

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ballard School District	Allan Pelletier Superintendent/Principal	apelletier@ballardschool.org (805) 688-4812

General Information

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

Ballard Elementary is a small, one-school, K-6th grade district. The school's enrollment is currently 132 students. There are fewer than 5 English Learners and no homeless or foster youth. The school does not have a cafeteria or food service program

On March 13, 2020, the Ballard School District, along with the other school districts in Santa Barbara County, made the difficult decision to close school to slow the spread of the coronavirus. At the time, it was anticipated that school would reopen after Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, this did not occur, and school remained closed through the end of the 2019-2020 school year.

For the first week of the closure, instructional staff developed distance learning expectations, and the district distributed laptops and iPads to students who did not have them at home. By the second week, distance learning began, and printed materials were also made available to support all learners. Spring Break took place in early April. Immediately after break, the district began adjusting its grading policy and tracking students' distance learning engagement. Teachers and the superintendent/principal contacted families who were not engaging in distance learning. Support systems were established for these families to make sure they had all the tools needed to participate and fully engage.

Since spring, our community has grappled with changing guidance related to whether schools can reopen, and ever-changing health and safety protocols related to the COVID-19 pandemic. The fluid nature of the pandemic, variety of policy responses, sometimes confusing information that has been reported, and the emotional toll of isolation and uncertainty has left the community polarized in their viewpoints and opinions about how schools should operate for the 2020-21 school year.

Because of these varying beliefs our district planned to reopen schools with learning model options for families to choose from. Options presented to our community included:

- Hybrid Learning Model - combines on-campus and at-home learning

- Distance Learning Model - students learn at home in a structured virtual format, engaging in scheduled, interactive, entire class and small group sessions each day and completing independent work

In late summer 2020, Santa Barbara County was placed on California's Coronavirus Monitoring List due to elevated disease transmission in our area. Under guidance from Governor Newsom, schools in our county cannot reopen for on-campus learning until Santa Barbara County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, all students began the 2020/2021 school year in distance learning.

In late August, the Santa Barbara County Department of Public Health informed districts that TK/K – 6th grade schools may apply for waivers to reopen school even though the county remains on the watch list. Ballard has applied for a waiver to reopen school with a target date of October 19, 2020. (see Ballard School District Reopening Plan at www.ballardschool.org)

These impacts of the COVID-19 pandemic have informed the development of the Learning Continuity and Attendance Plan. Ballard's plan is adaptable, enabling personnel to respond to changing conditions and guidelines without compromising a quality education for our students. Because the pandemic has impacted families differently, our plan also allows for family choice after school reopen. Parents may choose a hybrid model (4 days in person, 1-day distance learning) or remain completely in distance learning.

Despite the difficult circumstances caused by the COVID-19 pandemic, the Ballard School District remains committed to serving our 132 students by providing a high quality, equitable instructional program and continuing our efforts to meet the needs of all students.

Stakeholder Engagement

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

Throughout the 2019-20 school year the Ballard School District engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our district responded to the COVID-19 pandemic this engagement continued. Although circumstances surrounding the pandemic have impacted school operations, it is important to maintain as many services as possible. So, although these programs and services have been adapted to fit within the context of our current operating conditions, the stakeholder input gathered during pre-COVID conditions remains relevant and has been an important component of developing our district's Learning Continuity and Attendance Plan.

Feedback gathered before the onset of COVID-19 was considered in conjunction with input collected after the Coronavirus outbreak to develop a comprehensive plan relevant to current conditions, while still providing continuity for our students and community. Efforts to solicit

stakeholder feedback include surveys, conversations with students, outreach to families not engaging in internet-based communications, presentations to the Board of Trustees, regular meetings with the staff, and community forums.

Surveys:

- Parent/Guardian Distance Learning Survey – April/May 2020

This survey focused on distance learning and asked open ended questions: What is working? What needs work?

- Teachers met with their students via Zoom daily and spoke with them regularly about the conditions of distance learning, offering support and suggestions to improve the experience.
- Parent/Guardian School Reopening Survey – July 2020

This survey included items which asked which learning models they would be most interested in participating in for the 2020-21 school year.

- Staff School Reopening Survey - Administered online from June 1, 2020 - June 5, 2020

This survey asked staff members to share their thoughts about the conditions for school reopening.

- Parent Guardian School Reopening Survey – August 2020

This survey focused on whether students would be more inclined to return to school in a hybrid schedule or remain in distance learning once school reopened.

- Analyzed survey responses data to determine needs for inclusion into Learning Continuity and Attendance Plan to support students.

Outreach Efforts:

- During the 2019-20 and the beginning of the 2020-21 school closure period teachers collected data to determine which students were not participating in learning opportunities. Once students were identified as not participating or having difficulty participating,

personal family contact was made to determine participation barriers and personalized support was provided to eliminate barriers. Actions to eliminate barriers include motivational discussions with students, providing needed supplies including technology

equipment, and making arrangements for the students to spend parts of their day at school. (This occurred after the Department of Public Health permitted schools to work with small groups of students. These small groups included English Learners and

Special Education students.)

- Teachers and the superintendent/principals met with the parents of English Learners.

- School Community Town Hall Meeting Regarding COVID-19 and the School Reopening Waiver Process (hosted by Parent Teacher Association): August 18

Over 60 members of the school community participated in this Zoom meeting.

