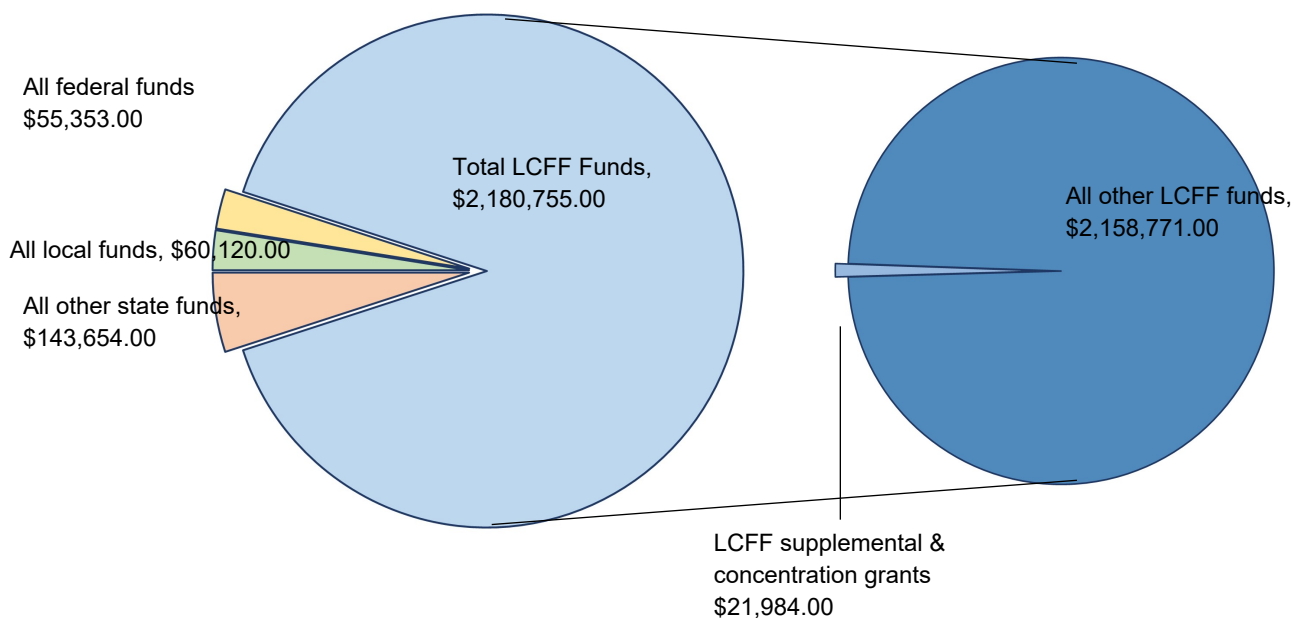


LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Ballard Elementary School District
CDS Code: 42 69104 0000000
School Year: 2021-22
LEA contact information: Allan Pelletier, (805) 688-4812, apelletier@ballardschool.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

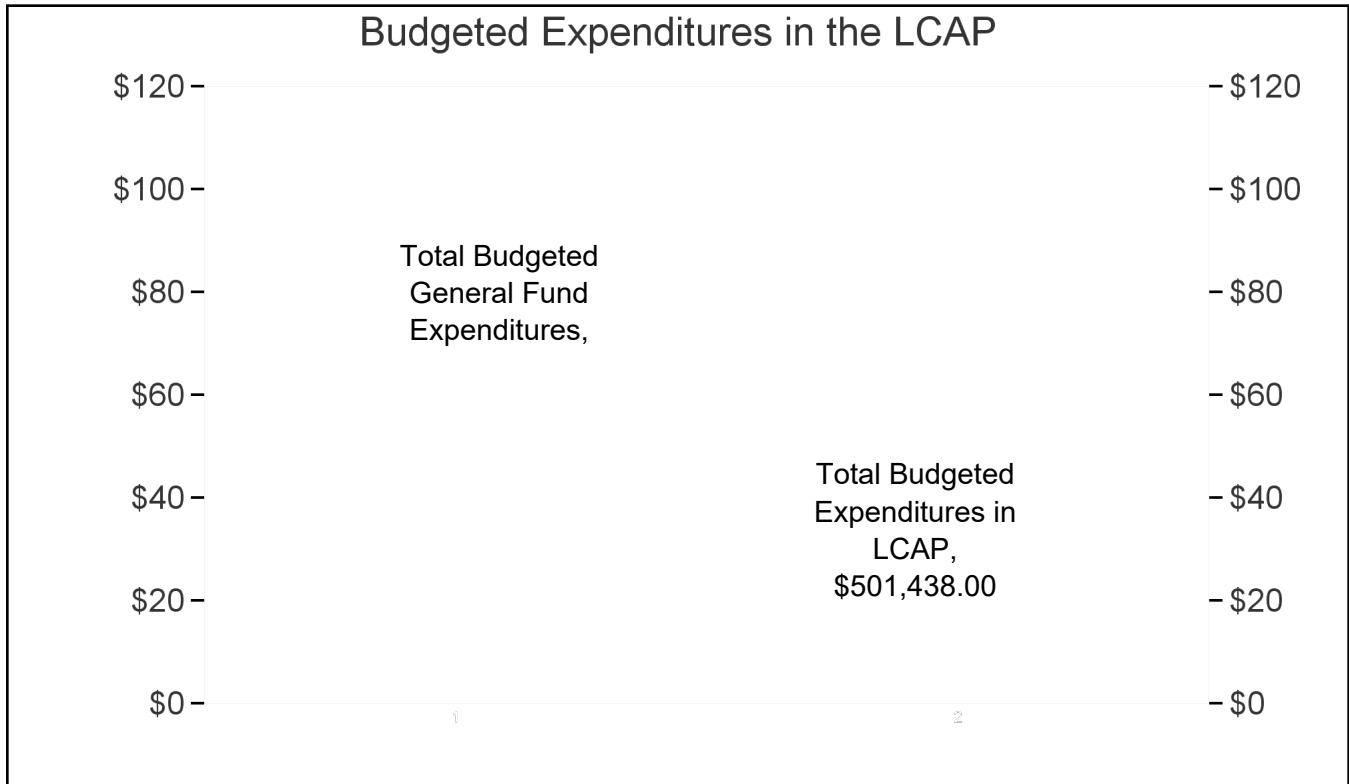


This chart shows the total general purpose revenue Ballard Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Ballard Elementary School District is \$2,439,882.00 of which \$2,180,755.00 is Local Control Funding Formula (LCFF), \$143,654.00 is other state funds, \$60,120.00 is local funds, and \$55,353.00 is federal funds. Of the \$2,180,755.00 in LCFF Funds, \$21,984.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ballard Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

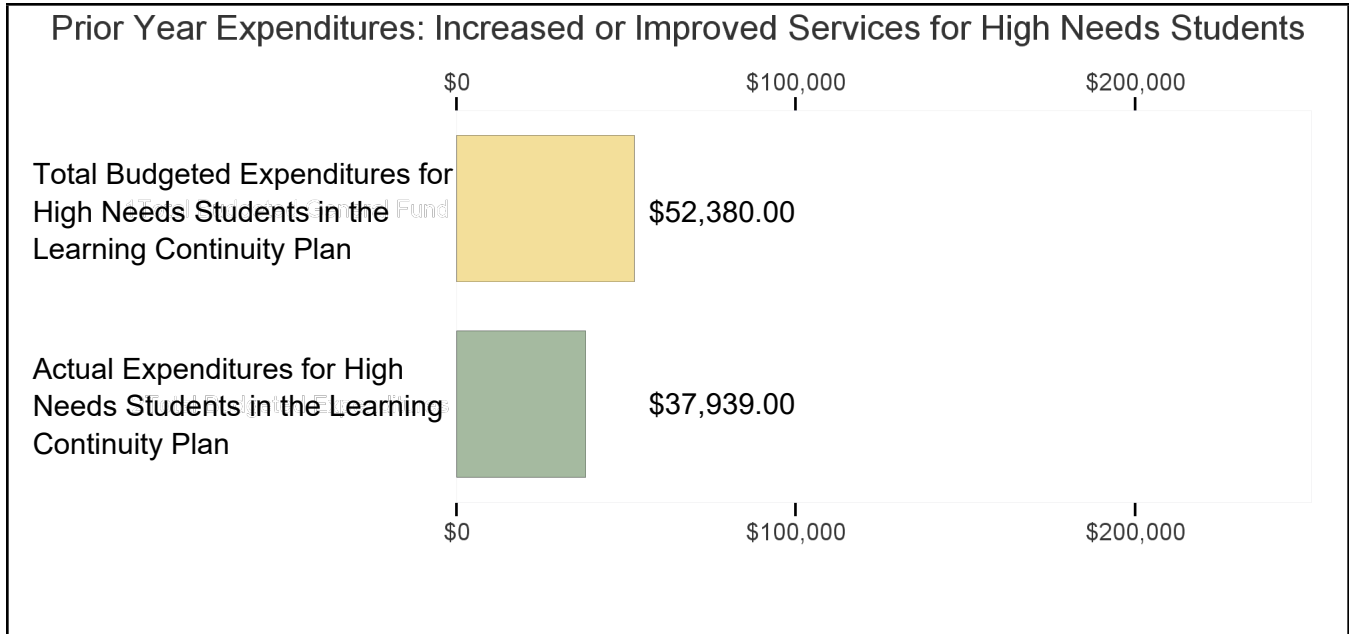
Ballard Elementary School District plans to spend for the 2021-22 school year. Of that amount, \$501,438.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021-22, Ballard Elementary School District is projecting it will receive \$21,984.00 based on the enrollment of foster youth, English learner, and low-income students. Ballard Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ballard Elementary School District plans to spend \$49,184.00 towards meeting this requirement, as described in the LCAP

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Ballard Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Ballard Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Ballard Elementary School District's Learning Continuity Plan budgeted \$52,380.00 for planned actions to increase or improve services for high needs students. Ballard Elementary School District actually spent \$37,939.00 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for the 2019-20 Local Control Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ballard Elementary School District	Allan Pelletier Superintendent	

Goal 1

Teachers will be appropriately assigned pursuant to Ed Code section 44258.9, and fully-credentialed in the subject areas and for the pupils they are teaching.

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
1.A: 20-21 William Reports - 100% of teachers are appropriately assigned and fully credentialed as indicated by	100%	
1.B: 20-21 County Credentialing audit - 100% compliance with county credentialing audit	100%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures			Actual Expenditures		
<u>01.01</u> : All teachers are appropriately assigned and fully credentialed.	\$741,512	LCFF	1000	\$795,469	LCFF	1000
	\$15,285	Title I	1000	\$20,000	Title IV	1000
	<u>\$290,000</u>	LCFF	3000	<u>\$321,321</u>	LCFF	3000
(Ballard School has met this goal since at least 2006. Additionally, Ballard has not hired a new classroom teacher since 2008. When there is the need to hire a teacher in the future, only candidates who are highly qualified and fully credentialed will be considered.)	\$1,046,797			\$1,136,790		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The school was staffed appropriately as planned. Ballard has a highly qualified staff that works to meet the needs of the students. The .5 FTE Literacy Teacher on Assignment worked with individuals, small groups of students within and outside the classroom.

