

Learning Continuity and Attendance Plan (2020–21)

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

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

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 Achnernar Academy, and ISANA Himalia Academy.

ISANA Palmati Academy operates a high quality school in the historically underserved area of North Hollywood. The mission of ISANA Palmati Academy is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we enroll students from communities in need. The community surrounding ISANA Palmati Academy is growing rapidly and is highly impacted. The school opened in September 2011 with 243 students in Kindergarten through fifth grade and grew each year until reaching approximately 368 students.

The traditional school day is in-person. When the school closed to in-person attendance in March 2020 in response to COVID-19 precautions, it moved to an entirely distance learning model. This new style of accessing learning was a significant shift. We responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing, teachers and paraprofessionals are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting. In addition, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning.

For many ISANA students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in our distance learning model. School Counselors and Psychologists conduct outreach to students on their caseload and continue to accept referrals from all staff on behalf of any student in need of support. Support teams of educators also reach out to students to continue guiding

students on the path toward graduation and college and career readiness, and through phone calls as well as new communication platforms, Support teams led by the Student and Family Services Coordinator offer families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distribution events.

Despite these challenges, we intentionally used this period to analyze deeply the educational system to ensure that the programming we offer, as well as the manner in which we offer it, is rigorous, equitable, and leads to all students learning all the time, not some students some of the time. Indeed, not only the COVID-19 pandemic, but also 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, we set a goal this year not to return “back to normal” in education (acknowledging that “normal” has created systemic inequities in our country), 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.

In order to ensure extraordinary and equitable learning for ALL students at ISANA, we developed this Learning Continuity and Attendance Plan that 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.

Lastly, we have committed to not only providing for the academic needs of our students and communities, but also targeting their basic needs as well as their social-emotional needs, through a lens of equity, access, and justice.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

ISANA’s Learning Continuity and Attendance Plan was strategically and collaboratively designed to mitigate the impact of school closures on student achievement and well-being. To do this effectively, we enlisted input from ISANA educators, students, and families, and consulted guidance from research, health departments, and local, state and federal agencies, as is described below. This multi-pronged approach was designed to create an intentional infrastructure aligned to the needs of all students, families, and staff. From this input we identified key lessons learned from Distance Learning in the Spring of 2020 and updated our 2020-2021 plan accordingly.

Steps Taken:

1. Set clear vision for 2020-2021
2. Analyzed outcomes of Distance Learning in the Spring of 2020.
3. Gathered and analyzed input from Parents and Families

- a. Parent/Family input came through several means, including: surveys in March, June, and September; feedback from parent meetings, as well as SSC, DELAC, and PAC meetings monthly; individual parent/family check ins by teachers and other educators. Parents were encouraged to give feedback via emails, texts, communication apps such as ClassTag/Class Dojo, and phone calls.
4. Gathered and analyzed input from Staff
 - a. Staff input was gathered through several means, including: surveys, listening sessions, and weekly staff meetings to allow for two way communication. Staff from all departments were consulted. Staff was also invited to participate in planning committees and attend live office hours to provide feedback.
5. Gathered and analyzed input from Students
 - a. Student input came through regular communication and meetings with teachers and other support staff, as well as surveys.
6. Involved the ISANA Governing Board
 - a. We presented updates on our LCP and elicited feedback from the ISANA Board of Directors at each of its meetings, as well as meetings of its Audit and Compliance Committee.
7. Collaborated with other school leaders
 - a. We joined in regular collaborative meetings with other schools to plan together, as well as to learn from and share best practices.
8. Consulted up-to-date research and guidance health, federal, state, and local agencies
 - a. We participated in webinars and read publications from the Public Health Department, CDE, and other agencies on re-opening guidelines, Distance Learning, health and safety procedures, room capacity and site area analysis, cleaning supplies, PPE, etc.
9. Updated our LCP based on input, as described below.

[A description of the options provided for remote participation in public meetings and public hearings.]

We prioritized ensuring all stakeholders had access to public meetings and public hearings remotely. Therefore, these meetings were broadcast via Zoom, and the links to the meetings were shared with families through multiple means: regular letters, emails, texts, phone calls, Facebook and Instagram postings, our website, and through communication platforms such as Class Dojo, ClassTag, SeeSaw, and Google Classroom.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback we received can be categorized into seven areas:

1. Instructional Model

- 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.

2. Instructional Practices

- 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.

3. Equity

- Ensure one-to-one ratio with Chromebooks.
- Technology and connectivity must be provided 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.

4. Communication

- 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.
- Focus communication on methods to promote health and safety once we return to campus.

5. Technology and Infrastructure

- Timely distribution of Chromebooks and unlimited data Wi-Fi hotspot 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 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

6. Staff Support and Professional Development

- 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:
 - Crisis-related issues, self-care, and productivity tools.
 - Best practices within Distance Learning and effective technology use overall.

- o 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

7. Parent and Family Support

- 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 and community partnerships.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Below are specifics of how stakeholder input in the seven areas mentioned above informed decisions and planning for this Learning Continuity and Attendance Plan.