- Special School Board Meetings regarding COVID-19 and School Reopening: September 3 and September 17

Planning Committees:

- Since Ballard is such a small school, all staff members have been involved in planning to create school operations plans for the 2020-21 school year given the conditions created by the COVID-19 pandemic. Weekly meetings with staff continue to focus on

distance and hybrid learning, school reopening, professional development, aligning distance learning platforms, healthy learning environments, and student and staff safety.

- Conducted meetings with Ballard Education Association and held meetings with all staff during which participants were asked to provide questions and comments regarding the 2020-21 school year and potential school reopening.
- MOU with Ballard Education Association for school reopening waiver

All the stakeholder input was reviewed and analyzed to determine trends or common themes that exist within our community. These common themes allow district personnel to determine how to best meet the needs of our school community. Plans for proceeding in the 2020-21 school year, and with eventual school reopening we shared with the community:

- Provided a draft of our 2020-21 LCP on the district website for all stakeholders to review prior to all public comment meetings
- Advertised and conducted a public hearing to seek input on the LCP at the September 28, 2020 Governing Board meeting
- Adopt the LCP at the September 30 Governing Board meeting
- School Reopening plan posted on the district website
- Santa Barbara County Department of Public Health Industry Specific Attestation posted on district website

(**Because there are fewer than 5 English Learners, the district does not have a DELAC or ELAC.)

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

During the time period that large gatherings are not recommended, community members will have options for remote participation in public meetings and public hearings. Meetings will take place using the Zoom webinar platform.

Those who wish to participate in meetings can join via video conference, or telephone (for those without internet).

As an additional noninternet-based stakeholder engagement opportunity, community members may also submit written comments that are read aloud by the superintendent/principal during meetings of the Board of Trustees.

Information about how to participate in public meetings and hearings, and meeting agendas are shared with the community on the district website and through weekly email updates from the superintendent/principal prior to the meetings.

Follow-up communication from public comments has been provided in a variety of formats: individual phone calls or email to parents or staff, weekly update emails to the school community, and content added to all staff and parent notification.

[A summary of the feedback provided by specific stakeholder groups.]

Gathering stakeholder feedback is an essential part of ensuring programs and services offered to meet the needs of all families. Feedback received from parents included wanting more consistency across grade levels, more live instruction time for their students, increased direct contact with their teachers, and more streamlined schedules and consistent use of digital programs. Teachers and staff also wanted more consistent schedules and use of consistent digital platforms, as well as time to collaborate and plan with grade level teams. The following big ideas and trends emerged from the process of gathering stakeholder input.

Family and Educator Reopening Surveys:

- Although most families feel students should return to on-campus learning as soon as it is safe for students and staff, several families will elect to remain in distance learning for the 2020-21 school year.

Family and Educator Distance Learning Surveys:

- Barriers to student success with distance learning included students' attention spans, technology issues, and the inability to access multiple online platforms.
- Students engaged in virtual learning need more virtual lessons and small group time, visual step-by-step directions for how to access different platforms, and support with independent work.
- Teachers need support in learning the Google Classroom learning management system.

Feedback from Students:

- Students would like more connected time with their teachers.
- Students had trouble accessing online programs.
- Students missed opportunities to connect with their friends.

Feedback from Parents:

- Families had difficulty connecting to multiple online programs.
- Every student should have their own device or a device (either laptop or iPad) provided by the school.
- Families struggled to keep their children motivated and engaged.
- Students need more connected time with their teachers.

Feedback from the Superintendent/Principal (the district's sole administrator), the writer of this Learning Continuity and Attendance Plan, is included.

School Community (including Public Health) Feedback:

- Protocols for safe school operations need to be established, communicated, and consistently implemented.
- Teacher guidance for hybrid learning needs to be established, communicated, and consistently implemented.
- Expand efforts to address chronic absenteeism.
- Home to school communication is a priority.
- Continue and expand efforts to provide teachers with the tools they need to meet the needs of all students.
- Continue and expand efforts to address students' social and emotional needs.

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

Stakeholder engagement heavily influenced the development of the Learning Continuity and Attendance Plan. Feedback from stakeholders is collected through the avenues described in the Stakeholder Engagement section of this document.

"Big ideas" or common themes emerge through the stakeholder engagement process and were considered as the aspects and actions of this plan were developed. The following aspects and actions were specifically influenced by stakeholder input:

In-Person Instructional Offerings:

Ballard has applied for a reopening school waiver with a target date of October 19, 2020.

As soon as it is safe to do so, families will have learning model options including the hybrid learning model option for the 2020-21 school year. The hybrid learning model includes four four-hour school days (Monday – Thursday) of on-campus attendance in combination with independent asynchronous work in the afternoon. All students will participate in distance learning on Friday. This hybrid schedule will provide time for Tier II instruction to address the needs of students who have not yet met academic standards through intervention and language development strategies.

Actions Related to In-Person Instructional Offerings:

- Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of

Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.

Distance Learning Program - Continuity of Instruction:

Families will have learning model options including the distance learning model option for the 2020-21 school year. The distance learning model includes multiple daily virtual classroom sessions in combination with independent work. Student assignments will be graded in the virtual learning model.

Distance Learning Program - Access to Devices and Connectivity:

- Laptops and iPads are available to every student in the district who needs one.

Distance Learning Program - Pupil Participation and Progress:

- Students will engage in multiple synchronous instructional sessions each school day.

Distance Learning Program - Distance Learning Professional Development:

- Teachers will receive training in Google Classroom.
- Additional trainings and meetings on effective distance learning, including curriculum and instructional supports for enhancing a distance learning program.

