



ISANA INSTRUCTIONAL PLAN 2020-2021

Whole Child, Whole Family Learning

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Introduction

ISANA (Innovative, Socially-Aware, Network of Achievers) is a non-profit public benefit corporation that operates six public charter schools in Los Angeles County: ISANA Nascent Academy, ISANA Octavia Academy, ISANA Palmati Academy, ISANA Cardinal Academy, ISANA Acherar Academy, and ISANA Himalia Academy.

This Instructional Plan (referenced from here on as “the Plan”) provides guidance to ISANA staff, families, and students and outlines the expectations for continued learning for ISANA Academies students during the 2020-2021 school year in response to the COVID-19 pandemic.

This spring we experienced events that challenged schools across the world to re-think how education is delivered, and that underscored the need for better, more equitable resource delivery systems. The COVID-19 pandemic and resulting school closures, and the awakening of global consciousness of systematic racism in our country that resulted in the killing of George Floyd and many others, exposed inequities that have existed in our country for generations.

Therefore, as we start the 2020-2021 school year, our goal is not to return “back to normal” but rather to empower ourselves and our students to create a better, more equitable world. A world that is more innovative, more aware and inclusive, more collaborative, and that will lead to greater achievement for our students and our society as a whole - a world that is, in a word, ISANA.

This vision, then, forms the foundation of ISANA’s 2020-2021 Instructional Plan. This Plan describes two instructional models that may be in place this year: (1) full distance learning, or (2) a hybrid of distance and in-person learning (blended learning).

ISANA developed this plan with extensive input from stakeholders for all school sites and departments to accomplish this goal. The Plan was also developed in accordance with: Senate Bill 98, including Education Code sections 43500 *et seq.*; Governor Gavin Newsom’s Pandemic Plan for Learning and Safe Schools in 2020-21; California Department of Public Health (CDPH) framework for when and how schools should reopen for in-person instruction in 2020-21; and in accordance with other current state and local guidance. According to the Governor’s Framework published on July 17, 2020, schools located in counties that are on the CDPH Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines. In the 2020-21 school year, ISANA will offer in-person instruction to the greatest extent possible, in accordance with Education Code section 43504; therefore, this Plan outlines how ISANA will provide distance learning as a result of state or local public health orders/guidance in accordance with Education Code section 43503.

In order to ensure extraordinary and equitable learning for ALL students at ISANA, this Instructional Plan outlines our operational and instructional implications of two scenarios: first, if schools must remain physically closed and we employ distance learning for all students; and second, if guidance allows schools to open in some capacity and we employ blended learning. ISANA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality, regardless of the method of delivery. The section on “Elements Present in Both Reopening Models” delineates our plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. Note: Though there is much overlap, ISANA’s Instructional Plan differs from its

official Learning Continuity and Attendance Plan (LCP), (which is a state requirement for all public schools in California) in that the Instructional Plan includes additional details to support stakeholders in implementation.

Schedules, use of space, health and safety protocols, communication, and instructional practices and services will look different depending on updated guidelines from State and local health departments issued at that time, as well as the California Department of Education (CDE). Although not all services will be delivered in the same manner, for the same duration, or in the same location as if schools were fully open, we are committed to providing all students with the highest quality of instruction in every way possible.

Definitions of Key Terms

Asynchronous Instruction includes lessons and activities that happen online **without live interaction** or instruction between teacher and student. Some examples of this include students watching a pre-recorded math lesson, completing activities on an online program like i-Ready or writing in a journal.

Blended Learning is a **blend of on-campus and distance learning**; student cohorts engage in learning through in-person instruction at school sites during designated times and days and engage in synchronous and asynchronous learning experiences virtually.

Flipped Classroom is a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (The Flipped Learning Network, 2014). In Flipped Learning, students are introduced to content at home, rather than at school. Time with the teacher, whether in-person or virtual, is then dedicated to exploring topics in greater depth and creating rich learning opportunities.

In-person Instruction is instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

ISANA Educator (throughout this plan) is the term used for all ISANA staff members. We believe that all ISANA staff, regardless of their job title or position, are educators and leaders and contribute to the achievement and well-being of our students and organization.

Learning Management System is a platform that helps instructors manage and organize educational materials used to conduct online instruction. ISANA schools utilize Seesaw and Google Classrooms as their Learning Management Systems.

Multi-Tiered Support System (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs.

Synchronous Instruction includes lessons and activities that happen **live, in real time** with interactions between the teacher and students in a virtual or distance learning setting.

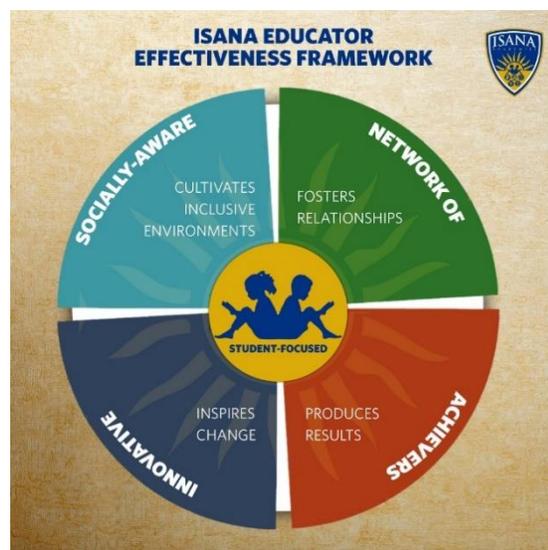
Distance Learning is instruction in which the student and instructor are in different locations and students are under the general supervision of a certified or certificated employee of the school. Per the California Department of Education, Distance Learning includes: interacting, instructing, and checking-in through a computer and other technologies to facilitate student-teacher and student-student communication; video or audio instruction, instructional television, video, telecourses, or other computer or communications instruction; and the use of print materials incorporating assignments that are the subject of written or oral feedback. At ISANA, Distance Learning instruction is primarily delivered, and students submit work, via the Internet and web-based programs. At ISANA, Distance Learning includes **live, synchronous** instruction from the teacher as well as **asynchronous** academic activities that can be done at a time most convenient for the student.

Key Tenets and Guiding Principles of the ISANA Educational Model

At ISANA we believe in the power of our scholars (our students, families, educators, and communities) to shine brightly and become leaders who will transform the world for the better.

We envision a world that is more just, equitable, and kind, and one that is a better place for all. ISANA scholars will be the innovative, socially-aware, collaborative learners, achievers, and leaders who will impact our evolving communities and create a better tomorrow.

To do this, ISANA will cultivate schools that are intentionally inclusive, diverse, rigorous, and welcoming spaces, where all scholars are empowered to thrive in an atmosphere of high expectations and cultural responsiveness and this will be achieved through an engaging curriculum with challenging learning activities. An ISANA education will develop the whole learner: academically, socially-emotionally, artistically, and physically. The skills, knowledge, and experiences gained at an ISANA school will uniquely prepare our scholars to be leaders who impact the world and create permanent and transformational change by being:



- **Innovative** - They inspire change
- **Socially-Aware** - They cultivate inclusive environments
- **Network-Focused** - They foster relationships and collaboration, and
- **Achievers** - They produce results.

Whether teaching and learning takes place in an in-person setting or in a distance learning setting, these four components of an Effective ISANA Leader continue to guide our planning as we maintain our commitment to meeting the needs of all our stakeholders. Additional details on these components follow:

Our Program Empowers Scholars to be Innovative - It Inspires Change

We empower ISANA Scholars to become well-rounded leaders, critical thinkers, and change-makers who transform our world into a more just and equitable one. To do this:

- a. We commit to explicitly building into teaching and learning:
 - i. Principles of Learning (POL) and Growth Mindset
 - ii. Project-Based Learning (PBL)
 - iii. Culturally Relevant and Responsive Education (CRRE)
- b. We develop instruction that engages the whole learner: academically, socially-emotionally, artistically, and physically.

Our Program Empowers Scholars to be Socially-Aware - It Cultivates Inclusive Environments

We commit to building a kinder, more inclusive and more equitable digital and physical world.

- a. We are explicit about being asset-based, not deficiency-based, in our expectations and decisions.
- b. We create space for voice and choice for all ISANA Scholars.
- c. We actively work to dismantle barriers and teach ISANA Scholars to dismantle barriers such as access, ability, language, representation, bias, and more.
- d. We spend time on social-emotional teaching, not just academic teaching.
- e. We consider all learners in the design, implementation and assessment of learning.
- f. We use principles of Universal Design for Learning (UDL), CAFE Strategies, and other scaffolds to ensure all learners can access the curriculum and perform at high levels, particularly students with disabilities and English Learners.
- g. We expect all stakeholders to act with integrity and ethics, both in person and in the online world.

Our Program Empowers Scholars to build a Strong Network - It Fosters Relationships and Collaboration

We place relationships at the forefront and think of creative ways to foster these relationships digitally.