Challenges:

There were no significant challenges to implementing the actions in this goal.

Goal 2

All students will have access to standards-aligned instructional materials pursuant to Education Code section 60119.

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
2.A: 20-21 Williams Act Reports, 100% of students will have access to standards-aligned instructional materials as indicated on the Williams Reports.	100%	N/D
2.B: 20-21 Instructional Materials Resolution, 100% of students, including English Learners, have access to standards- aligned instructional materials as indicated on the Instructional Materials Resolution. (October, 2017 School Board meeting)	100%	
2.C: 20-21 100% of English Learners (7 students in 2018/19) will have access to core and ELD standards, and will make one level of progress annually based on the ELPAC.	100%	
2.D: 19-20 % of ELs reclassified (Reclassification Rate)	50%	
2.E: 20-21 100% of teachers will continue to implement CA Standards aligned English Language Arts, English Language Development, and Mathematics curriculum.	100%	
2.F: 19-20 Analysis of instructional materials alignment with CA Standards, As materials that are aligned with the California Standards become available, properly review, evaluate, and purchase those materials.	--	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>02.01</u> : Provide ongoing professional development for the English Language Arts and Mathematics program.	<u>\$3,200</u> Title II 5000 \$3,200	<u>\$3,569</u> Title II 5000 \$3,569
<u>02.02</u> : Photocopy and prepare Eureka Math Materials	<u>\$500</u> LCFF 5000 \$500	<u>\$622</u> LCFF 5000 \$622
<u>02.03</u> : Continue to research and evaluate science, Physical Education (as available) standards-aligned materials in other curricular areas - H/SS,	<u>\$5,000</u> LCFF 4000 \$5,000	<u>\$2,144</u> LCFF 4000 \$2,144

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 02.02: Photocopy and prepare Eureka Math Materials
- 02.03: Continue to research and evaluate science, Physical Education (as available) standards-aligned materials in other curricular areas - H/SS,

Reasons for the difference in budgeted and actual expenditures are:

- 02.02: Because of the pandemic the district had to prepare more materials in the spring than originally planned.
- 02.03: Because of the COVID pandemic the district put this action on hold.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Teachers participated in a wide variety of professional development activities. Most of these took place with colleagues from Ballard and other neighboring schools. We utilized SBCEO reprographics to make copies of the Eureka Math materials. Teachers continue to research and evaluate standards aligned materials in H/SS, Science, and Physical Education, but nothing was adopted. We were able to bring a .2 FTE credentialed Physical Education teacher to work with all students 3x/weekly. We were able to implement this very effective (and popular) program through the SY Special Education Consortium. Anytime a small staff like Ballard gets to work with colleagues it is effective.

Challenges:

We were able to participate in the Valley Schools Conference, but because of COVID the spring professional development was canceled. We didn't adopt a new science or H/SS program, but continued to work with the physical education specialist.

Goal 3

School facilities are maintained in good repair pursuant to Education Code section 17002 (d)

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
3.A: 20-21 Williams Act Reports, 100% compliance with Williams Report	100%	
3.B: 20-21 OPSC Facilities Inspection Tool, All annual School Facility overall ratings on the annual FIT Report will be good or exemplary	100%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>03.01:</u> Participate in the California Uniform Public Construction Cost Accounting (CUPCCA) program. This will allow the district to proceed with projects through an informal bidding process. Utilize CUPCCA to develop and implement a schedule to paint the school. Implement the final phase of painting the school.	<u>\$30,000</u> Fund 14 6000 \$30,000	<u>\$14,605</u> Fund 14 6000 \$14,605
<u>03.02:</u> Analyze OPSC projects completed at Ballard since the 1980s to make sure that they were closed out properly.	\$0 -- --	<u>\$0</u> -- -- \$0
<u>03.03:</u> Routine maintenance and repair of facilities, including upkeep of trees Utilize CUPCCA for larger projects requiring bids.	<u>\$7,500</u> LCFF 5000 \$7,500	<u>\$13,950</u> LCFF 5000 \$13,950

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 03.01: Participate in the California Uniform Public Construction Cost Accounting (CUPCCA) program. This will allow the district to proceed with projects through an informal bidding process.

Utilize CUPCCA to develop and implement a schedule to paint the school.

Implement the final phase of painting the school.

- 03.03: Routine maintenance and repair of facilities, including upkeep of trees

Utilize CUPCCA for larger projects requiring bids.

Reasons for the difference in budgeted and actual expenditures are:

- 03.01: The district was going to do some major restroom renovations in the spring, but these were deferred due to the COVID pandemic.

- 03.03: The district installed new playground equipment included playground bark that had not been originally budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Ballard School is a beautiful campus. The facility and 'park-like' grounds are always clean and kept in good repair. We did not enter the CUPCCA program, however all of the repairs mentioned were completed, Classrooms 8, 9, 10 underwent termite eradication, siding and window repair and new paint. Staying on top of facilities maintenance and repairs is critical to Ballard School. Ballard is an aging facility that requires constant attention. We are fortunate to have Kim who does an awesome job staying on top of the facility maintenance and upkeep.

Challenges:

There were no significant challenges to implementing the actions in this goal.

Goal 4

Facilitate communication with parents to seek input into decision making, and promote parent participation in their children's learning process.

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
4.A: 19-20 Informal conversations at drop off in the morning, and pick up in the afternoon, meetings, telephone calls - Family contacts: Superintendent/principal speaks with parents before/after school several days each week. He will speak with a parent from	--	
4.B: 19-20 Parent sign in log, parents surveys - Maintain a high level of parent participation as measured by survey results.	--	
4.C: 19-20 Superintendent/Principal email updates to parents - Increase the use of technology for parent communication	--	
4.D: 20-21 Parent Surveys - Increase in parent participation in school surveys, utilize survey results in LCAP planning and preparation	--	
4.E: 19-20 Utilization of ParentSquare (or something similar) - Utilize ParentSquare (or something similar) as a method of communication. Improve upon baseline usage rates for teachers and parents.	--	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>04.01</u> : Technology consultant will provide support for teachers in utilizing electronic communication and/or social media to communicate about classroom activities with parents	<u>\$11,800</u> LCFF, EPA 5000 \$11,800	<u>\$10,350</u> LCFF 5000 \$10,350
<u>04.02</u> : ParentSquare (or something similar) will be utilized by the superintendent/principal and all teachers to regularly communicate with parents	<u>\$1,500</u> LCFF 5000 \$1,500	<u>\$0</u> -- -- \$0
<u>04.03</u> : A survey requesting input from parents about priorities will be sent to all parents. This survey will include questions about parent participation, and will be administered each trimester.	<u>\$300</u> LCFF 5000 \$300	<u>\$295</u> LCFF 5000 \$295
<u>04.04</u> : Along with the PTA, host two evening events related to issues relevant to parenting issues	<u>\$1,000</u> PTA 5000 \$1,000	<u>\$250</u> PTA 5000 \$250

04.05: Work with the PTA's social media chair to provide information about and promote both the PTA and the district	\$0 -- --	\$0 -- -- \$0
04.06: Hold at least two Superintendent/Principal coffee chats during the school year	\$150 PTA 4000 \$150	\$0 -- -- \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 04.02: ParentSquare (or something similar) will be utilized by the superintendent/principal and all teachers to regularly communicate with parents
- 04.04: Along with the PTA, host two evening events related to issues relevant to parenting issues

Reasons for the difference in budgeted and actual expenditures are:

- 04.02: Because the district is so small and such a tight knit community, we decided to use email instead of Parent Square.
- 04.04: Because of the pandemic the district canceled the spring event.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Technology consultant will provide support for teachers in utilizing electronic communication and/or social media to communicate about classroom activities with parents. There were no challenges communicating via e-mail. A survey requesting input from parents about priorities will be sent to all parents. This survey will include questions about parent participation, and will be administered each trimester.

Along with the PTA, The district will host two evening events related to issues relevant to parenting issues and work with the PTA's social media chair to provide information about and promote both the PTA and the district. The PTA was successful in promoting parent involvement using technology. The district also held at least two Superintendent/Principal coffee chats during the school year. The Superintendent is always personable and well-connected with parents and kids. Surveys about Covid and the hiring of the new Superintendent were very effective in determining opinions.

Challenges:

The biggest challenge came about in shifting to distance learning in the middle of of the year due to COVID-19 restrictions. The staff did an exceptional job pivoting to distance learning overnight. The learning curve was steep. We appreciate having tech consultant Eric's support.

Goal 5

Implementation of California Standards, including ELD standards, to ensure excellence in student learning for all students in all subject areas through high quality instruction

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
5.A: 20-21 Smarter Balanced Assessment - Students in 3rd – 6th grades will take the Smarter Balanced Assessment annually	%	
5.B: 20-21 Smarter Balanced Assessment results , LCFF Dashboard - Students will meet or exceed performance levels established with Smarter Balanced Assessment, 2016	%	
5.C: 20-21 Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math - All students will be assessed with local measures including Dibels, Smarter Balanced Interim Assessment, STAR Reading & Math. Assessment data utilized to document progress,	%	
5.D: 20-21 Smarter Balanced Assessment results , LCFF Dashboard - All students will maintain or exceed performance levels from the prior year's Smarter Balanced assessment.	%	
5.E: 20-21 Professional development, lesson plans, observation, CELDT/ELPAC - All teachers are familiar with ELD standards and understand and utilize those standards to support ELA instruction for all students (including English Learners)	%	
5.F: 20-21 CELDT/ELPAC, local assessments, teacher reports, Smarter Balanced Assessment - 100% of English Learners will show progress on the ELPAC assessment.	100%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>05.01</u> : The district will provide all teachers with ongoing professional development in the implementation of California Standards.	\$0 -- --	\$0 -- -- \$0
<u>05.02</u> : Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math	\$14,412 LCFF, S&C 1000 \$26,000 LCFF 1000 \$40,412	\$44,521 LCFF, S&C 1000 \$20,000 Title IV 1000 \$64,521

<p><u>05.03:</u> Evaluate the progress of English Learner to determine if additional/different instructional resources and staffing are needed to support academic progress.</p> <p>Hire one instructional assistant who will be assigned to ELD support. (under the direction of the Literacy Teacher on Assignment)</p> <p>The amount of time the instructional assistant will work will depend on the number of students and the needs of those students.</p>	<p><u>\$5,000</u> LCFF 2000 \$5,000</p>	<p><u>\$3,209</u> LCFF 2000 \$3,209</p>
<p><u>05.04:</u> Purchase software that will assist with formative assessments (Dibels, STAR Reading & Math)</p>	<p><u>\$7,500</u> LCFF 5000 \$7,500</p>	<p><u>\$6,455</u> LCFF 5000 \$6,455</p>
<p><u>05.05:</u> Utilize Smarter Balanced Interim Assessments as each trimester. Incorporate interim assessments into trimester benchmarks.</p>	<p>\$0 -- --</p>	<p><u>\$0</u> -- -- \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 05.02: Provide a research-based, tiered Response to Intervention classroom and intervention instruction in ELA and math
- 05.03: Evaluate the progress of English Learner to determine if additional/different instructional resources and staffing are needed to support academic progress.