Distance Learning Program - Support for Pupils with Unique Needs:

- Students needing additional support are provided with multiple Tier II instructional blocks/small group tutoring opportunities each week. These opportunities are provided by classroom teachers, intervention teacher, and instructional assistants.

Distance Learning Program - Action for supplemental online programs:

- Teachers and students will be provided with supplemental programs and resources to support virtual classroom instruction, including physical education and music.

Actions Related to Distance Learning:

- Teachers create and implement a virtual learning model that includes daily virtual, interactive instruction and independent work, and weekly tier II instruction blocks for transitional kindergarten through sixth grade students with specific intention targeted toward

the needs of those who have not yet met academic standards.

Pupil Learning Loss Strategies:

- Multiple Tier II instructional blocks will take place each week.

Mental Health and Social Emotional Well-Being:

- Coordinated services provided by the district's school psychologist provide mental health and social emotional support for students.

Continuity of Learning

In-Person Instructional Offerings

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

The Ballard School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. Families who select the hybrid learning model as their preference for the 2020-21 school year will transition to on-campus learning after Santa Barbara County has met the criteria to reopen school campuses, or after Ballard's waiver application is approved by the Santa Barbara County and California Departments of Public Health.

Ballard's enrollment is small enough that we will be able to accommodate all families that desire in-campus hybrid instruction. Three large classroom spaces are each the equivalent of two normal sized classrooms and can accommodate our largest classes (all of which will have fewer than 20 students.) Arrival, departure, and break times will be staggered. Students will have four hours of instruction at school followed by asynchronous assignments in the afternoon. All students will have synchronous/asynchronous distance learning on Fridays.

We know that some families will choose to remain in distance learning. Teachers will continue to use their learning management system to communicate clear expectations to students and support them during independent practice outside of the school day. When the health conditions allow us to return to full in-class instruction, teachers will continue to use their learning management system as the key communication tool for families and students. This will make the possible transition back to distance learning at any time seamless if deemed necessary.

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on campus as outlined in Ballard School District's Plan for Reopening School and Industry Specific COVID-19 Plan (see www.ballardschool.org) Guidance includes, but is not limited to, plans and protocols for accessing school campus, hygiene practices, protective equipment, and physical distancing. Examples of protocols include the following:

Considerations for Campus Access:

- All school campuses will be closed to non-essential visitors.
- Employees, students, and essential visitors must wear a face covering.
- Contact between students, staff, families, and the community will be minimized.
- School will have established staggered drop-off times and locations.
- Families drop-off children curbside, outside the front gates of school, or another designated location
- Employees, students, and essential visitors complete health screening and temperature check.
- Follow designated routes for entry and exit of school/facility. Multiple entrances/exits will be available, if feasible and safe.
- Students should only bring educational materials to school.
- Students entering campus must proceed directly to their assigned classroom.
- Upon entering the classroom, employees and students should wash hands and/or use hand sanitizer before proceeding to their assigned work area.

Hygiene Practices:

- Employees and students wash hands when: leaving home; arriving at school and throughout the day; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
- Employees and students receive training on proper hand washing techniques.
- Opportunities for hand washing are provided throughout the day for students and employees.
- Sufficient access to hand sanitizer and tissue is provided for students and employees in all areas throughout the campus.
- Use proper cough and sneezing etiquette is taught and encouraged.
- Items needed from home are limited and each student's classroom supplies will be stored separately from others.
- Students are taught why face coverings are important and how to properly wear, store, and wash them.
- Employees and students are monitored throughout the day for signs of illness.
- Employees and students are reminded to stay at home if sick.
- Employees and students must report illness and symptoms to supervisor or school office.

Protective Equipment:

- All employees and students in grades 3-6 are required to wear a face covering while on a school campus and/or engaging in school activities during the COVID-19 pandemic and as required by mandates or regulations. Face coverings are strongly encouraged for young children two years of age through grade 2.
- A face covering may consist of a paper mask, cloth mask or a face shield.
- Employees and students must wear a face covering before entering campus, and throughout the school/workday except when eating or drinking.
- Employees engaging in daily health screenings and/or temperature checks will be provided with a surgical mask and/or face shield, and disposable gloves will be provided.
- Face coverings are available for employees or students who do not have one.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.

Physical Distancing:

- Smaller student/educator cohorts are formed to minimize the mixing of groups throughout the day.
- Classroom furniture is arranged to allow for physical distancing in the classroom.
- Student desks are arranged in rows to minimize face-to-face contact.
- Movement in the classroom is limited.
- Employee and student workspaces are 6 feet apart.
- Social distancing markings are in hallways, classrooms, and throughout campuses as needed.
- Procedures for walking in hallways are established to ensure individuals walk in the same direction whenever practicable and feasible.
- Congregate movement through hallways are minimized as much as feasible.
- Work areas are equipped with sanitizing supplies and should be cleaned after each use.
- Non-classroom space, to include outdoor space (weather permitting) is used for instruction when possible.
- Recess activities are held in separate areas designated by class whenever possible.
- Physical distancing is used in work environments, break rooms, staff rooms, and bathrooms.
- Virtual group events, assemblies, gatherings, and meetings are held in lieu of in-person gatherings.
- Students are seated one per seat on buses from the rear forward.

