Learning Continuity and Attendance Plan Template (2020–21)

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

General Information

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

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.

The Technology Needs Assessment process consisted of establishing a family contact plan and creating a uniform assessment for needs. Our staff contacted each family to identify if they had access to a technology device and internet service at home in order to have full access to curriculum and instruction during Distance Learning. Devices were provided to families who lacked a technology device. Once our school deployed all school devices, we applied for grants to purchase additional devices. **100% of our families have devices**. To ensure connectivity, school staff provided families with information to access free internet service.

The Accountability Plan was developed to communiate schoolwide expectations, outline our entire school staff shift in roles and responsibilities as a result of school closure, and establish a timeline for full implementation of Distance Learning. In whole, The Distance Learning Plan was communicated to the entire staff and set a strong foundation for our successful transition to Distance Learning.

Our school's Distance Learning Program model includes **asynchronous** and **synchronous** instruction and providing hard copy lessons and activities to families/students who expressed preference for alternative options to online learning. The key components of our program model include:

Instruction

- Synchronous Instruction
- Asynchronous Instruction
- Instructional Supports: Audible application,

Curriculum

- Pathblazer: a math and reading intervention program for grades K-6 that provides targeted instruction
- Odysseyware: a robust course library of standards-based, dynamic curriculum for grades 1-6
- Teacher created curriculum and instructional materials for grade K
- Curriculum Supplemental Programs: Reading A-Z, Imagine Learning, ABC Mouse

Collaboration and Communication

- Regular and consistent communications with students and families via Class Dojo, Remind App, text messages, phone calls
- Parent Training videos created to ensure access to online platforms and programs

Attendance and Accountability

- Daily attendance documentation and monitoring process established
- Student participation evaluation process calibrated across teaching staff
- Data integration systems training

For **Students with Disabilities**, Education Specialists collaborated with General Education teachers to ensure provision of accommodations and modifications based on student Individualized Education Plans (IEP). Specialized Academic Instruction (SAI) was provided via Zoom. Related services (Educationally Related Mental Health Services (ERMHS), Occupational Therapy (OT) and Speech and Language) were provided via Zoom.

Approximately, 84% of enrolled students are Unduplicated Pupils (UP). Unduplicated Pupils are students who qualify as low income, English Learners or Foster Youth. The following is a description of the services provided 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.

Low Income: Our school staff provided families with access to devices and internet service. The Parent Involvement Specialist connected with all families to provide resources including the Pandemic EBT application. Families were provided with resources and supports for food, childcare, and basic needs through community-based partnerships.

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

Foster Youth: 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. Our partnership with South Coast Community Services provided our students with counseling services via Zoom.

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 and Emotional** supports were provided through our partnership with South Coast Community Services. Our community-based partner provided our students with counseling services via telehealth methods. 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.

The impact of school closure on students has been isolating, challenging, with some students experiencing anxiety and depression. However, they report that daily face-to-face interaction with their teacher and peers is beneficial. For parents, Distance Learning/school closure has been challenging, stressful, and many were faced with job and/or food insecurity.

In the planning of Ballington's remote learning program, Ballington considered the unique needs of all students and staff considering diversity and ensure access and equity. The model offers active student engagement and instruction is aligned to standards, is relevant and appropriate for each student. The intent of the distance remote learning model is to create a robust and engaging learning environment where students stay connected to school and peers, mitigate learning loss from not being on site and continued access to standards based rigorous instruction that results in learning and positive academic achievement. Ballington recognizes the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically. To accomplish this, the following tenants must be upheld:

- All students must have access to rigorous instructional materials and the supports needed to successful access those materials

- Given the reality of the digital divide and in accordance with legislations on distance learning, Ballington will provide Chromebook devices so every student will have access to the curricular and instructional program while in distance learning.
- Ballington will support the whole child, which includes the social-emotional and mental health needs, nutritional needs and Health and Safety.
- Teachers require professional development focused on interactive web-based tools and platforms to provide a high quality distance learning model.

Stakeholder Engagement

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

Ballington Academy for the Arts & Science – El Centro (BAAS-EC) recognizes the critical role of meaningful stakeholder engagement in school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development. Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

Our school has facilitated numerous parent meetings to engage families in the school's needs assessment and provide input and feedback into the development of the LCP. All meetings were held via Zoom video conferencing technology. Our staff also has contacted all families to provide updates, conduct the school's technology needs assessment, and identify the types of resources families need during this pandemic and shift to virtual learning. Our bilingual staff (Spanish/English) provides interpreter services during schoolwide and individual meetings with families and are available upon request.