- a. We communicate clearly, positively, and frequently.
- b. We view all staff as Educators and Leaders and build collaborative spaces to create a cross-departmental approach to teaching and learning.
- c. We commit to the training and continued support of educators, families, and students. As we commit to our own lifelong learning, we are all expected to share best practices and seek out advice so that we grow together.

Our Program Empowers Scholars to Achieve - It Produces Results

We ensure that all aspects of our program result in personalized and rapid growth for all students.

- a. We consistently monitor effectiveness through data and make adjustments in real time as needed.
- b. We celebrate all that we accomplish along the way!

Six ISANA Board Objectives for Equity and Justice

We are committed to taking strategic and sustained action to empower our students, educators and communities with the tools they need to dismantle systems of oppression and create a more just world, and commit to creating equitable practices in our classrooms and campus environments. In June 2020, the ISANA Board of Directors established the following six objectives in line with the above tenets:

Acknowledge and Address

Objective A:

Acknowledge and address the impacts of systemic racism on and within our educational system.

Professional Development

Objective B:

Engage explicitly in educator professional development around racial justice, equity, and implicit bias.

Analyze for Privilege and Bias

Objective C:

Critically analyze our curriculum for issues of privilege and bias, and ensure what we teach represents the histories of all peoples and teaches students to become critical thinkers and changemakers.

Culturally Relevant and Responsive Pedagogy

Objective D:

Engage in instructional pedagogy that is culturally relevant and responsive, holds high expectations for students, and fosters student engagement.

Social-Emotional Well-Being

Objective E:

Embed in our school culture and structures opportunities to address the social-emotional well-being of students, educators, leadership, and the community.

Partnerships with Stakeholders

Objective F:

Develop a collaborative system for inclusive partnerships with parents and community/ stakeholders to ensure a well-rounded and effective student support system against racial justice, inequity, and implicit bias.

Instructional Plan Creation Process, including Stakeholder Engagement



ISANA's Instructional Plan was strategically and collaboratively designed to mitigate the impact of school closures on student achievement and well-being. To do this effectively, we identified lessons learned from Distance Learning in the Spring of 2020 and updated our 2020-2021 plan accordingly. The list below details the steps taken by ISANA to ensure that we consulted a variety of knowledge sources, including published research and health and governmental guidance, stakeholder feedback from families, students, and staff, and reflection on outcomes from the Spring. This multi-pronged approach is designed to create an infrastructure aligned to the needs of all students, families, and staff.

Steps Taken:

1. Set clear vision for 2020-2021
2. Analyzed outcomes and lessons learned from Distance Learning in the Spring of 2020.
3. Gathered and analyzed input from Stakeholders, including, but not limited to:
 1. Parents/Families
 - i. Listened to stakeholder input from parents/families in the form of online surveys and parent meetings.
 - ii. On average 20% of families were interested in a full Virtual Learning Model, and 20% in a full physical in-person model. The remaining 60% were interested in Blended Learning. Of those interested in a blended model, most preferred alternating days (A/B model) rather than alternating within a day (AM/PM model).
 - iii. The most common concern from parents on re-opening in a physical capacity was health and safety of students and staff.
 2. Staff
 - i. Analyzed staff feedback from online surveys and listening sessions.
 - ii. Staff overwhelmingly supported the idea of small group instruction and live sessions (whether that be virtual or in-person).
4. Analyzed current research and guidance based on federal, state, and local agencies recommendations on re-opening schools, providing Distance Learning, and ensuring health and safety.
 1. Participated in webinars and read publications on re-opening guidelines, safety procedures, room capacity and site area analysis, cleaning supplies, PPE, etc.
 2. Reviewed Education Code sections 43500 *et. seq.*
5. Determined appropriate site-based capacity for in-person instruction consistent with state and local guidelines.
 1. Specifically calculated how many students could fit in each class with 6-foot distancing based on size of room and physical objects in the room.
6. Determined projected enrollment numbers.
7. Schedule with instruction in mind.
 1. Start with SPED and co-teaching cohorts.
 2. Map to instructional program.
 3. Consider who is teaching in-person and virtual sessions (for a possible hybrid model).
8. Determined the most appropriate curriculum to support the Distance Learning Model.

9. Re-imagined staffing roles to meet student needs. *How can we work differently without compromising the safety of our students and the quality of the services we provide?*
10. Analyzed budget realities
 1. Considered Governor Newsom’s proposed funding model and final budget approved by California Legislature, as well as federal funding opportunities.
 2. Review and update staffing and operational costs in budgets.
 3. Re-evaluate duties of CMO employees to be a leaner central office and increase capacity at school sites.
 4. Create conservative budgets.
 5. Find areas to cut that do not impact student learning.

Lessons Learned from Spring 2020

Based on the above steps, below are seven key areas in which documented successes and challenges from Distance Learning implementation in the Spring of 2020 informed decisions and planning for the re-opening of schools in the Fall of 2020.

Area	Learning	Where this can be found in ISANA’s 2020-2021 Instructional Plan
1. Instructional Model	<ul style="list-style-type: none"> ▪ Development and consistent implementation of an ISANA-wide instructional schedule is needed to promote equity. ▪ More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to reduce the family burden to support student learning. ▪ Increased social emotional learning (SEL) opportunities are needed in a virtual environment. 	<ul style="list-style-type: none"> • Created Requirements for Daily Schedules (“Pupil and Family Engagement and Outreach”) • Established requirements for daily live instruction that exceeds that of surrounding districts (“Pupil and Family Engagement and Outreach”) • Implemented daily SEL morning meetings (“Mental Health and Social and Emotional Well-Being”)

2. Instructional Practices	<ul style="list-style-type: none"> ▪ Ongoing professional development is needed to strengthen virtual teaching strategies. ▪ Digital citizenship concepts and skills should be integrated into lessons. ▪ Consistent inclusion of lessons in the Arts, Social Emotional Learning and others are needed to support the whole child. ▪ Grading policies should be carefully crafted to appropriately motivate student engagement. Communicate clear attendance and grading systems from the start of the school year. 	<ul style="list-style-type: none"> • Provide professional development to all staff utilizing a schedule established and available through HRIS system ("Distance Learning Professional Development") • Weekly lessons provided in the Arts and SEL ("Continuity of Instruction" and "Mental Health and Social and Emotional Well-Being")
3. Equity	<ul style="list-style-type: none"> ▪ Ensure one-to-one ratio with Chromebooks ▪ Technology and connectivity must be provided by ISANA Academies to ensure that all students can participate equitably in online learning. ▪ School plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps. 	<ul style="list-style-type: none"> • Chromebooks purchased for all students and hotspots purchased for any student who needs one ("Access to Devices and Connectivity") • Established Objectives for Equity and Justice ("Guiding Principles - Tenets of the ISANA Educational Model")
4. Communication	<ul style="list-style-type: none"> ▪ Training for all stakeholders on all online systems of communication. ▪ Opportunities for two-way conversations with all stakeholders is vitally important when generating plans and monitoring implementation. ▪ Frequent and consistent messaging from the school and organization are needed, with safeguards to ensure communication reaches all families. ▪ Verbal interpretations and written translations must continue to be available for all families who require them. ▪ Return to school success stories should be shared with stakeholders through social media, newsletters, news releases, and media outlets. 	<ul style="list-style-type: none"> • Training will be provided in August 2020 ("Pupil and Family Engagement and Outreach") • Consultation of Stakeholders ("Instructional Plan Creation Process, including Stakeholder Engagement") • Standardized Communications Systems Established ("Pupil and Family Engagement and Outreach")

<p>5. Technology and Infrastructure</p>	<ul style="list-style-type: none"> ▪ Timely distribution of laptops and Wi-Fi devices must be further strengthened to support student access to online instruction. ▪ Learning platforms and video conferencing must be able to support consistent access by ISANA Academy students and staff. ▪ Students must have secure ways to access synchronous (live) learning. ▪ Provide additional tech-related equipment for staff to deliver live instruction more effectively 	<ul style="list-style-type: none"> • Chromebooks purchased for all students and hotspots purchased for any student who needs one. Distance Learning Technology Kits purchased for teachers. (“Access to Devices and Connectivity”) • Consistent Learning Platforms established. (“Access to Devices and Connectivity”)
<p>6. Staff Support and Professional Development</p>	<ul style="list-style-type: none"> ▪ Continue to provide the space and time for meaningful staff collaboration opportunities by allocating one day a week to professional development for all staff. ▪ All staff should receive sustained professional development on a range of: <ul style="list-style-type: none"> ○ Crisis-related issues, self-care, and productivity tools. ○ Best practices within Distance Learning and effective technology use overall. ○ Best practices for creating culturally responsive learning environments with explicit dialogue, strategies, and techniques that address race in their classroom spaces. ▪ Ensure that all staff have consistent access to Wi-Fi and internet connectivity so they may effectively support students, families, and the instructional program. ▪ Promote integration of the Arts into general education instruction to by increasing collaboration between Visual and Performing Arts staff and general education teachers 	<ul style="list-style-type: none"> • Friday Professional Development Day allocated (“Distance Learning Professional Development,” “Continuity of Learning”) • Distance Learning Technology Kits purchased for teachers (“Access to Devices and Connectivity”) • Arts Instructors to participate in weekly Collaboration meetings (“Distance Learning Professional Development”)

<p>7. Parent and Family Support</p>	<ul style="list-style-type: none"> • Continue to empower all stakeholders, including parents, staff, and students in using technology through workshops and orientations throughout the entire school year. • Continue to offer parent meetings in a virtual setting (whether in-person learning takes place or not). • New parental partnerships that include stronger ties to our Communications Manager. 	<ul style="list-style-type: none"> • Systematized Communications Systems Established (“Pupil and Family Engagement and Outreach”)
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ISANA Academies' Alignment to California's 4 Stages and Governor's Framework

The table below shows the alignment between California's stages and ISANA Academies' proposed instructional model. However, based on the Governor's Framework published July 17, 2020, decisions to open for any in-person instruction will be determined by the CDPH Monitoring List. ISANA Academies are all located in Los Angeles County. Schools located in counties that are on the CDPH Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines. When ISANA Academies re-open for in-person instruction, ISANA will implement all required health precautions.