Cleaning and Disinfecting School Facilities and Vehicles:

- All classrooms, restrooms, library, office, and staff room are sanitized daily. This includes but is not limited to:
 - o Desks, tables, counter tops, chairs, bus seats, copy machines, telephones.
 - o Door handles, handrails, drinking fountains, sink handles, restroom surfaces.
 - o Playground and PE equipment.
 - o Sanitizing spray can be used by employees and age appropriate students, under adult supervision, throughout the school day.
 - o Disinfecting products are used as necessary.
 - o The use of shared drinking fountains is limited or prohibited. Students will use the refillable water station.

Kindergarten students participating in this hybrid learning model will attend school on-campus four days each week, Monday through Thursday, for three hours in either the morning or afternoon. Students in 1st – 6th grades will attend school on-campus four days each week, Monday through Thursday, for four hours each day. 1st – 6th grade students will be assigned asynchronous work in the afternoons.

These students will participate in distance learning with all their classmates on Fridays.

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, and history/social studies. Students will also participate in physical education and music.

In-person and virtual small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss because of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction.

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in both English language arts and mathematics administered at the beginning of the school year and two additional times throughout the year to monitor student progress and inform instruction for teachers. These assessments include DIBELS, SIPPS, STAR Reading and Early Literacy, and STAR Math.

The school psychologist coordinates counseling service to address student mental health and social-emotional needs. Services can be provided virtually or in-person with safety protocols in place.

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

Description	Total Funds	Contributing
Superintendent/principal, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.	\$12,900	No
District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all.	\$2,100	No
Superintendent/principal, teachers, and staff create and implement a hybrid learning model that includes four days of in-person learning, daily independent work, and weekly tier II	NA	No

Description	Total Funds	Contributing
instruction blocks for students with specific instruction targeted toward the needs of those who have not yet met academic standards.		
Intervention teacher on assignment and classroom teachers provide Tier II instruction during in-person and virtual class times to address the needs of students who have not yet met academic standards through intervention and language development strategies to address student learning loss that may have or will occur as a result of school closures. This is an improved service for students who are English learners and/or from families with low-income as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.	\$42,380	Yes
Bilingual instructional assistants provides support to English Learners and outreach to their families. This is an improved service for students who are English learners as it provides support specific to students' individual needs to ensure accelerated growth and increased achievement, and outreach to their families.	\$5,500	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Ballard School District has developed two learning model options for the reopening of schools for 2020-21 including:

o Hybrid Learning Model which combines on-campus and at-home learning. Kindergarten students attend school half-day in the morning or afternoon Monday – Thursday, and students in 1st – 6th grades attend school for four hours Monday – Thursday, with safety protocols in place. 1st – 6th grade students receive independent work for the remainder of each school day and participate in distance learning on Friday.

o Distance Learning Model where students learn at home in a structured virtual format and engage in multiple scheduled, interactive, whole class and small group sessions each day and complete independent work.

These plans will ensure pupils have access to curriculum that is substantially similar regardless of the delivery model.

The original intent of these learning models outlined in our Ballard's reopening plan was that families could choose the option they felt more comfortable with for the 2020-21 school year. Additionally, this reopening plan was intended to address the fluid nature of the COVID-19 pandemic and the needs of individual students by making it possible to scale up the virtual learning model. When full or partial school closure is necessary due to health and safety concerns, students participating in the hybrid model will immediately transition to the distance learning model. When students return to school (October 19th is the target date) teachers will spend time in school addressing distance learning so students will be prepared if/when we do need to return to distance learning. This will be the first time that teachers have ever been able to work with their students on this in person. The school community knows that we must be nimble regarding the effects that COVID-19 may have on our learning model, and understand that we may need to switch to distance learning overnight depending on how the virus does/does not cooperate.

Under guidance from Governor Newsom that came in late summer, schools in our county are not permitted to reopen for on-campus learning until Santa Barbara County has been removed from the state's Coronavirus monitoring list for fourteen consecutive days. In response to the Governor's order, all students started the school year in the distance learning model.

Students interested in the hybrid learning model will transition to on-campus learning when guidance indicates school campuses can reopen for students, or when Ballard's waiver for reopening school is approved by the Santa Barbara and California Departments of Public Health. The target date for Ballard's reopening is October 19, 2020.

In the Distance Learning Model students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including scheduled, interactive, whole-class, and small group instruction in addition to independent work. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. Virtual classroom sessions will be conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education, and music.

Instruction is provided using the district adopted materials and supplemental programs. Students earn grades on assignments and report cards as they would in the traditional school setting.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To ensure equity of access, every child who needs one is provided a laptop or iPad to access all curriculum. A systematic process for ensuring access to devices and connectivity was established beginning in March 2020 when schools were closed. At that time, laptops and iPads were available to each family for check out from school. Although we did not identify any families without internet access, we were prepared to refer those in need to community partners that provided free/reduced internet services.

Teachers and the superintendent/principal provided personal outreach to families whose students were not participating in instruction to determine barriers and ensure access to all necessary equipment and services.

During the 2020-21 school year, laptops and iPads are available to every student enrolled in the district. At the beginning of the school year all families are asked to complete the online data confirmation process. Although no families expressed a need for internet support, we did identify fewer than five students who would benefit from using the school's internet access. We made arrangements for these students to participate in their distance learning from school several days/week. (These arrangements were established after the California Department of Public Health issued guidance permitting small groups of students with specific, special needs on campus.)

Teacher Technology Devices

All teachers had laptops prior to the 2019/2020 school year. New laptops were purchased for teachers at the beginning of the 2020/2021 school year. Teachers typically take home their technology devices. After the school closure, teachers were also permitted to take home other classroom devices to continue teaching remotely.

