

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Ballington Academy for the Arts & Sciences –
El Centro

CDS code:

13-63123-0118455

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Ballington Academy for the Arts & Sciences – El Centro will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Ballington Academy for the Arts & Sciences El Centro is a direct-funded charter school serving 249 students in grades TK-6 that include: 2.8% African American, 87% Hispanic, 2.8% 2+ Races, 3.5% White, 11.4% Students with Disabilities (SWD), 38% English Learners (EL), 0.1% Foster Youth, and 70.1% Socioeconomically Disadvantaged. Currently, our school does not have any students identified as Homeless

MISSION

Ballington Academy for the Arts and Sciences seeks to address the need for a rigorous and innovative educational program that prepares young children for the demands of the future, by providing the skills necessary to usher students into the 21st century, ensure each student is educated to the fullest potential and is College and Career ready.

In addition to Dashboard and CAASPP data, Ballington Academy uses surveys, school climate data, and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed Ballington Academy will administer a systematic cycle of assessments that include diagnostic, formative, summative and internal/local assessments.

Ballington Academy will measure program effectiveness of its services and supports to address learning loss using the following systematic cycle of assessments in **English Language Arts** and **Mathematics** to obtain a baseline (beginning of the year assessment), that will be used for targeted small group instruction, and student progress will be monitored and assessed throughout the year. All assessment

data will be collected, disaggregated by student group and grade level, analyzed, and presented to staff by the Administrative team, as follows:

- NWEA MAP: Reading/Math: 3 times/year Gr. 3-6
- NWEA MAP: Reading/Math: 4 times/year Gr. 1-2
- STAR Reading Assessments Gr. 2-6
- Kindergarten Readiness Assessment
- Formative Assessments – daily exit slips
- Summative Assessments

Ballington Academy uses federal funding to ensure quality staff are hired to help support students, specifically at-risk, low-income students.

Ballington will use Title I funding for the Interventionist (credential teacher) to provide push-in support and intervention instruction, Nessy Reading Interventionist, Reading A-Z Intervention Program, Compass Learning/Edgenuity Online Intervention Program, and Project Lead the Way.

Ballington uses Title II funds on year-long programs designed to assist teachers in clearing their credentials and professional development coaching in the following areas: Fountas & Pinnell Reading program, Digital Instruction/Distance Learning strategies to engage students, and Project-based Learning. For the 2020-21 school year, additional professional development will be funded with other funding sources.

Ballington Academy’s daily instructional schedule provides 360 daily instructional minutes of that far exceeds SB98 requirements.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-6.

All students were provided with instructional supplies including manipulatives, school supplies, journal books, art supplies prior to the start of the school year in addition to a technology device.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Instructional Assistants. Our plan includes an increase in daily synchronous instruction; and our daily instructional minutes exceed the CA requirement outlined in SB98.

SB98 CDE: Daily Instructional Minute Requirement	Ballington’s Daily Instructional Minutes
K - 180 minutes, 31,500 annually	K - 360 minutes, 52,560 annually
1-3 – 230 minutes, 40,250 annually	1-3 – 360 minutes, 52,560 annually
4-8 – 240 minutes, 42,000 annually	4-8 – 360 minutes, 52,560 annually

The data on the Fall 2019 California School Dashboard revealed that the school received a blue Performance Category for Chronic Absenteeism, and Suspension Rate and orange performance level for ELA and Math Academic Indicators. .

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	None	None	Orange	Orange
English Learners	Blue	Blue	None	None	Yellow	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Blue	Blue	None	None	Orange	Orange
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Blue	Blue	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Approximately 81% of our students are Unduplicated Pupils (English Learner, Low-income, foster youth), and the strategies that have been discussed throughout this plan are based on evidence-based practices, that primarily support the needs of our Unduplicated Pupils and Students with Disabilities.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-6.

All students were provided with instructional supplies including manipulatives, school supplies, journal books, art supplies prior to the start of the school year in addition to a technology device.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Instructional Assistants. Our plan includes an increase in daily synchronous instruction; and our daily instructional minutes exceed the CA requirement outlined in SB98.

Ballington will use our benchmark NWEA MAP data to monitor student growth in English Language Arts, and Mathematics. Student results are disaggregated by student group including Students with Disabilities and English Learners. In addition, our staff will use data from Imagine Learning ELD assessments to assess, and monitor the academic progress of English Learners (EL).

Upon analyzing NWEA and Accelerated Reader results, teachers and students develop short and long term goals that are reviewed every 4-6 weeks for progress. The Compass Learning intervention program will provide standards aligned intervention targeted specifically to each student's needs. Our teachers will use STAR Accelerated reading assessments to continually monitor student proficiency. All teachers

will administer daily formative assessments (exit slips) to check for student understanding. Students will also utilize Reading A-Z, Fountas & Pinnell, and Nessy Phonics instruction (via pull-out).