As a small school our Principal communicates with staff on a regular basis if not a daily basis. Developing the school's Distance Learning Plan has been an ongoing effort with staff, SPED and EL Specialist, parents and feedback from students to ensure a rigorous academic and engaging distance learning program that meets the needs of our vulnerable school community and includes academic and social-emotional supports for our students and families.

In June-July our school administered a return to school survey to assess family preferences for in-person/hybrid versus distance learning for fall 2020. 75% preferred in-person/hybrid; and 25% preferred distance learning.

Our school utilizes emails, school's website, Facebook and social media including Class Dojo, Remind App as the modes of communication with families.

The school promotes stakeholder engagement through multiple means to ensure meaningful engagement options during the COVID-19 campus closure period: Announcements and communications through Class Dojo, mailings, emails, website postings, video conference and telephonic options through Zoom, flexible meeting times, meetings and communications in English and Spanish, Board of Director meeting announcements and public postings through Class Dojo, emails, and website postings.

BAAS-EC provided stakeholders with options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.

- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the Public Hearing for review and comment by members of the public.   The agenda for the public hearing was posted at least 72 hours before the public hearing.

- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the Board adoption of the Learning Continuity and Attendance Plan as a non-consent item with the school's Governing Board.

- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.

- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, school's website, and/email.

Board Meeting Dates:

Date of Public Hearing: 9/25/2020

Date of (Adoption) Public Meeting: 9/29/2020

The results of the stakeholder engagement methods were analyzed by the school's Leadership Team. The Leadership Team identified trends in the priorities communicated by stakeholders. These priorities have provided the basis of BAAS-EC's Guiding Values as the foundation of 2020-2021 Distance Learning Program:

Health and Safety

- The health and safety of students, families, and staff is paramount.

- Supporting the whole child: student mental health, nutritional needs, social and emotional needs, and safety needs.

High Quality Education

- Data-driven instruction that is differentiated for each student and integrates principles of Social and Emotional Learning (SEL) is required to in this time of Distance Learning and COVID-19 pandemic.

- Instruction must be responsive, engaging, and robust to ensure student achievement.

- Teachers require professional development that is focused on providing high quality Distance Learning.

Funding and Resource Allocation

- The school will allocate resources based on the guiding values that serve as the foundation of this plan.

- Students who have experienced learning loss, at-risk of learning loss, English Learners, Students with Disabilities, and Foster Youth will receive additional supports and services and intervention to mitigate learning loss.

Equity

- Curriculum and instruction is designed through an equity lens and accessibility tools and features are integrated to ensure all students have access to rigorous learning experiences.

- All students and families should have access to quality educational materials and to the supports needed to successfully access those materials

Flexibility

- The learning community are agile and able to prepare for and respond to environmental shifts and challenges.

- Students and families require flexible options for curriculum, instructional sessions, and meetings.

The Learning Continuity and Attendance Plan has been developed based on BAAS-EC's Guiding Values that were created by stakeholders: Health and Safety, High Quality Education, Funding and Resource Allocation (to mitigate learning loss), Equity, and Flexibility. The highlights of this plan that are directly related to stakeholder input and align to the Guiding Values are:

- Develop a framework for effective and engaging synchronous and asynchronous learning experiences for students

- Increase student and family engagement through communication systems, flexible options for meetings, personalized learning experiences

- Ensure student's physical safety, mental health and social-emotional well-being, and basic needs (including technology) are met

- Systematic cycles of assessment drive instructional decisions, curriculum adjustments, intervention processes, and serve as a platform for reflection and improvement

- Professional Learning is relevant and focused on developing and enhancing teacher skills in Distance Learning

- Daily instructional minutes that exceed the state requirements outlined in SB98.

- Provide families with access to "how-to" videos for accessing Google learning platform and technology-based instructional and supplemental apps.

Continuity of Learning

In-Person Instructional Offerings

Ballington Academy for the Arts and Sciences – El Centro is situated in Imperial County which is currently on the State's County Monitoring List due to high COVID case rates. Ballington is following the Imperia County Public Health Department and the Imperial County Office of Education guidelines on providing in-person instruction. Ballington started the 2020-21 school year on August 24th with all students fully participating in distance learning (Phase 1).

