional support.

Resource Specialist Program Teacher Responsibilities
- Deliver services to students, as appropriate.
- Partner with the Title I/Special Education Coordinator to ensure services are being provided appropriately.
- Communicate regularly with parents/guardians to communicate students' progress.
- Create a tracker to track each student's progress toward their identified goals.
- Contact the Administrator for additional support.

Title I/Special Education Coordinator and EL Coordinator Responsibilities - (Engagement and Support Coordinators)
- Support teachers, students, and families (both).
- Visit virtual Zoom sessions to provide support to teachers, as needed (both).
- Support teachers in creating intervention groups, as appropriate (both).
- Analyze formative and summative assessment data to provide guidance to teachers in supporting their students (both).
- Provide appropriate training, based on staff/teacher needs (both).
- Review compliance documentation and timelines related to English learners and Title 1/Special Education (both).
- Attend virtual Individualized Education Program meetings (T1/Sped).
- Provide Intervention to Title 1 students, as needed (T1/Sped).
- Maintain contact with Resource teacher (T1/Sped).
- Maintain contact with special education paraeducator (T1/Sped).
- Maintain contact with special education service providers (T1/Sped).

- Visit virtual ELD sessions to provide support, as needed (EL).
- Monitor student progress and reclassification (EL).
- Provide ELD instruction, as needed (EL).
- Test students for the ELPAC

Classified Staff Responsibilities – (Technology Experts)
- Support distance learning by logging into Zoom sessions.
- Support student supervision.
- Support with attendance and accountability logs.
- Other duties as assigned/working out of class.

School Leadership Responsibilities
ACS leaders have been preparing for distance learning by:
- Monitoring communication published by LAUSD and Los Angeles County Public Health Officials for appropriate updates that will inform the organization's next steps.
- Setting clear expectations and communicating routinely with teachers and staff.
- Setting office hours for the school staff to connect with parents directly, to support distance learning.
- Providing socio-emotional support and an overall positive remote learning school culture, through clear communication, high expectations, and embedded supports.
- Supporting teachers by focusing on certain key instructional materials and resources that will keep the teaching and learning on target.
- Ensuring teachers are connected and have the necessary devices to conduct remote teaching and learning.
- Holding faculty meetings to connect, reflect, and select/plan lessons, for maximum effect.
- Participating in grade-level chair meetings to collaborate on roses and roadblocks.
- Monitoring attendance and connecting with parents if concerns are noted.
- Providing IT support, as needed, to teachers, staff, and parents.
- Distributing instructional materials and computing devices to all students.
- Sending weekly reminders and notifications to our school families updating them with the upcoming events as well as sharing important resources.
- Sending periodic surveys (once every two months) to gauge whether family conditions have changed, and if further supports are needed.

Do's and Don'ts - Cautionary Items (this list is not exhaustive)
- Teachers/Providers **may not** conduct a Virtual Instruction session involving only a single student _unless_ a parent/guardian is in the student's residence and is aware of the session or an ACS staff member, in addition to the teacher/provider, listens to and/or views the session.
- Teachers/Providers/Parents/Guardians and students **must not** record, duplicate, or share/post any portion of a student's virtual instructional session.
- Parents/Guardians and students **must not** share passwords.

- Teachers/Providers **shall** utilize a background that is conducive to learning.
- Teachers/Providers **shall** maintain professional boundaries, at all times, with students.
- Teachers/Providers **shall** remain available during work hours.
- Teachers/Providers **shall** maintain a safe working environment.
- Teachers/Providers **shall** dress professionally, while at work.
- Teachers/Providers **shall** maintain appropriate confidentiality.
- Teachers/Providers **are reminded** that mandatory reporting of child abuse or neglect applies to virtual Instruction.

Supports for Pupils with Unique Needs

Student Groups: Supports for pupils with unique needs

English Language Learners
- English Learners, K-5, will participate in Designated ELD Block for 30 minutes per day. The grade level teams work together to regroup their students based on language proficiency. Designated ELD instruction is provided during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

- An explicit focus on complex, precise, rich, and academic language is needed. This involves strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books, and modeling the use of complex, precise and wonderful language in both the social and the academic realms.

- An emphasis on oral language is an essential element of an effective language and literacy development program. Children must be talking and actively producing language.