Technical Support and Assistance

Ballard is too small to have its own technology department. We contract with a private vendor for technology support and another for internet/network maintenance. Support personnel continue to offer technical support to teachers and are available to provide technology support for students and parents.

Many families preferred printed instructional materials to support learning continuity beyond the distance learning activities. For the 2020-21 school year, school staff will continue to organize a regularly scheduled distribution of instructional materials at the school site to support the start of the distance learning program.

Pupil Participation and Progress

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

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using a learning management system, such as Google Classroom and SeeSaw. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Student progress will be assessed through grades on student assignments, quizzes, and tests in addition to teacher observation and a systematic cycle of assessments. Assessments are administered during synchronous instruction time as teachers use mirror screening technology tools to monitor students.

Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks, progress reports, parent conferences, and report cards. Ballard teachers will be using the California Department of Education's template to document student engagement, participation, and attendance. This template allows teachers to indicate whether the activity is synchronous or asynchronous and document each student's participation and engagement in each lesson and activity. This allows for student engagement analysis at each grade level.

Teachers will track daily asynchronous participation and progress through daily and weekly schedules and assignment completion for all students. Teachers will assign a time value to all asynchronous assignments, to ensure all students receive the daily required instructional minutes through a combination of synchronous and asynchronous sessions. Teachers will engage in tiered re-engagement interventions if a lack of presence, process, and/or participation is indicated.

The systematic cycle of assessments include:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- STAR Reading and Early Literacy
- STAR Math
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through sixth grade students.
- English language development assessments with two follow-up assessments to monitor progress throughout the year.

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.]

The Ballard School District has a wireless infrastructure with sufficient wireless access points and provides technology devices that include cameras and microphones for all teachers. Google Apps for Education (GAPE) is the primary suite of tools used by Ballard educators for the virtual classroom. This suite includes:

- Google Drive

- Google Classroom Learning Management System
- Google Meet
- Google Sheets, Docs, and Slides

Supplementary resources used district-wide to support the virtual learning environment include:

- Zoom video and audio conferencing
- Seesaw learning management system
- Class Dojo

To help establish a common understanding of key distance learning concepts and strategies, all teachers and the superintendent/principal participated professional learning prior to the beginning of the school year and ongoing throughout the school year. These include:

- Marzano Resources' Remote Teaching Virtual Institute
- Google Classroom or Seesaw as a learning management system (LMS)
- Google Meets or Zoom as a virtual classroom

Synchronous (Live Interaction) Resources

Live professional learning sessions will promote active engagement including frequent discussion, checks for understanding, and extensive use of appropriate digital resources to aid in the understanding of concepts presented. In addition to sessions hosted by Ballard teachers, staff members will also be provided with “live” peer collaboration time to share best practices and develop additional resources. The Santa Barbara County Education Office provides regular professional development focused on distance learning.

Asynchronous (Self-Paced) Resources

Professional learning at Ballard will also include the use of asynchronous professional learning materials. These resources will enable teachers to self-select relevant learning at any time, based upon their needs, and their self-paced nature will allow them to review concepts multiple times, as necessary, to ensure understanding of concepts. These resources will provide support in the use of various core student learning platforms, digital tools needed to provide learning at a distance, as well as strategies for developing and implementing a successful distance learning program.

Technology Support

For the district's distance learning program to function properly, it is critical that staff, students, and their families have access to timely technology support. Although Ballard does not have in-house technology support, the district contracts with one private vendor (technology support) and one private vendor (internet support and network maintenance). They are available to assist staff and parents as needed.

Staff Roles and Responsibilities

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

Because school is currently operating under different circumstances than in the past, the roles and responsibilities of staff members have been revised to meet the needs of our community.

A new responsibility of school support personnel has been the preparation and distribution of materials through a pick-up process. Staff members have prepared large bags containing student textbooks, laptops, iPads, and all supplies students need to engage in learning while at home. Prior to the beginning of school all students and one parent had individual appointments to meet their teacher and pick up materials. These distanced and face masked appointments were invaluable for connecting the students and teachers and setting the tone for the new school year. Regularly scheduled material and student work drop offs/pick ups have continued throughout the school year.

New responsibilities for the superintendent/principal include:

- preparing school campuses for social distancing and safety procedures
- facilitating/participating in staff training on social distancing and safety procedures.
- monitoring personnel to ensure adherence to social distancing and safety procedures.
- providing training and support to staff for the digital learning environment.
- coordination of remote learning systems.
- ensuring equitable access to at-home technology.
- family outreach to determine and address barriers to student engagement in the virtual classroom.
- family outreach to determine and address student social and emotional needs.
- conducting meetings with colleagues, staff, families, and community members through video conferencing platforms

Because Ballard is such a small school, all staff members share the new administrative responsibilities mentioned above.

New responsibilities for teachers in the distance classroom environment include:

- using online platforms and programs not previously used
- ensuring instructional plans are appropriate for a virtual environment
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion
- communicating access procedures for instruction and resources to parents and students
- engaging and motivating students in a virtual environment to determine and address student social and emotional needs
- advance planning with support personnel given that synchronous planning and communication is not possible
- posting all assignments and providing feedback on progress through a learning management system.
- conducting meetings with colleagues and families through video conferencing platforms

New responsibilities for instructional assistants include using online platforms not previously used and monitoring student online participation to respond to student questions. Instructional assistants also meet regularly with individual and small groups of students to provide additional support.