Once it is safe to do so, Ballington will transition to Phase 2: Hybrid Model (in-person and distance learning). During Phase 2 students will be placed in cohorts

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.

- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.

- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. Ballington employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible

- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.

- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff

- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.

- Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.

- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is our school's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings will be worn during classroom activities. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day.

Lunch Area Protocols: Students may receive a "grab and go" breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

Restrooms: Restrooms will be cleaned and disinfected periodically throughout the day. In order to maintain social distancing, certain sinks, urinals, and bathroom stalls will be masked off and unavailable for use. Each restroom will have signage indicating the maximum persons allowed at any one time.

School Hallways: Social distancing must be maintained, including while using the hallways, which will be designated as one-way. Floor signage will indicate the path of travel.

Playgrounds: Students will not be able to use the playground equipment until such time as it is deemed to be safe by the state, county and city health departments.

Identifying Small Groups & Keeping them Together (Cohorts); Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups, if possible. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, will enable teachers,

paraeducators, counselors and support staff to provide more targeted and individualized academic, social-emotional and mental health support.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Principal & classroom teachers to provide in-person/distance learning instruction	$1,250,715	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$128,000	N

Distance Learning Program

Continuity of Instruction

In the planning of Ballington's remote learning program, Ballington considered the unique needs of all students and staff considering diversity and ensure access and equity. The model offers active student engagement and instruction is aligned to standards, is relevant and appropriate for each student. The intent of the distance remote learning model is to create a robust and engaging learning environment where students stay connected to school and peers, mitigate learning loss from not being on site and continued access to standards based rigorous instruction that results in learning and positive academic achievement. Ballington recognizes the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically. To accomplish this, the following tenants must be upheld:

Ballington has designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction. The daily instructional day includes instruction in all core subjects, with instructional blocks to provide small group instruction, reading and math intervention, English Language Development (ELD), and "Specials" which are courses that include Art, Technology and Engineering to provide ever student with a well-rounded education. The school day starts at 8am and ends at 3pm daily. Every morning starts with a Community Circle and Social-emotional (SEL) that supports students with their social-emotional health and includes components of building community and relationships.

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

Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

Google hang outs and zoom will be the primary platforms for distance learning. Ballington will offer a varied schedule for specials (art, technology and Engineering) and will use a pull out (break room) model for collaborative group work, special education, ELD, and reading. To specifically mitigate learning loss potential and differentiate instruction, Ballington has structured several pull outs and break out rooms designed based on the individualized needs of the students. Our students will use the following core curriculum; supplemental application and intervention programs:

- English Language Arts: Engage NY, Fountas & Pinnel, Nessy Phonics

- English Language Development: Reading A-Z

- Math: Eureka Math, Edgenuity/Pathblazer

- Social Studies: TCI Social Studies Alive

- Science: TCI Science

- Project Lead the Way: Engineering

Ballington will administer a *systematic cycle of assessments* that include diagnostic, formative, summative and internal/local assessments.

- 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

- Summative Assessments

An essential component of this instructional model is the implementation of Google Suite. G Suite is a suite of cloud computing, productivity and collaboration tools, software and products developed by Google. G Suite comprises Gmail, Hangouts, Calendar, and Currents for communication; Drive for storage; Docs, Sheets, Slides, Keep, Forms, and Sites for productivity and collaboration; and, depending on the plan, an Admin panel and Vault for managing users and the services. It also includes the digital interactive whiteboard Jamboard. Google suite will be the primary platform that educators will use to facilitate remote learning. To ensure access and connectivity, Ballington will provide every student with a Chromebook that has Google Suite. Students and parents will sign a technology use agreement.

In order to maximize student attendance and participation during distance learning, and further mitigate learning loss, our school has developed a list of responsibilities and expectations for all stakeholders: School; Educators; Students and Parent/Families/Guardians.

Distance Learning: English Learners

Ballington teachers will provide both designated and integrated ELD instruction for *English Learners*. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

Designated ELD - Teachers will provide academic language instruction to English Learners through Designated ELD that will take place during the week during ELD Blocks based on the student's ELPAC performance levels. Additionally, teachers will use visuals and videos during this time to deepen students' learning and support them with academic language and comprehension of key concepts.   Because distance learning presents a unique set of challenges for English Learners, this designated ELD time each week will also be used to respond to students' specific needs in tackling asynchronous distance learning tasks.