	CALIFORNIA DESCRIPTION	ISANA ACADEMIES DESCRIPTION
STAGE 1 	Safety & Preparedness: Stay at home except for essential and permitted activities.	Learning is solely virtual, with accountable and responsive teaching and learning in place. Students still receive all school meals via a grab-and-go format at designated times.
STAGE 2 	Lower-risk workplaces: Gradually opening some lower workplaces (e.g. retail, manufacturing, etc.) with adaptations at a pace designed to protect public health.	If Los Angeles County has come off the Monitoring List for 14 consecutive days, in-person instruction may resume. Social distancing measure are implemented; Distance Learning and Blended Learning options available; strict protocols for health and safety in place for staff, students and families and visitors. Be prepared to revert to stage 1 immediately and with minimal disruption to student learning. Students still receive all school meals via a grab-and-go format or in-person at designated times.
STAGE 3 	High-risk workplaces: Phase in higher-risk workplaces at a pace designed to protect health and safety, beginning with limited personal care and recreation venues (with workplace modifications).	If Los Angeles County has come off the Monitoring List for 14 consecutive days, in-person instruction may resume with increased access to on-site learning; protocols for health and safety maintained. Be prepared to revert to stages 1 or 2 immediately and with minimal disruption to student learning. Students still receive all school meals via a grab-and-go format or in-person at designated times.
STAGE 4 	End of Stay at Home Order: Gradually open larger gathering venues at a pace consistent with public health and safety, such as nightclubs, concert venues, and live audience sports.	Normal operations, as long as permitted by state and local orders and guidance. Be prepared to revert to stages 1, 2, or 3 immediately and with minimal disruption to student learning.

Overview of Two Instructional Models for ISANA

ISANA has outlined two instructional models that will be employed based on health and governmental guidance.

Instructional Model 1: Full Distance Learning for All Students

In Instruction Model 1 for ISANA, all students receive full distance learning. In this scenario, no students are served in school buildings on a routine basis. School building access would be limited and primarily used for distribution of technology or instructional resources. Staff may access buildings for instructional purposes, as permitted by state and local health department guidelines. In rare circumstances when a necessary specialized service cannot be provided remotely, individual students may be permitted into an ISANA facility by appointment, if allowed by state and local order and guidance, and with strict mitigation strategies in place.

All instruction in this model will be delivered through enhanced distance learning practices in which students engage in both live, teacher-directed instruction and asynchronous, self-paced digital content. During the time that physical schools are closed for in-person instruction, ISANA will make every effort to ensure that our students' education continues uninterrupted. The ISANA Instructional Plan and professional development provided throughout the school year will provide educators with continued guidance on delivering content and communicating with students in the manner that is the most familiar and effective to ensure continuity of service.

Students TK-8th grade will receive virtual instruction with synchronous and asynchronous learning daily. One day per week, (currently set for Friday but subject to change), is set aside to support educator professional development and planning time (with the possible exception of a live, educator-directed morning meeting held for all students to attend). The sample schedule below illustrates the full distance learning model. (Additional details on instructional minutes will be provided below).

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous and Asynchronous Learning for all students	Asynchronous Learning for students. Professional Development and Collaboration for All ISANA Staff			

Instructional Model 2: Blended Learning: In-School Learning with Health and Social Distancing, with Full Distance Learning Option

In Instructional Model 2, students will take part in "Blended Learning" - a combination of in-person and distance learning, with options for full distance learning for families who request it. ISANA seeks to offer classroom-based instruction whenever possible, but only once it has been advised that it is safe to do so by health and governmental agencies.

As student and staff safety is paramount, strict health and safety protocols will be in effect in schools. At the time of the writing of this document, the most recent guidance is the July 17th 2020 California Department of Public Health Framework, which outlines for schools when and how to implement in-person instruction for the 2020-2021 school year. Details from this plan are included in the next paragraph. As official guidance continues to be updated based on new evidence and data from the CDC and California Department of Public Health, ISANA will modify its practices accordingly.

In this model, access to ISANA buildings is limited in accordance with health and safety guidelines, and visitor access is restricted. Appropriate signage is posted across the campus to reinforce safety rules. When in the building, adults must stay six feet away from one another and 6 feet away from children, and students should also maintain six feet of distance from one another. Those entering the school must fill out a health screening to report that they or their child are asymptomatic and have not been exposed to anyone who is symptomatic. Any student or staff exhibiting a fever or other symptom will be immediately sent home. If anyone in a student's or staff member's household is sick, they too should stay home. ISANA will rapidly and appropriately respond to any outbreaks in the community or school and will implement all necessary health and safety protocols. Masks are required for all staff and for students in 3rd grade and above; students in 2nd grade and below are strongly encouraged to wear a mask or face covering. ISANA will provide a face covering (face mask and/or a face shield) to any staff member or student who needs one. Facilities will undergo daily sanitizing of high-touch areas (doorknobs, handles, etc.) using a medical grade solution, and we will provide hand sanitizer and disinfecting solution so that students and staff are able to regularly clean their hands and sanitize their areas as needed. When possible, contracted cleaning services will be used for nightly cleanings of the facility and to meet high needs.

To ensure students and staff can meet physical distancing requirements, instructional delivery under this scenario may require implementing new instructional bell schedules that allow fewer students to come onto campus at a time for in-person learning. Students who are not attending in-school on any given day would participate in asynchronous and/or synchronous (live) distance learning, using digital curriculum resources and instructional tasks assigned by their teachers. This structure would involve a rotating day schedule for in-school and distance instruction with groups of students attending in-school on assigned days each week (or in mornings or afternoons). Depending on the level of risk in Los Angeles County according to public health data at the time this scenario launches, the number of students served each day could vary.

Additionally, capacity limitations may require decisions to prioritize classroom-based instruction for the highest need populations, such as students with disabilities, English learners, primary grade students, and students who have experienced significant learning loss due to school closures in the 2019-2020 school year or are at a greater risk for experiencing learning loss due to future school closures.

Full-Time Distance Learning by Request

Even when students are allowed to return for in-school learning—whether with social distancing or in a “new normal” environment, there will be some students who are unable to join their peers in person, due to being immunocompromised or their families preferring to keep them at home due to the potential for virus exposure within a traditional school setting. We commit to serving these students virtually and ensuring they have a robust equitable education.

ISANA will offer families the opportunity to indicate their intention to keep their children out of a physical school setting for the 2020-21 school year. For families who elected this option, ISANA will deliver an alternative instructional model designed to be completed 100 percent outside a traditional school. Students served under this model will receive full-time instruction via digital curriculum resources along with some synchronous/live direct instruction and support from ISANA Academies.

The sample schedule below illustrates the blended model.

Sample Schedule for TK-8, Instructional Model 2

Monday	Tuesday	Wednesday	Thursday	Friday
Group A- In School	Group A- In School	Group A- Online/Async	Group - Online/Async	All Groups: Online/Async
Group B- Online/Async	Group B- Online/Async	Group B- In School	Group B- In School	Professional Development and Collaboration for All ISANA Staff

Key Features of the Blended Learning model include:

- A staggered schedule will have 50 percent of the students coming to school per day, in order to conform with recommendations of physical distancing in the classroom.
 - In the above table, Group A comes to school on Monday/Tuesday all day, while Group B engages in virtual learning. Group B comes to school on Wednesday/Thursday all day, while Group A engages in virtual learning.
 - Group C: 100% virtual learning would be available for families who may need or want this option, including those with underlying health conditions or a compromised immune system, or those who are more comfortable keeping their children at home.
- Instructional plans for virtual learning on the days which students are not at school.
- Fridays will be kept for staff planning and professional development, while all students work virtually.

Elements Present in Both Instructional Models for ISANA to Ensure Continuity of Instruction

Regardless of the instructional model in place throughout the year, some elements will be universally needed and present to support the continuity of learning across ISANA Academies. ISANA will ensure that the instructional content and curriculum provided through Distance Learning will be at a level of quality and intellectual challenge that is substantially equivalent to the in-person instruction that students would otherwise receive.