All staff are preparing to modify their responsibilities again when the district shifts to hybrid learning, perhaps as early as October 19th. In addition to transitioning most of the students to classroom-based instruction four days each week, staff will need to maintain the distance learning program for those families who elected to remain in a virtual learning environment.

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.]

Meeting Needs of Families

(Ballard School currently has fewer than five English Learners, and no foster or homeless youth.)

The superintendent/principal, teachers, and school psychologist reach out to families of students who are not engaged in school to offer additional community resources when necessary. If a teacher, the superintendent/principal, or parent reports a student experiencing any anxiety, the school psychologist provides support or prepares referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible.

To meet the needs of pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, and low-income students in the Ballard School District the following supports and services are available:

- Family outreach with personalized support will be conducted for all students/families not responding to email, calls, or text messages
- Virtual tier II small group academic support or tutoring sessions
- Social services assistance as needed

Family outreach:

Protocols to ensure ongoing family outreach with personalized support have been developed. All classroom teachers, special education case carriers, the administrative assistant, and superintendent/principal contact families to determine students' needs and ascertain if there are any barriers to student participation in the distance learning environment.

Each week teachers collect data on student participation in distance learning. Teachers note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, the administrative assistant and the superintendent/principal email and call the families of these students to determine barriers to student

engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to motivational discussions with students, providing any needed supplies including technology equipment, and trouble shooting school-based solutions to assist with poor internet access.

Virtual tier II small group support or tutoring sessions:

To meet the individualized academic needs of students enrolled in the Distance Learning Model, virtual tier II small group support in the areas of English language arts and math is provided by all classroom teachers, the intervention teacher, with some additional support offered through instructional aides. English learners also receive designated English language development instruction facilitated by teachers and a bilingual instructional assistant. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable.

Support for English Learners and Addressing Learning Loss

The district has a bilingual instructional assistant who works with English learners to mitigate learning loss for students, as well as prevent future learning loss. The bilingual instructional assistant and literacy intervention teacher will provide additional support to English Learners in the areas of reading, writing, listening, and speaking. Although we have been in distance learning, we have made arrangements for English Learners to work in very small cohorts at school 3 days/week. Additional support will continue when we move to hybrid in-person learning and eventually to full in class instruction. The core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. Teachers monitor growth of English Learners as they work toward language proficiency using DIBELS, SIPPS, and STAR Reading and Early Literacy, as well as classroom-based assessments.

Support for Students with Exceptional Needs

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in the beginning of the school year to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on IEP goals. Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Listed below are details of the IEP service delivery:

- Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
- During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.

Social services assistance:

As mentioned previously, Ballard has had no homeless or foster youth for the past several years. Regardless, the school is prepared to address additional needs for foster youth, students experiencing homelessness, and others in need of assistance and support services with information and referrals to local service organizations for services including access to homeless shelters; free or reduced-cost health care, vision services, food, clothing, and shoes.

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

Description	Total Funds	Contributing
Superintendent/principal and teachers create and implement a distance learning model that includes daily virtual, interactive instruction and independent work, and weekly tier II instruction blocks for transitional kindergarten through sixth grade students with specific intention targeted toward the needs of those who have not yet met academic standards. Purchased 30 new laptop computers to be distributed to students who need a device.	\$18,000	No
District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	\$4,200	No
Staff participates in live and virtual professional development that includes training and coaching in effective distance learning strategies.	\$3,900	No
Intervention teacher, classroom teachers, and instructional assistants provide Tier II instruction during interactive virtual class times to address the needs of students who have not yet met academic standards and those who have or will experience learning loss as a result of school closures through intervention and language development strategies. This is an improved service for students who are English learners and/or who have families with low-income as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.	see Continuity of Learning	Yes

Pupil Learning Loss

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

Overview

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we moved to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning.

Ballard has a balanced assessment system. Our teachers understand our assessment system and have used them over the last several years. Teachers have the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement.

Specific student academic needs will be determined through a systematic cycle of assessments. All students, regardless of the learning model they are participating in, will engage in the assessment cycle. These assessment tools include, but are not limited to:

- DIBELS
- SIPPS
- STAR Reading and Early Literacy
- STAR Math
- CAASPP Interim Assessment Delivery System

Monitoring Progress of English Learners

English Learners will participate in all district assessments delivered to students. Ballard will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.

Assessment Calendar

Ballard follows an assessment calendar to collect data at the beginning of each trimester for English Language Arts, English Language Development, and Mathematics. During distance learning, these assessments will be remotely administered according to the District's assessment calendar. Because the school is so small, data is easily disaggregated to determine areas of strength and need by Smarter Balanced Assessment, and state standards that will allow for the adjustment of instruction to address student deficiencies.

Because students in the Ballard School District participate in these assessments each year, results for continuing students can be compared with the assessments taken during the 2019-20 school year. A detailed analysis of assessment results will be conducted to identify students who experienced learning loss or have not yet met academic standards. All assessments provide detailed information about the specific skills students have not yet mastered.

Parent Communication

Teachers will inform parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, parent access to information from students' learning management system, progress reports, and report cards.

Pupil Learning Loss Strategies

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

Each classroom teacher, several instructional assistants under the supervision of credentialed teachers, and the intervention teacher provide small group instruction that offers more time and support to target specific student needs as determined through a systematic cycle of assessments, accelerate learning progress, and ensure equitable access to grade level standards achievement .

In both the Distance and Hybrid Learning Models tier II small group support in the areas of English language arts and math is provided by all classroom teachers with additional support offered by instructional aides, and the intervention teacher.

