

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## Information

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

As a public school, school operations were impacted minimally by the COVID-19 pandemic. Prior to the onset of COVID-19, our instruction and support was offered in a virtual environment; however, driven by state and public health department recommendations, activities, events, and support were suspended and moved to virtual support. Additional virtual opportunities for both academic and social support were made available, so that students have additional access to BEST Academy teachers and support. In the event of its employees' health and safety, BEST Academy mandated all staff cease contact with all students in all capacities, including tutoring, field trips.

Despite the onset of COVID-19 did not significantly impact the daily operations, BEST Academy recognizes the intangible effects of the pandemic on the general morale of both staff and students and staff. BEST Academy's leadership and faculty were instructed to monitor for emotional fatigue in the BEST Academy community such as increased anxiety, stress, and/or fatigue.

## Stakeholder Engagement

[Description of the efforts made to solicit stakeholder feedback.]

Since the onset of COVID-19, BEST Academy released regular updates to all stakeholders as new guidance was released. With the understanding that these sudden measures take a toll on all stakeholders' well beings, BEST Academy increased its visibility through social media presence and virtual communication. BEST Academy purchased a parent and community communication tool to communicate with families and students.

Due to the sudden move of staff to work completely from home, one on one check-ins with faculty and staff increased in frequency from once a month to every week in order to assess the level of support that BEST Academy provided. BEST Academy also conducted

g check-in to get feedback on the morale of faculty in light of COVID and to assess any added needs based on the m  
completely remote and provided all hands updates on a more regular basis.

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

my continues to provide Zoom access information (links, phone numbers, conference IDs) on all Board meeting age  
the public, as well as staff and Board members, may participate remotely in these meetings.

f the feedback provided by specific stakeholder groups.]

ested improved communication from the school and teachers. BEST Academy families also provided feedback on p  
progress monitoring and the digital tools used by the school.

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

keholder input, BEST Academy begins the 2020-21 school year with a focus on increasing virtual community buildin  
and a more robust catalog of live instructional classes. To increase the social aspects of education, teachers are a  
weekly group homeroom instruction for students to build positive relationships and positive peer pressure to achieve.  
developed a Connect2Connect mantra to focus on positive teacher to student connections to build a positive learning e  
my invested in ParentSquare, a virtual communication tool that effectively connects parents, students and the schoo  
ner.

my has scheduled and facilitated carious parent and student orientations to build relationships and provide develop  
monitoring and the digital platforms.

my allotted a monthly stipend of funds to assist in the increased use of digital tools from home.

## ity of Learning

### Instructional Offerings

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

my in a non-classroom based school and has operated a completely online model for the 14 months and plans to in  
ual learning in years to come. As a non-classroom based school, in-person support pre-COVID was limited to physi  
these have been moved to online events.

the year data demonstrated very little learning loss in our students based on internal diagnostic data, initial enrollment data, and standardized test scores. The LEA recognizes how a large influx of students coming to BEST Academy from other school districts and recognizes student learning experiences and exposures experienced elsewhere. BEST Academy has Parent Workshops planned, newly revised self-paced elective courses, and upon enrollment, all students attend a BEST Academy virtual orientation.

Progress will be measured through an initial diagnostic assessment (Achieve3000, Beable, LEXIA, and Dreambox) and instructional data to meet the needs of students after a thorough analysis of data by BEST Academy teachers.

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

	Total Funds
Digital Programs and supports: Achieve3000, Beable, Rosetta Stone, Dreambox	\$100,000
Director	\$50,000

**Learning Program**

**Continuity of Instruction**

Describe how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of similar quality regardless of the Sample Charter of delivery, including the LEA’s plan for curriculum and instructional materials, and instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The LEA continues providing online curriculum through the Student Information System (Pathways) and Accelerate Learning. The curriculum is completely online and accessible through laptops, desktops, as well as mobile devices such as tablets and smartphones. The curriculum is Common Core aligned, provides multiple modalities of instruction, and is flexible. Embedded within the curriculum are supports to access the curriculum: translation, notetaking, messaging system, dictionary.

To assist new students to the online learning environment, online orientations are offered by BEST Academy homeroom teachers.

**Devices and Connectivity**

Describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The LEA provides loaner laptops and/or Chromebooks to students. These devices are shipped directly to the student’s home. To ensure internet connectivity and accessibility, BEST Academy offers portable hotspots when necessary.

## Participation and Progress

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

For asynchronous online curriculum, BEST Academy also offers synchronous live sessions in group web conference format using Zoom and Google Meet. BEST Academy instructors facilitate and teach weekly sessions in all core subjects. In addition, BEST Academy provides supplemental digital curriculum to fill in learning gaps in mathematics and language arts.

Each student is assigned a homeroom teacher that oversees the overall progress of the student in all of his/her courses. Student homeroom teachers meet weekly in meetings between the student and teacher or in a group setting with other homeroom students. Homeroom meetings are designed to check in with the student(s), provide feedback, make school wide announcements, review course goals and check progress in these learning goals.

## Learning Professional Development

of the professional development and resources that will be provided to staff to support the distance learning program and to provide support.]

