COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ararat Charter School	Adrineh Gharibi, Director of Operations and Compliance	a.gharibi@araratcharterschool.com 818-994-2904 ext. 1000	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

OVERVIEW

The purpose of this report is to explain the changes to program offerings that Ararat Charter School (ACS) has made due to school closure to address COVID-19 emergency and major impacts of such closure on students and families. In response to the COVID-19 global health crisis, Ararat Charter School has developed a distant learning plan to enable students to continue learning while our school is closed. This plan, that was implemented on March 30, 2020, represents Ararat Charter School's commitment to ensure that learning for our students continues to be successful.

This instructional plan is founded on the following principles:

1) **SUPPORTING CONTINUOUS INSTRUCTION**
   ACS continues to support instruction through a variety of digital and non-digital materials to maintain growth for students in TK – 5th grades. Ararat Charter School supports the whole child through social/emotional as well as academic best practices and provide flexible learning options and adjustments as needed. ACS is working with state and local leaders (LAUSD, LACOE) to determine how to approach unfinished learning and make adaptions of the scope and sequence for 2020-21.

2) PROVIDING ACCESS FOR ALL STUDENTS

ACS has been committed in providing device and internet access to all TK- 5th grade students, and has been working with providers (Charter, Spectrum, Verizon, AT&T) to meet these goals. We are focusing on equity of access to learning for our SED, SPED and EL students. We ensure all students are provided with the resources and supports they need to be successful.

In order to prepare for our students for remote learning, a school-wide survey was conducted in mid-March. This survey enabled the school to identify, assess and determine the technology need for all students. School provided computing as well as internet connectivity devices to all seeking assistance at no cost to the families.

PLAN FOR NO TEHNOLOGY ACCESS

If a student does not have access to technology:
ACS will reach out to offer devices and internet access. While ACS is working to ensure all students have access to technology, we realize this will not be the case for every child. We endeavor to provide iPads and laptops for students when possible but understand that families may choose not to have their child use them. In that situation we will go to option 3 of the distant learning plan and provide offline access to materials and support core areas in ELA. Math, Social Studies and Science via learning packets mailed to the home. Teachers will contact students and parents weekly to check in.

3) MAINTAINING CONNECTEDNESS TO THE SCHOOL COMMUNITY

ACS has been working with local internet service providers (Charter, Spectrum, Verizon, Sprint) to secure additional Internet access and/or increased bandwidth to students in our community while school is closed. In addition, all Essential staff were provided with a computing device and hot spots to be able to continue to serve our students remotely.

School has been sending weekly reminders and notifications to our school families, updating them with the upcoming events as well as sharing important resources. Information have also been available and routinely updated on the School's website

School has sent periodical surveys out to families to receive their input on the remote learning and seek suggestions. Additionally, ACS has continued to provide student counseling support program and has partnered with LAUSD and LACOE for social/emotional and mental health needs.

A Parent/Guardian Support Group has been formed where parents, meet once a week to connect with their fellow Ararat parents/guardians and caregivers for trainings, discussions, and question and answer opportunities. This group is a place for parents/guardians and caregivers to ask questions, get answers, and feel safe and understood within a community of people like them. The topics include:

- Transitioning from parent to an educator role
- Stress management
- Mindfulness
- Disciplining and setting limits
- Establishing structure and routine
- Building lasting family traditions
- Making connections and strengthening parent-child relationships
- Tantrums, tears, and tempers

PARENT RESOURCES

- **Meal services –**Food distribution service for students in need through the LAUSD *Garb and Go* meal sites.
- **Technology support –** Is provided by the school's technology support team and Planet Bravo
- **Google classroom –** set up and troubleshooting instructions provided
- **Learning packets –** workbooks and other materials for students available upon request
- **Informational resources:** WHO -COVID-19 – Public Advice
  Online Educational Resources

OPTIONS FOR DISTANT LEARNING

Throughout the school closure, ACS teachers continues to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. This is done by using one of the three remote learning options identified:

Option 1 – Teacher-Led Online Instruction
Option 2 – Teacher Led Hybrid Instruction
Option 3 – Teacher/School Provided Instructional Materials with Teacher Support

1. **Option 1 - *Teacher-Led Online Instruction and Support*:**
   - Full online instruction via Zoom and Google Classroom at designated times
   - Teachers design the sequence of learning based on where they left off and what their students are working on.
   - Resources are housed on Google Classroom (e.g. videos, live instruction, worksheets, publishers' online textbooks and workbooks (National Geography and McGraw-Hill))
   - Student communication through Google Classroom, Class DoJo, email, and/or phone.

2. **Option 2 - *Teacher-Led Hybrid Instruction:***
   - Instruction that can occur at any time- students/parents self-pace their learning once teachers share the resources
   - Teachers provide materials digitally (e.g. videos, assignments from textbook, workbooks, or supplemental materials which students work on and submit digitally.
   - Student communication is through Google Classroom, Class DoJo, email and/or phone.