- Language develops most powerfully when it is in the context of building knowledge about something and interacting with the world. Everything that happens in a school day is an opportunity for language development. Language development needs to occur throughout the curriculum.

- English Learners require specific, specially designed instruction, and support to access, comprehend and participate effectively in school. Teachers need to differentiate by English proficiency level.

- Development of the home language in addition to English is critical because it contributes to growth in both English and the child's home language – and accrues life-long benefits to the child.

- Strong relationships between home and school are a cornerstone of powerful education for English Learner children.

Students with Disabilities

- During distance learning special education teachers will continue to support students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) will also continue to support students virtually.
- CA Senate Bill-98 amended CA Education Code to require a description of how IEPs will be provided under "emergency conditions". Per this new legislation, "Emergency Learning Plans" must be developed at initial IEPs or at the next regularly scheduled IEP meeting. These new Emergency Learning Plans will replace the Distance Learning Plans created in the Spring of 2020.

- During the first weeks of school, special education teachers and related service providers will be reaching out to parents/guardians of students with IEPs to provide a Prior Written Notice regarding the creation of an Emergency Learning Plan. Parents/guardians will be provided an opportunity to provide meaningful input into the development of the proposed Emergency Learning Plan and/or to hold an Amendment IEP meeting.

- In addition, Special Education staff will partner with the Department of Technology to ensure that our students with IEPs have access to appropriate digital resources that support their individual needs and make progress towards their IEP goals. Printed learning materials for reading, writing and math will also be made available for students with mod/severe needs to supplement synchronous virtual lessons.

- Upon return to regular school functioning, ACS will consider the impacts of the closure on an individualized basis. At that time, to the extent appropriate and necessary, IEP meetings will be held to discuss the impacts of the school closure to each student, if any, and determine the necessity and appropriateness of compensatory services resulting from any regression or lack of recoupment associated with prolonged school closures. Service providers will track communication, work completion, and services provided during the closure to monitor student progress.

Socio-economically Disadvantaged

- Socio-economically disadvantaged students have unique needs. ACS will ensure that students and families stay connected. Teachers will expose students to new worlds, by developing the love of reading through engagement in Library and in-class assignments. ACS teachers and staff will build strong relationships with these students and families to ensure that they have the necessary resources (meals, devices, connectivity, instructional supplies, and social and emotional supports) to be able to partake in the teaching and learning occurring at ACS.

Foster Youth and Homeless

- To support the needs of Foster Youth and Homeless students, ACS has a single point of contact who is responsible for ensuring that these students receive the services and supports they need either through the school's teachers and staff, who are appropriately trained, or through third-party contractors.

- Students and families who are housing unstable may become even more so during this time. This includes families living on the streets, in a car, in motels/SROs, couch surfing, and doubled up. Homeless students typically retain the right to remain enrolled in their school of origin even if they are no

longer staying in the immediate area. ACS has a single point of contact who is responsible for ensuring that these students receive the services and supports they need either through the school's teachers and staff, who are appropriately trained, or through third-party contractors.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] The LEA anticipates Virtual Learning will continue until December 2020. This constitutes 44% of our annual budget. Please refer to page 4 and page 5 for annual expenditures.	[$ 0.00]	Y
Total Actions Related to the Distance Learning Program	$1,878,272	Y

Pupil Learning Loss

PUPIL LEARNING LOSS

Ararat Charter School will address pupil learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years, by providing targeted group instruction during the school day and possibly before or after school in both ELA and Math.

- When school resumes normal operations, IEP teams will consider the impact of the school closure on each child. If there is evidence of a decline in students' skills and/or a lack of progress, an IEP team meeting will be scheduled to review/revise the IEP and determine whether compensatory services are needed.

- When school resumes normal operations, English Learner students will each be assessed on their English language skills. If there is evidence of a decline in student's skills or a lack of progress, the EL Coordinator will provide additional small group intervention to those targeted students.

- Currently and when school resumes, pupils will be assessed in ELA and Math through internal K-5 NWEA MAP testing, through formative assessments such as daily assignments, observations, projects, written pieces, and presentations.