Hire one instructional assistant who will be assigned to ELD support. (under the direction of the Literacy Teacher on Assignment)

The amount of time the instructional assistant will work will depend on the number of students and the needs of those students.

Reasons for the difference in budgeted and actual expenditures are:

- 05.02: Part way through the year it was determined that the district needed more hours from the Intervention / Literacy teacher. The board approved more hours.
- 05.03: The staff time required to evaluate the EL progress was less than anticipated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Ballard's teachers participate in a wide variety of professional development in areas that included CA standards, social emotional learning, and technology. The teachers had overall effective online instruction as a whole. During Covid-19 the teachers were supported with online instruction on how to use different technology, Zoom, and virtual instruction. The Literacy Teacher on Assignment and classroom teachers provided a tiered response to Intervention programs in ELA and math. The Literacy TOA provides universal screening and intervention support for small groups and individual students. The classroom provide the 'good first teaching' for all students. The Teacher On Assignment (TOA) used small group instruction based on school-wide assessments to provide support. Universal screening helped identify what skills groups should target. The TOA was very helpful.

Software subscriptions were purchased. Dibels, STAR Reading, STAR Math were all part of trimester assessments. Also purchased Seesaw, Class Dojo, Brain Pop, and News ELA. It worked well for students to understand where they were academically. Programs such as Class Dojo and Seesaw are user friendly for parents and students. Due to class size, students received a lot of extra help and attention.

Challenges:

Teachers did not use interim assessments from Smarter Balance due to COVID and remote learning. Implementing new programs while students were home for COVID gave less peer interaction, and less teacher-led lessons.

Goal 6

Support the social, emotional, and physical well being of students.

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
6.A: 19-20 Expulsion rate - Maintain and monitor suspension and expulsion rates	%	N/D
6.A: 19-20 Suspension rate (CA Dashboard, Status) - Maintain and monitor suspension and expulsion rates	%	0%
6.B: 20-21 Student survey - Students' sense of emotional and physical safety at school will be assessed by a survey based on the Healthy Kids Survey.	%	
6.C: 20-21 Attendance reporting, P-1, P-2, and P-annual - Continue to maintain district attendance at or above 95%	95%	
6.D: 20-21 Student attendance - Decrease the number of students identified as chronic absent. Increase the number of students absent less than 5% of the time.	%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>06.01</u> : Climate survey will be administered annually to students and parents. Convene 'All Staff' meetings to analyze and address results	\$0 -- --	<u>\$0</u> -- -- \$0
<u>06.02</u> : Activities promoting positive school climate will be implemented. (Assemblies, field trips, enrichment classes, outside of school events, etc.)	\$0 -- --	<u>\$0</u> -- -- \$0
<u>06.03</u> : Communication to all stakeholders at start of school year regarding the importance of attendance. Consistent use of letters to families reporting on excessive absences and tardies. Participation with SARB as needed.	\$0 -- --	<u>\$0</u> -- -- \$0
<u>06.04</u> : Continue to implement the Character Counts program with monthly recognition assemblies and student awards.	\$1,000 LCFF 5000 <u>\$1,500</u> PTA 5000 \$2,500	\$1,475 LCFF 5000 <u>\$1,500</u> PTA 5000 \$2,975

<u>06.05</u> : Utilize the services of a CalPads consultant		<u>\$721</u> LCFF 5000 \$721
<u>06.06</u> : Superintendent/Principal will meet with parents of students identified as chronically absent (prior year) at the beginning of the school year. Will meet with those approaching 'chronically absent' during the school year.	\$0 -- --	<u>\$0</u> -- -- \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 06.04: Continue to implement the Character Counts program with monthly recognition assemblies and student awards.
- 06.05: Utilize the services of a CalPads consultant

Reasons for the difference in budgeted and actual expenditures are:

- 06.04: The rewards that the district gives out cost more than expected.
- 06.05: BESD used the CalPads consultant more than expected.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Activities promoting positive school climate were implemented. Assemblies included: Character Counts, environmental education, performing arts (PCPS), String Quartet, and Bucket-fillers. Each grade level took at least one enriching field trips during the year to places like Santa Barbara Natural History Museum, UCSB Chemistry Labs, Fudge Factory, Pleasant Valley Schoolhouse, Ty Warner Sea Center, Solvang School Tour, Camp KEEP Outdoor-School, and La Purisima. Field trips were a success and provided opportunities for learning outside of class.

In addition to sending correspondence regarding the importance of attendance, follow-up communication was sent during the school year. The superintendent /principal met with families when absences and/or tardies seemed to become excessive. The superintendent/principal met proactively with some families at the beginning of the year, and then met with families as needed during the school year. These meetings with families during the school year was extremely effective.

The school continued its focus on character education utilizing the Character Counts program. Character Counts is a well designed program and assemblies were effective and well liked. We held monthly assemblies to recognize students for exhibiting these character traits. We also held assemblies that focused on issues related to character development, such as bullying and self-esteem. We utilized the CalPads consultant when questions came up related to the regular submission of data.

Challenges:

The biggest challenges during the year came from the restrictions put in place due to the Covid pandemic. The school climate survey was not administered. The superintendent /principal practice of meeting with families when absences and/or tardies seemed to become excessive was stopped due to COVID. The school focus on character education utilizing the Character Counts program was stopped due to COVID. Deciding what was excessive, and offering solutions for chronic tardiness and absences during the pandemic was difficult.

Goal 7

Every student will actively use technology as a tool for learning within a safe and secure digital environment.

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
7.A: 20-21 Classroom lessons, projects, observations, Every students will actively use technology as a tool for learning within a safe and secure digital environment	%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>07.01:</u> Technology educator/consultant will provide support and staff development to teachers and will teach enrichment classes to students.	\$0 -- --	<u>\$0</u> -- -- \$0
<u>07.02:</u> Work with Valley's technology group (led by Santa Ynez High School) to develop a Valley-wide technology plan. Technology consultant serve as a liaison between that committee and Ballard staff.	\$0 -- --	\$0 -- -- <u>\$0</u> \$0
<u>07.03:</u> Effectively utilize the 1:1 laptops (3rd – 6th), presentation systems, and iPads tat were purchased in 2015/16.	\$0 -- --	<u>\$0</u> -- -- \$0
07.04:	\$0 -- --	<u>\$0</u> -- -- \$0
07.05:	\$0 -- --	<u>\$0</u> -- -- \$0
<u>07.06:</u> Ensure technology hardware and high quality software which supports academic advancement is used by students identified as below benchmark	\$0 -- --	<u>\$0</u> -- -- \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Ballard receives technology support from a local independent contractor. He assists teachers and support staff with technology related issues. In addition to keeping the technology running smoothly, he provides support for issues related to CAASPP testing. Students are actively using technology.. Students in grades 3 - 6 utilized their laptops almost daily. Students in grades K- 2 use their iPads approximately 3 days/week.

Challenges:

Most of our laptops are old. They are slow, update constantly that take forever, and have various issues. Students began taking computers home in March of 2020. This was a challenge because some of the computers came back with damage. There must be a more efficient turnover of these older computers. Staff needs to spend more time training students how to effectively use these tools to better support their academic achievement. The Valley's technology group did not meet during the year.

Goal 8

All pupils will participate in a broad course of study

State and/or Local Priorities Addressed by this

State Priorities

Local Priorities _____

Annual Measurable Outcomes:

	Expected	Actual
8.A: 20-21 Professional development, instructional materials, lesson plans, observation, and student performance - Alignment with Education Code and California Standards	%	
8.B: 20-21 Enrichment classes: classes taught, subjects offered, students participating - Number of enrichment classes taught during the year - at least 120 enrichment class sessions over at least 90 school days	120	
8.C: 20-21 Number and types of lessons taught by itinerant science teacher - Number of classroom lessons taught by itinerant science teacher - at least 3/class during the year	3	
8.D: 20-21 Number of Arts Outreach classes taught - Number of Arts Outreach classes taught - at least 3/class during the year	3	
8.E: 20-21 School Garden participation - 100% student participation in the School Garden weekly	100%	

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
<u>08.01:</u> Ballard will employ and/or contract with the following part time personnel: • Technology educator • Music educator • School Garden educator • Science Teacher • Arts Outreach • Physical Education educator	\$32,000 LCFF 5000 \$10,000 LCFF, EPA 5000 \$12,000 LCFF 2000 \$3,500 LCFF 5000 \$5,000 LCFF 5000 \$8,500 LCFF 5000 \$10,000 PTA 5000 \$81,000	\$28,780 LCFF 5000 \$10,000 LCFF 5000 \$12,008 LCFF 2000 \$360 LCFF 5000 \$3,084 LCFF 5000 \$10,164 LCFF 5000 \$10,000 PTA 5000 \$74,396
<u>08.02:</u> Students in 2nd – 6th grades may participate in after school Homework Club.	\$3,600 LCFF 2000 \$3,600	\$0 -- -- \$0
<u>08.03:</u> Students will have the opportunity to participate in a variety of before/after school enrichment classes. These may include: science, technology, art, journalism, etc.	\$1,000 PTA 4000 \$1,000	\$1,000 PTA 4000 \$1,000

<u>08.04</u> : Enter into MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students.	<u>\$130,000</u> LCFF 5000 \$130,000	<u>\$142,613</u> LCFF 5000 \$142,613
<u>08.05</u> : Participate in the Santa Ynez Valley Special Education Consortium	<u>\$129,000</u> LCFF 7000 \$129,000	<u>\$116,567</u> LCFF 7000 \$116,567
<u>08.06</u> : Students will participate in a wide variety of enriching field trips	<u>\$17,000</u> LCFF 5000 <u>\$15,000</u> PTA 5000 \$32,000	<u>\$5,335</u> LCFF 5000 <u>\$4,707</u> PTA 5000 \$10,042

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 08.02: Students in 2nd – 6th grades may participate in after school Homework Club.
- 08.06: Students will participate in a wide variety of enriching field trips

Reasons for the difference in budgeted and actual expenditures are:

- 08.02: The district decided not to provide Homework Club because the YMCA was starting an after school program and the community did not need two after school programs.
- 08.06: Because of the COVID pandemic spring enrichment field trips were cancelled.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Ballard students participate in a broad course. Homework Club (HW) was offered Monday - Wednesday weekly. 72 HW Club sessions were held during the year, and over 1,000 students participated. Enrichment classes were held Monday - Thursday weekly. Classes included Valley Glee Club, Homework Club, Lego Engineering, Arts Outreach, YMCA camps, Yoga, and Babysitters Bootcamp. Ballard continued to participate in the SYV Special Education Consortium. Each grade level took at least four enriching field trips during the year to places like Santa Barbara Natural History Museum, Channel Islands, UCSB Chemistry Labs, Sacramento, Science Camp, and La Purisima. Based on a MOU, Ballard's 7th and 8th graders attended Solvang School in 2018/19 and have continued there since.

