

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ballington Academy for the Arts & Sciences	Bill Anderson, Principal	wanderson@voa-swcal.org 760.353.0140	June 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.

Ballington Academy for the Arts & Sciences – El Centro (BAAS-EC) serves grades TK-6 that provides a Science, Technology, Engineering, Arts and Mathematics (STEAM) educational program through a Project-based Learning (PBL) instructional approach. On Monday, March 16th Ballington Academy for the Arts & Sciences – El Centro notified families of the school’s closure due to COVID-19 via letter sent home with students, Class Dojo, Remind App, text message, and our school’s website which has provided families/students with regular updates, resources, and our transition to Distance Learning.

During the initial weeks of school closure our school developed a ***Distance Learning Plan***, a professional development plan for our teachers and paraprofessionals, including a ***Technology Needs Assessment*** to assess student needs, and an accountability plan to clearly outline our entire school ***staff shift in roles and responsibilities*** as a result of school closure. The Distance Learning Plan was communicated to the entire staff along with staff roles and responsibilities, schoolwide expectations and a timeline for dissemination and implementation of Distance Learning.

Professional Development for teachers was focused on implementing Zoom meetings, breakout sessions, and scaffolding instruction through Distance Learning.

Our staff contacted each family to identify if they had access to a technology device, internet service at home, in order to access curricular and instructional materials. Devices were provided to families who lacked a technology device to the extent possible. Our school applied for grants to purchase additional devices. Our staff provided families with information to access [free internet service](#).

By March 18th, the transition to Distance Learning was initiated and included asynchronous and synchronous instruction via Zoom meeting, Youtube Videos and implementing Odysseyware and Pathblazer. Families/students also had the option of selecting Independent Study packets.

The following programs were modified as a result of the transition to Distance Learning:

- Physical Education was discontinued
- Music & Art was modified to distance learning

The ASES Staff collaborated with our classroom teachers to design engaging STEAM integrated lessons and YouTube Videos.

For ***Students with Disabilities***, the RSP teachers collaborated with General Education teachers and met with students via Zoom meetings for instruction and services outlined in the student's IEP. Counseling, OT and Speech services were also provided via Distance Learning.

The impact of school closure on students has been isolating, challenging, with some students experiencing anxiety and depression. However, they do enjoy Zoom meeting because of the face-to-face interaction with their teacher and peers. For parents Distance Learning/school closure has been challenging, stressful, and many were faced with job and/or food insecurity.

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

Approximately, 80% of students enrolled at Ballington Academy for the Arts & Sciences – El Centro are ***Unduplicated Pupils*** (Low income, English Learners, Foster Youth). The following is a description of the services we provide to meet the needs of our Unduplicated Pupils (UP). The Leadership Team in collaboration with support staff communicated regularly to assess and document student needs and ensure appropriate supports and resources were provided in a timely manner.

For ***English Learners***: All English Learners (EL) received designated and integrated English Language Development (ELD) by their teacher and ELD teacher via Zoom meetings. English Learners utilized Imagine Learning and Reading A-Z to improve English Language Acquisition. The ELD teacher also provided academic support via small group and individual instruction via Zoom meetings.

The Principal is also the Homeless and ***Foster Youth*** Liaison. Our staff conducted check-ins on a regular basis to ensure students had access to curricular and instructional materials, technology device and internet service. The purpose of the check-in was to assess student and/or family social-emotional well-being and whether additional resources and/or supports were needed.

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

Ballington Academy for the Arts & Sciences implemented **synchronous** and **asynchronous** models of instruction. As a school that has implemented a 1:1 student to device ratio, most of the web-based/online supplemental programs were already in use as part of our educational program. Our Distance Learning Program includes:

- **Synchronous** Instruction – via Zoom
- Independent Study Packets for families that did not want virtual online instruction for their child
- **Pathblazer**; is a math and reading intervention program for grades K-6 that provides targeted instruction
- **Odysseyware**: for grades 1+: is a robust course library of standards-aligned, dynamic and pedagogically sound curriculum. The curriculum is designed to empower students to build proficiency, achieve content mastery, and engage in rich and challenging real world applications.
- Audible Books
- Teacher created instructional materials for Kindergarten
- **Curricular and Supplemental Programs**: Pathblazer, Odysseyware, Reading A-Z, Imagine Learning, ABC Mouse
- Course Packets and supplemental websites were provided for students in K-1
- Communication with families took place regularly using Class Dojo, Remind App, text messaging
- Parent Involvement Specialist connected with all families to provide local resources for food and other needs including Pandemic EBT application.
- Training videos: were provided to parents on accessing online instructional materials.
- Attendance is monitored by teachers on a weekly basis based on student participation in Zoom meetings (at least 3 times per week) and Odysseyware, and coursework completion.

During teacher check-ins with students/parents via Zoom meetings, families are informed of the student's academic progress, they document disengaging behavior including social-emotional needs. Students that do not participate in Distance Learning; and/or complete coursework are also contacted by their teacher to develop a plan that supports student learning. Our support staff also contacts families regularly to provide families with resources such as assistance with utilities, medical care, shelter services, and food distribution.

Ballington Academy for the Arts & Sciences – El Centro support staff and teachers implemented **numerous strategies to engage** and/or support families with distance learning which included the following: regular check-ins via phone calls and Zoom meetings on resources available to family and consistent communication to answer questions and address issues families/students had.

Academic intervention was provided by our teachers via Zoom meetings, in small-group and individual instruction, and web-based programs: Pathblazer, Reading A-Z. **Social-emotional support** was provided by teachers via Zoom meetings. Our school's website also provided an [Access & Crisis Helpline](#) that was open 24 hours per day, 7 days a week. In addition, our school provided families with the [California Parent and Youth Helpline](#) that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

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

Ballington Academy for the Arts & Sciences – El Centro did not provide meals during school closure at our school site. However, our school provided families with a list of free [Countywide Food Assistance](#), also accessible via the [CA Meals for Kids App](#); and a list of [local school sites](#) that offered curbside service, in a non-congregate setting.

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

Ballington Academy for the Arts & Sciences – El Centro notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website under COVID-19 Resources as a result of the Governor's [Executive Order N-45-20](#). To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

California Department of Education
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