Area	Learning	Where this can be found in the LCP
<p>1. Instructional Model</p>	<ul style="list-style-type: none"> ● 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”)
<p>2. Instructional Practices</p>	<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. 	<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”)

	<ul style="list-style-type: none"> ● Grading policies should be carefully crafted to appropriately motivate student engagement. Communicate clear attendance and grading systems from the start of the school year. 	
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. ● Focus communication on efforts to ensure health and safety once we return to campus. 	<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")
5. Technology and Infrastructure	<ul style="list-style-type: none"> ● Timely distribution of Chromebooks and unlimited data Wi-Fi hotspot 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 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 and community partnerships 	<ul style="list-style-type: none"> ● Systematized Communications Systems Established (“Pupil and Family Engagement and Outreach”)

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

ISANA will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the County of Los Angeles Department of Public Health, the Governor's office, and state and local governmental and health agencies to plan for in-person scenarios as health conditions in Los Angeles permit us to return to in-person instruction in the school year ahead. ISANA intends to offer classroom-based instruction whenever possible once it has been advised that it is safe to do so by health and governmental agencies. 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. We will prioritize students who have experienced significant learning loss due to school closures in 2019-2020 or are at a greater risk of experiencing learning loss now. We began this planning several months ago and will continue to refine our plans using the work of task groups and input from all stakeholders. We understand that even when in-person instruction resumes, many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

In order to effectively plan for classroom-based instruction, we have taken several action steps, including:

Health and Safety

- We measured all available classroom spaces and calculated the maximum number of students that could be housed at one time while maintaining six feet of physical distancing. We added these numbers to come to a maximum physical capacity for the campus, and compared this number to what it would be should we be given limits such as 10% or 25% of total enrollment from health or governmental officials.
- We conducted site area analyses of entrances and exits to determine best locations and schedules for pick up and drop off of students. This staggering would allow us to minimize the number of people congregating in any one area at one time.
- We conducted walkthroughs of the school to identify other areas of possible congregation, and put plans in place such as one-way staircases and hallways, specific doors for entrances and exits, keeping common areas off limits. We also ordered equipment such as plexiglass barriers and portable hand washing stations, to minimize opportunities for exposure.
- We developed standard operating procedures for health and safety based on health and governmental guidance that included items such as: schedules and materials for regular sanitation, procedures for safe distancing as well as allowing any person onto campus, classroom procedures related to safety, hand washing, mask procedures, and sanitizers, signage to be posted at the school, temperature checks, and rearrangement of classroom furniture and an analysis of outdoor space that can be used.
- 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.

Instructional Model and Strategic Scaffolded Return of Students

- We analyzed various models of blended learning (such as the AM/PM model or the alternating days model) to ensure that the return to in-person instruction would involve small cohorts of students, rather than the entire school.
- We have created an instructional schedule that exceeds the state requirement for daily instructional minutes, as well as the state requirement for live, synchronous instruction.
- We have strategically planned student groupings that will seamlessly transition between the two models.
- We have created a scaffolded and strategic plan for return to campus in the following way:
 - The first tier occurs when health guidance suggests we cannot have any students on campus. In this model, all students participate wholly in distance learning. 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.
 - The next tier involves the most restrictive return to campus when absolutely necessary. In this tier, the first group to return would be students who are on a specific timeline to complete required assessments that would affect services offered to them, and could not be offered virtually - for example, for students who had pending assessments for IEPs or initial ELPAC assessments for language proficiency data. These assessments would be given one-on-one or in small group, in order to minimize exposure.
 - Next would be students who were most at-risk if they did not return to in-person learning. To identify who was in this group, we analyzed demographic and instructional data (both in the Spring and in the Fall of 2020) to determine which groups of students had experienced the most significant learning loss or were at the greatest risk of experiencing learning loss. These data points included: if students were part of a subgroup, such as English Learners, foster youth, socio-economically disadvantaged, or students with disabilities; if students had not been engaging regularly in distance learning, despite being given appropriate technology, and students who had experienced significant learning loss, as measured by iReady Diagnostic data. We again would prioritize providing these services in small groups or one-on-one whenever possible. This will enable teachers and other educators to provide more targeted and individualized academic and mental health support, and will support the students who have struggled to thrive in the distance learning environment to regain their academic skills and knowledge. Primary grade students may also be a group that returns first.
 - We then would open up to larger cohorts of students based on current guidance, understanding that some parents will choose to keep their children at home for safety reasons. We would employ strict monitoring and tracking protocols, along with standard operating procedures in case of exposure.

Instructional Tools and Programming to ensure All Students are “On Track”

- In order to ensure all students thrive no matter what the learning modality is, we will use these tools:
 - Online i-Ready math and language arts assessments and personalized instructional pathways. We have developed a systematic cycle of assessments, including initial screening through Diagnostic #1 in September, a mid-year Diagnostic #2 in January, and an end of year summative assessment in April. Our educators have undergone professional development in how to use this data to set goals and plan next steps. This professional development happens both by iReady trainers, as well as by the development of the “Admin Leadership Professional Development Series,” in which leaders engage in targeted and sustained development of their skills in data analysis and implementation. Additionally, we have engaged our stakeholders, including families, students, and educators, in “Data Chats” as well as training in iReady so that we are working in concert. Between these three checkpoints, we have multiple formative assessments through weekly personalized instructional paths in iReady. We use all this data to create a plan for implementation strategies to accelerate learning for at-risk students.
 - Counselors and Psychologists available to provide mental health support to students.
 - Routines in schedules (such as a morning SEL block) that would be consistent between the learning modals.
 - Morning SEL blocks
 - To maximize limited instructional minutes, integrate the VAPA program into Project-Based Learning, which will be done in collaboration with the general education teacher.
 - Expanded Learning Program supports
 - ELD blocks
 - Enhanced small group, targeted intervention - both in quantity (of sessions offered and students served) and quality (of curriculum used and monitoring of data).

Equity and Access

- We purchased Chromebooks for all students and provide unlimited data Wi-Fi hotspot devices for any students who need them.
- Upgraded video conferencing platforms, website and social media capability, learning platforms, and communication platforms to support consistent access by students, staff, and families.
- Upgraded storage space in Dropbox to ensure students have secure ways to access synchronous (live) learning.
- Provide “Teacher Tech Kits” to ensure all staff have up to date technology to deliver live and asynchronous instruction effectively.
- Ensure that all staff have consistent access to Wi-Fi and internet connectivity so that they may effectively support students, families, and the instructional program.

