Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students will master the skills of the Common Core State Standards and California State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual	
All students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over	**2019** State Measures:	
	Cardinal	**18-19 SBAC***(3rd-8th grade)**

the previous year before as measured by the Smarter Balanced and/or internal assessments.

	May 2019
Schoolwide Proficiency	ELA- 51.48% MATH- 48.83%
English Learner Proficiency	ELA- 24.49% MATH- 26.00%
Socioeconomically Disadvantaged Proficiency	ELA- 46.81% MATH- 46.48%
Foster Youth Proficiency	N/A

***There were no SBAC exams in 19-20 due to COVID-19.

2019
Local Measure:

Cardinal	**18-19 i-Ready Diagnostic Assessment #3 (i-Ready)*** **Grades K-8 March 2019**
Schoolwide Proficiency	ELA-51% MATH-55%
English Learner Proficiency	ELA-46% MATH-42%
Socioeconomically Disadvantaged Proficiency	ELA-50% MATH-52%
Foster Youth Proficiency	N/A

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	***There were no Diagnostic Assessment #3 results in 19-20 due to COVID-19.
Common Core State Standards will be implemented for ALL students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.	**2020** 100% of teachers were observed by the school leadership. 100% of teachers taught lessons aligned to CCSS.
All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in Powerschool.	**2020** 100% of students were enrolled in a broad course of study as verified through PowerSchool.
All students will have access to standards aligned instructional materials, as measured by proof of purchase.	**2020** Standard aligned materials were purchased; Consumables were replaced.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Professional Development (PD) for Teaching **All Students** School leadership team will work with the Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Trimesterly/ Monthly PD, and Weekly PD and include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions. **Summer PD:** Provide professional development for all teachers and other instructional staff in instructional strategies for increasing student achievement in all content areas, with an increased focus in English Language Arts (ELA) and Math. Provide PD to teachers on developing and delivering CCSS- and NGSS- aligned instruction to high-needs and/or struggling students and all other student groups. **Trimesterly PD:** Teachers, and other staff will attend ISANA-wide professional development 3 times throughout the academic school year. During these	$37,869- LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development $3,232- LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development $14,021 - LCFF - 3000-3999 Employee Benefits - Employee Benefits for Professional Development	$ 40,837.00 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development $ 8,147.00 - LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development $ 15,912.52 - LCFF - 3000-3999 Employee Benefits - Employee Benefits for Professional Development $ 23,631 - LCFF -

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trainings, staff will review and analyze data, receive training on instructional strategies for use across all content areas, and share best practices. **Monthly PD:** Teachers, and other instructional staff, will participate in a 2-hour PD/grade level collaboration session on a monthly basis. **Weekly PD:** Teachers, and other instructional staff will receive PD on topics such as increasing rigor, addressing the social emotional and academic needs of under-served/at-promise students. Fund a school-wide initiative to create a culturally relevant and positive math culture. After engaging in the yearlong Math Equity Project professional development in partnership with CalState LA, educators will create a project where participants will develop a plan to promote and advance mathematics literacy within the broader context of their community. Grade Level PD: Teachers will regularly examine student work samples and data at grade level meetings, to ensure that students are mastering grade level standards. Teachers will work with Instructional Coaches to identify students who are not meeting standards and plan intervention strategies to ensure students growth. For all PDs provided, staff attendance is recorded, resources are uploaded to a centralized location and participants complete surveys to provide feedback on the training/PD received. Set aside additional professional development days and times to analyze data to date and plan next steps.		5000-5999 Services and Other Operating Expenses - All Day PD Facility/Meals
Professional Development (PD) for Teaching Student Groups: School leadership team will work with the Central Office team to develop a yearlong Professional Development Outline/Scope and Sequence for Summer PD, Trimesterly/ Monthly PD, and Weekly PD and include topics to address the needs of student groups. We will build in opportunities for collaboration between SPED and General Ed staff throughout professional development sessions. **Summer PD:** Provide professional development for all teachers and other instructional staff in instructional strategies for increasing student achievement in all content areas, with an increased focus in English Language Arts (ELA) and Math. Teachers will receive training on how to differentiate for students learning needs in order to ensure student groups mastery of the CCSS and NGSS, for	$37,869- LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development $3,232 - LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development	$ 40,837.00 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries for Professional Development $ 8,147.00 - LCFF - 1000-1999 Certificated Salaries - Certificated Administrative Salaries for Professional Development $ 15,912.52 - LCFF - 3000-3999 Employee

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example, such as providing early childhood education for children from low-income families. Provide PD to teachers on developing and delivering CCSS- and NGSS- aligned instruction to high-needs and/or struggling students and all other student groups. **Trimesterly PD:** Teachers, and other staff will attend ISANA-wide professional development 3 times throughout the academic school year. During these training sessions, staff will review and analyze student group data, receive training on instructional strategies for use across all content areas, share best practices and develop action plans to target the needs of student groups. **Monthly PD:** Teachers, and other instructional staff, will participate in a 2-hour PD/grade level collaboration session on a monthly basis. Weekly PD: Teachers, and other instructional staff will receive PD on how to differentiate the following topics for student groups: increasing rigor, addressing the social emotional and academic needs of under-served/at-promise students. **Grade Level PD:** Teachers will regularly examine student work samples and data at grade level meetings, to ensure that all student groups are mastering grade level standards. Teachers will work with Instructional Coaches to identify students who are not meeting standards and plan intervention strategies to ensure students growth. For all PDs provided, staff attendance is recorded, resources are uploaded to a centralized location and participants complete surveys to provide feedback on the training/PD received.	$14,021 - LCFF - 3000-3999 Employee Benefits - Employee Benefits for Professional Development	Benefits - Employee Benefits for Professional Development $ 23,631 - LCFF - 5000-5999 Services and Other Operating Expenses - All Day PD Facility/Meals
Instructional Materials: Instructional materials, such as textbooks and consumables, that are state adopted, standards-aligned and based in scientific research are placed in all classrooms. Consumables are replaced annually as needed. Purchased curriculum includes embedded supports that target the needs of English Learners, Students with Disabilities and students who need additional support. Other books and classroom resources are purchased to support student attainment of the CCSS and NGSS.	$37,453 - LCFF - 4000-4999 Books and Supplies - Curriculum $30,059 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Workbooks/consumables $1,445 - LCFF - 4000-4999	$ 7,206.90 - LCFF - 4000-4999 Books and Supplies - Curriculum $ 26,143.47 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Workbooks/consumables $1,819.60 - LCFF - 4000-4999

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		Books and Supplies - Follett - Barcodes and Online System for inventorying all curriculum	Books and Supplies - Follett - Barcodes and Online System for inventorying all curriculum
Intervention: ISANA provides a variety of learning supports including differentiated instruction and intervention in the form of small group instruction during the school day for students not meeting proficiency. Students scoring below grade-level and/or not demonstrating proficiency in grade-level standards are provided with targeted instruction in small groups during the instructional day. Students to be taught in small groups are identified using data from sources such as: state testing results, curriculum-based assessments, Diagnostic assessments, running records, and fluency assessments. The students identified for small group tutoring are placed in skills-based flexible groups and will receive additional assistance from their teachers in strategies depending on students' needs. Programs such as Reading A-Z and i-Ready are used for students needing intervention. Foster students, English Learners and students who need additional time to complete computer based programs will have additional access to the program during, before, or after school hours. We will continue to develop the skills and knowledge of our paraprofessional and academic interventionists by developing a yearlong outline/scope sequence for training.		$15,652 - LCFF - 4000-4999 Books and Supplies - Student Instruction and Assessment Tools* Study Island- 8,363* Reading A to Z- 1,353* BrainPop- 739 *ST Math/Mind Institute-5,998 * SchoolNet- 3,400 *i-Ready-23,673 $64,727 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Paraprofessionals Salary $5,648- Federal Revenues - Title I - 3000-3999 Employee Benefits - Paraprofessionals Benefits	$ 39,683.32 - LCFF - 4000-4999 Books and Supplies - Student Instruction and Assessment Tools: Reading A to Z- $2,498; Brain Pop- $4,119; ST Math/Mind Institute- 4,000; SchoolNet- $1,028; i-Ready-$28,037.00 $ 39,138.00 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Paraprofessionals Salary $ 1 10,879.89 - Federal Revenues - Title I - 3000-3999 Employee Benefits -Paraprofessionals Benefits $ 60,109.00 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Academic Interventionist Salary $ 16,709.57 - Federal Revenues - Title I -

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		3000-3999 Employee Benefits - Academic Interventionist Benefits $ 39,841.00 - LCFF - 2000-2999 Classified Salaries - SPED Paraprofessional Salary $ 11,499.79 - LCFF - 3000-3999 Employee Benefits - SPED Paraprofessional Benefit
After School Tutoring: Expand access to intervention, instructional support and after school tutoring for students who are in need of additional supports based on measures such as state testing and diagnostic testing.	$124,593- After School Education & Safety - 5000-5999 Services and Other Operating Expenses - Expanded Learning Program	$ 178,218.00 - After School Education & Safety - 5000-5999 Services and Other Operating Expenses - Expanded Learning Program
Parent Involvement: The school maintains a Parent Advisory Council, School Site Council, and District English Learner Advisory Council. The school shares reports on overall student achievement and student group achievement on both school and state assessments in ELA and math. School Leadership will use feedback from these groups to assist in planning parent workshops throughout the year that will provide parents and families with increased opportunities to participate in school activities that increase their skills as partners in the child's education.	$28,000 - LCFF - 2000-2999 Classified Salaries - Community Liaison Salary (repeated expenditure) $3,741 - LCFF - 3000-3999 Employee Benefits - Community Liaison Benefits	$ 31,100.50 - LCFF - 2000-2999 Classified Salaries - Community Liaison Salary $ 8,976.92 - LCFF - 3000-3999 Employee Benefits - Community Liaison Benefits
Translation for Parent Involvement:	$0	$ 31,100.50 - Federal Revenues - Title III -

