

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Achernar Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 3232911211 | 6/16/2020 |

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

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

ISANA Achernar serves approximately 473 Tk-8th students daily throughout the Compton area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 156 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school’s Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as “Master Classes” livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 30 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 94% of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260, 000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move it's Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Cardinal Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 3232911211 | 6/16/2020 |

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

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

ISANA Cardinal serves approximately 345 K-8th students daily throughout the Sun Valley area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 121 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school's Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as "Master Classes" livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 30 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 91 % of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

Meals have been available for all students Tuesdays and Thursday from 9 to 11. ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260,000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move its Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Palmati Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 3232911211 | 6/16/2020 |

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

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

ISANA Palmati serves approximately 375 K-8th students daily throughout the North Hollywood and neighboring Sun Valley area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 170 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school's Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as "Master Classes" livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 25 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 93% of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

We are providing meals every Tuesday and Thursday during the school closure while maintaining safety protocols. ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260, 000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move it's Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Octavia Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 3232911211 | 6/16/2020 |

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

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

ISANA Octavia serves approximately 484 K-8th students daily throughout the Glassell Park and neighboring Northeast LA area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 221 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school's Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as "Master Classes" livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 10 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 97% of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260,000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move its Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Himalia Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 3232911211 | 6/16/2020 |

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

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

ISANA Himalia serves approximately 691 K-8th students daily throughout the South Los Angeles area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 292 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school's Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as "Master Classes" livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 50 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 92% of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

ISANA Himalia Academy has continued to provide school meals since the onset of the school closure while maintaining social distance practices. To date, Himalia has served over 70,000 meals and remains committed to meeting the basic needs of all ISANA Himalia students.

ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260, 000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move it's Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|------------------------|---|------------------|
| ISANA Nascent Academy | Nadia Shaiq CEO | nshaiq@isanaacademies.org 323-219-1211 | 6/16/2020 |

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

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

ISANA Nascent serves approximately 594 K-8th students daily throughout the Jefferson Park area. The most significant change that took place due to the school closure was the shift from face-to-face learning to distance learning. It was important from the beginning for us to approach this work through an equity lens. Our first step was to contact our students and families to offer assistance and provide resources regarding food, healthcare, unemployment and resources available within their community. In addition, we inquired about whether they had access to the internet and to a device that could facilitate distance learning.

To ensure that all students have continued access to education, we handed out 209 Chromebooks.

We prepared distance learning curriculum in two formats: distance learning through online platforms (Microsoft Teams, Zoom, ClassDojo, Seesaw) and printed curriculum. The lessons and activities are curated by Instruction Coaches and Administrators and made available on the school's Distance Learning website. All live lessons are also recorded so that students and families may access them at a convenient time. In addition, via video conference and phone, we have ensured credentialed and classified staff are utilized to ensure students are receiving the support they need in both their academic and their social/emotional needs through scheduled times of contact and regular and open sessions.

In addition to academic sessions, our Performing Arts department has continued to offer virtual lessons in dance, voice and acting as well as "Master Classes" livestreamed via social media. From 2pm-5pm, our afterschool Expanded Learning Program has been providing enrichment sessions across a variety of topics, including virtual field trips, available to all ISANA students. Special Education Services and Counseling have also continued.

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

One critical focus from the start was to ensure that all students-including English Learners, foster youth and low-income students-continued to receive a high quality education. To this end, we worked with our Department of Media and Technology to be able to provide all of our families with the resources needed to access our educational programs. All students who needed a laptop were issued one and we also arranged for 14 hotspots to be distributed to families in need of internet access. As of June 3, 2020, 97% of students had access to a computer or laptop and access to internet. Teachers continue to create printed resources (such as instructional packets) and materials for the few students that may still be unable to participate digitally in our Distance Learning program. Staff members connect with this small group of students to ensure they too receive the instructional support they need.

Instructional Coaches work with general education teachers to ensure that integrated English Learner Development (ELD) instruction takes place throughout Distance Learning and that lessons and activities include our school-wide adopted best practices for engaging English Learners. Instructional Coaches and Administrators observe teacher lessons regularly and provide ongoing feedback to teachers about instruction and student engagement, with a focus on how we can continue to meet the needs of our English Learners as well as students with varying range of ability and skills.

To further support English Learners, foster youth and low-income students, we have ensured that families have access to information in English and Spanish for distance learning, community resources and preventive measures for staying safe and protecting their families. Information is also shared with families in a variety of formats including through our school website and social media platforms such as Facebook and Instagram.

Especially during these challenging times, we wanted to ensure that all students continued to have access to social emotional learning (SEL) resources. School Counselors continue to play an integral role in the growth and development of our scholars and their families and have been providing both individual and group counseling services. Counselors partnered with School Psychologists to provide interactive SEL video lessons for all students. Topics have included Listening, Adapting to Change and Self-Control.

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

We provide both the personnel to reach our students and the support they need to adjust to this online environment. As we continue with distance learning, our professional development plan will include the training of staff members to effectively utilize online tools and apply best practices for engaging students during online teaching.

The welfare of our students is critical and so we continue to provide social emotional supports to help our students and families cope with the changing world we are experiencing.

We are in the process of vetting new curriculum for math, language arts and social studies for adoption for 2020-2021. As we review different programs, we are focusing in on curriculum which allows for both robust and comprehensive face to face instruction and distance learning.

The LEA has provided a Chromebook issued to each ISANA family. Students participate in the i-Ready individualized pathway in mathematics and ELA for 60-90 minutes each week. Educators submit standards-based lesson plans to their leadership team, which is reviewed and uploaded to the school's website. Both recorded and live lessons are offered to every student Monday through Thursday, with additional learning opportunities through the Arts and Expanded Learning. The educators have ongoing grade level meetings, collaborative team meetings and professional development each week.

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

ISANA's meal distribution program accommodates drive-up and walk-up patrons in separate lanes, using a curbside or horseshoe configuration as appropriate for the site. We follow all social distancing protocols for our staff and the public.

Site locations were determined by selecting the main school site for each school. We provide a nutritionally balanced breakfast and lunch, five days a week.

ISANA did not have any community partners for our meal distribution program.

ISANA did not apply for any meal distribution waivers.

ISANA meal distribution sites were manned and supported by ISANA administration and contracted FSMC staff.

ISANA will have distributed over 260,000 breakfasts and 260, 000 lunches between March 16 and May 29, 2020.

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

In lieu of utilizing the Expanded Learning program to offer on site childcare to essential workers, ISANA Academies opted to move it's Expanded Learning Program to a live daily virtual format held from 2pm – 5pm. In its live format the program has virtually hosted over 3,000 participants since April. Additionally, ISANA continued to provide childcare assistance resources to parents on-site, through parent communications, and on all of its social media platforms.