Family and Community Outreach, Engagement, and Support

- Frequent, two-way communication between home and school, with translation when needed.
- Student and Family Services Coordinators to engage families and communities in a well-rounded system of supports.
- Development of systematic communication systems, and training families in these systems.

- Ensuring that messaging is frequent and consistent.
- Continue to offer parent meetings in a virtual setting using the Zoom platform.
- Provide a bilingual Call Center Help Desk for families to call who need technology assistance.

Professional development for all educators in distance learning platforms, social-emotional strategies, and data analysis.

- Provide an EdTec Specialist to ensure educators are trained in best instructional uses in technology.
- Provide the time and space for meaningful staff collaboration between departments by allocating one day a week to professional development for all staff.
- Provide sustained professional development on issues of equity, issues showing need by data, self-care, and distance learning, among other topics.

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

Description	Total Funds	Contributing
1.1 Purchase Personal Protective Equipment (PPE) and Cleaning Supplies to enhance health and safety measures for students and staff, including items such as masks, signage, and sanitation supplies to classrooms and school offices. (LLMF, Object Code 4382, Goal 4)	\$24,000	N
1.2 Purchase additional noncapitalized equipment to ensure physical distancing and safety protocols in person are taking place (such as furniture, desk shields, hand washing stations, and partitions). (ESSER, Object Code 4400, Goal 4)	\$40,000	N
1.3 Purchase technology for students in-person so that they do not need to carry their computers back and forth and to eliminate sharing of technology (ex. computers, headphones). This alleviates the health concerns of exposure, as well as safety concerns of broken or stolen equipment, and ensures students are safe walking to school without expensive equipment. This is particularly important for our students who live in socioeconomically disadvantaged neighborhoods, in which the walk to school may not be safe. (LLMF, Object Code 4430, Goal 1)	\$111,000	Y
1.4 Purchase dedicated classroom materials and supplies per student, to eliminate sharing of materials and resulting COVID-19 exposure in-person. These could include materials such as math manipulatives, pencils/crayons/markers, cubbies and pencil boxes, glue, scissors, paper, science lab materials, art sets, dictionaries, calculators, jump ropes. (LLMF, Object Code 4315, Goal 1)	\$18,500	N
1.5 Increase number and hours of Campus Aides to ensure health and safety protocols are being followed during staggered school hours, such as temperature checking, regular cleaning/disinfecting, monitoring additional entrances/exits to reduce congestion). (LCFF Base, Object Code 2901, Goal 4)	\$45,000	N

1.6 Adjust custodial contracts to ensure regular disinfecting of high use areas (LCFF Base, Object Code 5500, Goal 4)	\$2,500	N
1.7 Potential rental of indoor or outdoor space in the community to house students in order to ensure social distancing, but also ensure students who are at most risk of learning loss have access to in-person instruction. This is particularly important for English Learners, Students with Disabilities, foster youth, and students from low socioeconomic backgrounds, who may be most at risk for learning loss. (ESSER, Object Code 5602, Goal 4)	\$10,000	Y
1.8 Costs for administering COVID-Testing and Tracking. This will ensure parents feel safe sending their children to school. (ESSER, Object Code 4382, Goal 4)	\$168,010	N
1.9 Fund a school-wide initiative to create a culturally relevant and positive math culture. After engaging in the yearlong Math Equity Project professional development in partnership with CalState LA, educators will create a project where participants will develop a plan to promote and advance mathematics literacy within the broader context of their community. Through this project (which could include events for families such as resource fairs, mathematics nights, town hall meetings, poster presentations, and possible visits to places like the California Science Center or Griffith Observatory), parents, guardians, and community members will understand how their children learn, the context of that learning, and what linguistic, cultural, and social variables will increase knowledge. These activities will culminate in the development of essential resources that community members and parents can use to continuously support their children. This is particularly important for parents of English Learners and low socioeconomic status, as they may not have received this training through other means or through their own schooling. (LCFF S&C, Object Code 5830, Goal 1)	\$10,000	Y
1.10 Provide transportation and meals (staffing) for students to participate in a culturally-relevant, conceptually-rich, and student-driven summer lab experience at the Cal State LA campus in order to develop a love for mathematics. This is particularly important for students from low socioeconomic backgrounds, as they may not have visited a college campus, in order to develop a college-going mindset. (LCFF S&C, Object Code 5830, Goal 1).	\$5,000	Y
1.11 Set aside additional professional development days and times to analyze data to date and plan next steps. (LCFF Base, Salary and Benefits, Goal 1)	\$47,625	N
1.12 Intervention Program for All Learners (Interventionists and Paras) (Title I, Salary and Benefits, Goal 1)	\$100,000	N
1.13 Targeted Intervention - Create intervention program for English Learners, students from low socio-economical backgrounds, students with disabilities, and foster/homeless youth. (Title III, Salary and Benefits, Goal 2)	\$5,000	Y
1.14 Staff needed to ensure smaller class sizes for Distance Learning (ESSER, Salaries and Benefits, Goal 1)	\$40,000	N
1.15 Provide professional development to Campus Aides and other staff involved in cleaning/sanitation procedures. (1 day)	\$1,500	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA 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, including the LEA's 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.]

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.

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. 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.