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All meetings and materials sent home will be interpreted/translated for parents of English Learners.		2000-2999 Classified Salaries - Community Liaison Salary $ 8,976.92 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Community Liaison Benefits
Targeted Instruction: Through continuous analysis of student performance throughout each school year, teachers identify students in several areas, such as English Language Arts and Math in need of targeted instruction. Once identified, specific interventions are planned for the subsequent unit of instruction. Students may receive targeted support from the resource teacher through the Learning Center model, from an academic interventionist or the classroom teacher. Accommodated assignments may be given to students who are identified with special learning needs.	$46,187 - Other State Revenues - 1000-1999 Certificated Salaries - Resource Specialist Salary (repeated in Goal 4 Action D) (repeated expenditure) $18,573 - Other State Revenues - 3000-3999 Employee Benefits - Resource Specialist Benefits (repeated in Goal 4 Action D) (repeated expenditure)	$ 121,344.07 - Other State Revenues - 1000-1999 Certificated Salaries - Resource Specialist Salary (repeated in Goal 4 Action D) (repeated expenditure) $ 41,375.11 - Other State Revenues - 3000-3999 Employee Benefits - Resource Specialist Benefits (repeated in Goal 4 Action D) (repeated expenditure)
Technology-Network Maintenance: Network maintenance is ongoing throughout the school year to ensure successful implementation and usage of web-based programs as well as smooth implementation of computer-based state testing. Failed equipment is repaired or replaced.	$28,833 - LCFF - 5000-5999 Services and Other Operating Expenses - Network Maintenance	$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Network Maintenance
Technology-Computer Maintenance:	$41,339 - LCFF - 5000-5999 Services and	$0 - LCFF - 5000-5999 Services and

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Computer maintenance will be ongoing throughout the year to ensure all students, including those that come from low income households, have access to computers and other tech equipment such as headphones or speakers. Computers will undergo regularly scheduled maintenance to ensure full functionality of all school programs. Educational software is periodically updated according to company recommendations. Computers will be repaired or replaced as needed.	Other Operating Expenses - Computer Maintenance	Other Operating Expenses - Computer Maintenance
Conferences and Guest Speakers: Staff, including teachers, instructional coaches, and administration will continue to have the opportunity to attend outside conferences and participate in in-house conferences with guest speakers/trainers that provide professional development on teaching students of low economic backgrounds.	$15,000 - Federal Revenues - Title III - 7000-7499 Other - Conferences and Guest Speakers	$ 10,494.58 - Federal Revenues - Title III - 7000-7499 Other - Conferences and Guest Speakers
Counseling: Students who are identified as foster youth and who demonstrate need will receive counseling on an as needed basis through our support team services. Additional services through our COST (Coordination of Services Team) or SSPT (Student Support and Progress Team) will occur on an as needed basis.	$58,217 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) (repeated expenditure) $12,122 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits to provide counseling services	$ 71,695.00 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries to provide counseling services (repeated in Goal 4 Action D) (repeated expenditure) $ 20,694.20 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits to provide counseling services (Repeated in Goal 4) (repeated expenditure)
Workshops and/or Resources for Foster Parents:	$0	$0

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ISANA will offer parent workshops and/or provide resources that address social-emotional and academic challenges that foster youth face. Strategies will be provided to families and topics will be devised based on families needs.		
Data Tracking: Once reclassified, English Learner students will continue to be tracked to ensure that they are reaching/maintaining proficiency within ELA and Math. Additional support will be provided if students are not reaching/maintaining proficiency.Ellevation, a web-based platform for monitoring EL data will be purchased and utilized by teachers, administrators and other staff to regularly monitor EL and RFEP data and progress toward English Language proficiency.	$2,000 - Federal Revenues - Title I 1000-1999 Certificated Salaries; Certificated Data Coordinator Salaries $600 - Federal Revenues - Title I 3000-3999 Employee Benefits; Certificated Data Coordinator Benefits	$0 - LCFF - 1000-1999 Certificated Salaries - Student Data Coordinator Salary $0 - LCFF - 3000-3999 Employee Benefits - Student Data Coordinator Benefits
Technology Instruction in the Classroom: In order to strengthen our technology instruction in the classroom, an Ed Tech position will be added, who will be providing direct teacher and student instructional technology support. They will be working with the IT professionals to further provide this support.	$20,000 - LCFF 2000-2999 Classified Salaries; Classified Ed Tech Salaries $18,000 - LCFF 3000-3999 Employee Benefits; Classified Ed Tech Benefit	$0 - LCFF 2000-2999 Classified Salaries; Classified Ed Tech Salaries $0 - LCFF 3000-3999 Employee Benefits; Classified Ed Tech Benefit

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions/services that were not implemented were used to support staff, students and families in the following way:

-**Tech/Network Maintenance & Tech/Computer Maintenance** -These are part of the Charter Management Organization (CMO) costs

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-Equipping students with technology was central to rolling out distance learning and so the school spent funds on purchasing computer equipment for students to use at home, as well as software licenses for various programs.

-While we didn't fill the Ed Tech position, we did hire a **Communications Manager** who has been central to strengthening our community outreach, bringing awareness to our families about the various community resources available to them-both of which have been especially crucial during the pandemic.

-**Conference and Guest Speakers**- Professional development was delivered in-house

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 1:

The school closure as a result of COVID-19 and a subsequent shift to Distance Learning after March 16th through the end of the 19-20 school year affected the implementation of some strategies/activities.

Professional Development (PD): We used a substantial amount of Professional Development (PD) time to continue all staff (teachers', paraprofessionals', and academic interventionists') development of instructional strategies that meet the needs of unduplicated pupils and assist students in mastering the Common Core Standards. After the school closure, the focus for PD shifted to an increase in support around distance learning strategies, technology, and protocol as well as social emotional well-being.

Academic and social-emotional intervention occurred through the form of COST, RTI, counseling, and small group instruction.

Technology:

Ed Tech Position: We were not able to fill the Ed Tech position. We look forward to doing so for the 21-22 school year.

Computers and Other Tech:

With the shift to Distance Learning, we moved quickly to ensure a one-to-one computer to student ratio.

Overall Effectiveness:

Overall, the school has demonstrated an overall effective academic program and continues to make strides toward ensuring academic success for all students, granted there were limitations of fully assessing the effectiveness of programs given the impact of COVID-19 and school closures.

Local math and ELA assessments administered via i-Ready just before the school closures demonstrate progress overall but also highlight that English Learners and Students with Disabilities are not performing at the same level as their counterparts.

We continue to use data from Diagnostic Assessments to help us more effectively identify students in need of academic intervention through the COST process, in turn allowing staff to target the needs of those students more quickly and precisely.

Goal 2

English Learners will master the skills of the English Language Development Standards, Common Core State Standards, and California State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Annual reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.	**2019** Reclassification rate exceeded 10%: 23.39% **2020** Reclassification rate exceeded 10%: 6.83%
At least 80% of English Learners will remain on-track toward reclassification as measured by the number of years enrolled in a US school and their rate of progress toward ELPAC Level 4.	**2019** Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard: 31.3% **2020** *** Due to the suspension of the 19-20 Summative students did not complete the ELPAC Summative assessments; results for 19-20 are not available on the CA Dashboard
The percentage of English Learners proficient on ELA and Math will increase by 2% over the previous year as measured by SBAC and/or internal assessments.	**2019** Smarter Balanced ELA: 24.49% Smarter Balanced Math: 26.00% EOY Internal Assessments ELA: 46% EOY Internal Assessments Math: 42%

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	2020 ***There were no SBAC exams in 19-20 due to COVID-19. ***There were no EOY Internal Assessments in 19-20 due to COVID-19.
All English Learners will have access to and be taught the Common Core State Standards, CA State Standards and the ELD Standards, as measured by teacher observations.	2020 100% of teachers were observed by school leadership. 100% of English Learners had access to the CCSS and ELD standards.
Increase the number of opportunities for parents/families to receive training on school programs and academic initiatives specifically for parents/ families of English Learners, as measured by a minimum of two workshops held annually.	2020 A minimum of two parent workshops were held in the 19-20 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent Participation: Hold and translate parent meetings/workshops in topics such as how to support their children's learning, parenting and other family management skills. Prepare and disseminate handbooks and other information to parents to facilitate their participation in school activities and their child's learning in English and Spanish. Host regular District-level English Learner Advisory Committee (DELAC) meetings that are translated in English and Spanish to provide reading and writing strategies, review data of performance for English Learners on internal assessments and State Standardized Tests, ELPAC, reclassification process and to provide training on English Learner supplemental materials such as Reading A-Z materials.	$45,166 - LCFF - 2000-2999 Classified Salaries - Classified Salary (repeated in Goal 1 Actions E and F) (repeated expenditure) $7,487 - LCFF - 3000-3999 Employee Benefits - Classified Benefits (repeated expenditure)	$5 62,201.00 - LCFF - 2000-2999 Classified Salaries - Classified Salary (repeated in Goal 1 Actions E and F) (repeated expenditure) $ 17,953.83 - LCFF - 3000-3999 Employee Benefits - Classified Benefits (repeated expenditure)
Extended Learning Opportunities: Extended day academic opportunities targeting English Learners needing additional support in ELD or mastering content standards will continue to be	$124,593 - After School Education & Safety -	$ 178,218.00 - After School