For schools across the state, country and world, the 2020–2021 school year presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020, as well as the uncertainty associated with what the “return to school” will look like. While every school year there are students who require support in addressing unfinished learning from prior grades, this challenge is felt more prominently in the 2020–21 school year. Most importantly, the pandemic has further shed light on inequities that have always existed: that rich, engaging instruction at grade level has typically not been offered to students of color, students experiencing poverty, and emerging bilingual students. ISANA educators believe that it is entirely possible to hold high expectations for all students and address unfinished learning in the context of grade-level work. Furthermore, we hold an asset-based and growth mindset and are fully committed to tapping into the knowledge and experiences that students bring with them in order to unlock their creativity and energy in learning something new. Now, more than ever, time is a scarce commodity in classrooms and strategic instructional choices about which content to prioritize, and what and how to assess, must be made.

Instructional Delivery for Maximum Impact

- **Daily Live Interaction** - Students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction can take many forms, including, but not limited to, internet and telephonic communication. Details regarding Daily Live Interaction and Instruction can be found in this plan in the section *ISANA Instructional Model 1: Distance Learning for All*.
- **Small Group Instruction** - All stakeholders shared with us the critical importance of small group instruction in distance learning and a desire for this to continue. This will be even more important as students return in the fall at different places in their learning. Therefore, we are planning structures that will allow our teachers to conduct both in-class and virtual time in small groups, with larger group sessions for class connectedness and social-emotional wellness.
- **Scheduling** - We are scheduling students into cohorts to maximize instruction, as well as make collaboration between departments and co-teaching possible, particularly with students with disabilities.
- **Flipped Learning** - Research has shown that what’s known as the “flipped model of education” leads to particularly positive outcomes in a blended learning environment. This is a common model for universities and employing it will help prepare students for their future educational world.

In the event that daily live interaction is not feasible as part of regular instruction, ISANA Academies, with parent/guardian and local stakeholder input, will develop an alternative plan for frequent live interaction that provides a comparable level of services and school connectedness.

All students will also have access to modules/lessons or projects that will provide more rigor or depth within content areas. Based on need for all students, including students with disabilities, English learners, and foster youth, teachers will continue to provide additional support such as:

- Re-teaching and differentiated instruction via video-conferencing and recorded lessons
- Targeting specific skills and providing tailored support for small group instruction based on data
- Providing accelerated learning opportunities for all learners
- Utilizing ISANA-adopted interventions and programs
- Providing access to mini-lessons recorded for students to access as often as needed
- Monitoring the SEL and academic needs of all students by classroom teachers with the support of school and other ISANA personnel as needed
- Training staff such as paraprofessionals, instructional aides and others to provide instructional assistance and tutoring to support each student's educational needs
- Coordination of Services Team (COST) team will evaluate student data and student work to identify students for Multi-Tiered System of Support (MTSS) levels. Delivery of intervention will acknowledge appropriate models.

Mental Health and Social Emotional Well-Being

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. ISANA is committed to supporting the mental health and social and emotional well-being of students and staff. ISANA will reinforce and enhance curriculum focused on social-emotional learning, relationship building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. ISANA Educators will also participate in a series of professional learning modules on social-emotional learning and mental health sessions to support their own well-being.

Specific strategies will include:

- Morning meetings or check-ins, and intervention blocks used to provide instruction in social-emotional learning and relationship building.
- Counseling staff providing mental health support and resources, including group or individual counseling and consultation for students and families, as needed.
- Behavior intervention teachers and school psychologists supporting students and caregivers with additional interventions and resources.
- Weekly Check in Call
- Implementation of newly purchased Social Emotional Curriculum: *Second Step*

Tiered Interventions

A Coordination of Services Team (COST) constitutes a strategy for managing and integrating various learning supports and resources for students. COST teams identify and address student needs holistically and ensure that the overall system of support works together effectively. A COST is a multidisciplinary team of school staff and providers who:

- Create a regular forum for reviewing the needs of individual students and the school overall.
- Collaborate on linking referred students to resources and interventions.
- Support students' academic success and healthy development.

COST Teams at each school will continue to:

- Identify students who need additional support through a schoolwide referral system.
- Assess referred students to explore strengths and support that may be needed.
- Coordinate efforts to link referred students to appropriate support systems by tracking progress and tailoring interventions over time.
- Assess learning support needs schoolwide, make recommendations about resource allocation to the administration and recruit new resources. Evaluate student data and student work to identify students for support and intervention

Rigorous Curriculum and Programming Aligned to ISANA Vision and Student Needs

- **Strategic Pacing** For schools across the state, country and world, the 2020-21 school year presents a unique set of opportunities and challenges due to the spring 2020 disruption to instruction, as well as the uncertainty associated with what the "return to school" will look like. In every school year there are students who require support in addressing unfinished learning from prior grades; however, this challenge is felt more prominently in the 2020-21 school year. Most importantly, the pandemic has further shed light on inequities that have always existed - that rich, engaging instruction at grade level has typically not been offered to students of color, students experiencing poverty, and emerging bilingual students. Our ISANA educators believe that it is entirely possible to hold high expectations for all students and address unfinished learning in the context of grade-level work. Furthermore, we hold an asset-based and growth mindset and are fully committed to tapping into the assets and experiences that students bring with them in order to unlock the creativity and energy they bring to the joyful work of learning something new. Now, more than ever, time is a scarce commodity in classrooms and strategic instructional choices about which content to prioritize, and what and how to assess, must be made.

With the above in mind, and with guidance from *Student Achievement Partners* (a non-profit dedicated to improving student achievement) and the *2020-21 Achieve the Core Priority Instructional Content for ELA/Literacy and Mathematics*, our instructional leaders have developed content that will be the pacing focus of all students, particularly in mathematics and literacy and language arts. Therefore, this approach provides both the same challenging work and the same cognitive demand from all students.

- **Digital Resources** Whether learning takes place primarily in an online environment or face-to-face, expanded digital resources will ensure students have consistent access to high quality learning tools. Staff will continue to receive training and support in applying blended learning strategies, which involve a mix of teacher-directed and student self-directed learning. Expanded digital materials and intervention support at all levels will enable students to benefit from supplemental learning tools.

Content Area	Core Curriculum	Supplemental Resources
English Language Arts	Houghton Mifflin Journeys and Holt McDougal Littel <i>(Note: ISANA will be moving into ARC for the 2021-2022 school year)</i>	i-Ready Toolbox RAZ Kids (Reading A to Z) BrainPOP, BrainPOP Jr. Starfall
Mathematics	Ready Math (new for the 2020-2021 school year)	i-Ready Toolbox BrainPOP, BrainPOP Jr. Starfall
Science	Mystery Science (Elementary) Amplify Science (Upper Elementary/ Middle School)	BrainPOP, BrainPOP Jr.
Social Studies	Houghton Mifflin California Impact (McGraw Hill) for Grades 6-8	BrainPOP, BrainPOP Jr.
English Language Development	<i>ELD Standards-Based lessons for Designated and Integrated ELD are designed around lessons covered in the Core Curriculum for other topics</i>	RAZ Kids BrainPOP ELL
Social-Emotional Learning	Second Step Curriculum	
The Arts - Visual and Performing Arts	VAPA Standards & CTE Model Curriculum Standards for Arts, Media and Entertainment	
Physical Education and Health	PE and Health State Standards	

- Expanded Learning (Afterschool) Services** 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.
- Instruction in the Arts** 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 focus for students to explore, expand their knowledge and practice, and to creatively produce their ideas, bring awareness to social and 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.

Repository of Materials

A repository of materials will be made available to staff, students and families and will include:

- Video tutorials for parent and others to access about the adopted standardized LMS platforms and programs
- Recorded instructional videos (**all live lessons** will be **recorded** for students to access at a later time, as needed)
- Shared lessons and activities through shared platforms for educators to access as desired

School Nutrition

ISANA Academies will continue to provide nutritional meals to all ISANA scholars during the entire year, regardless of the format of instruction. ISANA's meal distribution will follow all regulatory guidelines from the CDE, National School Lunch Program, and the CDPH. Meals will be distributed on a grab-n-go basis during times of distance learning. When students return to campus, ISANA will provide on-site meals as well as grab-n-go meals, as applicable.

Intervention Services - Supports for Students with Unique Needs

In light of the COVID-19 pandemic and school closures, all learners will continue to require flexible and responsive support for their academic, behavioral, and wellness 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 will 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 will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3). Schools will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers, including school counselors and psychologists, will work flexibly across the school to address student needs.

Intervention will also be 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 will also provide additional opportunities for students to benefit from software programs such as i-Ready.