In order to ensure continuity of service, there are certain elements that will be present in all instructional models and are universally needed

- **Daily Live Interaction** – Students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. ISANA exceeds state guidelines for daily instructional minutes and daily synchronous instruction minutes
- **Small Group Instruction** - All stakeholders shared with us the critical importance of small group instruction in distance learning in the Spring of 2020 and a desire for this to continue. This is even more important now, as students return 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. We are also scheduling students to ensure smooth transition between instructional models.
- **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. We are training teachers in this model in order to maximize instructional time. Additionally, this is a common model for universities and employing it will help prepare students for their future educational world.
- **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 exception of a live, educator-directed morning meeting held for all students to attend).
- **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:

- 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-** 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 in core curriculum (such as ELA and Science), as well as supplemental curriculum (such as Raz Plus EL, Brain Pop, and iReady) 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.
- **Curriculum** - In the area of curriculum, we conducted a thorough analysis in the Spring of 2020 of which curriculums best meet our distance learning and equity needs. As a result:
 - We adopted and implemented a new curriculum in Math that has several benefits – it more effectively offers a virtual component, it provides intervention groupings and resources that tie into our iReady Diagnostic Assessment, and it has particular resources for student groups such as English Learners.
 - We invested in a new Social Studies curriculum, which allows us to teach digitally and has a better rating on issues of cultural relevance and responsiveness.

- We decided on a new ELA curriculum, but postponed implementation until after implementing the math curriculum.
- Instructional Coaches assist with implementation of these curriculums.
- **Learning Platform** – We now offer Google Classroom and SeeSaw as learning management systems. We have provided professional development for educators, families, and students both in the two weeks before school started (our “Kickoff”) as well as times during the school year. ISANA teachers and classified staff were provided updated laptops and video conferencing accounts to support continuous instruction and interactions with students.
- **Expanded Learning 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
- **Students with Disabilities** - Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

ISANA will ensure that all students have access to the necessary devices and internet connection to allow students to fully participate in the educational program and complete assigned work by providing computers and hotspots to any student who needs one.

When schools initially closed to in-person instruction in March of 2020, we conducted a survey with families regarding their access to computers and internet, and provided computers to all who needed it (at the time internet companies were providing 3 months free internet to everyone). Families were contacted to arrange safe-practice pick-up procedures at locations convenient to them. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. In July, we conducted surveys again via phone, and continued to issue computers to students who needed one; we now also provided internet hot spots to families (as the free internet trial had ended). We have also purchased replacement computers should one break or should a new student enroll, to avoid delays in student learning. IT is continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided. When in-person learning resumes, IT is ensuring the teachers have a full classroom set of devices in order to allow students to keep their assigned devices at home. As we have seen, the need to shift to distance learning can be sudden, and for safety reasons we do not want students carrying devices to and from their home. We also do not want students to be without devices because they accidentally left the device assigned to them at school. A full classroom set of devices plus assigned devices at home will provide the coverage necessary to safeguard the continuity of learning for students.

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. Bilingual technical guidance and support are available to all staff, students and families via a call center number and email helpdesk. Additionally, we have held parent trainings and created English and Spanish videos for parents on topics such as how Zoom works and how to navigate the LMS system. We also offer one-on-one consultations for families who may need additional technological support. 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. Also, each teacher at ISANA will receive a comprehensive "Distance Learning Technology Kit for Teaching," consisting of technology items such as 2-in-1 Windows touchscreen laptops with a stylus, noise-canceling Bluetooth headsets with microphones, document cameras, projectors, and drawing tablets to facilitate virtual learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

How will we assess student learning through synchronous and asynchronous

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 on Participation (Attendance):

- 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).

ISANA uses the above state definition of participation, and uses its online SIS system, PowerSchool, to track daily student attendance.

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. We are currently using the CDE Template provided for this purpose.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments.

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.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

ISANA is committed to providing ongoing support, guidance, and resources for educators to maintain high-quality distance learning programs for students. To enhance educators' skills, here are some of the Professional Developments being offered this year:

The What

- Platforms and Technology- Including, but not limited to topics such as Google Classroom, SeeSaw, ClassTag, Class Dojo, Zoom, Microsoft Teams.
- Core and Supplemental Curriculum PD - Including, but not limited to iReady, Ready Math, California Impact (Social Studies), Amplify Science,
- English Learner PD - Including, but not limited to - training in Ellevation Platform to monitor and provide targeted designated instruction, particularly for LTELs; Raz Plus ELL, Brain Pop ELL
- Distance Learning Instructional techniques - such as Flipped Learning
- Equity: Math Equity Project - a yearlong Partnership with Cal State LA, in which ISANA educators take part in PD twice a month on identity development, traumas in math instruction, culturally relevant and responsive lesson planning in math, and engaging families and communities to create a math-based culture.
- UDL - in order to increase Inclusion strategies, for all students but particularly for students with disabilities.
- PBL - In order to provide engaging, project-based learning.
- SEL: Second Step Curriculum
- Health and Safety - Health and safety, PPE, and social distance requirements; Workspace/classroom cleaning protocols

The When

Professional Development will take place in a sustained fashion, including:

- Two week summer professional development administered virtually through our HRIS system
- Two week "Kickoff" to the school year before the first day of school
- Weekly Collaboration and Professional Development days - We will designate one day a week (currently Fridays, but subject to change) for educator professional development and collaboration. Students will start with a live session, then continue asynchronous

learning this day. This time allows *all* our educators to learn and plan for success in our new world. Research supports this collaboration and emphasizes that in effective blended learning programs, the role of the teacher is more fluid to utilize the skill sets of a team, as opposed to the traditional model in which one teacher is responsible for everything having to do with instruction. Educators from all departments will meet regularly in “Collaborative Teams”, in which they will plan collaborative teaching lessons as well as individual supports needed for students.

- Weekly grade level and departmental PD, to discuss role-specific needs.
- Three All Day PDs throughout the year.