offered. These include activities before and after school, intervention, and summer school programs. The after school Expanded Learning program will operate throughout the year. This program contributes towards the success of English learner students through the incorporation of a variety of targeted elements centered on increasing the language proficiency of English Learners. Targeted elements will include: ● ongoing PD for Expanded Learning program leaders centered on English learner instruction. ● full student inclusion in after school programs and activities with opportunities to engage in meaningful academic discourse. ● program leader collaboration with day school teachers to stay abreast of student achievement levels. ● and the incorporation of music development classes to promote language development in a least restrictive environment. We will continue implementation of/collaboration with: ● Read to Lead, a web-based reading program for reading fluency which helps students to articulate what they read in school and at home. ● Girls Scouts of America social and emotional life skills. The school principal and program director will conduct periodic on-site observations to ensure that English Learner students are being held to high expectations and actively participating in the programs and activities designed to ensure their linguistic success.	4000-4999 Books and Supplies - Expanded Learning Program (repeated in Goal 1 Action E) (repeated expenditure)	Education & Safety - 5000-5999 Services and Other Operating Expenses - Expanded Learning Program (repeated in Goal 1 Action E) (repeated expenditure)
Data Tracking: ELD Portfolios are maintained for each student that reflect the depth and breadth of his/her work. Student progress is monitored on an ongoing basis and based on state and local assessments. The site administrators will work with instructional coaches and teachers, and teachers will work with each other to analyze assessment data to inform instruction.	$25,000 - LCFF 1000-1999 Certificated Salaries; Certificated ELD Coordinator Salaries $7,500 - LCFF 3000-3999 Employee Benefits; Certificated ELD Coordinator Benefits	$0 - LCFF - 1000-1999 Certificated Salaries - Student Data Coordinator Salary (repeated expenditure) $0 - LCFF - 3000-3999 Employee Benefits - Student Data Coordinator Benefits

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Professional Development-English Learner Focused: Regular professional development for teachers and administrators will include the following areas: ● Supporting Common Core standards-based instruction and instructional strategies that are ● consistent with ELD pedagogy. ● Effectively implementing the ELD standards within Integrated and ● Designated ELD Instruction ● Continued training in EnglishDevelopment Instruction strategies ● Continued training in supporting the needs of Long Term English Learners Observations will continue to happen systematically and feedback will be provided.	$1,500 - Federal Revenues- Title III - 4000-4999 Books and Supplies - SIOP Training $0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum	$120 - Federal Revenues - Title III - 4000-4999 Books and Supplies - CABE Training $0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Professional Development in implementation of Designated and Integrated Supports within the ELA curriculum
Teaching Strategies: Teachers and school leadership continue to monitor student progress throughout the year. Specific ELD strategies are implemented into daily designated and integrated ELD instruction. Observations take place throughout the year to monitor the implementation of these strategies. Additionally, word banks are utilized by all teachers to help students retain content-area vocabulary and support them in using it. Teachers continue to incorporate language objectives into lessons to support the linguistic development of all students and, particularly, English Learners. Small group instruction continues to take place to support student learning and ensure students continue to make progress toward grade level standards.	$0	$0
ELPAC Levels and RFEP (Reclassified Fluent English Proficient) Students: Student ELD level progress and progress toward reclassification is monitored by teachers and school leadership. The students individual ELD portfolio is managed by the teacher and leadership team and contains documentation regarding the students current level of performance and progress toward reclassification. Data is tracked using PowerSchool. Ellevation, a web-based platform for monitoring EL data will be purchased and utilized by teachers,	$3,204 - LCFF - 5000-5999 Services and Other Operating Expenses - Powerschool	$1,879 - LCFF - 5000-5999 Services and Other Operating Expenses - Powerschool (repeated expenditure)

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administrators and other staff to regularly monitor EL and RFEP data and progress toward English Language proficiency.		
Intervention: Long Term English Learners (LTEL) and students who are not progressing toward reclassification at the suggested rate based on their initial ELPAC placement are identified and additional support through our COST (Coordination of Services Team) and SSPT (Student Support and Progress Team) are provided. Small group instruction within the academic day will also be provided.	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions/services that were not implemented were used to support staff, students and families in the following way:

-**Data Tracking/ELD Coordinator-**We did not hire an ELD coordinator; instead we restructured existing positions to provide greater support for ELD tracking; in 19-20 we also researched ELD tracking/monitoring software and purchased Ellevation in 20-21.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2:

The school closure as a result of COVID-19 and a subsequent shift to Distance Learning after March 16th through the end of the 19-20 school year affected the implementation of some strategies/activities.

Professional Development (PD): We used a substantial amount of Professional Development (PD) time to continue all staff (teachers', paraprofessionals', and academic interventionists') development of instructional strategies that meet the needs of unduplicated pupils and assist students in mastering the Common Core Standards. After the school closure, the focus for PD shifted to an increase in support around distance learning strategies, technology, and protocol as well as social emotional well-being.

Academic and social-emotional intervention occurred through the form of COST, RTI, counseling, and small group instruction.

New teachers were provided with PD in constructive conversation strategies

EL and RFEP Tracking and EL Reclassification

While we continued to track the progress of ELs and RFEPs, our 19-20 reclassification dropped due to the suspension of the Spring ELPAC Summative, CAASPP and our own end-of-year local assessments. Without those assessments, students were not able to meet the Reclassification criteria set forth locally as well as by the state.

This year we will purchase Ellevation, a web-based platform for monitoring EL data and student progress toward English language proficiency. This will allow us to house all of our EL academic and assessment data in one location, making it easier for teachers and administrators to identify students who are making progress toward English language proficiency and those that may need additional support.

Expanded Learning

In addition, the Expanded Learning Program once again included English Learner training in their professional development as well.

Overall Effectiveness:

Overall, the school has demonstrated an overall effective academic program and continues to make strides toward ensuring academic success for all students, granted there were limitations of fully assessing the effectiveness of programs given the impact of COVID-19 and school closures.

Local math and ELA assessments administered via i-Ready just before the school closures demonstrate progress overall but also highlight that English Learners and Students with Disabilities are not performing at the same level as their counterparts.

We continue to use data from Diagnostic Assessments to help us to more effectively identify students in need of academic intervention through the COST process, in turn allowing staff to target the needs of those students more quickly and precisely.

Goal 3

All students will be taught by qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	Percentage of teachers holding credentials appropriate to their job assignment =100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teacher Feedback and Observations: School leadership team will work with each teacher to set goals for the school year. Classroom observations will be conducted and feedback will be provided by Instructional Coaches to support teachers in making progress towards these goals. In addition, observations will focus on ensuring that multiple, effective instructional strategies are being utilized daily as teachers instruct student groups of English Learners, socioeconomically disadvantaged students, and foster youth. Instructional Coaches provide additional support through, for example, modeling and co-teaching. Principals will conduct three formal observations through a common platform a year with pre- and post- conferences with the teacher. Areas of strength and improvement are discussed. Additional Support is provided for newer teachers. School leadership team will also review lesson plans and provide feedback on a weekly basis	$904 - LCFF 4000-4999 Books and Supplies; My Learning Plan $141,432 LCFF 1000-1999 Certificated Salaries; Instructional Coaches' Salaries $43,844 LCFF 3000-3999 Employee Benefits; Instructional Coaches' Benefits	$0 - LCFF - 4000-4999 Books and Supplies - My Learning Plan $133,709.00 - LCFF - 1000-1999 Certificated Salaries - Instructional Coaches' Salaries $ 38,594.05 - LCFF - 3000-3999 Employee Benefits - Instructional Coaches' Benefits
Professional Development: ISANAs leadership team will conduct surveys before and after Professional Developments in order to gather teacher interest and needs in professional development, as well as assess how effective the professional development sessions were. This information will be used to plan future professional developments. We will also analyze data from qualified status of teachers as well as teacher longevity and experience to plan professional development.	$800 - LCFF - 5000-5999 Services and Other Operating Expenses - Survey Monkey	$120 - LCFF - 5000-5999 Services and Other Operating Expenses - Survey Monkey

Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will remain critical throughout this process.		
Leadership Meetings: The leadership team (principal, instructional coaches, instructional coaches/admin in training) will ensure that professional development activities are coordinated to address staff needs in assisting unduplicated student groups (including English Learners, socioeconomically disadvantaged students, and foster youth) to meet or exceed state Common Core, ELD and NGSS standards. PD activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Topics such as positive behavior support, classroom management, intervention, and working with students' families will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards. Additionally, to coordinate professional development activities, ISANA central office staff (including Department Directors and Chiefs) will hold leadership and administration training at least twice a month, in which the team is brought together to review professional development activities and calendars. Some of the coordinated services include English Learners, Title I, Special Education, attendance, student achievement, parent outreach and school-wide activities.	$127,799 - LCFF 1000-1999 Certificated Salaries; Principal Salary $39,618 - LCFF 3000-3999 Employee Benefits; Principal Benefits	$ 135,787.00 - LCFF - 1000-1999 Certificated Salaries - Principal Salary $ 39,193.85 - LCFF - 3000-3999 Employee Benefits - Principal Benefits
Induction (BTSA) Program: Teachers take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their credentials.	$10,000 - LCFF - 7000-7499 Other - Induction Program	$ 1,246.00 - LCFF - 7000-7499 Other - Induction Program

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Nearly all actions and services for goal 3 were implemented. Therefore, funds were expended as budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3:

The school closure as a result of COVID-19 and a subsequent shift to Distance Learning after March 16th through the end of the 19-20 school year affected the implementation of some strategies/activities.

