



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Burton School District is located on the western edge of the City of Porterville located in Tulare County. The district houses 9 school sites, 4 of which are through the dependent charter, Summit Charter Academy. Although the district is geographically small, only 8.5 square miles, between the all the schools we are able to serve just over 4,800 students in grades K-12. This Learning Continuity Plan will focus on Summit Charter Academy schools within Burton School District. The charter schools within the district include two K-5 elementary schools, one 6-8 Middle School and one 9-12 High School. Between these 4 schools the district serves over 2,300 students. The district has been and will continue to be committed to providing students and families a high quality education regardless of the circumstances. Our district believes our mission is "empowering the whole student to be confident and successful in college and the world" and that we will be able to serve our students and accomplish this mission whether we are educating students through distance or in person learning. As a result we have designed a plan that will support our students however we are required to provide education throughout the 2020-2021 school year. To begin the year, and to ensure that we are not only in compliance with state regulations, but also ensure the safety and security of our students, staff and families the district will not be providing in person learning as Tulare County is on the watch list and we are unable to currently hold in person instruction. This means that all students will begin the year in Distance Learning. Through our experience with distance learning in the spring we were able to better prepare and improve the services we offer our students and families through planning over the summer. This planning included method of instructional delivery, appropriate digital applications to utilize, ensuring student connectivity, and many more actions to be discussed in more detail throughout the plan. Through this planning and collaboration with our bargaining units, stakeholders and community at large we believe that regardless of the location we will not only provide our students a high quality rigorous academic program but also an educational experience that takes into account mental health and social emotional needs thus ensuring the whole child is taken care of during our current pandemic.

Stakeholder Engagement

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

Throughout the current pandemic the district has worked to solicit feedback and input from the community in order to determine the best approach to serving those in our care. Specifically in the spring and summer time the district solicited feedback from families and the community through the use of surveys. These surveys provided the district with an overview of how our parent population felt and what format they wanted when we returned to school. In the fall we have we have continued to solicit feedback from our stakeholders through a variety of methods. The district staff has met with leaders from each department to determine what needs they would have for the 2020-2021 school year for both in person instruction and distance learning. In addition to meeting with these individuals district staff have met with site leaders to ensure an understanding of what is needed at the site level to support our students and families in both models of instruction. The district has additionally met with each of bargaining units to ensure that staff members health, safety and security needs are met. Additionally the district held various webinars specifically to discuss the Learning Continuity Plan, a parent meeting was held on August 27th, a classified meeting on September 2nd, and a certificated meeting on September 3rd. During these meetings an overview of the district's plan was presented to these groups. After each session a participant has the option to complete a survey to provide any specific feedback or give examples of additional services they would like to see. Finally, all staff and community members had the opportunity to complete the LCP survey and provide specific feedback for the district to review.

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

All meetings, both board and stakeholder meetings, are being conducted via zoom to ensure that any individual that wishes to participate is able to do so electronically and not in person.

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

Some examples of feedback provided by stakeholders include the following:

- Tutoring for students
- Specialized support for students with special needs
- Social Emotional Learning
- Free meals for all students
- Program and App specific support
- Hotspots
- Parent Trainings
- Student Mental Health Concerns
- Additional specific feedback will be stored in a shared document

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

Some of the aspects that were included in the Learning Continuity Plan include:
Purchase of additional hotspots to bring the district total to 1,500
Tutoring offered outside the traditional school hours
Specifically designed Social Emotional Lessons for the start of the school year and ongoing support
Hiring of an additional Psychologist and the hiring of a Social Worker
Parent Training webinars to be held in the evening to support working parents

Continuity of Learning

In-Person Instructional Offerings

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

Due to the governor's orders for school districts located within counties on the state watch list to provide distance learning only the district is not currently able to operate in person instruction. A plan has been developed to ensure that when the district can reopen in person that instruction will be able to continue and supports will be in place to ensure that students who experienced learning loss get the help they need to make progress of being grade level proficient.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Distance Learning Program

Continuity of Instruction

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

Burton has worked with its school sites to develop schedules that best meet the needs of the students on that campus. Through these schedules teachers deliver a combination of Synchronous (live) instruction through Zoom as well as practice and extension activities through Asynchronous (on demand) assignments. The goal of these combined activities is to not only ensure each student receives the required number of minutes per day but also to ensure that the instructional program is as complete as possible. Utilizing a variety of programs, both academic and management, the district has been able to ensure that there are sufficient activities to help promote student learning and growth. Additionally our school sites are following the staff developed curriculum guides to the extent possible. When it isn't possible to follow the curriculum guide as it was currently written teams of teachers from a campus will meet during their Wednesday time to discuss what changes should be made to those documents so that when students return we are able to pick up from the same curriculum guides as best as possible. With the online platforms being utilized (Zoom, Canvas, Seesaw, etc.) teachers and parents will be able to monitor their student's progress and determine if the student is completing assignments and staying on track in regards to their academic progress.