The Who

- All ISANA staff take part in PD

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The impact of COVID-19 on ISANA’s instructional program has required a change to staff’s roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the school, from the classrooms to the office, because at ISANA, we consider every staff member to be an Educator, meaning they play an important role in students’ achievement and well-being. Below is a description of new roles and responsibilities of affected staff as a result of COVID-19:

Department: General Education and Special Education

Staff: General Education Teachers, Resource Specialist Teachers, and Instructional Support Staff (General Education Paraprofessionals, Academic Interventionists, Special Education Paraprofessionals, Behavioral Interventionists):

- These staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and Zoom, delivering services in new ways virtually, and training on the use of these systems to effectively enhance students’ academic achievement as well as social-emotional progress.
- COVID-19 brings with it more students who are experiencing learning loss, meaning there is now a greater spectrum of learning levels in a single classroom than before. Therefore, teachers and instructional support staff must spend more time diving deep into data analysis, creating differentiated lessons, and implementing targeted small group instruction.
- These staff are also spending more time during and outside of their professional day reaching out to students and families to check in on them, to engage them in distance learning, and to provide support. They are also now creating curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and Zoom.

- Special Education Staff is needing to find new and creative ways to ensure all components of the IEP are being met in a timely fashion, and communicate this information to families. Staff who work one-on-one with students, such as Behavioral Interventionists and Itinerant Support Providers, now must shift to how to best support students with special needs when they are no longer physically next to them.

Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

Department: Media and Technology (IT)

Staff: IT Professionals, Ed Tech Specialist, Call Center Representative, Communications Coordinator, Creative Media Coordinator, Network Engineer,

- COVID-19 prompted an immediate need for a huge rollout of technology for staff and students. Staff in IT (Media and Technology) had to not only expand their support, but refashion their role from working with devices (computer troubleshooting and maintenance) to working with people (providing training and support in systems). They are now more involved in professional development, in systems thinking, and have a closer connection to the academic needs of the schools.
- An Educational Technology Specialist will be hired to assist with the administration of the learning management systems and to provide support to staff and students expanded the training and troubleshooting support provided to staff and students.
- The Communications and Creative Media Coordinator have also seen a huge surge in their role in organizing and providing up to date, needed information to parents through our various communication portals. They also spend much time on developing guidance to make the "virtual classroom" have all the instructional and social-emotional components we require in physical classrooms.
- The Network Engineer now is managing and planning for infrastructure needs that are vastly different than a year ago.

Department: Pupil Services

Staff: School counselors, Student and Family Services Coordinators

- Counselors have seen their roles broaden to support the needs of students and families during the pandemic. In addition to providing counseling services to students, counselors now informally monitor attendance and contact families to provide coaching to parents and children in strategies to thrive in distance learning. They also provide IT assistance to children having difficulty with logging into various platforms. Lastly, they are now serving as SEL (social-emotional learning) curriculum coaches to their colleagues.
- Student and Family Services Coordinators (SFSC) - SFSCs have embodied their role in new ways since the pandemic. They now record bilingual videos for students and families to keep them informed of pertinent information, conduct on-going Zoom tutorials on various platforms, i.e. Seesaw, Google Classroom, Clever, Class Dojo/ClassTag, hold office hours for 1:1 IT tutorials with parents/students, collaborate with the Data Managers to track attendance, which includes calling students/families and

updating records in PowerSchool, distribute meals, curriculum, supplies, and technology to ensure that all families have access, assist with front office procedures to ensure adherence to safety protocols, set up student computer accounts, assist with temperature checks, and deliver and pick up paperwork and supplies to students' home as they do home visits.

Department: Instructional Coaches and Administrators

Staff: Instructional Coaches; Instructional Coaches/Administrators in Training; Principals

- Instructional Coaches -
- The role of the Instructional Coaches/Administrators in Training is now being shifted to focus on English Learners.
- Principals - Principals now must oversee both in-person schooling as well as virtual schooling.

Department: The Arts

Staff: Dance, Vocal, Acting, Visual Arts, Instrument Instructors

- As we can no longer do large performances, the role of the Visual and Performing Arts staff has shifted to collaboratively planning and implementing Project-Based Learning with the general education teacher.

Department: Expanded Learning

Staff: Program Leaders and Learning Facilitators

- Program Leaders – Program Leaders moved to virtual program implementation by conducting academic, social, and literacy enrichment lessons through live daily synchronous lessons beginning April 2020.
- Learning Facilitators – Learning Facilitators moved to virtual training, observation, and program support by providing weekly virtual professional development and daily program leader observations.

Department: Front Office and Yard

Staff: Campus Aide (formerly Yard Supervisor), Data Manager, School Operations Manager, Office Clerks

- We have eliminated the role of a yard supervisor and instead moved to Campus Aides, who conduct regular disinfecting/cleaning, temperature checks, meal distribution, and also assist in small group virtual instruction and provide translation between families and teachers.
- Data Managers - this year have taken on an increased role in the analysis of academic data from the iReady program, in order to provide timely data regarding the academic effects of COVID-19.

- School Operations Manager - This year, the SOM receives training and monitors the budget for the school, in order to prepare for upcoming deferrals and to ensure that new federal funding is spent correctly.
- Office clerks - assist with temperature checks, meal/technology/supply distribution, assist in small group virtual instruction, and provide translation between families and teachers.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

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 the 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.

By shifting the monthly DELAC meetings to a virtual platform, ISANA has been able to continue supporting the families of EL students by informing them of resources available for their children. We also hold virtual parent meetings to support families with technology usage, share school information, and offer resources to assist parents with their English language development while at home. The feedback shared during these meetings will inform the support needed as the school year progresses.