Pupil Learning Loss Strategies

Pupil learning loss strategies

Ararat Charter School will utilize the following learning loss strategies in hopes of closing the achievement gap and catching students up with critical skills, knowledge, and abilities in both ELA and Math in the following ways:

- Currently and when school resumes, ACS will provide opportunities for teachers to learn about material never taught or practiced by their incoming students and will adjust the new school year lessons appropriately. Teachers will utilize Mindful Mondays to communicate across grade-level teams about specific missing content.

- Currently and when school resumes, ACS teachers will have information about what students know and can do at the beginning of the new school year. Quick, informal assessments will be conducted by the classroom teacher or certificated out-of-classroom support personnel in both ELA and Math.

- Currently and when school resumes, students will be taught grade-level appropriate content in the new school year, rather than repeating material from the end of the prior grade. Teachers will add extra review, which will be embedded while teaching grade level content.

- Currently and when school resumes, resources will be added for high impact supports for students most in need, such as tutoring or extra time working with a teacher or paraprofessional before or after school. Pulling students out of the classroom for compensatory instruction will be minimized so as not to interfere with learning new material.

How the aforementioned strategies will be tailored to specific groups:

These learning loss strategies will be used with **English learners** utilizing homogenous learning groups.

Special education teachers will utilize the results of school wide diagnostic assessments, work samples, informal assessments, observations, and formal assessments as available to inform their differentiated, targeted instruction during small group. Special education teachers and service providers will also use new student data to collaborate with the general education teacher and parents to ensure students receive supports and accommodations to access core content.

Service providers, general education teachers, and special education teachers will continue to consider work samples, assessments, and observations to progress monitor IEP goals and mastery of grade level standards for students with special needs. The IEP team will continue to hold IEP meetings to present student present levels and make decisions concerning goals and services. Once students return to school, the IEP team will review the impact of the school closure for each student. If appropriate and necessary, IEP meetings will be held for students, and the team will discuss if compensatory services are appropriate for regression of skills or lack of recoupment.

For students who did not receive an Initial, Re-Evaluation, or Triennial assessment due to school closure, assessments will commence and be completed by mandated timelines. The evaluations and new data gathered will be considered by the team in determining eligibility and services for the student.

Homeless students will be provided with a buddy for support and teachers will frequently check-in so assignments can be completed during the school day. Identifying the appropriate adult support individual at home for

Foster Youth is critical along with strong connections with the child's caseworker, guidance counselor, or mental health professional.

Low income students will be provided with computing devices and other materials to ensure they access the curriculum.

Effectiveness of Implemented Pupil Learning Loss Strategies

Effectiveness of implemented pupil learning loss strategies

Ararat Charter School will measure the effectiveness of the services and supports provided based on student's performance on the internal ELA and Math NWEA MAP quarterly assessments, and formative assessments such as teacher observations, completion of assignments and diagnostic and unit tests.

Actions to address pupil learning loss

- Purchase of additional computing devices.
- Purchase of additional software such as malware and antivirus.
- Special Education services through service providers—RSP. Sped aide, and contracted personnel.
- Purchase of additional hotspots.
- Purchase of NWEA MAP online computer adaptive assessments.
- Social and emotional block of time during the school day.
- Availability of counselors and school psychologists and support personnel based on students' specific needs.
- Purchase of online components of core curriculum.
- Expenditures for teacher trainings – including in-house trainer or trainer (TOT) sessions on Thinking Maps and Write from the Beginning.
- Staff compensation for setting up virtual learning mode.
- Additional instructional materials

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of additional computing devices (in addition to the expenditure outlined on page 4)	$80,000	Y
Purchase of additional software for malware and viruses (in addition to the expenditure outlined on page 4)	$2,500	Y

Description	Total Funds	Contributing
Hotspots (in addition to the expenditure outlined on page 4)	$3,000	Y
NWEA MAP Assessments (inclusive of expenditure outlined on page 4)	$6,080	Y
Additional instructional materials (in addition to the expenditure outlined on page 4)	$17,000	Y
Substitutes (inclusive of expenditure outlined on page 4)	$27,590	Y
Technology Services (Computer Lab, IT) (inclusive of expenditure outlined on page 4)	$39,909	Y
Certificated Salaries (inclusive of expenditure outlined on page 4)	$ 1,257,300	Y
Classified Salaries (inclusive of expenditure outlined on page 4)	$548,695	Y
Books and Supplies (Textbooks, Reference Materials, Instructional Materials, Office Supplies, Custodial Supplies) (inclusive of expenditure outlined on page 4)	$290,141	Y
Non-Capitalized Items (iPads, Computers, Accessories, Projectors, Hotspots, Furniture, etc.) (inclusive of expenditure outlined on page 4)	$158,100	Y
Equipment Leases (inclusive of expenditure outlined on page 4)	$21,600	Y
Repair & Maintenance (Custodial, Repairs, Maintenance) (inclusive of expenditure outlined on page 4)	$51,488	Y
Legal Fees (inclusive of expenditure outlined on page 4)	$19,500	Y
Non-Instructional Consultants (Nursing Services, LACOE) (inclusive of expenditure outlined on page 4)	$12,262	Y
Professional Development (CPR, COVID-19 Related Trainings, Technology, Special Education, Diversity and Bias, English Learners, etc.) (inclusive of expenditure outlined on page 4)	$18,700	Y
Special Education Service Providers (inclusive of expenditure outlined on page 4)	$365,000	Y
Student Information Systems (PowerSchool, CLAPADS, Illuminate, NWEA Maps, etc.) (inclusive of expenditure outlined on page 4)	$29,206	Y
Social and Emotional instruction (inclusive of expenditure outlined on page 4)	$70,225	Y
Availability of Counselors and School Psychologists (in addition to the expenditure outlined on page 4)	$3,000	Y

Mental Health and Social and Emotional Well-Being

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

Through our distance learning program, we provide several opportunities for our students and families to stay connected and be supported in their social and emotional well-being. The virtual schedule has social and emotional block embedded four times per week. During this block of time teachers will engage students in discussions around managing emotions. Students will participate in activities that encourage journal writing, art activities, and community building exercises such as community circles to help students deal with the current stay-home situation. Targeted staff will be on-hand and called upon to address any specific situations that require expertise, such as psychologists and/or counselors.

During this Distance Learning phase and beyond Ararat Charter School will employ the following methods to reach our various learners to ensure maximum student engagement:

- **"High Touch" learning:** involving more collaborative activities and synchronous interaction with teachers and classmates.
- **Greater interactivity:** games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- **Personalized learning:** a range of activities that address students' skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- **More challenging activities:** projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- **Direct instruction:** transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.
- **Cognitive models of learning:** structured activities that do not just put information in students' heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- **Independent work time:** involving activities and assignments that students complete on their own. These are then checked by the classroom teacher during the checking for understanding session.

A mental health team will also be readily available to field concerns that families might have at this time about their child and will be actively reaching out to families in need. Additionally, teachers will address individual situations as needed during content area instruction.

Pupil and Family Engagement and Outreach

PUPIL ENGAGEMENT AND OUTREACH

Ararat Charter School will provide outreach to pupils and their parents/guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if ACS determines the pupil is not engaging in instruction and is at risk of learning loss.

- Teacher will notify the Office and Administrators.
- Attendance Clerk will reach out to family and inquire about the absence.
- Support will be provided with connectivity and computing devices, as needed.

- Translation services will be provided, if needed.
- Student attendance will be monitored through the generation and review of weekly attendance reports through the school's SIS PowerSchool system.
- For chronic absenteeism, our Attendance Review Team (ART) will hold a meeting with the family to offer additional supports, as needed.

Attendance Plan

Day 1 Absence---
- Teacher contacts parent and seeks reason for absence (take a screenshot of the reason that was provided)
- Teacher emails Administrators with all relevant information (including screenshot)

Day 2 Absence—
- Teacher contacts parent and seeks reason for absence (take a screenshot of the reason that was provided)
- Teacher emails Administrators with all relevant information (including screenshot)
- Office personnel connect with parent/family to see how school can support

Day 3 Absence---
- Teacher contacts parent and seeks reason for absence (take a screenshot of the reason that was provided)
- Teacher emails Administrators all relevant information (including screenshot)
- Administrator(s) connect with parent/family to see how school can support. May require an ART meeting.