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-6.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for Ballington Academy. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 15, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student. For the 2020-21 school year all teachers participated in 6 days of summer professional development and bi-weekly professional development during the academic year for all teachers focused on data analysis of student work, Kagan's Cooperative Learning Strategies, Trauma Informed Practices, including effective strategies for Students with Disabilities to further accelerate student learning, during the academic year.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy engaged its stakeholders (Principal, Lead teachers, SPED Teacher (RSP), Interventionist, EL Coordinator, Lead teachers, governing board and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Principal. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

At Ballington Academy, we believe that all families are our partners. To that end, we commit significant time and resources to ensuring that all documents are translated into a language that parents can understand, workshops are provided in two languages and at times that are convenient for families, school reports are easy to read and contain both visual and written indicators for success.

One of Ballington's primary tenants is that parents are the primary educator of their children and it is only in partnership between the school and the parent, academic success is fostered. Family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Ballington Academy teachers and staff communicate with families on a regular basis using multiple methods including email, ClassDojo, Remind, Zoom, telephone, Synergy Parent Portal, Google Hangouts, Coffee with the Principal, to name a few. All teachers will offer daily office hours virtually for students and parents.

Ballington regularly hosts (virtual due to COVID-19 pandemic) "parent workshops" on school related subjects such as, Common Core Standards, the assessment and testing system, and Ballington's internal benchmark assessment, NWEA's MAP, distance learning expectations, and how to support their child academically during distance learning (in the middle of a global pandemic).

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, Ballington Academy has developed a SPSA to meet federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy's Leadership team used the 2019-20 academic year to assess whether to apply for Title Funding; and, if so, operate as a TAS or Title I SWP to meet the needs of our students.

Our charter school developed a Comprehensive Needs Assessment as part of the school's, ongoing Schoolwide Improvement Cycle, and Charter Renewal, in addition to the CDE requirements for a charter school to operate as a Title I Schoolwide Program (SWP).

Ballington Academy's purpose of choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we knew our focus was to implement a data-driven culture, assessing and monitoring our school's educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as part of our school's implementation of a Multi-Tiered System of Supports, but also in alignment with the CDE requirements of Title I SWP, and the school's ongoing Schoolwide Improvement Cycle .

Throughout this process, we engaged with our stakeholders (Principal, SPED teacher, EL Coordinator, Interventionist, Teachers, parents, and community). Our school's Comprehensive Needs Assessment

included the review and analysis of multiple forms of data, CAASPP ELA & Math, ELPAC results, Reclassification Rates, demographics, our anticipated LCAP Annual Measurable Outcomes, Internal/benchmark Assessments (NWEA MAP Reading, Writing & Math) and all data was further disaggregated by student group and the 2019 CA Schools Dashboard.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and also to identify the specific academic needs of all students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, English Learner, Socioeconomically Disadvantaged, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these academic needs of struggling students and provide evidence-based targeted academic intervention in order to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Principal, SPED teacher, EL Coordinator, Interventionist, Teachers, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities)).

For the 2020-21 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The SPSA (SWP Plan) is monitored regularly by the Principal in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

Ballington Academy's staff followed all required steps to operate as a Title I SWP, as outlined on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309>

Our student demographics reflect that 59% in 2020-21 of students are low-income (qualify for Free/Reduced Lunch).

Our school's SWP Plan (2020-21 SPSA) and was presented to the Ballington Academy Governing Board, which they voted on and approved it unanimously for our school to operate as a Title I SWP effective 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- ***The Interventionist*** to provide targeted small group instruction for struggling readers and academic intervention in math. Our students are struggling academically, and the interventionist (credentialed teacher) will target learning loss and implement strategies to accelerate student learning.

- ***Nessy Reading Interventionist*** will work under the Interventionist, supporting young learners with the Nessy Reading Program, in order to improve fluency, phonemic awareness and reading comprehension skills.

- ***Reading A-Z Reading Program*** to support struggling readers with phonics and fluency.

- ***Compass Learning/Edgenuity*** Online Intervention Program – provides digital supplemental curriculum and uses a diagnostic assessment to provide each student with a personalized learning path that can be monitored by the student, parent and teacher.

- ***Project Lead the Way*** – provides transformative learning experiences for students and teachers; by creating an engaging, hands-on classroom environment that empower student to develop in-demand knowledge and skills they need to thrive.

Ballington Academy does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs

TAS: Not applicable

Neglected or delinquent: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of

homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington works closely with parents to develop an individualized plan to support children who are homeless. Once enrolled, the parent involvement specialist meets with each family to develop an initial plan that identifies specific needs of the family. The parent involvement specialist provides linkages and referrals to community resources and serves as the conduit between the family and the resource. The parent involvement specialist serves as a case manager for the family and develops contingency plans with the families in a collaborative process to support families and the children’s success. The parent involvement specialist tracks attendance and provides interventions should attendance begin to wane.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington has implemented a comprehensive professional development platform for both teachers and principal. Identification for teacher's professional development needs are ascertained through a plethora of data sources. These data sources include a teacher observations and evaluation that is based on teacher expectations around standards such as instructional delivery, planning, as well as a section on teacher/principal agreed upon goals; teacher surveys; parent surveys; and student achievement data, and CA Schools dashboard.