Challenges:

Come challenges were due to COVID and being off campus as of March 2020. The Homework Club was shut down in March. One of the challenges working with the consortium has been retaining staff from year to year. Keeping a majority of the class together has been a challenge. Some years are better than others as far as sticking together. However, when families opt to go to other schools for middle school it ends up having a financial impact on our school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

DRAFT

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
01.01: 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	\$11,576	N
01.02: 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	\$1,865	N
01.03: 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 instruction blocks for students with specific instruction targeted toward the needs of those who have not yet met academic standards.	\$0	\$0	N
01.04: 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	\$27,304	Y
01.05: 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	\$4,600	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 01.04: 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.
- 01.05: 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.

Reasons for the difference in budgeted and actual expenditures are:

- 01.04: The intervention teacher resigned in November for family reasons. The district was unable to find a replacement during the COVID pandemic.
- 01.05: The district needed fewer hours from the position during the transition to remote learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *In-Person Instructional Offerings* program.

8.H.32 - % on the ESE District Parent Survey who said, I feel confident in the school's reopening plan thus far. - 95.7%

8.H.34 - % on the ESE District Parent Survey who said, The school has adequate personal protective equipment for classrooms. - 82.6%

Successes:

We have worked to follow health department guidelines concerning COVID. Protocols have been explained and followed by staff and students. Successful use of protective equipment throughout the year. Masks were provided as needed. Transparent shields, and thermometers were used in classrooms. The hybrid model was used since the end of October. Students and teachers were (generally) enthusiastic about this model. We did not have to implement the tier II instruction blocks because we came back to school in-person. Teachers and aides tried to address the needs of the students without additional assistance. A half-time staff member recently started helping with testing. Ballard has 5 English learner students. Our bilingual instructional assistant was able to work with these English learners on a regular basis. We were able to bring English learners on campus before the school shifted to in-person instruction.

Challenges:

The challenges were numerous due to ever-changing guidelines. Information was disseminated through virtual and live staff meetings, emails, and hand-outs. Shields were somewhat cumbersome. Students adapted to wearing masks quickly, but the masks were not welcome during exercise activities. It was difficult for some students to complete work on Fridays when we went back to in-person learning. Some parents let students take "breaks" (stay home from school) because it was easy for students to join through Zoom; these students often didn't have the materials needed to complete lessons. The intervention teacher on assignment resigned in the middle of November. Distance learning was difficult for several families. Staying connected was challenging due to COVID.

Actions Related to Distance Learning Program

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
02.01: 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	\$26,132	N
02.02: District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	\$4,200	\$13,466	N
02.03: Staff participates in live and virtual professional development that includes training and coaching in effective distance learning strategies.	\$3,900	\$3,955	N
02.04: 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.	\$0	\$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 02.01: 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.
- 02.02: District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.

Reasons for the difference in budgeted and actual expenditures are:

- 02.01: The licenses and materials required to create this model cost more than was anticipated. It was nearly impossible to have an accurate cost estimate at the beginning of the year.
- 02.02: The licenses and materials required to create this model cost more than was anticipated. It was nearly impossible to have an accurate cost estimate at the beginning of the year.

Analysis of Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *Distance Learning Program* program.

8.H.35 - % on the ESE District Parent Survey who said, My child has access to the necessary devices to be successful using distance learning. - 87.0%

8.H.36 - % on the ESE District Parent Survey who said, My child has access to an internet connection that is reliable and fast enough for distance learning. - 91.3%

8.H.38 - % on the ESE District Parent Survey who said The school has been helpful in offering resources and support for distance learning. - 65.2%

8.H.40 - % on the ESE District Parent Survey who said, The school has done a good job of providing distance learning to my student. - 87.0%

Successes:

Thirty new laptops were purchased for distance and classroom learning. Every student had access to a laptop for distance learning. All teachers used virtual, interactive, and independent instructional blocks. A variety of supplemental programs and resources were implemented. Neat bars, monitors, document cameras, and laptop, were purchased. Teachers used a variety of purchased learning platforms including Google Classroom, Class Dojo, and Seesaw. A new science program was purchase for online use. SimpleK-12 and online professional development programs were available and utilized. The staff was a part of a few different professional development opportunities leading up to the 2020-21 school year. We were also given the opportunity to independently attend any SimpleK12 throughout the school year. We started the school year with an Intervention Teacher on Assignment, unfortunately, she left part way through the year. Ballard has employed another teacher to assist with some of the intervention needs. There were instructional assistants both on campus and during distance learning to assist students that needed extra help and guidance.

Challenges:

Some students had difficulty learning and completing assignments when working virtually. This model of instruction is not ideal for Tier II students. There were many new programs and resources implemented at once. It was a heavy lift for students, parents, and teachers. One challenge was finding the time to attend and implement all of the opportunities given. Hiring a new intervention teacher during the middle of a pandemic is a challenge. Thankfully, we were able to use a teacher that was covering a maternity leave to help assist with some of the intervention needs.

Pupil Learning Loss

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Actions Related to Pupil Learning Loss

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
03.01: 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	\$6,035	Y
03.02: 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) • Assisting with outreach efforts for families to remove barriers to school participation 	\$0	\$0	N
03.03: 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	\$9,433	N
03.04: 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.	\$0	\$0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

- 03.01: 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.
- 03.03: 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.)

Reasons for the difference in budgeted and actual expenditures are:

- 03.01: Because the district relied more heavily on a variety of online assessments there were increased costs associated with the higher usage of online assessments.
- 03.03: The district needed more collaboration time than thought due to all of the issues that teachers needed to deal with as a result of the transition to remote learning during the COVID pandemic.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *Pupil Learning Loss* program.

8.H.41 - Most frequent response on the ESE District Parent Survey to the question, On average my child spends the following time on distance learning each day. - 1-3 hrs

8.H.42 - Most frequent response on the ESE District Parent Survey to the question, My child should spend the following amount of time on distance learning. - current amount

Successes:

We use Renaissance Place which includes, Star Early Literacy, Star Reading, and Star Math to assess our students. This will be used in lieu of state testing and has been utilized by most grades throughout the school year. We are also using Dibels to assess our students needs. Monthly progress check-ins for sight words, reading fluency, etc. In the 3rd-6th we help the students establish goals to keep the progress moving forward. Teacher work days were utilized at the beginning of the school year to encourage collaboration. We also have staff meetings on Fridays to cover preparation.

Challenges:

Due to circumstances out of our control, we weren't able to successfully implement a solid intervention program this school year. Lunch and recess schedules being staggered have made for a challenge when interacting with students. A teacher resignation and COVID restrictions created challenges.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the Mental Health and Social Emotional Well-Being program.

8.1.1 - Do you feel sad most of the time - 3%

Successes:

Counseling services were provided when needed. The district had protocols in place for staff, students and parents to support those in need of mental and social-emotional health interventions.

Challenges:

Having students on distance learning was the biggest challenge in providing social emotional support. It took a paradigm shift for staff to be able to better support student emotional well-being during remote learning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the Pupil and Family Engagement program.

3.A.1 - % on the District Parent Survey agreeing that district seeks parent input (Item 24) - 87%

8.H.1 - % on the ESE District Parent Survey who said, I receive frequent communication from my child's school about upcoming events. - 100%

8.H.2 - % on the ESE District Parent Survey who said, I receive frequent communication from my child's school about my child's academic progress. - 87.0%

Successes:

The district had success with the following strategies for keeping students and families engaged:

- Use the weekly student support roster/IC(SIS) to track student participation.
- Identify students who are not fully participating or identified as "low participation"
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Make person to person direct contact with parents/guardians of students with low participation.
- Conduct virtual home visits.
- Parent/Teacher/Administration communication increased due to distance learning in the beginning of the 2020-21 school year.
- Special groups of English learners were able to return to campus in small groups for extra support.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the School Nutrition program.

Successes:

There were no successes since BESD has no food services program.

Challenges:

There were no successes since BESD has no food services program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
05.01: 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.	\$0	\$0	Y
05.02: District recruits and hires highly qualified teachers and provides.	\$0	\$0	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The following 2 actions had significant differences between the budgeted and the actual expenditures:

Reasons for the difference in budgeted and actual expenditures are:

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There were many lessons learned from implementing in-person and distance learning programs in 2020-21 that have informed the development of goals and actions in the LCAP. The first lesson was the importance of a robust and resilient technology infrastructure. While the district had a comprehensive technology plan in place it was not designed to support or ensure access to students in remote locations. When the COVID pandemic began the district did not have sufficient ready devices and hotspots to accommodate all of our students. The district was able to quickly secure devices, but supporting students remotely when devices didn't was problematic. the district recognized that we need to make out IT more resilient.

Another lesson was the effect of learning loss on students due to remote learning. While all stakeholders did an amazing job under the circumstances remote learning methods are not ideal for most students and many students suffered learning loss because of it. One of the ways the district plans to combat learning loss was through frequent use of diagnostic and formative assessments in conjunction with targeted learning plans for students with learning loss and in instances where possible the district plans to accelerate their learning out of learning loss with additional time during the summer, after-school or during school.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To assess pupil learning loss BESD continues to review data assessment data from the following sources on a regular basis.

- Student performance on .
- Student performance on the CAASPP Interim assessment.
- Student performance on teacher administered content assessments.
- Student performance on the ELPAC along with additional ELD formative assessments during the school year.
- Teachers' holistic assessment of student progress.
- Surveys of students and parents

To address the loss of learning the LEA has the following actions in the LCAP.