Access to Devices and Connectivity

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

Burton has been a 1:1 district for a number of years. Prior to the pandemic students in Grades 5 and up had historically been the only grade levels to take their device home on a daily basis, while K-4 had devices available in the classroom at all times. Due to the pandemic this necessitated a shift to every device going home with every student. The IT department was able to check all of these devices out in the spring, check them back in during summer, work to make any necessary repairs as well as software updates and then support school sites in the distribution of a device to every student the first week of school. Through this hard work the district was able to ensure that every student that we serve had a functioning device. Additionally the district made purchases in the spring to bolster the hotspot availability due to distance learning, and again made additional purchases during summer and at the beginning of the school year. Between the purchases of these hotspots as well cellular capable ipads the district now has approximately 1,500 wifi hotspots available for families to check out at no charge. Having this number allows for us to cover at a minimum 1/3 of our student population that may have the need for internet. Additionally our district is providing a daily Technology Drive thru where parents are able to bring their child's device into the IT team for repairs should it be necessary. Finally we are monitoring student attendance daily via our student information system and both the site and district support structures are reaching out to students who are not connecting via zoom in order to determine if there is a connectivity issue that we can help resolve or if there is some other issue standing in the way of the student participating that we may be able to support.

Pupil Participation and Progress

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

The district is provided daily live instruction via zoom. This live instruction not only consists of the teacher providing instruction but also checking for understanding and ensuring that students are mastering the content. Additionally students have asynchronous activities that are assigned either through Seesaw or Canvas. These activities along with the synchronous instruction total more than the state required minutes per day. Daily participation is measured and tracked utilizing attendance in AERIES and documentation of the time value of work is done through either Aeries or Canvas. Through these systems we are able to ensure that students are participating daily and determine the amount of time each individual student is actually participating. Through this data we are able to provide follow up supports as well as determine when a student may be falling behind.

Distance Learning Professional Development

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

During the spring closure district staff worked diligently to provide trainings on the various online platforms utilized, including but not limited Zoom, Seesaw, Lexia, ST Math, and many more. This year leading up to the start of the school year the focus of all of our preservice training for teachers surrounded preparing for distance learning. In addition the trainings that were provided in spring this year we have also provided teachers training on Canvas, best practices in the classroom, the opportunity to attend Zoom Academy, and provided each teacher with the copy of the Distance Learning Playbook. In addition to providing a copy of the book we have offered several trainings already and will continue to provide trainings around this area so long as it is applicable to the environment that we are serving students.

Staff Roles and Responsibilities

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

As we've worked through the pandemic it has required us to evaluate the duties of all staff members. As a direct result of COVID-19 some of our directors have taken on additional duties to help support the implementation of an instructional program. Some of these additional duties include development of the re-entry and online plans for instruction, changing and monitoring the attendance of our students, and evaluating what additional cleaning measures need to be in place. Additionally our district nurse has taken on the role of being the point of contact for all things related to COVID and the liaison between the district and the county health department. Finally, the district is in the process of attempting to hire a COVID-19 coordinator who's responsibilities would be all things COVID. This role would allow our current staff to focus on their traditional duties and providing the best support and service to staff, students and our families.

Supports for Pupils with Unique Needs

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

In order to ensure that our students with unique needs have those needs met the district is taking the following actions:
Ensuring these students have access to an internet connection

Providing English Language Development (ELD) to our English Learners via a small group zoom session
 Providing Specialized services via Zoom and other activities to ensure our students with special needs still have their needs met
 Providing mental health check in for our students who may have these needs.
 Each student on an IEP had an Online Learning Plan developed
 After school intervention/tutoring
 Implementation of both student engagement and social emotional surveys
 Communication on a frequent basis from the classroom teacher, school site and specialized providers.

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

Description	Total Funds	Contributing
Canvas-allows for students to participate in Asynchronous work	\$11,100	
Renaissance Place-Accelerated Reader/STAR-Allows for monitoring of students reading progress	\$58,615	
Lexia-Supplemental ELA program to support Language Development	\$47,339	
Nearpod-Online platform for delivering of lessons	\$11,100	
Zearn-Online Math platform that allows better delivery of Math content	\$4,125	
Device Insurance-Allows for all devices to be repaired regardless of a family's ability to pay	\$59,417	
Zoom-To allow staff to provide Synchronous instruction	\$11,500	
ST Math-Supplemental math program to support elementary students mastery of grade level standards	\$10,000	