In the Hybrid Learning Model some tier II instruction will take place in-person and some take place virtually. In the Distance Learning Model all instruction takes place virtually. Teachers provide individual and small group sessions virtually for intervention support. This time is also available to all students who may have questions or need additional support.

English learners receive designated English language development instruction facilitated by teachers and instructional assistants, a bilingual instructional assistant, and the intervention teacher. Special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable. Socioeconomically disadvantaged students who are also below grade level in reading and/or mathematics will receive Tier II intervention support from the intervention teacher on assignment and instructional assistants who are assigned to the classrooms.

Additional strategies used during individual and small group intervention support to address learning loss and accelerate learning progress include but are not limited to:

- Early systematic assistance in one or many areas of student learning
- Increased use of peer discussion
- Spaced practice over time
- Directed self-verbalization and self-questioning

- Increased use of visual input
- Breaking information down into smaller units

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.]

The effectiveness of the services and supports to address specific student academic needs will be measured by monitoring student progress for those receiving these services and supports. Because students participate in several of the assessments included in the district's systematic cycle of assessments several times throughout the year student's rate of growth can be closely monitored. If students participating in services and supports targeted toward addressing pupil learning loss are not demonstrating an accelerated rate of growth in comparison with non-participating peers, services and supports will be adjusted.

The district's systematic cycle of assessments includes:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- STAR Reading and Early Literacy
- STAR Math
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through sixth grade students.
- English language development assessments with two follow-up assessments to monitor progress throughout the year

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

Description	Total Funds	Contributing
District provides an diagnostic assessment system in reading and mathematics for kindergarten through sixth grade students that provides information on student learning loss and progress that target individual needs. This is an improved service for students who are English learners and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.	\$4,500	Yes
Staff support students who face barriers to academic achievement by: <ul style="list-style-type: none"> • Monitoring progress using an early intervention screener • Coaching students in developing goals and assessing their progress • Collaborating with colleagues to address barriers to academic success • Facilitating intervention supports and referrals to the Student Study Team (SST) 	no additional staff cost	No

Description	Total Funds	Contributing
<ul style="list-style-type: none"> Assisting with outreach efforts for families to remove barriers to school participation 		

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.]

Ballard School District teachers and staff monitor the mental health and social and emotional well-being of students and staff through daily synchronous contacts and wellness 'check-ins' administered to families and students. Additionally, all classroom teachers provide social-emotional lessons and support during synchronous instruction throughout the school year. Teachers discuss topics such as the importance of sharing and discussing feelings, strategies to use when feeling unwell, and how to focus on things we can control.

Santa Ynez Valley school district (including Ballard) administrators, teachers, and support staff have received professional development in trauma informed training which involves understanding, recognizing, and responding to the effects of all types of trauma and suicide prevention that includes research and information including:

- The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
- Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
- Warning signs that may indicate depression, emotional distress, or suicidal ideations, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community include:

- School and community resources and services, including resources and services that meet the specific needs of high-risk groups

- Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed.

The Ballard School District provides several pathways for accessing mental health and social and emotional support to address the trauma and other impacts of COVID-19 on the school community including:

- Coordinated services including direct counseling in addition to referral services facilitated by the school psychologist for all transitional kindergarten through sixth grade students
- Counseling services provided by the Santa Ynez Valley Special Education Consortium for students receiving special education services

Self-Insured Schools of California (SISC), the district's health insurance provider, provide online counseling and mental health support for all staff to address trauma from a variety of issues, including those related to COVID-19. Additionally, the Santa Ynez Valley Special Education Consortium staff is available to respond as a Crisis Intervention team to any site in the Consortium. Because of the school's small size, staff members are able to take care of each other, check in with each other, and provide support when needed. Time is set aside at staff meetings to talk, share successes and challenges, and express concerns. Face to face interaction allows us to monitor and support each other's mental health and social-emotional well being.

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.]

The Ballard School District is committed to engaging all students in learning. We define pupil engagement as a combination of consistent attendance (at least 95%), utilization of services, responding in class, and completion of work. Pupil engagement and outreach efforts include procedures for tiered reengagement strategies for students who are absent from distance/virtual learning.

District personnel will provide outreach to students and their parents/guardians when students are not meeting compulsory education requirements. Tiered reengagement strategies include:

Tier 1 for all students: Students are required to attend daily virtual classes through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school. Weekly engagement records (California Department of Education template) are maintained that include:

- Daily attendance taken and recorded by classroom teachers on the template at the end of each instructional day
- Assignment completion and student participation documented through grades
- Assessment information recorded and shared with parents/guardians

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction:

Teachers and/or the superintendent/principal meet with the parents/guardians to identify barriers to student engagement and provide personalized assistance in eliminating those barriers. Assistance may include but is not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary
- Referrals to mental health and social and emotional supports and services
- Assign an adult mentor to check in with and connect to student/family daily or weekly

Tier III for chronically absent students who have accrued 10 or more absences from distance learning:

The superintendent/principal and teachers continue to work with and support the family to address ongoing

barriers which may include inter-agency case management teams. They also facilitate referrals to the School Attendance Review Board when needed in an effort to reduce barriers.

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.]

As mentioned previously, the Ballard School District does not have a kitchen or food service program. It has been several years since a student participated in the free and reduced lunch program. At that time, the local high school provided lunch for the student.