Ensuring a Free and Appropriate Public Education for Students with Disabilities in Distance Learning Program

During this unprecedented time of COVID-19 health crisis, Ballington is implementing distance learning, including specialized services for students in special education. Ballington is taking an individualized approach to providing services and supports to Students with Disabilities, utilizing various methods to provide services to best meet the current needs of our students and families. The school is dedicated in our efforts to provide each student a distance learning experience based on these goals:

- Access to technology, internet, and instruction

- Equity of programming

- Individualization of services provided to each student

Providing a Free and Appropriate Public Education includes special education services as well as procedural requirements. Timelines for assessments and IEP's have not been waived at this time. Service providers will continue to provide and log their services and some IEP meetings will move forward utilizing a virtual/audio format. For assessments and IEP meetings that are not able to be held within the appropriate timeline, timeline extensions will be considered. In making this decision, the Ballington relied on guidance provided by the United States Department of Education, Office for Civil Rights, which states, "If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens." (OCR Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students, 3/16/20.) Once school reopens, Darnall will contact the student legal guardian to discuss the assessments moving forward and to provide an assessment plan. Distance Learning will not be considered a change in a student's placement as the district nor the parent initiated the change – the pandemic did. Current IEP's will remain in place and IEP services will continue to the extent appropriate through distance learning and in

alignment with Priority #1 – safety, health and welfare of students, staff, and community. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The Individualized Education Program (IEP) is the roadmap for each student with a disability, and it's important that IEP teams continue to meet with families to discuss their student's progress during the COVID-19 situation. These documents offer guidance to assist districts and schools during the IEP process.

PARTNERSHIP RESPONSIBILITIES	
School Responsibilities	• Develop & Implement remote learning plans • Communicate regularly with all stakeholders. • Support educators in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Educator Responsibilities	• Make remote learning activities available in a timely manner. • Be available at scheduled times to answer student/caregiver questions. • Provide timely feedback on student work. • Communicate regularly with students. • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide regular feedback to students on progress related to learning activities. • Collaborate with colleagues
Student Responsibilities	• Review assigned work. • Complete assigned work by the due date. • Ask clarifying questions • Be respectful
Parent/Caregiver/ Family Responsibilities	• Review work assigned to the student. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines.

Access to Devices and Connectivity

In accordance with CA Ed Code 43503, Ballington will assign one device (Chromebook) per student so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning.

Our staff conducted a technology and connectivity needs assessment via a family questionnaire.

100% of our students were issued a Chromebook and a headset. Approximately 10% of students received Mi-Fi/Wi-Fi Hotspots, and are available upon request and based on family questionnaire. Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

Devices must be checked out, and returned at the end of the school year.

To ensure proper use of technology and appropriate norms and expectations, all families will be provided with training throughout the year.

Pupil Participation and Progress

Ballington Academy students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have "daily live interaction" with a "certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness." (Ed Code 43503(b)). Also, each LEA must "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided."

Our school will document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)

- Attendance to live intervention groups (online or in-person)

- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each teacher will take attendance daily in Synergy. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each scholar. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Weekly Student Engagement Record Procedures

Ballington Academy will collect their Weekly Student Engagement Records for each teacher, each week. The teacher records will contain their class list. Teachers will record student attendance to live class sessions, including Advisory and the completion of assigned asynchronous assignments. Teachers must sign and certify their Weekly Student Engagement Records at the end of each week.

Distance Learning Professional Development

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

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): Desert Mountain SELPA

- Google Suites/Classroom

- Anchor Standards (ELA, Math)

- 6+1 Writing Trait

- SEL Straegies

- 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 Parent Portal

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff have been modified to align with distance learning needs; and additional requirements per SB98.

Supports for Pupils with Unique Needs

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

Ballington has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Daily scheduled small group intervention sessions with credentialed teacher

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support

- Meal distribution throughout distance learning and hybrid learning environment.

- Teacher will conduct weekly check-ins students/families

Special Education (RSP) and General Ed teachers plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology Devices for students (Distance learning)	$95,000	N
Wi-Fi Hotspots for students who lack connectivity at home	$2,000	N
SPED Services and staffing	$231,993	N
Online Core Curriculum: Engage NY,	$50,000	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom/Suites, Accelerated reader	$16,413	Y
Professional Development for all teachers and staff	$15,000	N

Pupil Learning Loss

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.