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

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.*

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

Description	Total Funds	Contributing
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2.1 All students (grades TK-8) will be provided with a Chromebook Tech Package (eg. Device, charger) with preloaded weblinks to access the LMS platform for ease in accessing educational apps used for the schools' distance learning program. Replacements will also be ordered. (LLMF, Object Code 4430, Goal 1)	\$10,000	N
2.2 Support Devices for Special Student Groups: All English learners, SWD, and students with 504 plans will receive headphones and wireless computer mics to support their concentration, learning needs in acquiring English, improve their ability to apply the use of these tools for online assessment (LCFF S&C, Object Code 4315, Goal 2)	\$2,000	Y
2.3 Purchase "Technology At Home" Packages for teachers/educators, consisting of technology items such as: 2-in-1 Windows touchscreen laptops with a stylus, noise-canceling Bluetooth headsets with microphones, document cameras, projectors, and drawing tablets to facilitate virtual learning. (LLMF, Object Code 4400, Goal 1)	\$51,000	N
2.4 Purchase materials to create Home Learning Kits for use in the home by students to engage them and ensure they are receiving the same quality education as if they were in person. These kits could include academic materials (such as books, math manipulatives, science materials, writing journals, dictionaries, pencils/crayons/markers), social-emotional materials (such as kinesthetic stress balls, growth mindset realia to post on walls at home, certificates of progress), artistic materials (such as props, costumes, and art kits, paint, brushes, modeling clay), and athletic materials (such as jump ropes, balls, stopwatches). The Home Learning Kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning. (LCFF S&C, Object Code 4315, Goal 1)	\$14,000	Y
2.5 Purchase Classroom Materials for Teachers to use for teaching from home. (LCFF Base, Object Code 4315, Goal 1)	\$7,000	N
2.6 Student and Family Services Coordinator - Hold parent meetings and training for English Learner Parents on how to use technology, such as Zoom, school LMS, and communication platforms. Connect Parents to bilingual resources in the community. Provide translation in all meetings. (LCFF S&C, Object Code 2211, Goal 2)	\$60,000	Y
2.7 Increase in communication costs to mail letters home and mail letters home for families of low income students who may not have email accessibility. (LLMF, Object Code 5900, Goal 4)	\$1,850	Y
2.8 Hire additional bilingual staff to manage Call Center to support English Learner families with technology needs in (LLMF, Object Code 5800, Goal 1)	\$10,000	Y
2.9 Cost to add a platform such as SchoolMint, that allows us to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff. (ESSER, Object Code 4410, Goal 4)	\$15,000	N

2.10 Analyze existing curriculum to ensure it meets our needs in distance learning and for equity/cultural relevance and responsiveness. Where necessary, adopt and purchase new curriculum (Math, Social Studies, ELA), and where necessary purchase digital licences for students and teachers (ELA, Science, ELD). These curriculums were purchased with our student groups in mind - the math curriculum offers particular interventions for students below grade level, as well as English Learner support and an English and Spanish Parent Resource Center. The Social Studies curriculum allows us to teach digitally and has a better rating than other programs of cultural relevance and responsiveness, so our students will see themselves in text. The ELA curriculum offers a plethora of books, which is important for our students who come from low socioeconomic backgrounds, as they may not be able to afford books at home. (LLMF, Object Code 4100, Goal 1)	\$135,000	Y
2.11 Purchase consumables of curriculum to send home, primarily for low income students who may not have secure and consistent access to the internet or a printer. (Title I, Object Code 4100, Goal 1)	\$10,000	Y
2.12 Purchase iReady Assessment and Personalized Instruction program in ELA and Math. (Title I, Object Code 4200, Goal 1)	\$25,000	Y
2.13 Purchase Supplemental curriculum for English Learners (Raz Plus ELL, BrainPop ELL), as well as digital tracking system for English Learner progress (Title III, Object Code 4200, Goal 2)	\$15,000	Y
2.14 Purchase additional supplemental curriculum to address learning needs. (LLMF, Object Code 4200, Goal 1)	\$22,000	N
2.15 Hire an Educational Technology Specialist to ensure educators are trained in best instructional uses for technology (LLMF, Object Code 5800, Goal 1)	\$20,000	N
2.16 Professional Development from publishers in above curriculums (both core and supplemental). (ESSER, Object Code 5210, Goal 1) (UDL, PBL, EL, SEL, Curriculum)	\$20,000	N
2.17 Purchase of Personalized Learning component of HRIS System to house PD, as well as teacher observation program (MLP) (LCFF Base, Object Code 4410, Goal 3)	\$3,000	N
2.18 The ISANA Expanded Learning Program is a standards-based extension of the school day and supports students socially, emotionally, academically, and physically. Students benefit daily from a rigorous and engaging program which offers improved educational outcomes and positive peer-to-peer and student-to-staff relationships. Participation in the Expanded Learning Program can lead to increased student success and well-being in the areas of academic success, character education, civic engagement, physical education, and social and emotional development. During distance learning the Expanded Learning Program has expanded its programming to offer EXL LIVE to all ISANA students. EXL LIVE is a synchronous daily enrichment program facilitated by EXL Staff and focused on Academic, Literacy, and Social Enrichment. As distance learning progresses to the next stages, the ISANA Expanded Learning Program is prepared to move into an on-campus operation model as well. (ASES, ____, Goal 1)	\$140,000	N
2.19 ISANA's Arts department is dedicated to providing high quality Visual and Performing Arts (VAPA) standards-based instruction through the Project-Based Learning model in the areas of vocal, dance, acting,	\$100,000	N

<p>and visual arts. Each grade level has an Arts discipline focused for students to explore, expand their knowledge and practice, and to creatively produce their ideas, bring awareness to social and 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.</p>		
<p>2.20 Weekly Collaboration and Professional Development days - We will designate one day a week (currently Fridays, but subject to change) for educator professional development and collaboration. Students will start with a live session, then continue asynchronous learning this day. This time allows all our educators to learn and plan for success in our new world. Research supports this collaboration and emphasizes that in effective blended learning programs, the role of the teacher is more fluid to utilize the skill sets of a team, as opposed to the traditional model in which one teacher is responsible for everything having to do with instruction. Educators from all departments will meet regularly in “Collaborative Teams”, in which they will plan collaborative teaching lessons as well as individual support needed for students. In addition, weekly grade level and departmental PD, to discuss role-specific needs.</p>	\$0	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Assessment

In order to Address Pupil Learning Loss that results from COVID-19 during the 2019-20 and 2020-21 school years, we have put specific measures in place to assess students to measure learning status within ELA, ELD, and Math.