As a result of the refinement of the Instructional Coaching position over the last couple of years, teachers were observed by coaches more frequently and with greater intentionality, which in turn allowed them to receive feedback on and support to improve their instructional practice on a more regular basis. Due to the closures however, there was a demand for Instructional Coaches, and others, to provide a different type of support as teachers and students made the shift to Distance Learning. We also saw an increase in social-emotional support for both staff and students.

Interests and needs surveys for Professional Development were given and analyzed by district and school leadership. Input from these surveys were used to develop and deliver training more targeted towards these interests and needs.

Overall effectiveness:

We maintained high participation in our professional development surveys and conducted a thorough analysis of results with district and school leadership. Input from surveys was used to drive planning for subsequent professional development training.

Instructional Coaches continued to receive training on Cognitive Coaching to enhance their ability to coach, provide feedback and develop teachers instructional practices.

All teachers who went through the Induction program are on track to pass.

Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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Our suspension rate will have decreased by 1% from the previous year and/or maintained under 5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.	**2019** State Measures: Suspension rate maintained under 5% at 0%. **2020** State Measures: Suspension rate maintained under 5% at 0%
Our expulsion rate will maintain under 0.5% as measured by Dataquest, Powerschool, and the California Dashboard/LCFF Evaluation Rubrics.	**2019** State Measures: Expulsion rate maintained at 0%. **2020** State Measures: Expulsion rate maintained at 0%
Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and Powerschool.	**2019** State Measures: Attendance rate maintained above 95% (97%). **2020** State Measures: Attendance rate maintained above 95% (97.32%).
Our chronic absenteeism rate will decrease by 1% from previous year and/or maintain under 3% as measured by Powerschool and the California Dashboard/ LCFF Evaluation Rubrics.	**2019** State Measures: Chronic Absenteeism increased from 0.84% in 17-18 to 0.90% in 18-19. **2020** State Measures: Chronic Absenteeism increased from 0.90% in 18-19 to 3.5% in 19-20.
Our middle school dropout rate will maintain under 0.5% as measured by DataQuest and Powerschool.	**2019** State Measures: Middle School dropout rate maintained at 0%. **2020** State Measures:

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	Middle School dropout rate maintained at 0%.
We will maintain clean and safe facilities as measured by an overall score of Good or better on the FIT (Facilities Inspection Tool).	**2019** Local Measure: FIT Score: Good **2020** Local Measure: FIT Score: Good
We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers, and the number of parents/ families completing the School input survey will increase from the year before by at least 2%.	**2020** The school scored at least 3/5 on 80% or more of the questions asked for certificated, classified, students and parents. The number of survey participants increased by at least 2%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Positive Discipline: The school will continue to implement a comprehensive approach to student discipline, focusing on the needs of unduplicated students, and is executed to promote a positive learning environment. Programs will include Love & Logic and the ISANA Peace Tree, as alternatives to suspension. Professional Developments for all staff, including classified, will continue to be held to address positive discipline, cleanliness, safety, and systems in place to promote a nurturing learning environment. Workshops on Love & Logic and positive discipline will continue to be held for families. The school will implement school-wide learning/behavior expectations.	$53,089 - LCFF - 2000-2999 Classified Salaries - Classified Salaries $8,772 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits	$ 96,284.00 - LCFF - 2000-2999 Classified Salaries - Classified Salaries $ 27,791.62 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses - All Day PD Keynote Speaker
Parent Involvement: The school will continue to communicate with parents through a variety of ways. All teachers have school-issued cell phones and email addresses so that parents may easily contact teachers regarding their child.	$1,872 - LCFF - 5000-5999 Services and Other Operating Expenses -	$ 1,878.96 - LCFF - 5000-5999 Services and Other Operating Expenses -

The school will continue to hold monthly parent meetings to communicate about the school, communicate information, and to elicit input from the parents. Parents continue to have access to PowerSchool, our school information system, allowing them to review their child's grades and attendance. DELAC meetings will continue to be held monthly to inform parents about EL achievement. School Site Council meetings will continue to be held monthly General parent meetings to provide additional support and guidance to Foster Youth guardians. The school will uphold an open door policy. Parents of all students including foster youth and English Learners.	Powerschool	Powerschool (repeated expenditure)
Attendance Meetings and Support: Calls will be made from the school on the day of school that is missed by the student. After 3 unexcused absences, the family will meet with the principal to discuss attendance concerns and support will be provided, tailored to the needs of the unduplicated student. Ongoing support and meetings will take place thereafter to help families to find solutions to cut down on absenteeism. Meetings will be documented by the principal. The Attendance Improvement Task Force will work with the school to help implement best attendance improvement practices.	$42,876 - LCFF - 2000-2999 Classified Salaries - Classified Salaries $8,881 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits	$ 9,017.75 - LCFF - 2000-2999 Classified Salaries - Classified Salaries $ 2,602.90 - LCFF - 3000-3999 Employee Benefits - Classified Employee Benefits
Behavioral and Academic Intervention: The school psychologist, school counselor, and resource specialists provide a system of personal support services for students. Through the use of COST (Coordination of Services Team) and SSPT (Student Support and Progress Team), students have readily available access to support services. Foster Youth, English Learners, and socioeconomically disadvantaged students have access to COST, SSPT, and support services on an as needed basis. Particular attention will be paid to older students.	$179,681 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries (repeated expenditure) $4,801 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits (repeated expenditure)	$0- Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries (repeated expenditure) $0 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Employee Benefits (repeated expenditure)

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Facilities Needs: ISANA will complete repairs and maintenance on the campus so that students continue attending a safe, clean and hazard-free school. Updates will occur as needed.	$5,883 - LCFF - 2000-2999 Classified Salaries - Facilities Management Salary $1,402 - LCFF - 3000-3999 Employee Benefits - Facilities Management Benefits	$ 4,683.03 - LCFF - 2000-2999 Classified Salaries - Facilities Management Salary $ 1,596.79 - LCFF - 3000-3999 Employee Benefits - Facilities Management Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions/services that were not implemented were used to support staff, students and families in the following way:

Attendance Meetings and Support: Classified salary and benefits (for Office Manager)-100% was budgeted but only 25% of office manager's salary was the actual expenditure.

Behavioral and Academic Intervention: While salaries for counselors, school psychologists and resources specialists were budgeted for this action/service, only the resource specialist salary was the actual expenditure. Salaries for counselors are included for Goal 1, Action 12 (Counseling).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4:

The school closure as a result of COVID-19 and a subsequent shift to Distance Learning after March 16th through the end of the 19-20 school year affected the implementation of some strategies/activities.

All staff (certificated and classified) received training in topics of social emotional well-being and positive behavior support. Workshops regarding social-emotional well-being were also held for parents/families to attend.

An Attendance Improvement Task force continued to analyze attendance trends and help develop solutions to improve attendance and implement best attendance improvement practices as well as to create a culture wherein students are excited to be at school and families understand the critical importance of regular school attendance.

Overall Effectiveness:

COST (Coordination of Services Team) continued to be effective in ensuring students continued to receive Tier 1 intervention as needed allowing for more students to be serviced.

We saw an increase in the use of positive behavior support strategies. Staff that received training on social emotional topics shared positive feedback on the training.

We saw a low number of student behavior incidents and we have met our goal in maintaining suspensions under 3% and expulsions at 0%.

Attendance meetings and support have also proved effective in helping us meet our goal of maintaining an ADA (average daily attendance) above 95%.

To ensure a safe environment during Covid, school had to shut down in March for the remainder of the 19-20. As a result, our delivery of instruction became 100% distance learning. This allowed us to maintain student safety while continuing to provide instruction. For 2020-21, we anticipate our distance learning program to be more robust and effective for our scholars.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.1 Purchase Personal Protective Equipment (PPE) and Cleaning Supplies to enhance health and safety measures for students and staff, including items such as masks, signage, and sanitation supplies to classrooms and school offices. (LLMF, Object Code 4382, Goal 4)	$24,000	$8,420	N
1.2 Purchase additional non capitalized equipment to ensure physical distancing and safety protocols in person are taking place (such as furniture, desk shields, hand washing stations, and partitions). (ESSER, Object Code 4400, Goal 4)	$35,000	$49,499	N
1.3 Purchase technology for students in-person so that they do not need to carry their computers back and forth and to eliminate sharing of technology (ex. computers, headphones). This alleviates the health concerns of exposure, as well as safety concerns of broken or stolen equipment, and ensures students are safe walking to school without expensive equipment. This is particularly important for our students who live in socioeconomically disadvantaged neighborhoods, in which the walk to school may not be safe. (LLMF, Object Code 4430, Goal 1)	$102,000	$33,881	Y
1.4 Purchase dedicated classroom materials and supplies per student, to eliminate sharing of materials and resulting COVID-19 exposure in-person. These could include materials such as math manipulatives, pencils/crayons/markers, cubbies and pencil boxes, glue, scissors, paper, science lab materials, art sets, dictionaries, calculators, jump ropes. (LLMF, Object Code 4315, Goal 1)	$17,000	$11,651	N
1.5 Increase number and hours of Campus Aides to ensure health and safety protocols are being followed during staggered school hours, such as temperature	$40,000	$62,204	N