- 01.02: Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in RLA and Math for K - 6th grade that provides information on student learning loss, and individual student learning needs.
- 01.03: Provide a research-based, tiered RTI program in both RLA and Math. The RTI program will provide Tier II instruction to address the needs of students who are in need of tier II support. The RTI program will include: progress monitoring using an early intervention screener, coaching students in developing

academic goals and assessing their progress, Additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team (SST), family outreach to remove barriers to school participation. Staff an Intervention teacher to coordinate the RTI program.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences are detailed within each section of the annual update.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Ballard Elementary School District is a elementary district in Santa Barbara county serving a rural community in grades TK-8. The district has 1 school. The current enrollment is 130 students of which 5 are ELs, 4 are socio-economically disadvantaged, 105 are white, 27 are hispanic, 10 are students with disabilities and the district has no foster youth.

Ballard Elementary School has a rich history and tradition that has continued to drive its success since its founding in 1882. As the first town in the Santa Ynez Valley and the seventh in Santa Barbara County, the community's rapid growth led to the formation of the Ballard School District, a single school in an old west style, high store front building.

For more than 100 years, this original schoolhouse served as the only classroom on the campus. By 1982, expansion of the infrastructure was planned and executed. Today, students and staff members still gather together in front of the historic red schoolhouse daily, ringing the schoolhouse bell, reciting the pledge of allegiance and raising the flag each day before classes begin. Though additional buildings and classrooms have been added to the campus, kindergarten classes continue to be held in the red schoolhouse.

The core curriculum of the school is supported by research-based assessments and Response to Intervention (RTI) strategies. In addition to a credentialed classroom teacher at every grade level, all classrooms utilize an instructional assistant for at least a portion of the day. Ballard also employs a half-time Literacy/Intervention Teacher on Assignment and maintains membership in the Santa Ynez Valley Special Education Consortium, which offers special education support and personnel (including a part-time psychologist, Resource Specialist, and Speech Language Specialist.)

In addition to core content programming, Ballard provides comprehensive coursework and supports, focusing on educating each student holistically by offering music, arts, physical education, character building and enrichment opportunities. Staff members help support a variety of programming, and include a part-time garden educator, a part-time science enrichment teacher, and specialists from two local music schools. Students utilize technology as an integral part of their learning experience. Many students have been exploring internet safety, keyboarding, video presentation, and even beginning computer coding.

The staff members of Ballard Elementary School are one of the school's greatest assets. The Superintendent/Principal works closely with students, parents, staff and the Board of Trustees to ensure programming best meets student needs. Being such a small school, teachers know every student by name and are able to collaborate to identify strategies and interventions that can help each student meet his/her goals. Continuing to increase the effectiveness of our staff is of utmost importance. In addition to providing our own school-wide professional development, we have worked with Santa Barbara County Office of Education to

collaborate with six other small school districts in the Santa Ynez Valley, providing staff development in areas such as RTI, California State Standards, Smarter Balanced Assessments, Creating Independent Learners and Expert Thinkers, and addressing Social Emotional Learning.

Parents and members of the greater community are very involved at Ballard. The PTA works diligently each year, raising thousands of dollars to support the school and its programming through their signature events, the Old Time Ballard School Jamboree and the Ballard Barn Bash. The community is very active, and the PTA sponsors events for parents and children, working closely with the school to support the various events and activities, and helping to plan both during and after-school enrichment opportunities. The entire Ballard School community takes great pride in the school and the success of its students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The LEA is most proud of the progress on the following state and local indicators.

87.7% - % meeting standard on CAASPP ELA
84.9% - % meeting standard on CAASPP Math

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 01.02 and 01.03

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There were no state indicators on the 19-20 school year CA School Dashboard in which any student group was Red or Orange.

There were no state indicators on the 19-20 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-22 LCAP has the following goals as top priorities:

- 01 - Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.
- 02 - Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

To measure this progress the LCAP calls for the following expected outcomes:

- 90% - % meeting standard on CAASPP ELA
- 90% - % meeting standard on CAASPP Math
- 80 - # on the *District School Climate Survey* overall index rating

The following actions are designed to assist in meeting the highlighted goals: 01.01, 01.02, 01.03, 02.01 and 03.03

- 01.01: Develop and execute a comprehensive PD plan for teachers and paraprofessionals that focuses strengthening teacher understanding of the RLA and Math programs, but also provides training on some of the following: intervention systems (academic, social-emotional, behavioral), ELD Standards and continued use of digital learning resources for use in the classroom and at home.
- 01.02: Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in RLA and Math for K - 6th grade that provides information on student learning loss, and individual student learning needs.
- 01.03: Provide a research-based, tiered RTI program in both RLA and Math. The RTI program will provide Tier II instruction to address the needs of students who are in need of tier II support. The RTI program will include: progress monitoring using an early intervention screener, coaching students in developing academic goals and assessing their progress, Additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team (SST), family outreach to remove barriers to school participation. Staff an Intervention teacher to coordinate the RTI program. [\(continue\)](#)
- 02.01: Continue to provide activities designed to increase student and parent engagement and connectivity with the school. These include in school activities like *Character Counts* with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers. These also include after school activities like tutorial, enrichment activities, and *Homework Club*.
- 03.03: In partnership with the PTA, host two evening events related to issues relevant to parenting issues. Work with the PTA's social media chair to provide information about and promote both the PTA and the district

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools were identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No schools were identified for CSI.

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

BESD conducted a focus group with certificated staff local bargaining unit members on 3/26/2021. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this stakeholder engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community stakeholder groups.

BESD conducted a focus group with the classified staff local bargaining unit members on 3/26/2021.

BESD conducted a focus group with the student stakeholder group on 4/14/2021.

BESD conducted a focus group with the parent / community stakeholder group on 3/25/2021.

BESD 's LCAP Committee met on 3/29/2021 and 5/10/2021. The committee consists of parents of low income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.

BESD met on 3/26/2021 with the SELPA to receive technical support for special education actions in the LCAP.

The district has a small enough numbers of ELs that it is not required to have a DELAC and thus the DELAC did not review the LCAP.

The Draft LCAP was posted on BESD s' website for review on 4/26/2021.

A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents, certificated and classified bargaining unit members, administrators, and students. This committee met on 3/26/2021 to review the progress made on the previous LCAP and LCP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

The BESD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 3/8/2021 and 3/15/2021. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

A summary of the feedback provided by specific stakeholder groups.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various stakeholder groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Critical Thinker (Analytical, Independent)
- 13% - Life-Long Learners
- 13% - Organized (time-management, note-taking, etc.)
- 13% - Problem Solvers
- 13% - Self-Aware (confident, focused, responsible)

Actions:

- 14% - Implement/continue with STEAM
- 14% - Provide more enrichment opportunities.
- 14% - Provide more opportunities for presentations and public speaking.
- 14% - Provide more project based learning.
- 14% - Provide PD to teachers to on facilitating critical thinking skills.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 25% - Life-Long Learners
- 13% - Academically Proficient (Reading, Writing, Math)
- 13% - Emotionally Healthy (compassionate / empathetic)
- 13% - Organized (time-management, note-taking, etc.)
- 13% - Problem Solvers

Actions:

- 50% - Provide professional guest speakers.
- 50% - Provide more problem solving classes.
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-

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Problem Solvers
- 9% - Academically Proficient (Reading, Writing, Math)
- 9% - Creative

- 9% - Effective Leaders
- 9% - Self-Aware (confident, focused, responsible)

Actions:

- 9% - Provide more leadership classes and opportunities.
- 7% - Provide more project based learning.
- 7% - Provide more problem solving classes.
- 4% - Implement/continue a debate team.
- 4% - Implement/continue Ambassadors / student mentors.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Critical Thinker (Analytical, Independent)
- 13% - Effective Leaders
- 13% - Emotionally Healthy (compassionate / empathetic)
- 13% - Life-Long Learners
- 13% - Problem Solvers

Actions:

- 20% - Implement/continue a kindness program.
- 20% - Provide more opportunities for community service projects.
- 10% - Continue to support PE.
- 10% - Implement/continue the bilingual program.
- 10% - Provide more enrichment opportunities.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

BESD values the significant role that all stakeholders played in contributing to the development of this LCAP. The process used for stakeholder engagement is reflective of BESD's commitment to all members of the school community. The input of stakeholders was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple stakeholder groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

- 13% - Problem Solvers
- 9% - Life-Long Learners
- 9% - Self-Aware (confident, focused, responsible)
- 8% - Academically Proficient (Reading, Writing, Math)
- 8% - Emotionally Healthy (compassionate / empathetic)

The traits Academically Proficient (Reading, Writing, Math) and Problem Solvers helped to inform the development of goal 01. The traits Emotionally Healthy (compassionate / empathetic) and Self-Aware (confident, focused, responsible) helped to inform the development of goal 02. These two goals are:

01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

02: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

Actions:

- 6% - Provide more opportunities for community service projects.
- 5% - Provide more opportunities for presentations and public speaking.
- 5% - Provide more project based learning.
- 5% - Provide professional guest speakers.
- 5% - Provide more leadership classes and opportunities.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

Goals and Actions

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Goal

DRAFT

Goal #	Description
01	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

An explanation of why the LEA has developed this goal.

Analysis of student performance on CAASP showed that 87.7% of students are proficient in both RLA and 84.9% of students are proficient in Math. Stakeholder focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were tops priorities for a majority of stakeholder groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%				100%
1.B.1: Maintain the % of students with CASS aligned core curriculum to	100%				100%
1.B.2: Increase the % of ELs with CASS aligned ELD curriculum to	100%				100%
2.A: Maintain the % implementation of CASS for all students to	100%				100%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	70%				85%
4.A.1: Increase the % meeting standard on CAASPP ELA to	87.7%				90%
4.A.2: Increase the % meeting standard on CAASPP Math to	84.9%				90%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	N/D				N/D
4.E: Maintain the % of ELs reclassified (Reclassification Rate) above	N/D				ND%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D				N/D
8.A: Increase the % of students completing 2 formative local assessments to	80%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
01.01	Professional development	01.01: Develop and execute a comprehensive PD plan for teachers and paraprofessionals that focuses strengthening teacher understanding of the RLA and Math programs, but also provides training on on some of the following: intervention systems (academic, social-emotional, behavioral), ELD Standards and continued use of digital learning resources for use in the classroom and at home.	\$5,000	
01.02	Assessment system	01.02: Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in RLA and Math for K - 6th grade that provides information on student learning loss, and individual student learning needs.	\$6,000	Yes
01.03	Interventions (academic supports)	01.03: Provide a research-based, tiered RTI program in both RLA and Math. The RTI program will provide Tier II instruction to address the needs of students who are in need of tier II support. The RTI program will include: progress monitoring using an early intervention screener, coaching students in developing academic goals and assessing their progress, Additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team (SST), family outreach to remove barriers to school participation. Staff an Intervention teacher to coordinate	\$36,484	Yes
01.04	EL support	01.04: Provide a comprehensive ELD program for all ELs that includes both Intergrated ELD and Designated ELD. This program will be coordinated by the Intervention/Literacy Teacher and will include one IA who will work with the Intervention/Literacy Teacher to provide additional support to the EL population.	\$1,200	Yes
01.05	Traditional curriculum	01.05: Ensure that all students have access to CASS aligned curriculum including the Eureka Math Materials and all needed RLA materials. Continue to research and evaluate science and PE CASS aligned materials. (continue)	\$33,804	
01.06	Digital curriculum	01.06: Provide digital learning programs and resources for all teachers and students to support effective classroom instruction, engaging independent study, and off campus learning. (continue)	\$13,500	
01.07	Bilingual instructional support	01.07: Provide bilingual IA to support ELs in their ELD and other learning as well as to provide outreach to their families.	\$5,500	Yes

01.08	Utilize the services of a CalPads consultant	01.08: Utilize the services of a CalPads consultant	\$750	
01.09	Special Education Consortium	01.09: Participate in the Santa Ynez Valley Special Education Consortium	\$145,000	
01.10	7th & 8th grade student MOU	01.10: Enter into MOU with the Solvang School District for the education of Ballard's 7th & 8th grade students.	\$175,000	

Goal

DRAFT

Goal #	Description
02	Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

An explanation of why the LEA has developed this goal.