At this school, BEST Academy staff is well-trained to support a distance learning program. Professional development is provided throughout the year and include but is not limited to: Student Engagement Strategies, Instructional Interventions for Struggling Students, Personal Learning, Working with Parents, as well as technical trainings.

## Staff Roles and Responsibilities

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

At this school, BEST Academy was well-prepared to handle the needs of staff and students that depend on a remote learning model due to COVID-19 requirements. All staff continue to remain vigilant to stay ahead of potential issues brought on by COVID-19.

## Support for Pupils with Unique Needs

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.]

At this school, BEST Academy continues to implement its program as designed to assist English Learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.

ers participate in specific curriculum in Rosetta Stone, BrainPOP ELL, LEXIA, and Dreambox, work with their teachers using SDAIE strategies to make curriculum accessible. English learners participate in additional live Targeted Direct Instruction every week as well as group sessions with a designated EL teacher.

my also has a Special Education program and abides by student individual educational plans. Services such as Spelling Instruction, speech and language sessions, and counseling are provided virtually through web conferencing.

oster care and experiencing homelessness receive additional assistance by receiving loaner laptops provided by BEST. They can access online curriculum, communicate with teachers and support staff, as well as attend online classes, study halls, and social events. Internet service assistance is provided to any student qualifying for financial need as demonstrated by Homeless Student Program criteria.

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

	Total Funds	
Professional Development for Teachers	\$25,000	
Loaner laptop inventory	\$25,000	
Curriculum and Online Targeted Direct Instruction	\$40,000	

**Learning Loss**

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

my recognizes pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school year. At the start of the school year, all students participate in a diagnostic assessment to measure the student’s abilities in Reading and Math. These results are analyzed by instructors on an individual basis and by BEST Academy directors.

**Learning Loss Strategies**

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

my follows a multi-tiered system of supports (MTSS) model in order to put specific and targeted interventions and strategies to address learning loss. BEST Academy team in collaboration with instructional staff analyze initial diagnostic assessments to identify specific learning gaps at each grade level which inform the adjustment of instructional strategies and refinement of the Academy to address the learning gaps demonstrated at each grade level through the use of the supplemental digital platforms.

Students receive added instruction with Rosetta Stone curriculum and sessions with English Language Development instruction. Exceptional needs receive accommodations and supports as identified by their Individualized Education Plan. Finally, for youth, and pupils experiencing homelessness receive assistance and access to computers and internet service if needed.

### Assessment of Implemented Pupil Learning Loss Strategies

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

The Academy regularly assesses students throughout the year using internal diagnostic tools to ensure student growth. At regular intervals, students take the Achieve3000 and Beable test to measure growth in reading and math. From these results, BEST Academy analyzes the data and informs instructional staff on its effectiveness. From this data, instructional staff makes refinements and adjustments to ensure supports address student needs as demonstrated by the data.

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

	Total Funds
Programs	\$100,000
Director	\$50,000

### Health and Social and Emotional Well-Being

[Describe 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 issues within the school community.]

The Academy's Human Resources department has provided all employees with resources and training to help support students who may require additional support due to strains caused by COVID. This includes mental health resources available to staff, health resource sharing with families, and frequent communication and check-ins with staff and students to provide a safe environment. Additionally, teachers are in frequent communication with our students and look for any potential signs of emotional or social issues.

our in-person field trips have been cancelled during COVID, our teachers provide virtual virtual social interaction even to maintain healthy social relationships with their teachers and peers.

## and Family Engagement and Outreach

of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are a ing and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction s.]

my employs a team approach to identify students who are not fully participating in their educational program. Staff v parents in order to address obstacles that prevent each student's participation in the education requirements. Inter eased accountability check ins, incentive programs, additional instructional supports such as study halls, targeted ins n coping with social emotional stress, study skills, time management, and life skills.

## Nutrition

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

ssroom based school, BEST Academy does not provide meals for its pupils.

## Final Actions to Implement the Learning Continuity Plan [additional actions may be added as necessary]

	Description	Total Funds	Co
on and Outreach	ParentSquare communication platform	\$5,000	

# ed or Improved Services for Foster Youth, English Learners, and Students

Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learner Income students
	\$

## Descriptions

is being provided to an entire school, or across the entire school district or county office of education (COE), an explanation 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.]

my strives for a 1:1 device to student ratio and a loaner laptop program is in place to ensure that every student has access to technology regardless of financial burden or socioeconomic status.

Language learners have additional supports in place at the onset of their educational program to ensure they are receiving appropriate language development. Asynchronous lessons are provided specific to their needs through Rosetta Stone as well as a Spanish Language Development teacher oversees each student's progress in their language development through weekly group sessions.

of how services for foster youth, English learners, and low-income students are being increased or improved by the

my expanded by 100% its computer fleet in order to meet the increased need for student access and implemented a distance program to ensure any student has access to online instruction and curriculum.

ners receive access to Rosetta Stone curriculum and the LEXIA program to supplement grade level work in Accelerated Learning. All teachers are trained on scaffolding and SDAIE strategies and work with a specific teacher is assigned to specific students to monitor progress and development in English fluency.