checking, regular cleaning/disinfecting, monitoring additional entrances/exits to reduce congestion). (LCFF Base, Object Code 2901, Goal 4)			
1.6 Adjust custodial contracts to ensure regular disinfecting of high use areas (LCFF Base, Object Code 5500, Goal 4)	$2,500	$54	N
1.7 Potential rental of indoor or outdoor space in the community to house students in order to ensure social distancing, but also ensure students who are at most risk of learning loss have access to in-person instruction. This is particularly important for English Learners, Students with Disabilities, foster youth, and students from low socioeconomic backgrounds, who may be most at risk for learning loss. (ESSER, Object Code 5602, Goal 4)	$10,000	$0	Y
1.8 Costs for administering COVID-Testing and Tracking. This will ensure parents feel safe sending their children to school. (ESSER, Object Code 4382, Goal 4)	$160,010	$0	N
1.9 Fund a school-wide initiative to create a culturally relevant and positive math culture. After engaging in the yearlong Math Equity Project professional development in partnership with CalState LA, educators will create a project where participants will develop a plan to promote and advance mathematics literacy within the broader context of their community. Through this project (which could include events for families such as resource fairs, mathematics nights, town hall meetings, poster presentations, and possible visits to places like the California Science Center or Griffith Observatory), parents, guardians, and community members will understand how their children learn, the context of that learning, and what linguistic, cultural, and social variables will increase knowledge. These activities will culminate in the development of essential resources that community members and parents can use to continuously support their children. This is particularly important for parents of English Learners and low socioeconomic status, as they may not have received this training through other means or through their own schooling. (LCFF S&C, Object Code 5830, Goal 1)	$10,000	$0	Y
1.10 Provide transportation and meals (staffing) for students to participate in a culturally-relevant, conceptually-rich, and student-driven summer lab experience at the Cal State LA campus in order to develop a love for mathematics. This is particularly important for students from low socioeconomic backgrounds, as they may not have visited a college campus, in order to develop a college-going mindset. (LCFF S&C, Object Code 5830, Goal 1).	$5,000	$0	Y

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1.11 Set aside additional professional development days and times to analyze data to date and plan next steps. (LCFF Base, Salary and Benefits, Goal 1)	$43,500	$52,123	N
1.12 Intervention Program for All Learners (Interventionists and Paras) (Title I, Salary and Benefits, Goal 1)	$70,000	$34,242	N
1.13 Targeted Intervention - Create intervention programs for English Learners, students from low socio-economical backgrounds, students with disabilities, and foster/homeless youth. (Title III, Salary and Benefits, Goal 2)	$5,000	$2,500	Y
1.14 Staff needed to ensure smaller class sizes for Distance Learning (ESSER, Salaries and Benefits, Goal 1)	$35,000	$0	N
1.15 Provide professional development to Campus Aides and other staff involved in cleaning/sanitation procedures. (1 day)	$1,300	$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Overall expenditures were less than originally budgeted for because we did not open for in-person instruction until April 26, 2021 due to COVID-19 safety.

Due to the COVID-19 pandemic, therefore, we were not able to implement actions 1.9 or 1.10 - a planned in-person residency program in math at a local university, as well as the associated transportation and nutrition costs for our students to participate in the program.

Cost for actions 1.11 were included in the general salary expenses.

Additionally, COVID Testing and Tracking expenses were for 3 months of the year, as opposed to 10 months. (Action 1.8)

Also, due to safety, we were not able to rent indoor or outdoor space to house students in person (Action 1.7)

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

ISANA was not able to reopen campuses for in-person instruction (fully or partially) since Los Angeles County has remained in the most restrictive tiers under the State's Blueprint.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.1 All students (grades TK-8) will be provided with a Chromebook Tech Package (eg. Device, charger) with preloaded weblinks to access the LMS platform for ease in accessing educational apps used for the schools' distance learning program. Replacements will also be ordered. (LLMF, Object Code 4430, Goal 1)	$8,000	$24,212	N
2.2 Support Devices for Special Student Groups: All English learners, SWD, and students with 504 plans will receive headphones and wireless computer mics to support their concentration, learning needs in acquiring English, improve their ability to apply the use of these tools for online assessment (LCFF S&C, Object Code 4315, Goal 2)	$1,700	$0	Y
2.3 Purchase "Technology At Home" Packages for teachers/educators, consisting of technology items such as: 2-in-1 Windows touchscreen laptops with a stylus, noise-canceling Bluetooth headsets with microphones, document cameras, projectors, and drawing tablets to facilitate virtual learning. (LLMF, Object Code 4400, Goal 1)	$79,000	$2,118	N
2.4 Purchase materials to create Home Learning Kits for use in the home by students to engage them and ensure they are receiving the same quality education as if they were in person. These kits could include academic materials (such as books, math manipulatives, science materials, writing journals, dictionaries, pencils/crayons/markers), social-emotional materials (such as kinesthetic stress balls, growth mindset realia to post on walls at home, certificates of progress), artistic materials (such as props, costumes, and art kits, paint, brushes, modeling clay), and athletic materials (such as jump ropes, balls, stopwatches). The Home Learning Kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning. (LCFF S&C, Object Code 4315, Goal 1)	$13,000	$11,651	Y

2.5 Purchase Classroom Materials for Teachers to use for teaching from home. (LCFF Base, Object Code 4315, Goal 1)	$6,000	$0	N
2.6 Student and Family Services Coordinator - Hold parent meetings and training for English Learner Parents on how to use technology, such as Zoom, school LMS, and communication platforms. Connect Parents to bilingual resources in the community. Provide translation in all meetings. (LCFF S&C, Object Code 2211, Goal 2)	$60,000	$62,389	Y
2.7 Increase in communication costs to mail letters home and mail letters home for families of low income students who may not have email accessibility. (LLMF, Object Code 5900, Goal 4)	$1,685	$165	Y
2.8 Hire additional bilingual staff to manage Call Center to support English Learner families with technology needs in (LLMF, Object Code 5800, Goal 1)	$10,000	$1,896	Y
2.9 Cost to add a platform such as SchoolMint, that allows us to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff. (ESSER, Object Code 4410, Goal 4)	$15,000	$1,196	N
2.10 Analyze existing curriculum to ensure it meets our needs in distance learning and for equity/cultural relevance and responsiveness. Where necessary, adopt and purchase new curriculum (Math, Social Studies, ELA), and where necessary purchase digital licences for students and teachers (ELA, Science, ELD). These curriculums were purchased with our student groups in mind - the math curriculum offers particular interventions for students below grade level, as well as English Learner support and an English and Spanish Parent Resource Center. The Social Studies curriculum allows us to teach digitally and has a better rating than other programs of cultural relevance and responsiveness, so our students will see themselves in text. The ELA curriculum offers a plethora of books, which is important for our students who come from low socioeconomic backgrounds, as they may not be able to afford books at home. (LLMF, Object Code 4100, Goal 1)	$110,000	$151,588	Y
2.11 Purchase consumables of curriculum to send home, primarily for low income students who may not have secure and consistent access to the internet or a printer. (Title I, Object Code 4100, Goal 1)	$10,000	$7,482	Y

2.12 Purchase iReady Assessment and Personalized Instruction program in ELA and Math. (Title I, Object Code 4200, Goal 1)	$23,000	$9,220	Y
2.13 Purchase Supplemental curriculum for English Learners (Raz Plus ELL, BrainPop ELL), as well as digital tracking system for English Learner progress (Title III, Object Code 4200, Goal 2)	$15,000	$17,743	Y
2.14 Purchase additional supplemental curriculum to address learning needs. (LLMF, Object Code 4200, Goal 1)	$18,000	$24,114	N
2.15 Hire an Educational Technology Specialist to ensure educators are trained in best instructional uses for technology (LLMF, Object Code 5800, Goal 1)	$20,000	$0	N
2.16 Professional Development from publishers in above curriculums (both core and supplemental). (ESSER, Object Code 5210, Goal 1) (UDL, PBL, EL, SEL, Curriculum)	$20,000	$7,105	N
2.17 Purchase of Personalized Learning component of HRIS System to house PD, as well as teacher observation program (MLP) (LCFF Base, Object Code 4410, Goal 3)	$3,000	$524	N
2.18 The ISANA Expanded Learning Program is a standards-based extension of the school day and supports students socially, emotionally, academically, and physically. Students benefit daily from a rigorous and engaging program which offers improved educational outcomes and positive peer-to-peer and student-to-staff relationships. Participation in the Expanded Learning Program can lead to increased student success and well-being in the areas of academic success, character education, civic engagement, physical education, and social and emotional development. During distance learning the Expanded Learning Program has expanded its programming to offer EXL LIVE to all ISANA students. EXL LIVE is a synchronous daily enrichment program facilitated by EXL Staff and focused on Academic, Literacy, and Social Enrichment. As distance learning progresses to the next stages, the ISANA Expanded Learning Program is prepared to move into an on-campus operation model as well. (ASES, ___, Goal 1)	$122,850	$178,218	N
2.19 ISANA's Arts department is dedicated to providing high quality Visual and Performing Arts (VAPA) standards-based instruction through the Project-Based Learning model in the areas of vocal, dance, acting, and visual arts. Each grade level has an Arts discipline focused for students to explore, expand their knowledge and practice, and to creatively produce their ideas, bring awareness to social and	$100,000	$70,003	N