Analysis of data such as the Chronic Absenteeism Rate (13.55) showed that engagement and connectedness with the school can increase. Stakeholder focus groups showed the desire to have students be college and career ready and to be more self-aware / responsible. LGUESD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
1.C: Maintain the # of the <i>Facilities Inspection Tool</i> overall rating above	98.9%				90%
5.A: Maintain the School attendance rate above	98.2%				96%
5.B: Decrease the Chronic absenteeism rate (CA Dashboard, Status) to	3.0%				2.5%
6.A: Maintain the Suspension rate (CA Dashboard, Status) at	0%				0%
6.B: Maintain the Expulsion rate at	0%				0%
6.C: Maintain the # on the <i>District School Climate Survey</i> overall index rating above	82.7				80
6.D: Maintain the % of stakeholders that perceive school as safe or very safe (weighted) above	97.4%				95.0%
6.E: Maintain the % of stakeholders that report high connectedness with school (weighted) above	86.7%				85.0%

Actions

Action #	Title	Description	Total Funds	Contributing
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02.01	School climate activities	02.01: Continue to provide activities designed to increase student and parent engagement and connectivity with the school. These include in school activities like <i>Character Counts</i> with monthly recognition and student awards assemblies, field trips, enrichment classes and outside speakers. These also include after school activities like tutorial, enrichment activities, and <i>Homework Club</i> .	\$3,000	
02.02	Interventions (behavior supports)	02.02: Support students who face barriers to academic achievement by: monitoring progress using an early intervention screener, coaching students in developing goals and assessing their progress, collaborating with colleagues to address barriers to success, facilitating intervention supports and referrals to the Student Study Team (SST) and continuing outreach to families.	\$0	
02.03	Interventions (social emotional supports)	02.03: 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.	\$0	Yes
02.04	Improved Attendance Actions	02.04: Communication to all stakeholders at start of school year regarding the importance of attendance. Use letters to families reporting on excessive absences and tardies. Meet with parents of students identified as chronically absent (prior year) at the beginning of the school year and meet with the parents of those students approaching 'chronically absent' during the school year. Participate with SARB as needed.	\$0	
02.05	Teachers collaboration	02.05: 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	
02.06	Learning Environment	02.06: 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. (continue)	\$3,000	

02.07	Climate surveys	02.07: Survey parents, certificated staff, classified staff and students annually using the ESE Climate survey or comparable survey tool. Share and discuss the results at a staff meeting and also at a PTA meeting.	\$1,000	
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Goal

DRAFT

Goal #	Description
03	Maintain high levels of parent and community participation in and connectedness with the schools will increase.

An explanation of why the LEA has developed this goal.

Analysis of the ESE District Parent Survey data shows that 87% of parents agree that the district seeks parent input. The district feels like this is an extremely good number. The district would like to improve the percentage of households that respond to the parent survey from the 29% that responded this year. Stakeholder focus groups showed the desire of parents to have students be better critical thinkers and effective leaders while also improving their emotional health. While these parental desires will not translate into actions under this goal they will be found in goals 1 and 2. To this end the district will focus on increasing the % of households that respond to the *Parent Survey*.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
3.A.1: Maintain the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) above	87%				85%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	29%				30%
3.B: Maintain the # of unduplicated student parent participations in school programs per UDS above	7.9				7.9
3.C: Maintain the # of exceptional needs student parent participation in school programs per ENS above	7.2				7.2

Actions

Action #	Title	Description	Total Funds	Contributing
03.01	Parent communication	03.01: Continue to utilize email to regularly communicate with parents.	\$0	
03.02	Parent Survey	03.02: Survey parents annually regarding priorities for the district, district execution on objectives, and parent perceptions of safety and the academic program.	\$500	

03.03	PTA Partnership	03.03: In partnership with the PTA, host two evening events related to issues relevant to parenting issues. Work with the PTA's social media chair to provide information about and promote both the PTA and the district	\$750	
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Goal

DRAFT

Goal #	Description
04	Ensure that all students receive a broad course of study including active use of technology as a learning tool.

An explanation of why the LEA has developed this goal.

Analysis of student data showed that all students are receiving a broad course of study in areas that will prepare them to be college career ready. Stakeholder focus groups discussed their desire to have students be problem solvers, life-long learners and self aware. These traits all relate to receiving a broad course of study. BESD plans to continue to ensure that 100% of students are enrolled in required courses of study and received a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
7.A: Maintain the % of students enrolled in required courses of study at	100%				100%
7.B: Maintain the # of unduplicated student participations in programs or services per UDS above	4.7				4.7
7.C: Maintain the # of exceptional need student participations in programs per ENS above	4.8				4.8

Actions

Action #	Title	Description	Total Funds	Contributing
04.01	Broad course of study	04.01: Ballard will employ and/or contract with the following part time personnel: Technology educator, Music educator, School Garden educator, Science Teacher, Arts Outreach, and Physical Education educator. Students will also have the opportunity to participate in a variety of before and after school enrichment classes. These may include: science, technology, art, journalism, etc.	\$78,000	
04.02	Technology support	04.02: Provide a technology consultant to support teachers in utilizing technology to deliver digital learning to students to support effective classroom instruction, engaging independent study, and off campus learning; as well as, using technology and social media to communicate with parents about classroom activities.	\$11,000	

04.03	Technology Access	04.03: Purchase additional hardware and software to ensure that all students have access to a learning device. Purchase hotspot along with service for students that do not have effective internet access. Ensure that technology hardware is working and well maintained.	\$20,000	
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

DRAFT

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.57%	\$21,984

Required Descriptions

For each action 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 goals for these students.

The Ballard Elementary School District has an unduplicated student percentage of 10.8%. Because the percentage of unduplicated students is so high the stakeholders agreed that the following actions / services will be provided LEA-wide. The list below has the action in *italics* followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

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

The Ballard Elementary School District LCFF Supplemental / Concentration Grant is projected to be \$21,984.00. The percentage of unduplicated students is 10.8% and the increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 1.57%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. The list below has the actions / services that are being increased or improved in *italics* followed by an explanation of how the each action is increasing or improving services for unduplicated students.

- 01.02: *Provide a diagnostic and formative assessment system (Dibels, STAR Reading & Math) in RLA and Math for K - 6th grade that provides information on student learning loss, and individual student learning 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.
- 01.03: *Provide a research-based, tiered RTI program in both RLA and Math. The RTI program will provide Tier II instruction to address the needs of students who are in need of tier II support. The RTI program will include: progress monitoring using an early intervention screener, coaching students in developing academic goals and assessing their progress, Additional instructional supports to address academic gaps, teacher collaboration to address barriers to academic success, intervention supports and referrals to the Student Study Team (SST), family outreach to remove barriers to school participation. Staff an Intervention teacher to coordinate the RTI program.* - 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.
- 01.04: *Provide a comprehensive ELD program for all ELs that includes both Intergrated ELD and Designated ELD. This program will be coordinated by the Intervention/Literacy Teacher and will include one IA who will work with the Intervention/Literacy Teacher to provide additional support to the EL population.* -
- 01.07: *Provide bilingual IA to support ELs in their ELD and other learning as well as to provide 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.
- 02.03: *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. -

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$486,438.00	\$0.00	\$0.00	\$15,000.00	\$1,938,444.00

Local Funds	Total Personnel	Total Non-personnel
\$0.00		\$501,438.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	01	All	Professional development	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
01	02	All	Assessment system	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
01	03	All	Interventions (academic supports)	\$16,484.00	\$0.00	\$0.00	\$20,000.00	\$36,484.00
01	04	English Learners	EL support	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00
01	05	All	Traditional curriculum	\$18,804.00	\$0.00	\$0.00	\$15,000.00	\$33,804.00
01	06	All	Digital curriculum	\$13,500.00	\$0.00	\$0.00	\$0.00	\$13,500.00
01	07	All	Bilingual instructional support	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00
01	08	All	Utilize the services of a CalPads consultant	\$750.00	\$0.00	\$0.00	\$0.00	\$750.00
01	09	All	Special Education Consortium	\$145,000.00	\$0.00	\$0.00	\$0.00	\$145,000.00

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$486,438.00	\$0.00	\$0.00	\$15,000.00	\$1,938,444.00

Local Funds	Total Personnel	Total Non-personnel
\$0.00		\$501,438.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	10	All	7th & 8th grade student MOU	\$175,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00
02	01	All	School climate activities	\$1,500.00	\$0.00	\$0.00	\$0.00	\$3,000.00
02	02	All	Interventions (behavior supports)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02	03	English Learners Low Income	Interventions (social emotional supports)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02	04	All	Improved Attendance Actions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
02	05	All	Teachers collaboration	\$4,600.00	\$0.00	\$0.00	\$0.00	\$4,600.00
02	06	All	Learning Environment	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
02	07	All	Climate surveys	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
03	01	All	Parent communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$486,438.00	\$0.00	\$0.00	\$15,000.00	\$1,938,444.00

Local Funds	Total Personnel	Total Non-personnel
\$0.00		\$501,438.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
03	02	All	Parent Survey	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
03	03	All	PTA Partnership	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00
04	01	All	Broad course of study	\$67,600.00	\$0.00	\$0.00	\$0.00	\$78,000.00
04	02	All	Technology support	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00
04	03	All	Technology Access	\$10,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00