Below are details on how the school will provide academic and other related support for particular groups of students:

Supporting Students Who Are Not Performing at Grade Level

ISANA Academies has the primary goal of increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as achieving below grade level. Professional development for our teachers will include specific training in recognizing students achieving below grade level, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. If a student is identified as achieving below grade level:

- Parents will be informed of the student's academic standing within one week of identification.
- Within two weeks of identification, the school will schedule a conference between the student, parent, teachers, and the administrator or his/her designee to develop an action plan. The individualized action plan for achievement will have specific responsibilities for the student, parent, and teachers.
- In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher's assistant.
- Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance.

Coordination of Services Team (COST) is the learning support umbrella structure that brings together all support service providers at a school site. It consists of a team of school staff members that meets on a regular (weekly or bi-weekly) basis to provide a systematic, preventative approach to student intervention. This process allows staff to: discuss student concerns (behavioral, social, learning, attendance, welfare) before they escalate; recommend tier 1-2 interventions prior to involving parents; provide support for classroom teachers; and regularly monitor student response to interventions.

Student Success Progress Team (SSPT) is a team consisting of school staff members and the parent or guardian of the student being referred that meets to discuss student strengths and needs. The team is responsible for developing a support plan, meeting six to eight weeks following the first meeting to check student progress towards the support plan, and make any necessary changes to the support plan to ensure greater success. A support plan consists of a summary of demonstrated behaviors by a student that necessitates this degree of support; summary of any actions already taken by teacher, parent, or other staff to address the needs of the student; a description of new actions to be taken in order to address the specific situation; and a one-page agreement, to be agreed upon and signed by all concerned parties.

Through the school's pre-referral procedures, students may receive Tier 1 or Tier 2 interventions as determined by the COST or SSPT, based on students' needs.

Response to Intervention (RTI): Through the COST and SSPT pre-referral process, students may access Response to Intervention (RTI) services in areas of concern such as academics, social, and behavioral. RTI provides staff with a multi-tiered approach to early identification and support of students with learning and behavioral needs. At ISANA, RTI begins with high-quality classroom instruction for all students. Ongoing student assessment serves as a tool for universal screening and progress monitoring. Data collected through student assessments is used to determine student needs and to make referral decisions. A multi-tiered approach is used to differentiate instruction for all students. Within Tier 1, all students receive high-quality instruction and differentiation from the classroom

teacher. Students not making adequate progress with Tier 1 support are then provided with increasingly intensive instruction that is matched to the student's specific needs. Tier 2 intervention services are targeted to specific student needs and may include support such as: small group instruction, academic support within learning center, tutoring, social skills groups, and a behavioral support plan. Tier 3 intervention support is intensive and requires comprehensive evaluation. Students that do not make adequate progress through Tier 1 and Tier 2 support may be referred to a comprehensive evaluation and may be considered for eligibility for special education services. Students qualifying for Tier 3 support may then receive individualized, intensive interventions that target specific student-skill deficits.

For the 2020-2021 school year, all students will take a diagnostic assessment at the start of the year. The results will help identify students achieving below grade level. Additional assessment tools may also be used such as: Smarter Balanced Assessment and/or internal diagnostic reports, report cards/progress reports from the most recent school year, kindergarten checklists, and/or publisher provided curriculum-based assessments. For English Learners, the initial date of identification as an EL or IFEP and progress in ELD level will also be reviewed and taken into consideration. Some instructional strategies utilized for students achieving below grade level include: pre-teaching and re-teaching skills and lessons in small groups, using visual cues, repetition, modeling, using graphic organizers, print-rich environments, teaching through hands-on activities using realia, and tutoring (in-school and after-school). Teachers will monitor the progress of these students weekly in their data reflections, as well as after each Diagnostic exam.

The COST, SSPT, and RTI services described above are provided to students achieving below grade level. Faculty, staff and administrators will 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.

Supporting English Learners (ELs)

Instruction for English learners will include a defined minimum time allocation for designated English language development (ELD) instruction within the student's schedule, with opportunities for extended instructional time provided to ELs identified as needing intervention. Integrated ELD instruction and ISANA-adopted English learner practices will take place throughout all academic lessons. Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Bilingual counseling and psychology services will be available to support students' social-emotional needs and academic advising. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

Standard English Learners (SELs)

Standard English Learners have often been left out of the conversation of students who need language support. ISANA is committed to serving their needs as well. Standard English Learners are socioeconomically disadvantaged students who speak African American Vernacular English (AAVE) and Latino American Language. SELs have mastered a language variety that is of a non-mainstream form. Each of these varieties is based largely in English vocabulary and grammar, but employs its own phonological, lexical, syntactic, discourse, pragmatic and usage features. The mastery and

application of the complex linguistic rules of these English varieties generate differences between the students' home speech and the language of the school. Strategies to ensure success for this group include:

- Develop teachers' knowledge, understanding and positive attitudes toward SELs and the non-standard varieties of language they use;
- Develop teachers' linguistic knowledge about non-standard varieties of English;
- Incorporate this linguistic knowledge into instructional practice;
- Use student engagement strategies and appropriate scaffolding techniques to improve SELs' access to core content;
- Utilize a balanced approach to literacy instruction that includes instruction in all the cuing systems; syntactic, semantic, grapho-phonetic, and pragmatic;
- CRRE;
- Mainstream English Language Development Strategies.

Supporting Students with Disabilities

ISANA will ensure that all students with disabilities have access to the special education and related services provided in their individualized education program (IEP) to the maximum extent possible and consistent with the Individuals with Disabilities Education Act (IDEA), California law, and local public health orders. If in-person services are not possible, the IEP team may consider, depending on the student's individual needs and abilities, whether virtual services would be appropriate.

ISANA will ensure that the services, supports, and accommodations offered in a student's IEP can be executed in a distance learning environment to the extent possible, including, if applicable, the services called for in a student's IEP under Education Code section 56345(a)(9)(A).

In addition, special education services for students with disabilities will include increased time for synchronous instruction and explicit expectations for greater consistency, as provided in their IEPs. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by their IEP. As needed based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. The student support model will be complemented by enhanced professional development for staff and training for caregivers.

When appropriate, ISANA Academies will convene virtual IEP meetings, in lieu of in-person meetings, to ensure that it complies with its obligations under the IDEA and related California law.

Students Served in Foster Care

ISANA is dedicated to enhancing the educational outcomes of students residing in foster care (e.g., with relative caregivers or foster parents). We provide comprehensive services to improve attendance as well as maximize the educational achievement and the social-emotional well-being of all foster youth. Student and Family Services Coordinators advocate for the educational rights of students in foster care, as well as provide consultation to school staff, community agencies, and caregivers on issues specific to students in foster care.

While it is important to identify all specialized student populations to provide necessary support to ensure that they succeed in school, it is equally important to understand that the identification of these specialized student populations is a personal and sensitive matter. School site staff shall treat this information with sensitivity, keeping the identification of these specialized student populations confidential, unless required to disclose.

Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness. It was reauthorized in 2001 by Title X, Part C, of the No Child Left Behind Act. The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015, which was signed into law by President Obama on December 10, 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. The McKinney-Vento Homeless Assistance Act, as federal law, supersedes state and local educational law and policy.

Accordingly, schools identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students. The basic educational protections of the reauthorization apply to all school districts in the United States.

The economic effects of COVID-19 are vast, and an increased number of families are facing unemployment, financial strain, and homelessness. Below are strategies to employ with students who are homeless:

- Conduct training with educators and families on the McKinney-Vento act. Train school personnel to identify families that meet the criteria for the McKinney-Vento program.
- Provide recommendations and strategies for school-based outreach so educators can contact homeless families to identify health needs and provide resources for health, safety and basic needs. Additional unique supports such as uniforms, food distribution and hygiene kits will be provided.
- Ensure staff know who is the McKinney-Vento District Liaison (Director of Pupil Services) to facilitate, collaborate, link and respond to the academic needs for students experiencing homelessness.
- Participation and engagement will be monitored to assist and support McKinney-Vento students to ensure they have adequate access to Wi-Fi, graphic calculators, equipment such as Chromebooks or other technology.
- Also, collaborate with shelter and motel managers and other community resources (such as Worksource Centers and health clinics) to ensure all safety and wellness needs are being met, in order to coordinate support and develop appropriate responses. Ensure McKinney-Vento families know where they can go for COVID testing.
- Include on our website resources and services for families experiencing homelessness.
- Teachers will be encouraged to schedule online conferences or phone calls, depending on the means of communication that better fit the families, and will strive to understand the unique educational challenges and strengths of these particular students.
- Provide clear online and phone supported enrollment processes. For those families who have challenges in completing the process online, provide alternative processes and support.

- The McKinney-Vento District Liaison will continue to provide support for principals and staff to determine appropriate resources and supports based on each unique housing situation.
- School supplies will be available as well as referrals to community partners to meet the immediate needs of students, as well as opportunities for tutoring.