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environmental issues, and to allow their voices to be their platforms. Kindergarten, 1st, and 2nd graders will learn and develop skills in vocal class that will enhance their vocabulary, pronunciation, articulation, and overall language support. 3rd, 4th, and 5th graders will delve into dance class as a means to become more aware of their anatomy, nutrition, Kinesiology, and mind / body connection. Middle school students in grades 6th, 7th, and 8th will utilize acting class to dissect history, research, and writing in preparation for high school skills.			
2.20 Weekly Collaboration and Professional Development days - We will designate one day a week (currently Fridays, but subject to change) for educator professional development and collaboration. Students will start with a live session, then continue asynchronous learning this day. This time allows all our educators to learn and plan for success in our new world. Research supports this collaboration and emphasizes that in effective blended learning programs, the role of the teacher is more fluid to utilize the skill sets of a team, as opposed to the traditional model in which one teacher is responsible for everything having to do with instruction. Educators from all departments will meet regularly in "Collaborative Teams", in which they will plan collaborative teaching lessons as well as individual support needed for students. In addition, weekly grade level and departmental PD, to discuss role-specific needs.	$0	$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were more internet needs than anticipated for our students (Action 2.1), so additional hotspots needed to be ordered. We did not hire an Educational Technology Specialist (Action 2.15).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: ISANA has successfully ensured that high quality instruction continues to be delivered daily, to all students, via both live teacher-directed instruction and asynchronous, self-paced digital content. ISANA established required daily (synchronous and asynchronous) instructional minute requirements which surpass the minimum instructional minutes required by the State. The elements listed continue to be present in our instructional model during distance learning: Daily live interaction with certificated

employees, small group instruction, co-teaching and collaboration between departments, tiered interventions,strategic pacing, digital resources, consistent learning platforms, Expanded Learning services for all students, and weekly instruction in the Arts.

Access to Devices and Connectivity: Every ISANA student was provided a school-issued laptop. Families without adequate internet access were also provided with Wi-Fi or Hotspot devices. Technical assistance has been available for all staff and families via a call center and email helpdesk. Our technical support staff assists with Chromebook functionality, Google Classroom, SeeSaw, Clever SSO, and a host of other learning applications. Additionally, Distance Learning Technology Kits for Teaching were provided for teachers to ensure that their technology devices and equipment were adequate. Students do damage Chromebooks regularly; therefore, we must have adequate replacement inventory to maintain student instructional continuity. Due to the pandemic and distance learning, Chromebook demand often exceeds the supply. At times it is challenging to procure replacement Chromebooks promptly.

Pupil Participation and Progress:

ISANA established procedures for monitoring student participation, engagement and mastery of grade level standards.

Participation: ISANA teachers and staff monitor attendance carefully, including throughout the day, and use the SIS (PowerSchool) to document daily attendance.

Engagement: Teachers and related service providers utilize virtual learning platforms in order to deliver lessons, provide feedback, assess student work, and communicate with students and families. Teachers will use the adopted LMS to post assignments, expectations and instructions for completing each assignment every week for all students in their classes. Teachers provide feedback to students via online meetings, phone calls or web-based applications, and provide students guidance on how to improve, and motivation to learn and grow.

Daily, teachers complete the CDE Engagement Tracker to document synchronous or asynchronous instruction for each whole or partial day of distance learning , verifying daily participation, tracking completion of assignments and assessments for their students,and weekly communication with the parent/guardian and/or child.These trackers are in turn reviewed by school admin, counselors and other school staff so that any concerns with student participation and engagement can be addressed quickly.

When a student shows low levels of participation/engagement the teacher or counselor (or other staff member) may recommend a re-engagement plan to be developed for the student. When a student is placed on a re-engagement plan, teachers, Counselors, administrators and others work together to reach out to the student and family, and develop a plan for re-engagement of the family and student. If needed, an SSPT is held for the student.

Progress: Student growth and progress towards mastery of grade-level standards is monitored regularly. Diagnostic assessments take place every trimester and provide both growth and grade level mastery data. The data from these assessments, as well as others, is used to adjust instruction at both the individual student level and classroom level. Grading continues to be based on students' demonstration of mastery. Students' academic performance and grades in different content areas is determined by assessments, performance tasks and cumulative projects. Other assignments, as well as observations, are used to determine a student's overall grades in Work and Study Habits and Learning and Social Skills. Teachers assess student learning in a variety of ways over time within

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a reporting period. When students are struggling with meeting standards, re-teaching and re-assessment occur so that students have the opportunity to demonstrate mastery of standards before the end of a reporting period.

Distance Learning Professional Development (PD):

ISANA committed to providing the resources and support to educators necessary to maintain a high-quality distance learning program for all students. Several PDs have been held for educators including those that relate to technology, curriculum, social-emotional learning and addressing the needs of different student groups. On a twice-monthly basis, our educators participate in the Math Equity Project, for which we have partnered with Cal State LA.

Staff Roles and Responsibilities:

General Education and Special Education Staff: All general education teachers, resource specialist teachers and instructional support staff transitioned to distance learning and continue to work together to reach out to students and families and encourage continued engagement and participation in distance learning.

The Special Education staff participate in ongoing coaching and professional development to understand their new roles and responsibilities in the distance learning environment. The transition to a fully virtual program was more of a challenge for some educators than others; most of our special education staff were flexible and persevered through the quick change and adapted quickly to the use of more technology to provide instruction and services. Whereas, a small number of staff are still being coached on how to manage their roles and responsibilities in a fully virtual environment, and we are seeing good progress in their technological growth with this assistance.

During distance learning, our general education and special education staff have been given more dedicated collaboration time to meet virtually and/or co-plan as a part of our ISANA wide goal to encourage a more inclusive environment and increase collaboration among GE and special education departments. With this expectation of collaboration and co-planning, we have seen an increase in co-taught lessons.

Media and Technology: Our Media and Technology staff have played an even greater role in ensuring instructional staff have the equipment and technology support needed to carry out our distance learning program successfully. As needed, legacy staff laptops are replaced with current technology. Our website, newsletter, and social media platforms are constantly updated and revised to provide current ISANA news and information. If necessary, our technical support staff provides scheduled, in-person help to students, guardians, teachers, and staff while adhering to PPE and social distancing protocols.

We continue our search for an Educational Technology Specialist. While we have interviewed several candidates, we have not yet found the right candidate to meet our organizational needs.

Pupil Services:

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The Pupil Services Department engaged the opportunity to shift towards providing services to students and families virtually with enthusiasm. School Counselors continue to provide counseling services that lead to students meeting their IEP, COST, and other social-emotional goals. As well as providing counseling services, they led the rollout and implementation of Second Step SEL Curriculum. Student engagement in virtual counseling sessions remains a challenge. Counselors are continuing to explore ways to make the virtual counseling space more engaging with the goal of full participation.

Instructional Coaches and Administrators:

Instructional coaches continue to provide support to teachers as they continue to adjust to the newness and demands of distance learning. The support provided may look many different ways including: co-teaching, observations, modeling, and providing professional development.

Without in-person learning, our administrators have been able to focus largely on maintaining high-quality learning via distance learning and staying connected with families and students. Administrators meet regularly to collaborate on how best to meet the needs of staff and students in this virtual setting.

The Arts

ISANA's Visual and Performing Arts (VAPA) Department has implemented a new design for students to learn the Arts through Project-Based Learning (PBL) that will help them gain life-changing knowledge and skills. Every ISANA scholar has an opportunity to research and explore the social, racial, health, economic, and environmental inequities entrenched in their communities. Students engage in critical conversations about these inequities and explore the possibilities that lead to the dismantling of structures that sustain them. Our goal is to guide students on how to use the Arts to turn these possibilities into actions that lead to transformational change. All VAPA staff have led their classes through a structure of collaborative and culturally responsive pedagogy to ensure inclusivity of all ISANA students.

Expanded Learning

The Expanded Learning Program experienced great success with the creation of EXL LIVE, a virtual after school experience which runs Monday - Friday from 2pm- 5pm. The program focuses on standards based Academic Enrichment, Literacy Enrichment, Homework Help, and social enrichment which includes cooking, girl scouts, physical education, art, and gaming opportunities. Staff engaged in rigorous training and development on standards, lesson planning, and virtual instruction. Barriers to initial implementation were adequate technology for staff, which was rectified by providing laptops and technology bundles for each Expanded Learning Staff person. Expanded Learning staff continues to expand upon its virtual offerings by working in collaboration with teachers and school site admin and participating in targeted professional development twice a week.

Front Office and Yard

As our on-site team, the Front Office and Yard team members have excelled in the role of operations leaders at the school sites. They have successfully implemented, managed, and participated in a "Grab and Go" meal service program that is available to safely feed all children in our communities under 18 years of age. The Front Office team has taken on additional operations responsibilities, freeing the academic team to spend more time with students. The Yard teams have morphed into campus aides taking on the roles of

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performing entry screenings at school site entrances, cleaning and sanitizing high-touch areas on campuses, assisting teachers in virtual classrooms, and serving the children in our communities by distributing nutritious meals. The Front Office teams participate in weekly professional development to give them the skills necessary to lead operations at the school sites. The Yard teams participate in bi-weekly classified professional development sessions, which have elevated them from Yard personnel to successfully aiding the school staff anywhere on campus.

Support for Pupils with Unique Needs

ISANA has committed significant resources to support intervention services in order to ensure that we give particular consideration to students who have unique needs, such as: students who are not performing at grade level, English learners,

students with disabilities, students in foster care, students experiencing homelessness, and students requiring mental health support.

Classroom teachers and support staff continue to receive professional development to plan and implement a multi-tiered system of support reaching across synchronous and asynchronous instruction, in-school and online. Academic support provides focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3).