3. **Option 3 - *Teacher/School Provided Materials with Teacher Support:***
   - Instructional materials are provided digitally or by school for pick up, or mailed home for students to work on independently.
   - Students access instructions directly from teacher and the materials provided (e.g., lesson and assignments, publishers textbooks and workbooks, worksheets, weekly learning packets.
   - Students submit work digitally or drop off at school.
   - Teachers offer online office hours, email and/or phone feedback for students.

Best Practices for High-Quality Distance Learning

General Guidance:

- **Primary Goal:** Provide students with opportunities to continue their trajectory of learning (e.g., scope and sequence, ELD models) This consists of providing students with access to subject matter content support and feedback.
- **Establish Structure:** By orienting students and parents to the new learning environment and creating structures focusing on connectiveness and interaction.
- **Continuous Improvement:** Maintain a focus on continuous improvement. The distant learning plan should evolve and improve the school community continues to learn from this experience.
- **Supporting Teachers:** Administration works to ensure all teachers have resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and families.
- **Supporting Students and Families:** Teachers should be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

Special Education Guidance:

- According to Federal guidance from the Office of Special Education and the Office for Civil Rights, if a district/school closes its schools to slow or stop the spread of COVID-19, and continues to provide educational opportunities to general education student populations, the schools must ensure that students with disabilities also have equal access to the same opportunities. Included in this requirement, schools must implement the IEP of a student with a disability to the greatest extent possible. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.
- ACS is committed to equity, and this includes services and programs for students with disabilities. Special Education departments nationally and locally recognize that this is challenging in certain circumstances and that compensatory services may be necessary to ensure equity for all students. Health and safety of our students is our number 1 concern. We have been working with our authorizer LAUSD, and LACOE for supports and resources to ensure compliance with the IDEA to meet the needs of our SPED students.
- We are continuing with our outside Special Education Service Providing support vendors to deliver services remotely for Speech and Language Development, Occupational Therapy, Counseling Support, Psychological Support, and BID and BII.
- Resource Specialist Program (RSP) services and supports are provided by the School through remote learning via Google Classroom and Zoom

ROLES AND RESBOSIBILITIES IN SUPPORTING DISTANT LEARNNING

School Leadership
Leaders has been preparing for distant learning by:
- Ensuring they are monitoring communication published by LAUSD, LACOE and state for up-to-date information regarding school closures and distant learning plans to then ensure communication systems are created and implemented for all stake holder
- Setting clear expectations communicate routinely
- Setting office hours to connect with parents to support distant learning for students.
- Providing socio-emotional support and an overall positive remote school culture.
- Providing the necessary platforms for the delivery of instruction.
- Supporting teachers in determine which distant learning option is best for them.
- Supporting teachers in determine which distant learning option is best for their students.
- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom.
- Reviewing school supplied digital materials.
- Holding virtual Faculty Meeting to connect and review progress
- Conducting Grade-Level Chair Meetings to collaborate on strategies
- Establishing criterion for monitoring attendance environment.

- Participating in leader professional learning and attending virtual session/webinars intended to support leading in a remote environment.

Teachers:
Teachers prepare for distant learning by:
- Determine what distant learning option is best for them in collaboration with the school Administration.
- Providing instructional resources and materials through remote means such as Google Classroom, Class DoJo, Zoom, etc.
- Determining what distant learning option is best for their students/families depending on need and level of support.
- Reviewing distant learning materials.
- Setting office hours to connect with students and support their learning remotely.
- Participating in group professional learning and attending virtual learning sessions/webinars intended to support distant learning.
- Ensuring they are monitoring school communication for up-to-date information regarding school closure and distant learning plans.

Students:
Students have been preparing for distant learning by:
- Engaging in distant learning activities being offered by their teacher
- Ensuring that they know the usernames and passwords for instructional resources that are accessible online via the school website.
- Ensuring they set up a remote workspace and calendar to manage their time
- Following the classroom norms established by their teachers for attendance and behavior

Families:
Families prepare for distant learning by:
- Assuring that a device and internet access are available. (Parents complete the school survey to indicate the need for a device and/or internet access for at-home use if needed.)
- Ensuring that they are monitoring school and teacher communication for up to date information regarding school closure and instructional plans.
- Ensuring and encouraging their child(ren)'s participation in the distant learning content.
- Monitoring the appropriate online behavior
- Ensuring that they know their child's usernames and passwords for instructional resources

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

ACS's Integrated ELD programs for English Learners are designed to enable ELs to acquire English and learn grade-level academic content. Students enrolled in either of the program models are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject area

This **designated ELD** time generally occurs as a daily time block of 30 minutes minimum through either direct instruction via Zoom, or the curriculum's web-based programs. The curriculum is based on the California English Language Development Standards in tandem with the CCSS. The state-adopted ELD Standards establish a 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

Teachers at Ararat Charter School may choose one or more approaches as outlined below that best meet the needs of their EL students. The following minimum daily guidelines are in place: 30 minutes of Designated ELD per day. Staff training and qualifications are taken into consideration when choosing a program model.