Even though Ballard has no students participating in free and reduced lunch, all students were eligible to pick up nutritionally adequate meals for no cost at Solvang School. A recent message was delivered to the school community:

Reminder: Free Meals for Children 18 and Under

We would like to remind all families that children 18 years and younger can receive lunch and breakfast from the school free of charge. We are serving lunch and breakfast for the next day Monday through Friday from 11:45 a.m. - 12:45 p.m. outside of the lower campus

cafeteria/gym. We are also serving meals for the weekend (lunch and breakfast) at Friday lunch pickup. Meals are served on a first-come, first-serve basis.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Teachers regularly utilize time built into the school year calendar (non-student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction. (2 additional teacher days prior to the beginning of the school year.)	\$4,600	No
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Intervention teacher on assignment collaborates and supports general education teachers to assist with program implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards.	see Continuity of Learning	No
Pupil Engagement and Outreach	Superintendent/principal and teacher contact parents/guardians to determine school participation barriers for students, and provide personalized support to eliminate barriers. This is an increased service for students who are English learners and/or have families with low-income as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual needs and ensure accelerated growth and increased achievement.	no additional staff cost	Yes

Section	Description	Total Funds	Contributing
N/A	District recruits and hires highly qualified teachers and provides.	no additional staff cost	No

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
1.63%	\$22,661

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.]

Overview

- The Ballard School District is a community funded (basic aid) district.
- Pursuant to LCFF calculations the estimated supplemental grant is \$22,661.
- Ballard School currently has fewer than 5 English Learners (EL) enrolled.
- Ballard has no homeless or foster youth.
- Although no Ballard students participated in the 2019-20 CAASPP, prior CAASPP results do not indicate an achievement gap for 'non-duplicated' students.
- The RTI program (Tier II and Tier III), universal screening, good first teaching, and small group/individualized intervention as appropriate address the needs of students who need additional support.

- The intervention teacher on assignment is instrumental in working with Ballard’s unduplicated pupils. We allocate \$42,370 from the general fund for the intervention teacher on assignment. A bilingual instructional assistant, working under the direction of the intervention teacher on assignment, works with Ballard’s English Learners and their families. We will allocate \$5,000 in support of that position.

According to the LCFF calculator and enrollment projections, Ballard will increase or improve services for unduplicated pupils by 1.63% in 2020-21, over services provided for all students. Although the district does not receive additional supplemental grant funds under LCFF, Ballard plans to achieve the increase of improvement in services by utilizing small group and individualized instruction facilitated by the intervention teacher on assignment and bilingual instructional assistant. Supplemental materials and instructional software are provided for unduplicated students. (Estimated supplemental and concentration funding for 2020-21 = \$22,661.)

The following actions are principally directed and effective in increasing performance for low-income students and English learners, and are intended to meet the needs of students in response to the COVID-19 pandemic:

- Assessment and Early Intervention: The success of early intervention models hinge on the early and accurate identification of students at risk of earning a high school diploma. The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction. (Florida Center of Reading Research 2015). Early identification of literacy and numeracy deficits and prescriptive plans rely on effective diagnostic tools, such as the district’s reading and math assessments described previously.
- Given the school closures that took place in March 2020 and the altered school operations plans that resulted from the COVID-19 pandemic, it is highly likely that students have or will experience learning loss. The district’s reading and math diagnostic assessments document student progress and inform instruction. They are principally directed to addressing the achievement needs of Ballard’s English learners and low-income students.
- According to McTighe and O’Connor, “teachers gain greater insight into what to teach, by knowing what skill gaps to address or by skipping material previously mastered, and how to teach by using grouping options.” (Educational Leadership, 2005) Diagnostic assessments will be utilized to provide information to assist teacher planning and guide differentiated instruction.
- To help ensure teachers have access to the specific information they need to provide the most meaningful differentiated instruction, the district will investigate and consider utilizing supplemental funds to add the iReady diagnostic tool to the annual assessment plan.
- Extended and alternative learning opportunities provided through Tier II instruction and small group tutoring is provided and principally directed toward and effective in meeting the district’s goals for unduplicated students.

Statewide required instructional minutes during COVID-19 can be met through a combination of live instruction and independent study activities. Students who have not yet met academic standards to include those identified as low-income and English Learners will receive more live instruction than students currently meeting academic standards. Small groups of students have been brought to campus for this additional support. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands

outside of the school setting. To this end, it is important to help the entire school community understand the difference between equality and equity.

All Ballard staff supports conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff. As students and families adjust to school operating conditions in the COVID-19 climate staying connected with families is critical. Teachers and the superintendent/principal play a critical role in providing outreach services and work individually with families to overcome barriers to school participation and engagement.

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

According to the LCFF calculator and enrollment projections, Ballard will increase or improve services for unduplicated pupils by 1.63% in 2020-21, over services provided for all students. Although the district does not receive additional supplemental grant funds under LCFF, Ballard plans to achieve the increase of improvement in services by utilizing small group and individualized instruction facilitated by the intervention teacher on assignment and bilingual instructional assistant. Supplemental materials and instructional software are provided for unduplicated students. (Estimated supplemental and concentration funding for 2020-21 = \$22,661.)

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- Diagnostic assessments will be utilized to provide information to assist teacher planning and guide differentiated instruction.
- To help ensure teachers have access to the specific information they need to provide the most meaningful differentiated instruction, the district will investigate and consider utilizing supplemental funds to add the iReady diagnostic tool to the annual assessment plan.
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more live instruction than students currently meeting academic standards. Small groups of students have been brought to campus for this additional support. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands

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