Supporting Students Requiring Mental Health Supports

Counseling is an integral part of ISANA’s total educational program. It is developmental by design and will include sequential activities organized and implemented by community partners with the support of teachers, administrators, students, and parents. The counseling program is an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services (e.g. self-image and eating issues, negative peer relationships, grief from loss of a family member, desire to harm self, or consistent behavior that interrupts instruction, or other behavior that is not aligned to ISANA classroom expectations) may be referred for counseling by a parent, teacher, or administrator. All ISANA schools are staffed with a counselor as well as a psychologist.

ISANA-Wide Adopted Virtual Learning and Communication Platforms

As part of the distance learning program, students will have access to various devices and software. In addition, staff and educators will use a variety of virtual learning and communication platforms. ISANA will ensure that all software and applications used as part of its educational program are compliant with current federal and state privacy laws. Below is a list of the learning and communication platforms that ISANA Academies will utilize. Directions and/or video tutorials for accessing and using the platforms described below will be available on the ISANA Distance Learning Website.

Teachers and related service providers will utilize virtual learning platforms in order to deliver lessons, provide feedback, assess student work, and communicate with students and families. Teachers will use a standardized LMS to post assignments, expectations, and instructions for completing each assignment every week for all students in their classes. All educators will be trained on the appropriate LMS. Schools will contact families to schedule setup and training in these platforms. If you have not heard from your school, please contact your child’s teacher.

School	Student Information System (SIS)	Learning Management System (LMS) (Access through Clever)	Communication Systems
All Schools	PowerSchool		ISANA Website ISANA Facebook ISANA Instagram One Call Now (email, text, and call families)
Nascent		Google Classroom	ClassTag
Octavia		Seesaw	ClassDojo
Palmati		Google Classroom	ClassTag

Cardinal		Seesaw	ClassDojo
Achernar		Seesaw	ClassTag
Himalia		Seesaw	ClassDojo

Clever

The Clever Portal is a single-sign-on (SSO) platform for all grade levels. The Clever portal allows students and staff to access learning apps such as i-Ready, Seesaw, Google Classroom, BrainPOP and many others, from one single location, with a single username and password. Further, the portal is personalized so that students see the apps that are most relevant to them. Teachers can create their own custom pages of digital resources for their classes. Students will find these teacher picks alongside school applications when they log in to their portals.

ZOOM

Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, webinars, and virtual instruction. Zoom can enhance home/school communications to meet the growing needs of today's students.

In order to protect students and teachers from intruders during Zoom live, virtual learning, ISANA has purchased licenses for all teachers and instructors. Staff can access the official ISANA Zoom application via the Clever platform, which is described below. Zoom supports the ISANA's virtual learning plan by facilitating the following activities:

- ISANA Educator-led live lessons
- Virtual field trips to bring the world inside the classroom and enrich student learning
- Administrative staff meetings to connect staff across the school and/or organization
- Virtual professional development offerings
- Communication tool for important safety information via audio and video
- Virtual tutoring, counseling, and support services

Microsoft Teams

In addition to Zoom, ISANA also utilizes Microsoft Teams as a communication platform as well as a lesson delivery platform. Microsoft Teams is located in the staff and student portals through the Office 365 program installed on every ISANA-issued laptop.

Learning Management Systems

Seesaw

Seesaw serves as one of two learning management systems adopted by ISANA for use at all grade levels and across all content areas. Seesaw allows teachers to assign tasks that engage students with a variety of work. Teachers can follow up by approving posts, offering feedback and making items accessible to families. Teachers can easily view all students' submissions at once and can also enable student-to-student feedback. Teachers use Seesaw to push out assignments to a whole class or to small groups or individuals to help further personalize instruction. Students can show their work and thought process in real time by submitting a video of themselves working through a math problem, snapping a picture of a paragraph they wrote, recording themselves reading aloud or uploading a file to demonstrate their learning. Students can also collaborate with each other to offer suggestions and

feedback on each other's work. Through the use of Seesaw, students build a digital portfolio that empowers them to independently document what they are learning at school.

Google Classroom

In addition to Seesaw, ISANA Academies has also adopted Google Classroom as a learning management system. Much like Seesaw, Google Classroom allows teachers to create classes, distribute assignments, grade student work and send feedback-all in one place. In addition, with Google Classroom, teachers can seamlessly integrate Google Docs, Google Slides and other Google services. Google Classroom also allows for virtual classroom discussions as well as classroom announcements.

Home-School Communication Tools

Building relationships and trust through regular ongoing communications and meaningful interactions with families is critical to creating effective partnerships. These partnerships ensure our school community is ready to respond to any challenge, such as increasing consistent attendance, shrinking achievement gaps, responding to a community tragedy, or ensuring the continuity of learning throughout the COVID-19 pandemic. The challenge of adjusting to distance learning during the COVID-19 pandemic brings with it fresh opportunities to forge new relationships and build trust with families. We know through research that students whose parents are engaged and involved in their child's learning have better educational outcomes, and that this remains true across racial and economic groups. This is the time to collaborate with the families most impacted by the inequities of the COVID crisis and co-create new resources, policies, learning innovations, relationships and traditions.

Throughout the year, as in any year, ISANA schools and staff will continue to communicate regularly in various forms including through our website at <https://isanaacademies.org/>, ISANA social media sites, phone calls, text and letters sent home. Additional ways that our schools and teachers will communicate includes the communication platforms described below.

ClassTag

ClassTag is an online classroom events management and parent involvement tool for teachers. It allows teachers to custom create classroom event and request notices for parents to view, RSVP, and participate in.

ClassDojo

ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.

Access to Devices and Connectivity

ISANA will ensure that all students have access to the necessary devices and internet connection to allow students to adequately participate in the educational program and complete assigned work by providing computers and hotspots to any student who needs one. At minimum, every ISANA Academy student will have access to a personally assigned ISANA-provided laptop for use at home and at school. ISANA Academies has also purchased Wi-Fi or Hotspot devices for distribution to

families, when reliable internet access is not available. Parents or students may request additional equipment, such as headphones, if needed. Technical guidance and support are available to all staff, students and families via a call center number and email helpdesk. For any students who may need it, ISANA will provide alternate methods to deliver comparable educational content. All ISANA families must sign an "Acceptable Use Policy" for their students to use an ISANA device. In addition, each teacher at ISANA will receive a "Distance Learning Technology Kit for Teaching," consisting of technology items such as wireless microphones and headphones, to facilitate virtual teaching.

Pupil Participation, Engagement and Progress

Whether learning from a distance or in person, **it is crucial and required for students to be present and engaged daily** in order to be successful academically and social-emotionally. All teachers will be sharing their schedules with you for synchronous and asynchronous learning before the first day of school; if you have any concerns about your child's ability to make the sessions or complete the work, please communicate with your child's teacher immediately.

Taking attendance allows us to ensure that the academic and social-emotional needs of all our scholars are being met. Likewise, it helps us address any barriers to attendance, including health issues and equity or access challenges.

For the 2020-2021 school year, California is requiring all public schools to track, monitor, and report on daily attendance for all students. ISANA teachers will take attendance daily in PowerSchool, our Student Information System (SIS). This all-in-one system will allow us to track attendance regardless of the instruction model we are using.

Parents can monitor their child's attendance in the PowerSchool Parent Portal (available on the web or through the PowerSchool app).

Definitions

Participation: A measure of whether a student has participated in any learning activity during the day. Participation is tracked by attendance in PowerSchool. Should a student not participate in either in-person instruction or distance learning, he/she will be marked absent for the day.

Engagement: A measure of a student's participation in the full educational experience - i.e. all learning activities throughout the day. Engagement is tracked through the student's weekly engagement record.

Mastery: A measure of how well a student has mastered the standards of his/her grade level. Mastery is tracked through the gradebook and report card section of PowerSchool.

Details

Participation (Attendance) has been defined by the state in the following way:

- For **in-person learning**, attendance is determined by the presence of the student during instruction.
- For **distance learning**, attendance is determined by the student's daily participation (which includes activities such as logging in to sessions, completing assignments and assessments, and staying in contact with the teacher). Students must log in, participate, and complete work daily to be marked present for the day.

All absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Should a student be absent, school staff (including teachers and/or office staff) will reach out to notify the parents/guardians of the absence and help assure the student returns to school quickly.

Should a student reach 3 absences in a week, parents should participate with the school in creating a **Re-engagement Plan**. This is crucial to assure that the student does not fall behind. See below for tiered strategies:

This Re-Engagement plan must include 3 parts:

- verification of current contact information for each enrolled pupil,
- daily notification to parents or guardians of absences,
- a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction.

Tiered Reengagement Strategies for Students who are Absent

For each absence, the teacher and office staff will attempt to reach out to the student/family via different means, including Class Dojo/Class Tag, phone calls, emails, texts, or via US mail. Office staff will run daily attendance reports in PowerSchool.

If a student reaches three absences in a week (60% of the week):

Tier 1 - Contact by Teachers:

Once the child reaches three absences, the teacher will complete a "Re-Engagement Plan" documenting the times and dates of all attempts and send to the School Administrative Team to provide Tier 2 supports.