Intervention is also provided through after-school tutoring and the Expanded Learning Program, in which students who do not demonstrate mastery of grade-level standards receive intensive and strategic academic support to address areas of weakness as identified by the student's teacher. The Expanded Learning program also provides additional opportunities for students to benefit from school programs such as i-Ready.

The **COST**, **SSPT**, and **RTI** services described above are provided to students achieving below grade level. Faculty, staff and administrators work together to ensure that no individual student falls behind. By instituting a comprehensive support system for all students - including small group instruction and tutoring after school – our goal is to have every student performing at grade level or above.

English Learners & Standard English Learners: Teachers continue to provide Designated English Language Development (ELD) daily, synchronously and asynchronously. We have purchased two supplementary programs-Brainpop ELL and Reading A-Z ELL-that teachers use to assist with ELD planning and instruction. Additionally, we have restructured existing positions to provide greater support within our EL instructional program. Specifically, site administrators (Instructional Coaches/Admin-in-Training) attend twice monthly English Learner-focused professional development that covers topics such as ELPAC (English Language Proficiency Assessment), Reclassification, Integrated/Designated ELD, and others. Providing professional development explicitly on Standard English Learners and how best to ensure the success of this group is something we continue to work on as an organization.

Supporting Students with Disabilities:

All IEP related services transitioned to the virtual setting in distance learning in March 2020. All related service providers have been contacting families to best support our students during distance learning. Most students are accessing their IEP services and making progress, however, there are some students who have not been attending their scheduled virtual services on a consistent basis. IEP teams have been attempting to meet the needs of these students by collaborating with other educators and parents and/or holding IEP meetings to discuss various ways the student may be supported in the distance learning environment. Our schools also started to

provide more web based instructional accommodations like text to speech, speech to text, leveled text and writing organizational tools. This helped to make necessary accommodations more accessible to students while learning and completing activities on their computers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.1 Adjust school calendar to consist of additional days, as well as daily instructional minutes and daily synchronous minutes that exceeds the state requirement.	$0	$0	N
3.2 Increase quality instructional time and alignment by having the RST push in to co-teach with the Gen Ed Teacher. Results in a need for SPED Assistants. (ESSER to cover overage from SPED. Goal 1)	$100,000	$59,791	N
3.3 Dedicate time for Instructional Coaches to create focus pacing guides and support teachers in addressing learning loss. (Title 1, Salary and Benefits of ICs, Goal 3)	$150,000	$141,009	N
3.4 Training classified staff in new roles of addressing learning loss by, for example, providing assistance to classroom teachers). (CSBGE, 1st two weeks of PD, Goal 1)	$2,835	$2,835	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No material differences for Pupil Learning Loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Identified Area of Improvement: English Language Learners

At Cardinal, we continue to utilize our SBAC and internal I-Ready Diagnostic data to make decisions for improving our students' performance. We analyze the data and use this information to determine the professional development for our staff based on the needs of our students and areas of focus. To address our EL's needs many initiatives that we started in 2017-2018 have been maintained, including internal fluency monitoring, integrated and designated ELD, and academic vocabulary development.

ISANA Cardinal continues to utilize an internal fluency assessment program and provide targeted professional development for teachers around implementing guided reading. As a result of this push, teachers are regularly monitoring students' reading abilities and targeting instruction to develop fluent readers that can better comprehend and answer higher level thinking questions. Because we acknowledge that reading fluency and lack of academic vocabulary has kept our students from fully understanding grade level text, we have targeted our students through the use of small group instruction that focuses on strengthening reading skills, vocabulary development and reading comprehension at students' independent reading level. We have continued last year's focus on Integrated ELD and Designated ELD instruction. Cardinal staff was trained by the California Association of Bilingual Education (CABE) on constructive conversation strategies. These strategies help to promote biliteracy and educational equity for all. Using instructional CABE strategies within all subjects and lessons, allows teachers to deliver lessons that address the academic and linguistic needs of English learners.

This year, teachers are diving deeper into iReady personalized instruction and intentional scheduling in order to teach small group, differentiated lessons to their students. iReady groups students based on needs from the Diagnostic (ex. those struggling with Phonics) and provides specific, targeted lesson plans for teachers to use to address those needs. All teachers have created a daily small group schedule for their students, which includes English Language Development.

Additionally, this year we have purchased the RAZ Kids Plus English Learner edition, which provides targeted reading opportunities for English Learners. Students can record themselves reading, and teachers can listen asynchronously and record their reply, a needed feature in today's virtual world.

We will also continue the following interventions to address Pupil Learning Loss:

1. Continue to teach, implement, and monitor research-proven techniques for English Learners for integrated and designated ELD, such as those taught through our partnership with CABE (California Association of Bilingual Education), including constructive conversations, scalable antonyms, sentence frames, and passport-pair-share.

2. Continue monitoring English Learner performance and progress on domains, through iReady Diagnostic Assessments, as well as iReady personalized weekly instruction (time-on-task and passing percentage).

3. Continue summer reading intervention camp, in which English Learners who need additional support participate in themed lessons in reading, writing, speaking, and listening.

4. Continue utilizing fluency assessments and provide targeted professional development for teachers around implementing guided reading. Teachers create intervention binders for both ELA and Math that include student data and specific areas of need. The activities

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and lessons within the binders are targeted to these areas of need. Our teachers as well as other staff (paraprofessionals, leadership, and supervisors) utilize these binders for daily intervention. These daily ELA and Math blocks target students' needs and allow for reteaching and/or extending content based on data analysis of formative and summative assessments.

Identified Area of Improvement: Chronic Absenteeism

Research shows that attendance is key to academic success, so preventing absenteeism, especially chronic absenteeism, is critical. To address this challenge, we have taken key steps to form a "community of support" around our students who are chronically absent, including:

o   Daily phone calls home for every absence – instead of a recorded message to notify a family of their child's absence, each family receives a personalized phone call not only informing them that their child is absent, but also checking in with the family and asking how they are doing, and giving resources to support, such as information on free health clinics or mental health supports.

o   All educators keeping shared "engagement trackers" to record conversations had with families. In this way, all staff with a legitimate educational interest in the child is privy to this information.

o   We have formed "collaborative teams" of educators who support each student, including general education and special education teachers, office staff, the principal, the Student and Family Services Coordinator, and the school counselor. This group meets weekly to discuss challenges and form action plans, and multiple staff members strategically reach out to the family for support.

o   We have conducted home visits and identified supports families have in the community that we can partner with (their friends, family, churches, etc).

o   All teachers use a common communication platform to call or text parents/guardians. Parents gave us feedback that the "app" style of this approach works well for them to ensure communication.

o   All communication occurs in English and Spanish.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental health and social-emotional wellbeing of our students remain a priority of ISANA. To support students in these areas, School Counselors work collaboratively with teachers and other stakeholders to identify students who are in need of individualized support. Through referral surveys and classroom observations, Counselors are able to identify students for these individualized and small group counseling opportunities. Challenges with monitoring mental health and social-emotional wellness in a virtual context

include the inability to observe students whose cameras are inactive or the ease of having an in-classroom check-in with a student with minimal disruption to the learning environment. Because of this, the data obtained through the referral surveys is valuable. The COST meets regularly to discuss students receiving individualized or small group counseling services and their progress towards meeting their mental health/social-emotional counseling goals. This regular monitoring is an important step in helping students maintain mental health and social-emotional wellness. For students not receiving individual or small group counseling services, counselors and teachers continue to monitor their social-emotional wellness through daily SEL lessons, parent and caregiver engagement, and providing opportunities to share their own feelings and needs. Additionally, School Counselors, School Psychologists, and Student and Family Services Coordinators make referrals to mental health agencies outside of the organization. These referrals are made when students' mental health needs are outside of the scope of the services School Counselors provide.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

ISANA schools continue to have robust instructional programming, Expanded Learning activities, meal service, attendance monitoring, academic and behavior interventions, and other school programs that require regular engagement with and outreach to students and families. Through a variety of digital learning and communications platforms, including Seesaw, Clever, Google Classroom, ClassTag, and ClassDojo, as well as text messaging and phone calls, Student and Family Services Coordinators, Teachers, and other school staff continue to engage students and families. Additionally, a weekly newsletter is distributed to families and they are able to access schools' websites for information and resources. Because contact information changes without school staff being made aware in a timely manner, a lack of parent/caregiver availability, and other challenges school staff works with families to mitigate, communication has been delayed. Fortunately, these challenges are not widespread and our engagement and outreach efforts remain robust and successful.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

ISANA implemented a successful "Grab and Go" meal distribution program to serve children under the age of 18 in our communities. Families who participate receive five nutritious breakfasts and lunches for each child each week. During Winter Break, we distributed Meal Starter Kit boxes consisting of an assortment of grains, proteins, fruits, and vegetables. The Meal Starter Kit box distribution was so successful; we will be repeating it for Spring Break.