School Nutrition

SCHOOL NUTRITION

Food distribution services for students at Ararat Charter School is provided by the LAUSD Grab-and-Go meal centers is being provided to our families daily and is posted on the school's website. ACS has a contract with LAUSD Food Services, and both campuses will provide nutritionally adequate meals to all students every day.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
See pages 24 and 25	[A description of what the action is; may include a description of how the action contributes to increasing or improving services] new online program??	[$ 0.00]	[Y/N]
See pages 24 and 25	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	$818,079.00

Required Descriptions

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

Foster Youth and Homeless

- To support the needs of Foster Youth and Homeless students, ACS has a single point of contact who is responsible for ensuring that these students receive the services and supports they need either through the school's teachers and staff, who are appropriately trained, or through third-party

contractors. ACS partners with special education service providers to provide our students and families quality services, related to mental health or various socio-emotional needs.

English Language Learners

- Ararat Charter School's integrated ELD program for English Learners is designed to enable Els to acquire English and learn grade-level academic content. Students enrolled in this program are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas.

- Designated ELD will occur daily for 30 minutes via Zoom, utilizing the Direct Instructional Approach with opportunities for the development of oral language and writing skills. The state adopted ELD Standards establish the framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English Language Arts and the content areas.

Socio-economically Disadvantaged

- Socio-economically disadvantaged students have unique needs. ACS will ensure that students and families stay connected. Teachers will expose students to new worlds, by developing the love of reading through engagement in Library and in-class assignments. ACS teachers and staff will build strong relationships with these students and families to ensure that they have the necessary resources (meals, devices, connectivity, instructional supplies, and social and emotional supports) to be able to partake in the teaching and learning occurring at ACS.

Students with Disabilities

- For students with a learning disability, regression of skills and lack of recoupment has been considered due to school closure. Minutes of instruction are significantly higher than the mandated amount to provide additional learning opportunities and windows of time for students to receive their services as outlined in their IEP. Students with IEPs continue to receive all of their services through a distance learning platform, and their IEP goals continue to be monitored. However, ACS will consider the impacts of the closure on an individualized basis through the examination of student data, including but not limited to assessments, work samples, and observations. At that time, to the extent appropriate and necessary, IEP meetings will be held to discuss the impacts of the school closure to each student, if any, and determine the necessity and appropriateness of compensatory services resulting from any regression or lack of recoupment associated with prolonged school closures.

- Special education teachers will utilize the results of school wide diagnostic assessments, work samples, informal assessments, observations and formal assessments as available to inform their differentiated, targeted instruction during small group. Special education teachers and service providers will also use new student data to collaborate with the general education teacher and parents to ensure students receive supports and accommodations to access core content.

- Service providers, general education teachers, and special education teachers will continue to consider work samples, assessments, and observations to progress monitor IEP goals and mastery of grade level standards for students with special needs. The IEP team will continue to hold IEP meetings to present student present levels and make decisions concerning goals and services. Additionally, special education teachers and service providers will continue to collaborate with parents and general education teachers to ensure that students are accessing core content. Special education teachers

and service providers will utilize data to provide differentiated, targeted instruction in a small group or individual sessions by any one, or a combination of, the following modes of service including: live video, email, phone calls, worksheet and/or other assignments, and/or consultation through virtual platforms.

- As needed, students will be provided with support and accommodations to aide their transition to this new modality of learning, which might include virtual schedules, priming, check-ins, token economies, parent collaboration and trainings, and other supports.

- Students who show signs of a possible need for additional supports in the transition to distance learning, including but not limited to not attending zooms, not turning on camera, and not starting or completing work, will receive tiered behavior supports and the special education coordinator and/or appropriate service providers will contact parents to collaborate and support the transition.

Services for foster youth, English learners, and low-income students are being increased or improved by 30% by providing:

- Additional computing devices.
- Additional software such as malware and antivirus.
- Special Education services through service providers—RSP. Sped aide, and contracted personnel.
- Additional hotspots.
- NWEA MAP online computer adaptive assessments.
- Social and emotional block of time during the school day.
- Counselors and school psychologists and support personnel based on students' specific needs.
- Online components of core curriculum.
- Teacher trainings – including in-house trainer or trainer (TOT) sessions on Thinking Maps and Write from the Beginning.
- Staff compensation for setting up virtual learning mode.
- Instructional materials, including physical workbooks to take home.