Description	Total Funds	Contributing
Music Curriculum-provide learning opporutnities outside the normal school day	\$2,113	
Seesaw-Online platform that allows teachers to communicate with parents as well as assign students in the early elementary grades assignments	\$21,312	
Overdrive-Online Ebook platform to allow students to have reading materials	\$66,600	
Learnzillon-Online Platform to support delivery of math instruction	\$9,320	
Staff Development-ensures staff has sufficient training and background to provide effective rigorous instruction to our students in unduplicated groups	\$15,700	
Technology Devices-Support students ability to access distance learning	\$514,517	
Additional Hotspots-ensures sufficient connectivity for students in the unduplicated groups	\$39,300	
History Curriculum Adoption-Adoption of this program will ensure that students have a robust history experience due the ability to have the program online	\$333,000	

Pupil Learning Loss

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

Burton will be using a variety of metrics and data including but not limited to formative & summative assessments, attendance, informal teacher check ins, survey results and any other student data that is available that may show a student experience learning loss. Of particular focus will be the areas of ELA, Math and mental health. Additionally the district will be utilizing some of the Learning Loss Mitigation funding to provide students with structured interventions. These structured interventions and tutoring will take place outside of the normal school hours which will help create an extended learning opportunity for these students. The district is looking at possibly providing this intervention directly after school hours, some evenings and possibly on Saturdays. Through this additional time the goal would be to mitigate any loss that has occurred during the school building closures. In addition to this extended learning opportunities the district employs intervention teachers that will work with students to address both existing gaps and any learning loss that has occurred due to the school closure. Utilizing all of this data and actions will result in the district providing the best opportunity for students not experience learning loss, recoup learning lost in the spring and be best prepared upon the ability to re-enter in person instruction.

Pupil Learning Loss Strategies

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

Students who are experiencing difficulties in retaining information or who have lost learning due to the physical closing of school have the following resources made available to them.

Supplemental academic programs including but not limited to ST Math, Lexia, Accelerated Reader, Overdrive/Epic, and other teacher created activities. These activities are designed to build upon the skill sets students already have and allow them to practice on skills that need practice. Through the implementation of these asynchronous activities students can access these at any time of the day. All of these activities are in addition to the normal teaching and assignments that students receive from their general education classroom. With these programs designed to meet the needs of individual students based upon their individual performance it ensures that our English Learners, Foster Youth and all other special student groups have access to academic programs at their level for their needs.

In addition to these things our support staff (social worker & school counselors) are reaching out to students to ensure they have adequate materials, particularly for ours students with high needs. This contact allows for us to ensure that these students are not falling through the cracks and that they have the resources needed to be active participants in their education.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Burton will be using a variety of metrics and data including but not limited to formative & summative assessments, attendance, informal teacher check ins, survey results and any other student data that is available to determine whether or not the programs being implemented

are supporting students. Pieces of this data are reviewed weekly and in the case of attendance data it is reviewed daily to ensure students are engaged and not losing learning opportunities.

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

Description	Total Funds	Contributing
Intervention Materials-Supplemental Materials to support in the reduction of Student Learning Loss	\$20,000	Yes
Tutoring-Intervention to take place outside of traditional school hours	\$50,000	Yes
Academic Programs-These were included in Distance Learning but also address Pupil Learning Loss (Costs are listed in Distance Learning Section)		

Mental Health and Social and Emotional Well-Being

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

Burton has long prided itself in being a district that focuses on the development of the whole child and as result the district has been building supports for Mental Health and Social Emotional Well-Being for several years. We saw the benefit of these supports in the spring time when we were forced to close our buildings and transition to distance learning. By having sufficient staff and support structures in place we were able to put out weekly SEL lessons to our students. This year we have increased the number of mental health supports that have been put into place by increasing our staffing. As previously mentioned the district has hired a social worker for the 2020-2021 school year to help support and address these concerns. Additionally the district has maintained all Psychologist positions and has added 3 Psychologist Interns and a full time psychologist for the 2020-2021 school year. Through the utilization of these individuals, staff training specific to providing these supports, a 2nd week of school focus on SEL and the ongoing implementation of SEL curriculum and lessons the district believes that we will be able to meet students needs. Finally the district will be administering various mental health and SEL surveys directly to students. Through the administration of these surveys staff will be able to identify which students may need additional supports and then we will be able to reach out and ensure that they have the supports needed to maintain a good mental health status during the pandemic. All of these activities are designed to ensure that there are multiple adults on each campus that work to help students in this area.