Contributing Expenditures Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$29,184.00	\$49,184.00
LEA-wide Total:	\$29,184.00	\$49,184.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action	Title	Scope	Students Group (s)	Location	LCFF Funds	Total Funds
01	02	Assessment system	LEA-wide	All	All Schools	\$6,000.00	\$6,000.00
01	03	Interventions (academic supports)	LEA-wide	All	All Schools	\$16,484.00	\$36,484.00
01	04	EL support	LEA-wide	English Learners	All Schools	\$1,200.00	\$1,200.00
01	07	Bilingual instructional support	LEA-wide	All	All Schools	\$5,500.00	\$5,500.00
02	03	Interventions (social emotional supports)	LEA-wide	English Learners Low Income	All Schools	\$0.00	\$0.00

LCAP, Metrics

		1	2	3	4	5	6	7	8	9	10
Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and	Actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing	Actions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain high levels of parent and community participation in and connectedness with the schools will increase.	Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that all students receive a broad course of study including active use of technology as a learning tool.	Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		1	2	3	4	5	6	7	8	9	10
Actions		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metrics		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acronym Page

ADA, Average Daily Attendance
 ALD, Achievement Level Descriptor
 API, Academic Performance Index
 ASES, After School Education Safety
 AVID, Advancement Via Individualized
 Determination
 AYP, Adequate Yearly Progress
 BB, Below Basic
 BL, Baseline
 CAASPP, California Assessment of Student
 Performance and Progress
 CASS, California State Standards
 CBO, Chief Business Officer
 CCCSS, California Common Core State
 Standards
 CCR, College & Career Ready
 CCSS, Common Core State Standards
 CELDT, California English Learner
 Development Test
 CHKS, California Healthy Kids Survey
 COP, Certificate of Participation

CSR, Class Size Reduction
 CST, California Standards Test
 CTE, Career Technical Education
 EAP, Early Assessment Program
 EL, English Learner
 ELA, English Language Arts
 ELD, English Language Development
 ES, Elementary School
 ESE, Education Systems Engineers
 FBB, Far Below Basic
 FTE, Full Time Equivalent
 FY, Foster Youth
 HS, High School
 IA, Instructional Assistant
 IS, Independent Study
 ISSC, In School Suspension Classroom
 LCAP, Local Control Accountability Plan

LCFF, Local Control Funding Formula
 LEA, Local Education Agency
 MOT, Maintenance, Operations and
 Transportation
 MS, Middle School
 MTSS, Multi-Tiered Systems of Support
 PD, Professional Development
 RLA, Reading Language Arts
 RTI, Response To Intervention
 SBE, State Board of Education
 SDAIE, Specially Designed Academic
 Instruction in English
 SR SpEd, State Restricted Special Education
 STEAM, Science, Technology, Engineering,
 Arts and Math
 SWD, Students with Disabilities
 TECALS, Transitional Employment College
 Readiness and Life Skills
 TOSA, Teacher on Special Assignment
 VOIP, Voice Over Internet Protocol

LCAP Explanatory Page

Action Without Expenditures:

If an action does not have an associated expenditure a "\$0" is placed in the *Budget Amount* column and a '--' is placed in both the *Source* field and the *Reference* field.

LCFF and LCFF Supplemental and Concentration:

If an expenditure is budgeted with supplemental and concentration funds it will have a 'LCFF, S&C' in the *Source* field. If the expenditure is budgeted with Base funds it will have only 'LCFF' in the *Source* field.

Metric 2.A: Implementation of SBE adopted standards for all students:

This is a number taken from the ESE LCAP Teacher survey in which teachers are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CASS in the four core subject areas.

Metric 2.B: Implementation of SBE adopted EL standards for all ELs:

This is a number taken from the ESE LCAP Teacher survey in which teachers of ELD are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CA ELD Frameworks in the four core subject areas.

Metric 6.C: District School Climate Survey overall index rating:

This is an annual survey that the district administers at least every other school year. All sub-groups: certificated staff, classified staff, parents/community, and students are surveyed. The survey measures impressions of both school safety and the schools' social-emotional environment. An index score of 80% or higher is be deemed as satisfactory.

Metrics that are N/A (Not Applicable):

Metrics that have an "N/A" were deemed to be inapplicable because either the mobility rate is too great or the sample size of the student population is too small respectively to make this data valid for year over year comparisons, or the district was unable to collect data in a given year.

Metrics that are N/D (No Data):

Metrics that have an "N/D" have no data reported on the CDE CA Dashboard or other relevant CDE websites.

Metric 7.A: % of students enrolled in required courses of study

The CCSESA LCAP Approval Manual list the following for 7.A: "A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable" Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of students in the district that are enrolled in the appropriate RLA, Math, Science, Social Science, and P.E. classes to ensure they are on track to either graduate (high school) or advance to the next grade level and divides them by the number of students in the district. This is expressed as a percentage.

Metric 7.B: % of unduplicated students participating in programs or services for unduplicated students:

The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to unduplicated pupils". Because CDE

provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of unduplicated students who participate in programs targeting unduplicated students for support divided by the number of unduplicated students in the district. This gives a number that is the number of programs of participation per unduplicated student.

Metric 7.C: % of exceptional needs students participating in programs or services for students with exceptional needs:

The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to individuals with exceptional needs". Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of exceptional needs students who participate in programs targeting exceptional needs students for support divided by the number of exceptional needs students in the district. This gives a number that is the number of programs of participation per exceptional needs student.

Priority 1: ☒

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

0%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0%

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

1

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. (1500 character limit)

Priority 2: ☒

N/D

N/D

100%

70%

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency’s progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. (3000 character limit)

1260

The LEA uses an internally developed self assessment tool to measure the implementation of the CA State Academic Standards (CASS). The survey is taken by each teacher in a facilitated focus group environment. This setting allows the teachers to ask clarifying questions of the facilitator and each other. The self assessment tool asks questions about the number of students taught, how many have the most current CASS aligned curriculum, and what percentage of instruction in the various content areas is rigorously aligned to the most recently adopted CASS.

The LEA chose this particular tool because it focuses on the implementation of standards in the instructional process and gives the district one number to simply and effectively measure annual progress. In addition this tool was developed before the CDE's self-reflection tools and thus provides annual growth going back three academic years.

The 2019-20 and 2020-21 average response to the question, "Of the daily instruction your students receive from you, what percentage is rigorously aligned to the current CASS in your content area." was respectively, N/D and 100%. The 2019-20 and 2020-21 average response to the same question, but for ELD instruction only was N/D and 70%, respectively.

	Survey	Houses	Index	Input	Participation	Goal #	Goal
Priority 3: <input checked="" type="checkbox"/>	32	126	.85	87	78	03	Maintain high levels of parent and

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

- The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- The key findings from the survey related to promoting parental participation in programs; and
- Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

(3000 character limit)
1008

The parent survey was administered to a random sample of parents in all grades served by the LEA during the spring of 2021. The sample included 32 responses in an LEA with an estimated family count of 126 for a response rate of 25.4%.

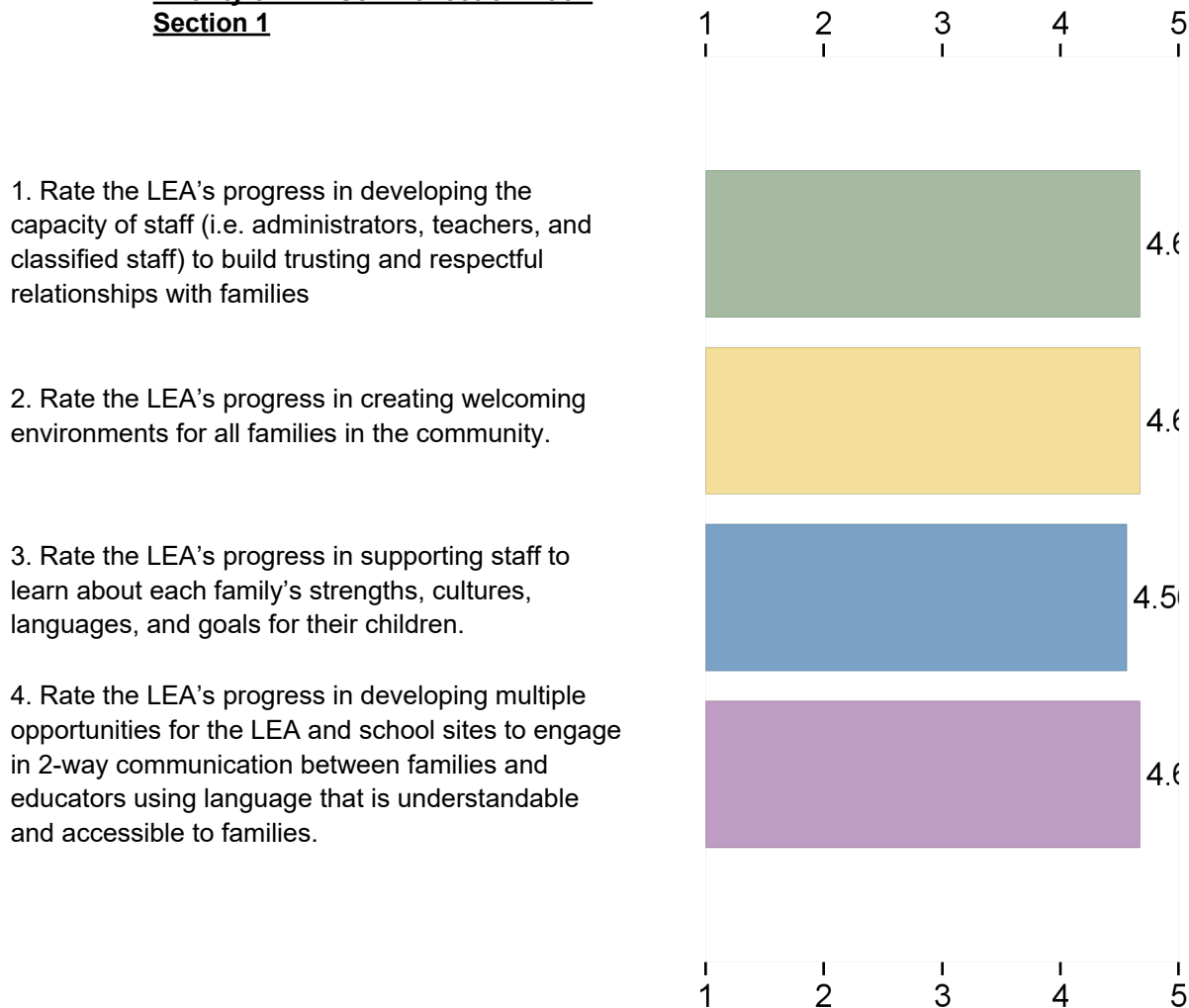
The key findings of the survey were:

1. Parent Input: 87 of parents agreed with the statement that, The school or district actively seeks the input of parents before making important decisions.
2. Parent Participation: 78 agreed with the survey statements suggesting that, the district provides multiple forms of support to parents.