Tier 2 - School Site Support Staff:

The School Administrative Team (including but not limited to the Student and Family Services Coordinator, Principal, SOM, Data Manager, office staff, or other support staff) will broaden the attempts to reach the student and family. This team will identify students who have reached 3 absences in a week not only by the teacher's Engagement Plan, but also by running a weekly ADA/ADM Participation Report through PowerSchool. These attempts may include, but are not limited to: calling all numbers on the student's contact list, checking records of siblings for additional contacts, or home visits. The School Administrative Team will add the dates and times of these attempts to the "Re-Engagement Plan" document.

If these attempts are not successful in returning the student to school, the School Administrative Team will forward the Re-Engagement Plan to the Tier 3 support team, including the Principal/Site Administrator and the Director of Pupil Services.

Tier 3 - ISANA Attendance Team:

The ISANA Attendance Team will work with the school on higher tier supports.

Details on Engagement

Teachers and related service providers will 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 will give detailed feedback to students on their performance on assessments and assignments, to support learning. Teacher feedback could be communicated through online meetings, phone calls or web-based applications,

and will give students valuable insight into their understanding, guidance on how to improve, and motivation to learn and grow.

Each teacher will maintain a **weekly engagement record** documenting 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.

Details on Mastery:

Per our **standards-based grading procedures**, grading will continue to be based on students' demonstration of mastery. Students' academic performance and grades in different content areas will be determined by assessments, performance tasks and cumulative projects. Other assignments, as well as observations, will 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 a reporting period. If students are not 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.

Pupil Learning Loss and Assessment

Assessment

The purpose for student assessments in the fall will be to identify students' learning needs and plan for upcoming instruction. Preparing for assessments geared to this purpose will be prioritized during the August 2020 Summer Bridge Kickoff. Resources and professional development will be provided for staff to support effective and appropriate assessment practices in a distance learning environment.

Measuring and Assessing Progress through Assessments

Teachers will administer assessments throughout the year to gather and review student performance data, adjust instruction and ensure students make progress towards learning goals and objectives. Assessments include:

- i-Ready Diagnostic Assessments (including an initial diagnostic assessment to take place at the start of the school year)
- i-Ready Standards Mastery Assessments
- Publisher assessments
- Performance tasks
- Cumulative projects
- Teacher-created formative and summative assessments
- State assessments

Distance Learning Professional Development

Weekly Collaboration

We will continue to designate one day a week (currently Fridays, but subject to change) for educator professional development and collaboration. Students will 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 supports needed for students.

2020-2021 Professional Development Theme: Creating a New and Better World

We are committed to taking strategic and sustained action to create equitable practices in our classrooms and campus environments that empower our students, educators and communities with the tools they need to dismantle systems of oppression and create a more just world. We recognize that Black children can be adversely affected by inadequate classroom management, low teacher expectations and cultural knowledge, lack of inclusive curriculum, and language inequities. ISANA Academies will be intentional in eliminating any inequities found in our immediate educational system. To do this, we re-affirm the established tenants of the ISANA educational model, which are listed at the beginning of this document and are based in themes of equity and justice. We also established the six objectives for equity and justice described at the beginning of this plan and commit to directing resources and monitoring progress towards meeting these objectives.

As ISANA, the decisions we make, including those around professional development, are made in the best interests of students and prioritizing equity and justice. ISANA staff began the 2020-2021 school year with an introduction to the PD theme for the school year: Creating a New World: A Focus on Equity and Justice in Schools. This included participation in the “21 Day Racial Equity Habit Building Challenge” as the first step in engaging explicitly in educator professional development around racial justice, equity, and implicit bias. Throughout the year, all staff will continue to engage in professional development and discussions on the topics of race and equity, as reflected in the scope and sequence below:

August - September - Shared Understanding: Equity and Justice Glossary

October - November - Reflective Journaling and Critical Dialogue

November - February - Disrupting Inequity: Having Brave Conversations about Bias

February - March - A Review of the Literature

April - May - Opportunity for Growth: Equity and Justice Case Studies

End of Year- Equity Reset

Professional Development to Address the Impact of COVID-19

In addition, as we encounter shifts in practice around instruction and health and safety, we recognize the need to support staff in learning to do their job in a different way. All staff will receive support and professional development in health and safety protocols, basic technology proficiency, innovative distance learning models, and social-emotional learning. Required professional development for site staff will include:

- Health and safety, PPE, and social distance requirements
- Workspace/classroom cleaning protocols
- Effective technology applications
- Communication tools and modalities
- Virtual platforms
- Social Emotional Learning
- Competency-based Learning
- Project based learning
- Universal Design for Learning (UDL)
- Best Practices for English Learners
- Flipped classroom model
- Positive school climate
- Restorative practices
- Growth Mindset
- Trauma informed care

ISANA Staff would continue to have access to a repository of professional development activities and resources to allow for flexible learning as needed.

Roles and Responsibilities in Supporting Distance Learning

Every person at ISANA is a Scholar and a Leader and is working to empower themselves and those around them to create a better world. Everyone has an important role to play to make Distance Learning successful. Below is a list of key roles and responsibilities for ISANA educators, students, and families.



Students:

- Identify a comfortable and quiet space to learn and study
- Communicate regularly with your teacher(s)
- Establish a daily routine for learning and dedicate appropriate time to learning, as guided by teacher(s)
- Check the online platforms for information on classes, assignments, resources daily
- Become familiar with the instructional resources that are accessible via the ISANA distance learning portal and/or website

- Engage in online learning activities being offered by your teachers and/or provided through online resources
- Finish your work with integrity and honesty, submit all assignments by due dates established by teacher(s)
- Be a good digital citizen
- Contact your teacher, principal, counselor, or student and family services coordinator if you need help with anything or you are feeling overwhelmed
- Take breaks for exercise, family time, and off-screen activities



Parents and Families:

- Establish routines and expectations
- Identify a space in the home where student(s) can learn comfortably
- Begin and end each day with a check-in, be mindful of stress or worry
- Support students' digital citizenship skills
- Assure that a mobile device and internet access are available at home; contact your school office if there is a need for a mobile device and/or internet access for at-home use
- Monitor school communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources. Visit the ISANA Distance Learning website for webinars, resources and up-to-date information on distance learning
- Encourage participation in distance learning offerings
- Maintain communication with your children's teachers and school leaders
- Engage children in conversations regarding assignments
- Monitor time spent engaging in online and offline learning
- Support children's emotional balance by providing time for physical activity and play
- Contact your child's teacher, Student Family Services Coordinator, or principal if you need anything



Teachers:

- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction

- Use ISANA adopted strategies (e.g. CAFE strategies) for English Learners (EL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical
- Observe established office hours during the regularly scheduled workday that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions
- Provide instructional resources and materials through digital learning means such as Zoom, Communicate regularly with parents and families regarding expectations and student progress
- Communicate with administrators for support on increasing and maintaining the engagement of all students
- Participate in professional development and virtual learning sessions as assigned
- Regularly monitor ISANA-wide and school communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources



All ISANA Educators

- Be available for students and parents
- Check emails and phones regularly, and respond to staff, students and parents in a timely fashion (within 24 hours, if possible)
- Provide instruction or support, and monitor student progress, to continue the academic and socio-emotional progress of students
- Contact students and their families regularly
- Monitor online student presence during lessons and ensure a high-quality, respectful learning environment
- Communicate with school administrators as soon as possible regarding any students who may be lacking basic needs, technology and/or educational needs; or expressing concerns for their safety and/or mental health

ISANA 2020-2021 School Day: Instructional Minutes

California Education Code has been updated for 2020-2021 to reflect daily instructional minutes required for each student. As can be seen in the chart below, ISANA exceeds these state requirements for all grade levels. Additionally, **attendance** and **grading** will be required for students participating in both the full-time online and in-person operating models, ensuring shared accountability for learning. (see more in the Attendance section)

ISANA REQUIRED DAILY INSTRUCTIONAL MINUTES VS CALIFORNIA REQUIREMENT <i>(Note: Includes Synchronous and Asynchronous Learning)</i>				
Content/Area	TK/K Daily Minutes	1-3	4-5	6-8
Education Code Minimum Instructional Minutes Requirements for 2020-2021	180 Daily Minutes <i>(to include daily live lessons)</i>	230 Daily Minutes <i>(to include daily live lessons)</i>	240 Daily Minutes <i>(to include daily live lessons)</i>	240 Daily minutes <i>(to include daily live lessons)</i>
ISANA Minimum Instructional Minutes Offered	190+ Daily Minutes <i>(of which at least 100 minutes are live)</i>	240+ Daily Minutes <i>(of which at least 120 minutes are live)</i>	250+ Daily Minutes <i>(of which at least 130 minutes are live)</i>	255+ Daily Minutes <i>(of which at least 140 minutes are live)</i>

- (1) **For in-person instruction**, instructional minutes are based on time scheduled under the immediate physical supervision and control of a certificated employee.
- (2) **For distance learning**, instructional time shall be based on the time value of assignments as determined, and certified to, by a certificated employee.
- (3) For a **combined day of instruction** delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of a certificated employee can be combined with assignments made under the general supervision of a supplemental certificated employee to meet the equivalent of a minimum day of instruction.