For the 2020-2021 school year, all students will take a diagnostic assessment through iReady at the start of the year. 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. The results of this diagnostic will help identify not only the grade level on which the student is performing, but also how this compares to the student’s historical achievement, and how the student performed within specific domains of ELA and Math. From this, iReady generates “typical growth goals” and “stretch growth goals” for each student to create an individual path to being on or above grade level. students achieving below grade level. We have developed a systematic cycle of assessments, including initial screening through Diagnostic #1 in September, a mid-year Diagnostic #2 in January, and an end of year summative assessment in April. Our educators have undergone professional development in how to use this data to set goals

and plan next steps. This professional development happens both by iReady trainers, as well as by the development of the “Admin Leadership Professional Development Series,” in which leaders engage in targeted and sustained development of their skills in data analysis and implementation. Additionally, we have engaged our stakeholders, including families, students, and educators, in “Data Chats” as well as trainings in iReady so that we are working in concert. Between these three checkpoints, we have multiple formative assessments through weekly personalized instructional paths in iReady. We use all this data to create a plan for implementation strategies to accelerate learning for at-risk students.

Additional assessment tools may also be used such as: Smarter Balanced Assessment, report cards/progress reports from the most recent school year, kindergarten checklists, and/or publisher provided curriculum-based assessments.

For English Learners, we are purchasing a platform that will allow us to monitor and track students’ progress in English Language Development virtually. In determining student progress, the initial date of identification as an EL or IFEP and progress in ELD level will also be reviewed and taken into consideration. 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.

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. In addition to examining whole school and whole class data, school admin and teachers will continue to examine the performance of different student groups including English Learners and Students with Disabilities. Assessments include:

- i-Ready Diagnostic Assessments in ELA and math 3 times a year (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

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Pacing - 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 this 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.

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, students experiencing homelessness 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.

For students who are **English learners**, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning lessons that address the language needs of EL students and also address academic goals within the ELA/ELD standards. Teachers also offer one-on-one goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD is offered everyday, at least twice a week synchronously. The school leadership team will monitor students' academic progress by reviewing assessment results after, for example, every diagnostic assessment and participation data weekly to ensure students are successfully participating in the school program.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including the school's own on-going meal service and food distribution events occurring throughout the county.

Our teachers will track and support teams in order to ensure that foster youth complete i-Ready assessments so that we may accurately determine students' academic needs. We will also provide professional development to staff on how COVID-19 is affecting students in foster care in particular, and how they can support.

Students with disabilities To address learning loss for students with disabilities, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Resource Specialist teachers can increase their time with a student, have the student receive 1:1 paraprofessional support more frequently, or assign students to tutoring groups. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various online intervention programs bought for SPED, such as Co Writer and Read Naturally.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, SFSCs work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their i-Ready accounts and other online programs, or submitting assignments regularly.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, ISANA is committed to the following protocol and process:

1. Continuing with a standardized three assessment windows during which time students are administered the i-Ready Diagnostic assessments.
2. Professional time set aside to review, assess, and plan, using the i-Ready data.
3. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students).

Additionally, ongoing and regular formative and summative assessments (e.g. curriculum-embedded assessments, teacher-created assessments) and analysis of student work will allow us to monitor our students' progress as well as our need to change our courses of action.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Educators will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Support and Progress Team meeting (SSPT). Once these interventions are identified and set up, the SSPT process will monitor the effectiveness of the intervention via data collection. Student supports can include help from interventionists, the school counselor, or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
3.1 Adjust school calendar to consist of additional days, as well as daily instructional minutes and daily synchronous minutes that exceeds the state requirement.	\$0	N
3.2 Increase quality instructional time and alignment by having the RST push in to co-teach with the Gen Ed Teacher. Results in a need for SPED Assistants. (ESSER to cover overage from SPED. Goal 1)	\$100,000	N
3.3 Dedicate time for Instructional Coaches to create focus pacing guides and support teachers in addressing learning loss. (Title 1, Salary and Benefits of ICs, Goal 3)	\$150,000	N

3.4 Training classified staff in new roles of addressing learning loss by, for example, providing assistance to classroom teachers). (CSBGE, 1st two weeks of PD, Goal 1)	\$3,012	N
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Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

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*

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Whether learning from a distance or in person, we understand that it is crucial for students to be present and engaged daily in order to be successful academically and socially-emotionally. We also know there are many stressors in the time of COVID-19 that could prevent a child from being present, including health issues, childcare, and access. We therefore commit to working with all families to ensure students are present and engaged in learning.

Teachers share their schedules with families for synchronous and asynchronous learning before the first day of school, and work directly with each family to ensure there are no barriers to attend. This support continues weekly with calls or messages to check in on families. Two-way communication is encouraged through both the teacher’s work phone as well as the communication app.

ISANA teachers 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)

Tiered Re-engagement Strategies for Students who are Absent

For each absence, the teacher 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 and then provide another layer of bilingual calls for anyone the teacher was not able to contact. During these calls, staff seek to provide assistance to families in ensuring their children participate, such as connecting the family to community resources, counseling, or talking directly to the child.

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.