Pupil Learning Loss Strategies

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.

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Throughout the transition to distance learning Ballington Academy has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a Systematic Cycle of Assessments including diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

Ballington will administer a *systematic cycle of assessments* that include diagnostic, formative, summative and internal/local assessments.

- 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

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Assessments: NWEA MAP, Edgenuity, Accelerated Reader, Reading A-Z	$14,500	Y
Enrichment: Art, Engineering (PLTW) & Technology Instruction & Instructional supplies	$187, 097	Y
Nessy Support, library Instructional Aide	$16,628	Y

Mental Health and Social and Emotional Well-Being

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

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

Our school has partnered with El Centro Behavioral Health; and San Diego Regional that provides online counseling services.

To address the mental health, social and emotional well-being of **staff** Ballington Academy will implement the following strategies:

- Principal will encourage staff to incorporate basic self-care strategies into daily routines.

- Provide opportunities for teacher-to-teacher connections, and teacher mentor or partners.

- Encourage mindfulness, yoga, and/or meditation

- Regular reminders of our Employee Assistance Program (mental health services program)

- Access to Chaplain

- Principal will conduct weekly check-ins with staff.

Our entire staff will participate in professional development that addresses trauma and other impacts of COVID-19.

Pupil and Family Engagement and Outreach

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

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.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school's will design a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504

Ballington Academy strives to ensure all students will attend classes and be engaged in their learning. If a student is absent more than three schooldays or 60% of the instructional days in a week will the following tiered processes will be implemented:

1. The Registrar will verify current contact information and confirm this with the teacher of record

2. Teachers will notify parents or guardians daily of absences via text, call, or electronic messaging system. If after the 4th day of non-response, the teacher will refer the student to the Registrar.

3. The Registrar will place one call, or text if no response within 2 business days, the student will be referred to the Principal and a formal letter will be sent to the home.

4. If no response within 2 business days, the principal or designee will attempt a home visit.

5. Should at any point, the student be reached in this process, the school will discuss why the student has been absent and determine the pupils & family's needs and if possible direct them to appropriate services.

6. If no contact can be made after attempts and it is determined the family is no longer living at the stated address the student will be dropped from the roster by the Registrar.

School Nutrition

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

Ballington Academy has disseminated school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served.

Ballington Academy will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be delivered to each classroom for both breakfast and lunch. The meals that are provided by our food service provider will be individually packaged for health safety and ease of distribution. Students will eat in their classrooms and practice all safety guidelines practicable.

In compliance with the CDE regulations, Ballington Academy will provide breakfast and lunch to students for five days. All meals for the week will be distributed once a week on Monday mornings and consist of a nutritional meal meeting NSLP guidelines.

Ballington Academy will also partner with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil & Family Engagement and Outreach	Synergy SIS Parent Portal, Remind App, Class Dojo, website to communicate with families	$	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	$360,000

Required Descriptions

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

Ballington Academy for the Arts & Sciences El Centro is a public charter school that serves a highly vulnerable community. Ballington Academy has a student enrollment of unduplicated pupils in excess of 81% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CA Dashboard, assessment results including NWEA (reading/math) and Achieve 3000 that was administered remotely in June 2020.

We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and the need strengthen the method and modality of the delivery of those supports and daily instruction. The addition of a robust professional development program including the use of Kagan Strategies of Cooperative Learning in a virtual learning environment was critical, including designing and delivering daily synchronous engaging lessons for all students that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with synchronous and asynchronous instruction; small group instruction/intervention; and electives/enrichment. In order to narrow and close the achievement gap amongst Unduplicated Pupils, it was critical for our school to provide additional instructional minutes, not less as outlined in SB98. The daily instructional minute requirements of SB98 are significantly less than a traditional school year requirement.

As discussed in this plan, within the instructional day, an intervention block was added, to provide small group targeted instruction, including the use of evidence-based tools such as Accelerated Reader and Edgenuity/EduClimber.

English Learners: English Learners will receive designated English Language Development (ELD) and utilize supplemental programs such as Reading A-Z, Fountas & Pinnell, Nessy Phonics, and Accelerated Reader for grades K-6, and integrated ELD that takes place across all disciplines. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level.

Throughout the transition to distance learning Ballington Academy has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a cycle of assessment including diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

Ballington will administer a **systematic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- 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

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Comprehensive System of Supports.

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.