Language Art Regrouping	**Students are grouped by proficiency level during language arts to receive ELD/Language Arts instruction.**
Grade Level Regrouping	The grade level teams work together to regroup their students based on language proficiency. All students receive instruction at the same time. Each teacher is assigned to a specific language level within that grade.
Self-Contained Classroom Clustering	Each teacher delivers ELD instruction to his/her own students. Every attempt is made at the site to cluster ELs into designated classrooms by the same proficiency levels in order to facilitate ELD instruction.
Other Models	Other models may be implemented provided they employ research-based practices, provide instruction in English geared to the proficiency level of students, and utilize State- and school-adopted curriculum. ELs who demonstrate a good working knowledge of English by meeting the school's criteria for reasonable fluency are transferred into Mainstream English classrooms. In a mainstream setting, ELs continue to receive ELD daily and core curriculum content delivered

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Our distance learning program is predicated on several principles that are described below:

1) Families, including Ararat Charter School staff's families, are experiencing this pandemic in a variety of ways, many of them challenging. Therefore, our program must be flexible enough to allow children to interact in engaging and meaningful ways with the curriculum, their teachers, and their peers, yet with enough asynchronous opportunities to allow families to meet the demands of their own current situation.

2) Screen time while necessary during this time of distance learning, should not be so excessive as to be detrimental. Children should spend time daily engaged in their school work while not logged in live to a Zoom session

3) Children with special needs is supported through digital co-teaching as well as through direct outreach to them and their families as appropriate in order to help them access the school's distance learning program

4) Our distance learning program necessarily evolves and develops as we progress through the weeks of distance learning. We offer additional live teaching opportunities and create new ways to engage our learners as the program moves forward and as the sophistication of our student users increases in the new digital environments

Given this, families expect that each week their child was provided a weekly schedule of materials to be covered, links to those materials to be accessed digitally, video material related to the content, and a schedule of "Go Live"-Zoom opportunities that included live teaching, community circles, social activities and office hours.

EMOTIONAL SUPPORT AND WELLBEING

Through our Distance Learning Program, we provided a number of opportunities for students and families to stay connected and be supported in their social and emotional wellbeing. A mental health team are also available to field concerns that families might have at this time about their child and will be actively reaching out to families in need.

ACADEMIC INSTRUCTIONAL PLAN

ACS is offering a varied and engaging distant learning program for our students. The student day is designed around three hours of academic instruction for grades K – 1, and four hours for grades 2 – 5, in the core subjects: ELA, Math, Social Studies and Science. Instruction is presented both on and offline utilizing ZOOM and Google Classroom. Students also attend one 30-minute session a day for specials: Music, Armenian, Spanish, Library, Computer Lab. Teachers also provide Office Hours daily to support students: ELs, at-risk, and those needing additional time and support or TLC. Though not required, students are invited to engage in PE activities, Art projects, and Computer lessons throughout the week. While each grade level's schedule will vary slightly, they each follow the same guidelines.

TK – 5th Grade Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ELA (30-45 mins.)	ELA (30-45 mins.)	ELA (30-45 mins.)	ELA (30-45 mins.)	ELA (30-45 mins.)
Math (30-45 mins.)	Math (30-45 mins.)	Math (30-45 mins.)	Math (30-45 mins.)	Math (30-45 mins.)
Social Studies (30-45 mins.)	Social Studies (30-45 mins.)	Social Studies (30-45 mins.)	Science 30-45 mins.)	Science (30-45 mins.)
Spanish (30 mins.)	Library (30 mins.)	Armenian (30 mins.)	Music (30 mins.)	Computer Lab (30 mins.)
ELD (30 mins.)	ELD (30 mins.)	ELD (30 mins.)	ELD (30 mins.)	ELD (30 mins.)
Office Hours (1 hour)	Office Hours (1 hour)	Office Hours (1 hour)	Office Hours (1 hour)	Office Hours (1 hour)
Optional: 20 – 30 minutes daily physical and creative activities to grow your body and brain!				