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Our challenge continues to be getting meals into the hands of our students. Many parents work during the week and are unable to take advantage of the meal service we offer. We currently offer extended meal service throughout the day as we continue to look for ways to serve our families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.1 Purchase "Second Step" Social Emotional Curriculum for all grades. Engage in Professional Development with School Counselors, then with all educators around the curriculum. Use curriculum in SEL Morning Meetings.This is particularly important for students who come from low socioeconomic backgrounds, as they may not be able to afford other virtual social camps. Additionally, it is important for foster youth, who may face even more social isolation during COVID than their peers, as well as English Learners, to have opportunities to practice hearing and speaking English without the additional factor of academic content. (Title IV, Object Code 4100, Goal 4)	$3,700	$3,195	Y
Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.2 Counselors to create virtual "counseling offices" with resources for families, students, and educators, and to handle increased caseload. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression.	$80,000	$70,964	Y

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	These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. (LCFF Base, Counselor's Salary and Benefits, Goal 4)			
Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.3 Implementation of Employee and Student Awareness and Wellbeing Program, a series of ongoing activities focusing on addressing the wellbeing of staff and students, as well as resources on building of issues and equity and justice.	$5,000	$300	Y
Engagement and Outreach	4.4 School staff to use school-issued phones to communicate regularly with families, including making weekly "check in" calls to all families to provide support. These calls will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. (LCFF Base, Object Code 5900, Goal 4)	$25,000	$13,141	Y
Engagement and Outreach	4.5 Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	$1,000	$2,687	N
Engagement and Outreach	4.6Attendance Monitoring and Tiered Re-engagement Plans (Office Staff) (LCFF Base, Salaries and Benefits, Goal 4)	$150,000	$75,545	N
Engagement and Outreach	4.7 Marketing and Outreach Plan, led by Communications Coordinator and Creative Media Coordinator. (LCFF Base, Salaries and Benefits, Goal 4)	$25,000	$23,988	N
Nutrition	4.8 Costs to staff and advertise "Grab and Go" meal distribution for all students. (LCFF Base, Salaries and Benefits, Goal 4)	$30,000	$28,949	N

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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For Additional Actions and Plan Requirements there were material differences in action 4.6 due to adjustments of office staff needs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

ISANA students have received instruction via distance learning since the mandated school closures in March 2019. No in-person services have been provided (with the exception of a handful of state assessments that were administered in-person in the fall of 2019). While we have encountered challenges, this time has also been an opportunity for reflecting on access, instruction, social emotional learning and other areas. Below are some of the ways in which lessons learned from our distance learning program have informed the development of goals and actions in the 2021-24 LCAP.

1. Technology: One lesson learned is that students damage technology more than previously anticipated. As a result, we must have adequate inventory so that instructional continuity is maintained. Working with multiple vendors as well as expediting the procurement process has helped mitigate and eliminate device shortages.

To facilitate learning, we must be mindful of the assistive technology requirements of our special needs students, e.g. touch and larger screen devices, noise-eliminating headphones, screen readers, etc.

Lastly, providing uniform quality internet access, to students who cannot afford it, is challenging. Staying current with the latest and emerging cost-effective, internet access technologies is one way among others to help ensure that ISANA provides the best possible in-person and distance learning experience for our students.

2. Professional Development: We will increase professional learning opportunities focused on topics such as infusing social-emotional learning, effective technology implementation and integration and equitable and culturally relevant and responsive instruction.

3. Instruction: Distance learning has further spotlighted the need to design instruction and learning opportunities in the general education classroom that are inclusive and effective for all students. For this reason, we hope to begin a multi-year Universal Design for Learning implementation plan in the 21-22 school year.

4. Intervention: The ability for students to engage successfully in distance learning is impacted by many factors; but we know that some students have struggled more so within this distance learning setting. This highlights the need to increase the opportunities for long-term support offered to students who are underperforming; opportunities such as summer intervention programs, before- and/or after school intervention, etc.

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5. Educator Quality: As the teacher shortage continues to impact schools across the nation, we see an increased need to refine our recruitment practices as well as increasing efforts to retain high quality staff. Research has shown that high teacher rates negatively impacts student achievement and that these rates are higher in schools serving low-income students, which makes up a large percentage of our schools. High turnover also impacts us financially and has other effects as well. We are not only focused on hiring effective teachers but also retaining them and other high-quality staff in general by maintaining competitive salary scales and benefits and providing ongoing development for all educators, not just certificated staff.

6. Social Emotional: Through the implementation of distance learning, we learned that we needed to develop a systematic way of addressing the social-emotional needs of our students. To this end, we implemented the Second Step SEL Curriculum. Now, all teachers are equipped to create a safe and affirming space for students to develop their SEL skills. Through the daily facilitation of SEL lessons and activities, students learn how to identify, express, and cope with their feelings in healthy and productive ways. School counselors continue to provide targeted guidance lessons, which facilitate more in-depth student learning on a particular SEL topic.

7. Expanded Learning : The Expanded Learning program after school will continue to target the needs of low income students, English Learners and other high needs scholars. Student achievement and assessment data shows that students would benefit from additional opportunities for learning beyond the school day therefore we will offer our most at need students summer learning opportunities; all students will also have the opportunity to engage in some form of continued learning over summer.

8. Special Education: During distance learning in 2020-21, we have learned that we need to give more dedicated time and resources to support the collaboration of our educators to meet the needs of our students with IEPs. When we return to in-person instruction, we will need to continue to provide this time and space to continue these practices of collaboration and co-planning to support more inclusive practices. Providing more support and accommodations that are web based will continue even when our students return for in-person instruction, because these supports will help to prepare our students better for their future use of technology during CAASPP testing and to prepare them for their high school, college and work life.

9. The Arts: Through distance learning, students have been able to present their plans to address inequities to families and the community through an online (pre-recorded) performance and overall contribution through research, writing, marketing, and behind the scenes support. Students in every grade level were assigned an Arts discipline focus where they could explore technique and terminology, expand their knowledge and practice, creatively deliver their ideas, bring awareness to their chosen issue, and allow their voices to be their platforms. Kindergarten, 1st, and 2nd grade students are learning and developing skills in their vocal class that enhance their vocabulary, pronunciation, articulation, and overall language support. Students in 3rd, 4th, and 5th grade are delving into dance to become more aware of their anatomy, nutrition, kinesiology, and mind-body connection. Middle school students in grades 6th, 7th, and 8th utilize acting to dissect history, develop their researching abilities, and strengthen their writing, which are all important skills that will help them prepare for high school.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

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ISANA remains committed to the assessment of student learning for the purposes of identifying student learning needs and informing instruction. Implementation of common assessments, such as i-Ready Reading and Math, remains a priority and ISANA is committed to working collaboratively to achieve full participation in these assessments throughout the school year.

Teachers and other staff also utilize a wide range of methods to assess and address Pupil Learning Loss. This includes site-based use of programs such as i-Ready (for other student data in addition to the data from summative assessments), end-of-unit assessments, and regular formative assessment during instruction. Teachers and other instructional staff also meet to review student data and hold academic conferences to assess pupil learning status and needs. These practices contribute to the LEA's overall assessment and addressing of pupil learning loss and are accounted for in the actions described in the LCAP. These actions are, in aggregate, included in the LCAP within each goal area. The LEA will be implementing a summer program during June-July 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and students performing below grade level. While the focus is largely academics, students are also offered opportunities to engage in enrichment activities. In preparation for the 21-22 school year, all staff will be provided professional learning that includes Integrated English Language Development, Universal Design for Learning, and culturally responsive practices. Instruction will continue to focus on priority standards. Diagnostic assessments will be administered to assess student learning needs and monitor progress at least 3 times a year. Two sessions of programming will be offered and will pair academics with enrichment.. The district will also implement Extended School Year programming for students with Individualized Education Programs (IEPs).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Due to safety conditions in the increase of CoronaVirus cases we were not able to offer in person services for families for Math Literacy Project or indoor and outdoor space rentals. Instead we differentiated services for students virtually which was at no additional cost.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

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Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals, actions and metrics. As discussed above in the Overall Analysis section of the 2020-21 Annual Update, stakeholder input and staff planning has informed significant revision of the goals and corresponding structure of the 21-22 through 23-24 LCAP.

In some of the metrics, especially the metrics in **Goal 1**, there is significant room for improvement in outcomes for 'All students' and concerning gaps persist for a number of student groups. These student groups include English Learners and Students with Disabilities. The actions in this goal were refined and rewritten to focus on increased support to English Learners, Students with Disabilities and other high needs students through increased learning opportunities beyond the school day (such as before and after school tutoring), continuing academic support via academic interventionist services, and ensuring all students have access to laptops (at a 1:1 ratio) and other tech equipment. A notable change in our metrics for goal 1 is that the expected 3-year outcome for certain student groups is different than for the school-wide outcome. We recognize the disproportionate results across student groups and that we need to accelerate the growth of our student groups; our 23-24 expected outcomes in goal 1 reflect this.

Goal 2 from the new LCAP is somewhat aligned with Goal 4 from the 19-20 LCAP. The new goal is refined to more specifically embody the ISANA's core value of confronting and interrupting inequities. Actions including the continuing our Social Emotional Learning (SEL) program, supporting positive discipline and continuing efforts to reduce chronic absenteeism.This is also a goal area that is expected to evolve and grow significantly over time.

As stated in the section above, Educator Quality is a top priority especially in light of the teacher shortage that continues to impact schools. The actions for **Goal 3** demonstrate a renewed focus on refining our recruitment practices as well as increasing efforts to retain high quality staff. Research has shown that high teacher rates negatively impacts student achievement and that these rates are higher in schools serving low-income students, which makes up a large percentage of our schools. High turnover also impacts us financially and has other effects as well. We are not only focused on hiring effective teachers but also retaining them and other high-quality staff in general by maintaining competitive salary scales and benefits and providing ongoing development for all educators, certificated and classified included.

In the 19-20 LCAP, parent and family engagement could be found throughout the actions for different goals. For our new LCAP, we developed **Goal 4** to reflect our continuing and future actions for increasing the engagement and empowerment of parents and families as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

Goal 5, our maintenance goal, allowed us to group together those actions and metrics aligned to state priorities for which we meet or exceed expectations on a regular basis.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.