The LEA chose this parent survey tool because it is based on research by Michael Krist SBE President on what effective districts do to involve parents. It has also been used by the district for 4 years of LCAP, so there is longitudinal data to compare growth.

The survey assists the LEA in measuring the outcomes of goal 03 Maintain high levels of parent and community participation in and connectedness with the schools will increase.

Priority 3 CDE Self Reflection Tool:
Section 1



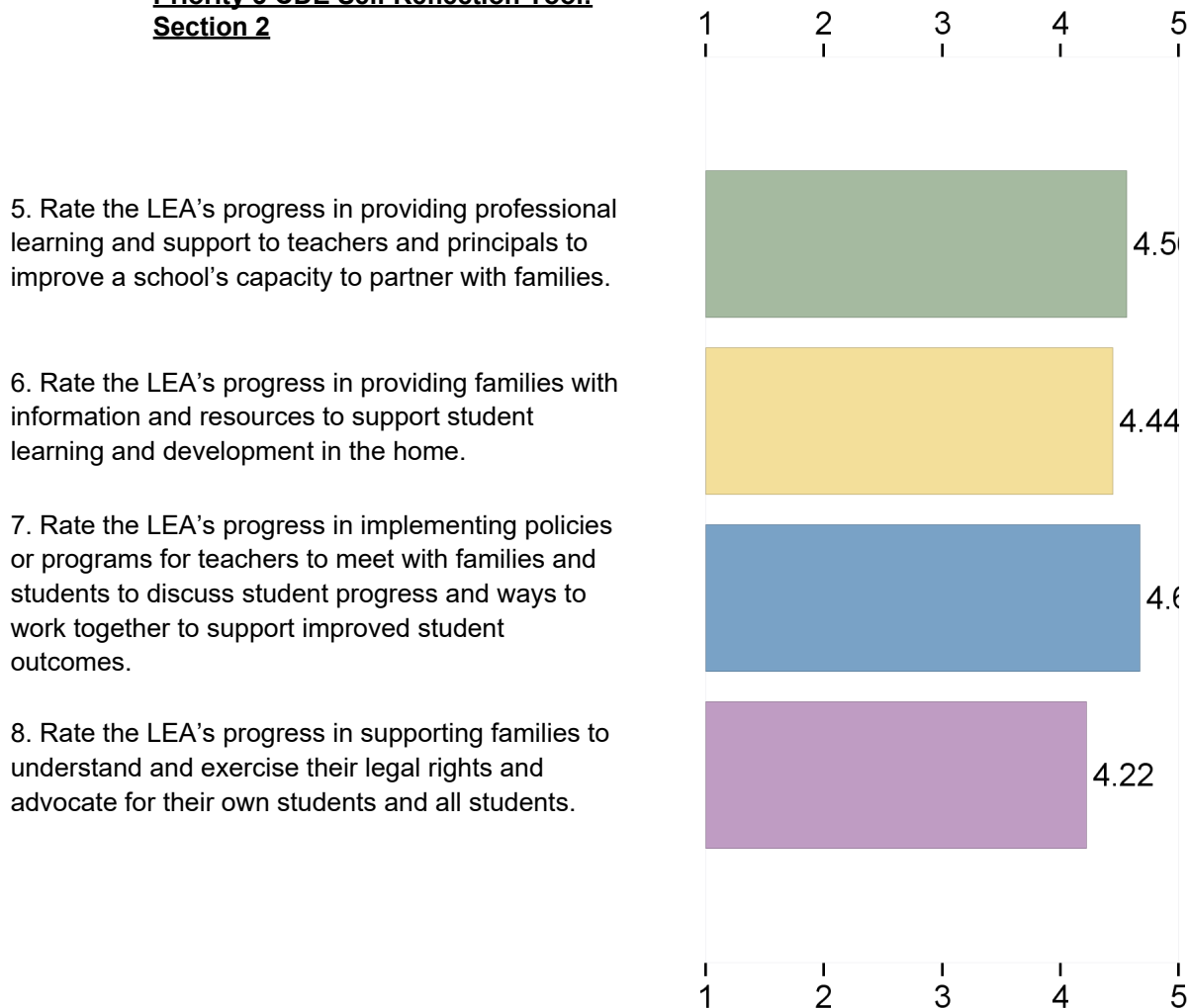
The email communication is greatly appreciated. Perhaps the district could look into adding ParentSquare which would allow for text message updates as well.

There has been plenty of opportunities to give input and be part of the process for those that have taken the time to participate.

The communication between Ballard families and staff is consistent and strong. The Ballard School community works together. There is a lot of family involvement.

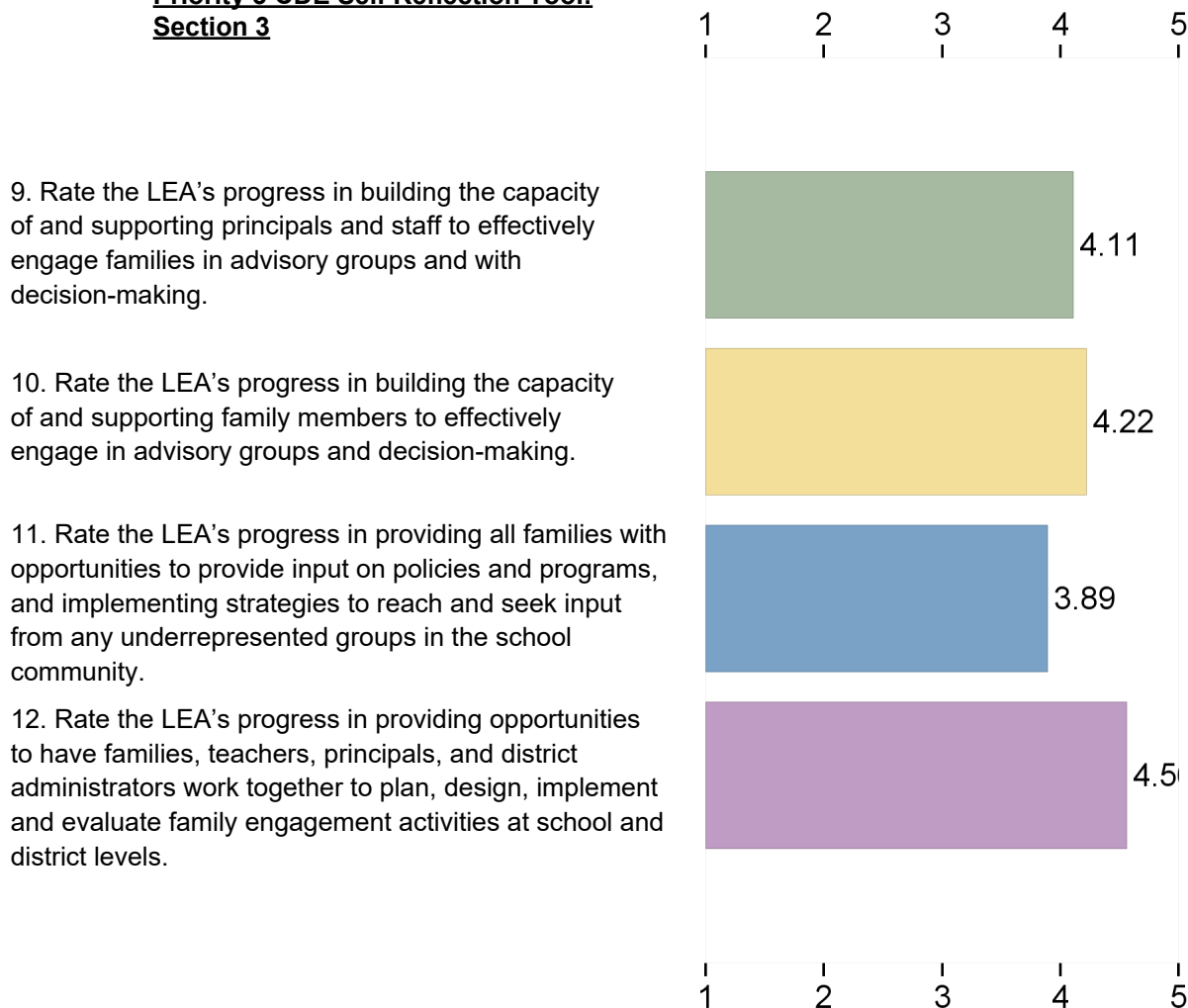
Ballard is a strong community where everyone knows your name. However, when families have language or socioeconomic barriers, they are often left out of important conversations or it is difficult to connect with them. A focus area of improvement the school could undertake could be connecting with those families and making sure they feel represented and/or part of important planning decisions. Perhaps contacting those families directly would be more effective than email or text.

Priority 3 CDE Self Reflection Tool:
Section 2



The teachers and Mr. Pelletier are very supportive and regularly communicate student progress; both formally in conferences and report cards and casually at pick-up.

Priority 3 CDE Self Reflection Tool:
Section 3



Because the school is so small, the teachers and staff work very closely with the parents in all areas. An area of growth will be getting back to where the school was before COVID.

PTA members and families often work together to plan school activities. The communication between families and the school is good. The PTA does a wonderful job in supporting the school with engaging activities.

Priority 6: ☒

Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

(3000 character limit) 562

The *ESE Climate Survey* was administered to grades 5 by the LEA during the spring of 2021.

Two questions that were of particular import to the LEA in evaluating priority 6 were:

1. The questions relating to school connectedness. These questions differ slightly at each grade level, but they measure students' sense of connectedness to the school. 85% of students say they feel connected with their school.

2. The questions relating to school safety. These questions measure whether students feel safe at school. 97% of students say they feel safe at school.

Score

Priority 7: ☒ 100%

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

(3000 character limit) 532

The district developed a self evaluation tool to determine the percentage of students (including unduplicated and exceptional needs students) that have access to each required course of study. This percentage is evaluated at each grade level and for each required course of study per Ed Code EC 51210 and 51220. These percentages are then aggregated to give the district a percentage score on the access that students have to the broad course of study. The self evaluation tool for the 2020-21 school year gave a score of 100%.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (3000 character limit) 418

The self evaluation tool for the 2020-21 school year gave a score of 100%. There is only one site per grade range; therefore, there are no access differences across sites. It was the determination of the district while using the self evaluation tool, that both the unduplicated sub group and the students with exceptional needs sub group had the same access to the broad range of study that the general population had.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

(3000 character limit) 253

One large barrier to providing a broad course of study to all students is the limited number of teachers within the district. With only 8.00 teachers for grades TK-8 it is a challenge to provide adequate access in areas like applied and performing arts.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (3000 character limit) 128

The district will work to increase student access to visual and performing arts and career technical education prep instruction.