The chart also specifies for ISANA students the minimum number of minutes each day that should be delivered via live, synchronous instruction versus pre-recorded, asynchronous instruction. Teachers have the flexibility of scheduling synchronous and asynchronous instruction in a manner that is most conducive to teaching and learning, while still adhering to the ISANA Daily Instructional Minutes Guidelines.

To provide additional detailed support to teachers and students, ISANA studied best practices and models from other districts to develop examples and suggested guidelines for how many minutes to devote to various content areas, which is reflected in the chart below. It is important to note that the minutes per content area are a guideline to assist in planning purposes and ensure a holistic educational program, not a strict requirement. The actual number of minutes allocated per content area, and how this is divided into synchronous versus asynchronous instruction, will necessarily need to be flexible to adapt to the needs of the students in the class and the lesson being taught (as long as it falls within the general minute requirements listed in the "Required Minutes" table above). We know that every child is different; some may need less time while others may need more. We also know that

in project-based learning, single lessons can target more than one content area, and splitting up minutes by content area may not be practical.

Suggested Instructional Minutes Per Content Area Per Grade Level/Span				
Content/Area	TK/K Daily Minutes	1-3	4-5	6-8
Reading/Writing	80+ minutes	95+ minutes	75+ minutes	50+ minutes
Math	40+ minutes	65+ minutes	65+ minutes	50+ minutes
Science	30+ minutes <i>*TK/K teachers may focus on science for half of the trimester & social studies for the other half</i>	35+ minutes <i>*1st-3rd grade teachers may focus on science for half of the trimester & social studies for the other half</i>	60+ minutes <i>*Science or social studies taught daily; Each content 3 times weekly</i>	50+ minutes
Social Studies				50+ minutes
Social-Emotional Learning Morning Meeting	20+ minutes (synchronous)	20+ minutes (synch)	20 minutes (synch)	20 minutes (synch)
PE/Health <i>(minimum PE minutes waived for the 20-21 school year)</i>	20+ minutes (asynchronous)	25+ minutes (asynch.)	30+ minutes (asynch.)	35+ minutes (asynch.)
Arts <i>(all sessions are live)</i>	50 minutes <i>*one session per week</i>	50 minutes <i>*one session per week</i>	50 minutes <i>*one session per week</i>	50 minutes <i>*one session per week</i>
iReady (Math and ELA)	90 minutes weekly (45 minutes for ELA; 45 minutes for Math) <i>Recommended: 1-2 sessions per content area</i>			
Daily Reading	15-20 minutes independently or with an adult	20-30 minutes independently or with an adult	30 or more minutes independently	30 or more minutes independently
Designated ELD <i>*not included in total daily minutes</i>	30+ minutes	30+ minutes	30+ minutes	30+ minutes
Total ISANA Required Daily Instructional Minutes	<input type="checkbox"/> 190+ Daily Minutes, of which at least 100 are synchronous	<input type="checkbox"/> 240+ Daily Minutes, of which at least 120 are synchronous	<input type="checkbox"/> 250+ Daily Minutes, of which at least 130 are synchronous	<input type="checkbox"/> 255+ Daily Minutes, of which at least 140 are synchronous
Education Code Minimum Instructional Requirements for 2020-21 <i>(includes synch and asynch.)</i>	*K 180 Daily Minutes	*1-3 230 Daily Minutes	*4-8 240 minutes	

Overview of Instructional Minutes

All students will be engaged in synchronous and asynchronous activities daily. For the number of minutes required per grade level, see the chart above (ISANA REQUIRED DAILY INSTRUCTIONAL MINUTES VS CALIFORNIA REQUIREMENT).

☐ Monday-Thursday:

○ Live, Synchronous Instruction:



- Teachers will provide **live, synchronous instruction** in whole groups and small groups for **the specific minutes indicated in the chart above** across content areas.
 - As part of synchronous instruction, all students will also engage in live, social-emotional learning-focused **Morning Meetings** daily and will receive live instruction in the **Arts for 50 minutes**, once per week.

○ Asynchronous Instruction:



- Students engage in daily asynchronous academic activities including:
 - Physical education
 - **i-Ready** math and reading for **45 minutes** per subject per week.

- ☐ **Fridays:** Students will be engaged only in **asynchronous activities** except for participation in a live, teacher-facilitated Morning Meeting.
- ☐ **Students with disabilities** and students needing intervention will receive services as required/needed.
- ☐ **English Learners** will receive additional synchronous and/or asynchronous instruction daily, receiving **live language instruction at least twice weekly**. Approximately 30 minutes **per day** will be synchronous lessons or asynchronous choice activities and assignments for students.

Each class' schedule is decided by the teacher in conjunction with other departments (e.g. Special Education, the Arts) to meet the needs of the students in the class.

Scheduling

Scheduling is one of the first important decisions to make to ensure our academic program is effectively reaching all learners all the time. Setting up a consistent home routine will help each child succeed academically and social-emotionally.

<i>Sample Elementary Student Home Schedule</i>	
Time	Activity
7:30am	Wake up, Brush Teeth, Eat Breakfast
8:00am	Log on to Clever, check if I have any emails or announcements from my teacher
8:10-8:45am	SEL Morning Meeting
8:45-10:15am	English Language Arts 8:45-9:45 Zoom with my Class

	9:45-10:15 Work on My Own
10:15-10:35am	Snack and Break
10:35-11:30am	Math 10:35-11:00- Zoom with my Teacher 11:00-11:30 Work on i-Ready
11:30am-12:00pm	Outside Time for Physical Education
12:00-12:40pm	Eat Lunch
12:40-1:30pm	Arts Lesson for Social Studies PBL
1:30-2:00pm	English Language Development
2:00-2:20pm	Break for Reading
2:30pm	Log on to Teacher's Office Hours if I need help

SAMPLE Weekly DISTANCE LEARNING SCHEDULE

(Note: this is provided as a resource; actual schedules will vary by class and grade level)

Time	Monday	Tuesday	Wednesday	Thursday	Friday (ISANA PD & Collaboration Day)
8:10-8:45	Check for teacher emails & announcements SEL Morning Meeting				Weekly Round-Up (Live) *After the <i>Weekly Round-Up</i> students only engage in asynchronous activities for the day
8:45-10:15	Live Whole Group Reading/ Writing - Duration: 50-60 minutes Asynchronous Assignments/ Choice Activities: Duration: 30 minutes	Live Whole Group and Small Group: Reading/ Writing Duration: 50-60 minutes Asynchronous Assignments/ Choice Activities: Duration: 30 minutes	ELA: Small Group Guided Reading Duration: 50-60 minutes Asynchronous Assignments/ Choice Activities: Duration: 30 minutes	Live Whole Group and Small Group: Reading/ Writing Duration: 50-60 minutes Asynchronous Assignments/ Choice Activities: Duration: 30 minutes	Asynchronous Assignments/ Choice Activities: Duration: 35-45 minutes i-Ready Reading: Duration: 45 minutes (*see note in row below)
10:15-10:35	BREAK - Eat a Snack and Do Physical Activity				
10:35-11:25	Live: Math Duration: 20-30 minutes Assignments/ Choice Activities: Duration: 20 minutes	Live: Math - Small Group Session Duration: 20-30 minutes Assignments/ Choice Activities: Duration: 20 minutes	Live: Math Duration: 20-30 minutes Assignments/ Choice Activities: Duration: 20 minutes	Live: Math - Small Group Session Duration: 20-30 minutes Assignments/ Choice Activities: Duration: 20 minutes	Assignments/ Choice Activities: Duration: 20-30 minutes i-Ready Math: Duration: 45 minutes (*see note in row below)
	Throughout the week (student can complete in one or more sittings) <input type="checkbox"/> 45 minutes weekly of online instruction for i-Ready Reading				
11:25-12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:05-12:35	Asynchronous: Science/Social Studies Duration: 30 minutes	Live: Science/ Social Studies Duration: 30 minutes	Asynchronous: Science/ Social Studies Duration: 30 minutes	Live: Science/Social Studies Duration: 30 minutes	Asynchronous: Science/Social Studies Duration: 30
12:35-1:25	Asynchronous: PE Duration: 20 minutes	Live: Performing Arts Instruction Duration: 50 minutes	Asynchronous: PE Duration: 20 minutes	Asynchronous: PE Duration: 20 minutes	Asynchronous: PE Duration: 20 minutes
1:25-2:30	Live Designated ELD Duration: 30 minutes	Asynch. Designated ELD Duration: 30 minutes *ELD Choice Board	Live Designated ELD Duration: 30 minutes	Asynch. Designated ELD Duration: 30 minutes *ELD Choice Board	Asynch. Designated ELD Duration: 30 minutes *ELD Choice Board
Teacher Office Hours and Prep	Daily 2:30-3:30 <i>(If I need help, I will log on to my teacher's Office Hours.)</i>				NONE