ACADEMIC INSTRUCTIONAL RESOURCES

- McGraw-Hill Everyday Math
- REACH for Reading
- Reading A-Z
- Write from the Beginning
- Read Works – Social Studies
- Inspect Science
- Mystery Science
- Google Classroom
- Zoom
- Class DoJo
- Planet Bravo
- Illuminate
- Brain Pop
- Hooked on Phonics
- ABC Mouse
- Go Noodle
- iPads MacBooks, Laptops
- Drawing Tablet, Digital White Board
- PBS
- EDULASTIC
- EPIC
- Prodigy
- FlipGrid
- Khan Academy
- Rosetta Stone

GRADING POLICY FOR 3rd TRIMESTER 2019-2020 SCHOOL YEAR

The California Department of Education (CDE) provided guidance to public schools regarding grading during the "safer at home" protocols related to the COVID-19 pandemic. This gave wide latitude to schools but emphasized a "do no harm" approach to grading during the current crisis. Ararat Charter School's leadership team developed grading guidelines for teachers to use during the remote learning period. These guidelines were developed based on the guidance from the CDE, and with input from teachers and administration.

Teachers will follow these grading guidelines for the third trimester grading period of the 2019-20 school year.

The term "do no harm" means that students' grades shall be reflective of the school closure, interruption of instruction, and various in-home realities that impact access to distance learning, and thus, only issue grades that capture growth, improvement, and progress since the last reporting period. Therefore, ACS students' grades shall be "locked" as of the designated period grading period: Trimester 2 for all grades K- 5. This means that a student will not get a lower grade or report than what they were given at the for the 2nd Trimester reporting period.

Our school and teachers maintain high standards and expectations for all students. Therefore, all assignments, quizzes, tests, and projects will count towards each student's final marks and recommendations. Students are expected to complete all assigned work, to the greatest extent possible, and to communicate with their teacher(s) related to any pending assignments or make-up work. Teachers will communicate with parents weekly regarding their child's progress during distant learning.

For the 3rd Trimester reporting period grades K-5 students will not receive a final APL (academic performance level) grade. Instead teachers will:

- Assign E, S, N distant learning marks based on each student's level of participation and the assignments completed to the best of their ability.
- Provide year-end written feedback and recommendations for students/families based on their learning this school year.
- Use academic and social/emotional feedback to help transition students into the next school year.

    Resources regarding grading practices:

- California Department of Education FAQs on Grading and Graduation Requirementshttps://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp
- ACSA (Association of California School Administrators) Crescendo Education Group Recommendations for Grading During COVID-19 (Apr 2020) https://content.acsa.org/coronavirus-in-ca-schools/recommendations-for-grading-during-covid- 19-apr-2020

 STUDENT ATTENDANCE TRACKING

While school has been closed, ACS has been tracking participation in distance learning. The purpose of tracking attendance is to stay compliant with the compulsory education. A specific attendance code was created in the Student Information System that is being utilized since March 30, 2020. following criteria.

Guidelines have been developed to enables the teacher to take daily attendance and mark the student present based on the tracking the attendance is to be in compliance with Ed. Code Compulsory education tracking/compliance

Means of taking daily attendance at Ararat Charter School are:
- Participation in Zoom meetings
- Participation in group Chats
- Submission of Assignments
- Visiting the teachers during Office Hours
- Daily ongoing contact with teacher

Teachers and school office staff have been contacting the parents to try to eliminate unexcused absences. The excessive absences have been referred to the Administration to provide support and interventions. A conference between school personnel, the student's parents/guardians is held to identifying barriers to attendance that may require different strategies.

COMPUTER AND INTERNET ACCESS

DISTRIBUTION OF DEVICES

Parent Survey
- All parents/guardians received a survey on March 22, followed by 3 reminders to determine the availability of devices and internet access at home.
- Survey is still available online and on the website for parents to complete if needed.

Distribution of Devices:
- Students in need of a device received communication regarding pick up. Phone calls were made and appoints were given for drive through pick up.
- Distribution occurred March 23. ACS is continued distributing devices as the closure continued.
- Equipment must be returned by June 19, 2020. Reminders will be sent home via email, posted on the website and with follow up phone calls.

INTERNET ACCESS
- Spectrum, Charter, Verizon will provide free internet access
- Comcast will provide free access to new users

- AT&T has removed data usage
- Xfinity Free WiFi hotspots in out-of-home locations will be available for free to anyone who needs them, including non-Xfinity Internet customers, to keep our communities connected with their friends and family. exact hotspot locations at xfinity.com/wifi/#find-

PARENT RESOURCES

- **Meal services –**Food distribution service for students in need through the LAUSD *Garb and Go* meal sites.
- **Technology support –** Is provided by the school's technology support team and *PlanetBravo*
- **Google classroom –** set up and troubleshooting instructions provided
- **Learning packets –** workbooks and other materials for students available upon request
- **Informational resources:**   WHO -COVID-19 – Public Advice
  CDC – How to Protect Your Self
  Online Educational Resources

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Meal services –Food distribution service for students at Ararat Charter School is provided by Los Angeles Unified School District. Information about the LAUSD *Garb and Go* meal sites have been provided to families and is posted on the School's website.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

School has not arranged for supervision of students as the campus has been closed