Pupil and Family Engagement and Outreach

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

Burton has developed an attendance/re-engagement process to help bring students back into engagement who are not participating in distance learning. Part of the plan includes having teachers taking daily attendance in AERIES and indicating there whether a student was present via zoom, made contact or completed assignment or absent. Utilizing this data on a daily basis our school office teams (including secretaries, clerks, site admin and counseling staff) are making connections to students and families to determine why a student may have not been able to participate in a daily zoom lesson. This connection allows for us to be aware of circumstances where the student may have a need that we can address, such as inadequate internet connection, broken device or some other need. By making these calls on a daily basis it allows for us to work with students and families before a student falls behind due to lack of attendance. If a student continues to not engage with their classes after contact has been made by the sites then district level support is requested. This district level support comes in the form of home visits completed by district staff (social worker, parent liaison or Director of School Resources & Support). The goal of this level of support is to find out what is going on that prevents them from checking with anyone from the site and then devise a plan to support the student and family. This sometimes requires connecting the families with outside agencies to provide supports that the district is unable too. If these supports in addition to those provided by the classroom teacher and school site are not effective in getting the student to re-engage in the learning process then the formalized SARB process begins and is done in addition to continuing all the previously mentioned supports.

Additional outreach that occurs on a frequent basis to all families includes notices and messages sent via our district app, Facebook, email list and other electronic means of communication. These forms of outreach can be to provide general information, site specific information or make parents aware of upcoming trainings that are provided to support them in supporting their students during distance learning. All outreach materials are provided in both English and Spanish and all webinars are conducted in both languages. Additionally, when parent contact is made if language appears to be a barrier the district works to find staffing that will be able to support accurate translation of the content needed.

School Nutrition

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

Burton will continue to provide free meals to the students that attend one of the 5 schools that are designated for the Community Eligibility Provision. This meal service will take place through two different methodologies: daily meal pickups that include a hot meal, or the opportunity for families to once a week pick up a "grab and go" style meal pack that would include 10 Breakfasts & 10 Lunches. This is being done at a number of our campuses and students/families may go to which ever campus is the most convenient for them. The method in which the meals are picked up are a drive thru format where parents drive through the parking lot nearest to the cafeteria and then are given the meal after their student's information has been verified. We believe by giving parents multiple options on how they can get access to meal service is the best way to support our students having healthy, nutritious meals during the school closures.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health Supports including materials, Social Worker Salary, Psychologist intern salaries, Psychologist Salary and training (Some salaries covered by the district)	\$17,000	Yes
School Nutrition	Nutrition Services Supports-Support to ensure continuity of the program and sufficient materials to support drive thru meal pick up	\$100,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.82%	\$3,881,162

Required Descriptions

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

The majority of students that attend a Burton School (Approximately 83%) fall into at least one of the categories that comprises the unduplicated student population (Foster Youth, Low-income, or English Learner). Whenever the district is designing a plan we first look to ensure that students within these student groups have sufficient and necessary materials and supports to be successful in the school environment. Development of the district's Learning Continuity Plan was no different with our staff looking at the lens of supports needed for these groups of students. Given the large percentage of students that fall into the unduplicated pupil group the district believes that offering the services district wide provides a more robust system to support these students as they move through their schooling experience. Specifically the following actions taking place have a focus on supporting these groups of students:

- Addition of more WIFI hotspots that prioritized for students in these groups
- Purchase of additional devices to ensure that students would have access in the event their school device was broken.
- Professional development for staff on distance learning best practices in particular supporting students that fall into one of these groups.
- Upgrading of Panorama to include attendance data in addition to mental health survey data so that we are able to better monitor these students and provide supports as needed.
- Providing basic materials in go home packages to ensure our neediest families are not spending their own funds to have the necessary materials to complete both synchronous and asynchronous activities.

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

The actions listed below specifically support the needs of foster youth, English learners, and low income students. These actions will allow our district to provide continued access to instruction through supplying devices and connectivity to our special populations, as well as providing targeted support to improve student learning and retention.

- Additional Devices to ensure in the event of breakage there are replacement materials for students
- Purchase of Device insurance as this ensures that a device can be repaired at no cost to the family
- Purchase of additional hotspots to bring the district total to 1500 prioritized for students that fall into these groups
- Hiring of the Social Worker, Psychologist, & Psychologist interns to supplement existing staff to ensure that students in our unduplicated populations have access to a robust mental health system

Supplemental programs that support development of the English Language which is particularly beneficial for not only our English Learners but also students from low income homes

Purchase of basic supplies such as crayons, pencils, markers, paper, whiteboards, etc. to send home to students as families designated as low income may not have the income to support these purchases and in normal circumstances these items would be provided in the classroom setting.

Tutoring/Intervention outside of the normal school hours that will provide students in these groups additional opportunities to improve their academic skills

Enrichment VAPA camps that further extend the day and provide students in these groups a free opportunity to experience the arts

District communication sent through a variety of methods including but not limited to Text, Email, Social Media and the district App, all of which is done in both English and Spanish to ensure all families have access.