The ISANA Attendance Team (I.A.T.) will work collaboratively with the School Administrative Team and COST to provide targeted, higher-tiered support to families of students who are in need of intensive intervention as evidenced by unsuccessful follow through with the Re-engagement Plan. The I.A.T. will partner with families to develop an individualized plan and a student/family contract with individually tailored incentives and consequences.. The A.I.T. will inform families of attendance laws, reinforce explicit expectations, share attendance improvement ideas and seek their suggestions, and link parents to agencies to help students outside the school’s purview. The A.I.T. will enlist the collaboration of the student (when appropriate) to get to the root cause(s) of lack of engagement/participation, and assess viability of strategies for implementation of the revised Re-engagement Plan.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, we recognize the effect the current economy and loss of jobs has on our families, and therefore, we are participating in the Community Eligibility Program (CEP), in which ISANA will provide free meals to all ISANA Academies students, regardless of eligibility status. In order to ensure all families know the details of meal distribution times and procedures, we have developed a consistent advertisement campaign, including texts, social media posts, and phone calls. In addition, to support all of our families, we advertise local community-based agencies, nonprofit organizations, and faith-based groups that provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county.

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, including social distancing and other safety measures. Food servers will utilize appropriate PPE when preparing meals for distribution. Handwashing as well as hand sanitizer stations will be made available to all students prior to food service times.

Meals will be distributed on a grab-and-go basis during times of distance learning. When students return to campus, ISANA will provide on-site meals through a ‘serve only’ meal option and ensure that applicable safety guidelines are followed. ISANA is prepared if necessary to have students eat their on-site meals in the classroom to avoid congregating in the common areas.

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

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.1 Purchase "Second Step" Social Emotional Curriculum for all grades. Engage in Professional Development with School Counselors, then with all educators around curriculum. Use curriculum in SEL Morning Meetings. This is particularly important for students who come from low socioeconomic backgrounds, as they may not be able to afford other virtual social camps. Additionally, it is important for foster youth, who may face even more social isolation during COVID than their peers, as well as English Learners, to have opportunities to practice hearing and speaking English without the additional factor of academic content. (Title IV, Object Code 4100, Goal 4)	\$3,700	Y
Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.2 Counselors to create virtual "counseling offices" with resources for families, students, and educators, and to handle increased caseload. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. (LCFF Base, Counselor's Salary and Benefits, Goal 4)	\$80,000	Y
Mental Health and Social and Emotional Well-Being of Pupils and Staff	4.3 Implementation of Employee and Student Awareness and Wellbeing Program, a series of ongoing activities focusing on addressing the wellbeing of staff and students, as well as resources on building of issues and equity and justice.	\$5,000	Y
Engagement and Outreach	4.4 School staff to use school-issued phones to communicate regularly with families, including making weekly "check in" calls to all families to provide support. These calls will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. (LCFF Base, Object Code 5900, Goal 4)	\$25,000	Y

Engagement and Outreach	4.5 Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$1,000	N
Engagement and Outreach	4.6 Attendance Monitoring and Tiered Re-engagement Plans (Office Staff) (LCFF Base, Salaries and Benefits, Goal 4)	\$200,000	N
Engagement and Outreach	4.7 Marketing and Outreach Plan, led by Communications Coordinator and Creative Media Coordinator. (LCFF Base, Salaries and Benefits, Goal 4)	\$25,000	N
Nutrition	4.8 Costs to staff and advertise "Grab and Go" meal distribution for all students. (LCFF Base, Salaries and Benefits, Goal 4)	\$30,000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.00%	\$1,034,467

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.

The services provided for unduplicated pupils as described below (a combination of services limited to unduplicated students and services identified as LEA-wide but principally directed to and effective in meeting goals for unduplicated students) result in the required proportional increase (quantitative growth of services) or improvement (qualitative growth in services) in services for unduplicated pupils.

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (ie. the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served")

- Professional development for educators in teaching unduplicated student groups such as English Learners, socioeconomically disadvantaged students, and foster youth. Examples of these professional developments include Ellevate professional development for

monitoring and tracking English Learner progress, and iReady professional development in analyzing data by student group.

Academic support for rigorous learning and professional learning for teachers in English language development (ELD) are two of the main ways we are working to meet the needs of students who are English learners. We are working to ensure a high-quality academic program for students who are English learners by continuing to refine a program that includes:

- Designated ELD to build language skills, and integrated ELD to support acquisition of content knowledge
- Professional development in understanding and differentiating instruction based on the specific needs of students who are newcomers, students who are English learners, and students at-risk of becoming long-term English learners (LTELs)
- Appropriately assessing in-coming students who are English learners and LTELs to determine best placement
- Teacher assessments of students in class to inform instructional decisions
- Monitoring students who are reclassified fluent English proficient (R-FEP)
- Stakeholder voice in program design and decisions
- Providing translation for parent involvement, particularly for parents of English Learners.
- Ensuring all students from socioeconomically disadvantaged backgrounds have access to computers and internet, in case they cannot afford to purchase it

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide. (ie. the action/service is being funded and provided to upgrade the entire educational program of the LEA)

Note: As our LEA has an unduplicated pupil percentage significantly higher than 80% below we will describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

- Intervention during the school day for students not meeting proficiency. This intervention is principally targeted to and based on the needs of unduplicated students. As their data is analyzed, particular intervention lessons are designed for them with their particular needs in mind. This has proven extremely effective in raising the achievement scores of our unduplicated students.
- Sharing data and gathering input from our various councils for parent involvement. In these meetings, we primarily focus on our unduplicated students. Connecting with these families has proven an important tool in raising the achievement of unduplicated students.
- Workshops for parents, particularly for parents of English Learners, on accessing the curriculum and supporting their children with distance learning. Knowledge of the information we share in these meetings has helped parents raise the achievement of their children.
- Educator coaching, observation and feedback. As part of this observation, we focus on the teacher's instruction of the unduplicated students in his/her class. This focus has positively impacted unduplicated students' achievement.
- Data analysis focusing on particular students and their needs.
- Social-emotional learning efforts in daily Morning Meetings, to ensure that students are receiving the positive peer support and developing their peer interaction skills, despite COVID-19.
- Attendance support for students through apps, phone calls and meetings tailored to the needs of unduplicated students. This support has proven effective in maintaining a high Average Daily Attendance.