Based on these sources of data, professional development sessions are planned, and professional learning communities are created. The school provides in house opportunities as well as external opportunities. In addition, the school provides access through monetary support to teacher induction programs and on-site mentor teachers. Annually teachers develop a professional growth plan with their principal that identifies professional goals. Through principal observation and review of student achievement data, adjustments to the professional growth opportunities are modified to align with results and course re-direct.

The Principal receives a plethora of professional development opportunities including attendance at several conferences focused on leadership and academics. Plans are developed based on observation and formal annual evaluation. Observations, teacher and parent feedback, and student achievement data provide information on the effectiveness of training and the need for course corrections.

New teachers and administrators will be provided with an orientation to the charter and will benefit from the on-going collaboration with more experienced colleagues at staff meetings and professional development events.

Ballington Academy has designed the following professional development for teachers and staff to ensure the delivery of high-quality instruction via distance learning:

- Kagan's Cooperative Learning Strategies
- Trauma-responsive Teaching
- Effective strategies for Students with Disabilities (SWD)
- Google Suites/Classroom
- Anchor Standards (ELA, Math)
- 6+1 Character Trait
- SEL Strategies
- SB98 Attendance & Participation Requirements; and Certifying Time Value – assignment
- NWEA MAP Assessments – setting goals for measuring student growth

- Synergy Student Information System (SIS) – attendance reporting (SB98 requirements); and its Parent Portal.

Our entire staff participated in Summer Professional Development in preparation for distance learning. Teachers will also participate in biweekly professional development during the academic year.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington is an independent, public stand-alone charter school. As such, all funds are directed at this single school in the LEA, and funds do not need to be prioritized.

Ballington Academy is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if Ballington Academy was identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The success of Professional Learning is ultimately evaluated by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning

activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by Ballington Academy's leadership team.

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes teachers, SPED teacher EL specialist, Paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed.

The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard. These groups then ensure that resource (state and federal) allocation is aligned and maximized to meet the needs of students. This is an on-going cycle with regular reports to the Board, and shared with students, staff and families through regularly scheduled meetings with the Principal.

Instructional coaching is designed to support teachers to improve the delivery of instruction and learning which directly impacts student success. In order to accomplish this, the Instructional Coaches collaborate with teachers to assess needs, identify goals, select evidence-based pedagogical strategies to meet the goals, monitor progress, and problem-solve in order for goals to be met.

The Principal conducts classroom observations at least on a weekly basis, utilizing the classroom walkthrough template which has adopted various components of the Danielson's Framework. It also includes a companion administrative feedback narrative. After the conclusion of each classroom observation, a follow-up teacher/administrator conference takes place which provides an opportunity to dialogue and reflect. Areas of need are used to inform future professional development for teachers. Areas of focus include those implemented in our school's Professional Development Plan as a result of the school's Comprehensive Needs Assessment.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- Ballington will support teachers participating in ***high quality educator Induction Programs***, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

- Provide teachers and paraprofessionals with Professional Development on evidence-based strategies on implementing ***Academic Intervention during distance learning***.
- In addition, provide professional development on ***Fountas & Pinnell Reading Program*** – an evidence-based literacy program.
- Provide ***professional development*** for all teachers and paraprofessionals on evidence-based pedagogical strategies for distance learning to ***improve student engagement, participation and learning***.
- Provide ***professional development*** for all teachers and paraprofessionals on ***Project-based Learning*** for implementation in Distance learning to increase student learning and engagement.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy did not apply for Title III funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy did not apply for Title III funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy did not apply for Title III funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy did not apply for Title III funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ballington Academy plans to Transfer (partial) Title IV funds to Transfer I.

Ballington Academy receives \$10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

For the 2020-21 school year, Ballington Academy has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

Ballington Academy is a charter school and is not subject to equitable services for private school requirements.

Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

Well Rounded Education: Ballington Academy will prioritize the use of Title IV funds to support the area of **Well-Rounded Education** through our course offerings which include Art, Music, STEM Science & technology Instruction. According to a UCLA meta-analysis study of the impact of the Arts in Learning, found that students with high arts involvement performed at higher levels in standardized assessments compared with those little or no arts involvement. Significant academic research has linked student learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Our school will continue to seek partnerships with community-based organizations (CBO) and Institutes of Higher Education (IHE) to expand our course offerings that provide a well-rounded education for our students.

For Safe and Healthy Students: Ballington Academy has implemented evidence-based strategies to support the social-emotional needs of its students. Ballington Academy continues to implement trauma-informed practices, provide mental health supports in addition to its partnership with El Centro Behavioral Health; and the San Diego Regional that provides online (virtual) counseling services.

It is imperative during this time learning attends to student social and emotional needs. Intentional strategies include:

- Encourage ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports