



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
Fort Sage Unified School District	Dr. Keith Tomes Superintendent/Principal	ktomes@fortsage.org (530)827-2129

General Information

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

The Fort Sage Unified School District is a Transitional Kindergarten through 12th grade school district. Fort Sage Unified School District will be transitioning to a District with an emphasis on Career and Technical Education to correlate to the needs of the 21st Century. The district consists of three schools and a charter school (Mt. Lassen Charter School), Sierra Primary (TK – 6), Herlong Jr. High (7 – 8), and Herlong High School (9 – 12). The middle school and comprehensive high school are located on the same campus. The district serves a unique population and blue collar community in Rural California and the Southern portion of Lassen County. The two largest employers are the Sierra Army Depot and the Federal Corrections Facility.

Vision Statement: The vision of Fort Sage Unified School District is to provide a safe environment and an atmosphere conducive to academic achievement and 21st Century learning.

Mission Statement: Fort Sage Unified School District is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students become lifelong learners and 21st Century Citizens, and to be college or career ready upon graduation

For the District (not including the Charter School) there are approximately 149 students (TK – 12), 98 students are unduplicated which includes: 95 low-income, 0 English learners, 6 foster youth, 4 homeless, and 19 students with disabilities. The district seeks to provide: encouragement and modeling, authentic teaching, engaging curriculum in a safe environment, while understanding the changes and challenges of the world outside our school community. Foster youth services will be provided with foster youth services coordinator at LCOE. Homeless students will receive services as identified.

On March 19, 2020, the district, along with all public school districts in the State of California underwent a distance learning model because of the COVID 19 pandemic. Every student in the district had been issued a Chromebook and a hotspot for internet access. Teachers struggled because of the lack of training of how to navigate a distance learning format. The hotspots given to students turned out to be slow and the continuity of program suffered as a result. The availability of signal and connectivity provided significant challenges in a remote, rural environment. Because the shutdown happened so quickly, teachers had to scramble to find the resources to meet the needs of the students. There were considerable issues with students knowing how to utilize their Chromebooks and hotspots. Elementary teachers were not synchronized in the formatting systems for downloading assignments lessons.

Less than 10% of the high school students were able to complete assignments given by teachers. There was a strong perception among both staff and students that they (students) would receive the same grade they had received at the end of the previous quarter no matter how much or how little of the prescribed work was completed. The staff found that that was a demotivational factor for students completing work. The newness of the program also contributed to the lack of work completed. Students, staff and parents weren't sure how to navigate the new format of school and through the confusion, work was not completed.

For our parents, most of which work locally for a federal entity, found it very difficult to monitor their student's work as well as their own work due to the fact that many of them were working remotely as well. With parents and students vying for bandwidth, systems were strained. Parents and community members began expressing themselves in a negative manner on social media their frustrations with this situation. There were community comments to the effect of how come the students are out of their homes wondering around town if there is a quarantine. They would ask, "why aren't they in school?"

Because the students of Fort Sage were not effectively educated for nearly six months, staff is now seeing a dramatic gap in learning for our returning students for our face to face school year. The school is now discussing ways to close this gap.

Stakeholder Engagement

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

At our regularly scheduled board of trustee meetings, which were/are broadcast via Zoom, the community was able to keep abreast of the latest information concerning COVID 19. Informational letters were sent to parents describing what the State of California was directing districts to do in regards to COVID 19 protocols. At the end of these letters, parents were invited to relay their questions to the school office. These letters were placed on the school's Facebook page and on the front page of our website.

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

Zoom meetings were available for all governing board meetings and they were accessible via any smartphone, electronic device, including personal computers, smart pads etc.. On the board agenda that was emailed out to all staff members and anyone who had requested a copy, a description of how to access Zoom was included. If anyone wished to access the meeting, they had to notify the executive secretary of their demand at least 12 hours prior to the meeting.

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

Most of the feedback provided through social media was negative. Most parents wanted to continue with face to face learning. Many phone calls to the office expressed a need for tutorial lessons of how to assist their students in navigating the distance learning format. Parents were encouraged that the student food/nutritional programs were continued throughout this COVID 19 timeframe. Enough food for two meals a day was served once a week at various locations throughout the community. Nearly 75% of the student body participated in our food service program.

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

As we have anticipated an on-going setting for distance learning, we have utilized Google Classroom for all our teachers and students for future management of distance learning. This will address the continuity of our on-going efforts to meet the needs of our students. We can facilitate Google Classroom training for parents on our Minimum day Fridays and also create tutorials on-line for parents and guardians to access so that they can learn how to better assist their students during any future shutdowns due to COVID. We realized during this crisis that we need to be proactive in training our parents how to assist their students with future distance learning opportunities. We are currently planning parent training to occur in the evenings and possibly on the weekends to offer these classes. We have also realized that our students need up-front training for how to navigate distance learning situations they may face in the future. This training will be provided for all TK-12 students with a particular focus on the younger grades. We will work to provide a stronger internet capabilities for our rural students. Everyone's connectivity seemed to slow down due to the high traffic of internet use by everyone in the household. We will be working with internet providers to look for ways to strengthen those capabilities. We have continued to rely on internet hotspots through T-Mobile and they are working adequately during this time.

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.]

For the 2020-2021 academic school year, Fort Sage Unified School has opened its doors for face-to-face instruction. When we were able to announce that we would open face-to-face there was a collective sigh of relief. We had to submit a re-opening plan to the California Department of Education through the Lassen County Office of Education. In this document we highlighted how we were going to use PPE's, active screening procedures, and increased disinfecting and cleaning. We highlighted our transportation guidelines and how we would transport students to and from school utilizing recommended transportation guidelines through the California Department of Education.. We addressed how we would facilitate on-campus visitors and the protocol we would use to allow visitors on to campus. Visitors would be screened the same as students as they entered the campus.

Before the start of the 20-21 school year, the board of education approved a calendar that included an October week long intercession. The week long intercession was added out of anticipation that there would be significant gaps in student learning. Because of these anticipated gaps, we have added an intervention period in the school day that would be designed to address the needs of students that are struggling with academics. We have identified our current D and F students and are actively intervening to help them regain proficiency.

We currently do not have any English Language learners. We do, however, have Foster youth, and low-income students that we are focusing on. We are conducting meetings with foster youth providers, informing them on how they can be stronger advocates for the youth they serve.

All staff has been trained on how to develop an accessible curriculum on-line in the case of needing to transition back to a distant learning model. Training in Google Classroom has been provided for staff to utilize in the event of having to transition back to a distant learning model.

In all grades 9 to 12 , students have access to Career and Technical Education (CTE) courses.

CTE education is provided through:

Agri-science Pathway:

CTE Physical Science

CTE Biology

CTE Physical Science

Systems Diagnostics, Service and Repair Pathway:

Beginning and Advanced Auto Shop

CTE Economics

CTE Government

Beginning and Advanced Welding
Home Economics

The District maintains 2+2 programs with Lassen Community College for Agriscience, welding and auto shop.

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

Description	Total Funds	Contributing
<p>Each of the two campuses have hired an itinerant teacher. The extra teacher at each site has allowed the school to create learning environments that will address the challenges of the COVID 19 school gap. The itinerant teachers have established a distance learning protocol for students that is based on State guidelines. Herlong High School and Sierra Primary have each had 2 students that have opted out of our face to face school opening. Staff was paid overtime throughout the summer to allow for a deep cleaning of both sites and for additional food service requirements. Extra cleaning materials and PPE's were purchased along with hand sanitizers, thermometers and face masks for student and staff protection.</p>	\$111,950	Yes
<p>Salaries for two Itinerant Teachers. 50% paid by Supplemental/Concentration and 50% paid by CARES Act Funding.</p>	\$96,950	Yes
<p>Overtime Salaries Paid During Summer for Deep Cleaning and to Meet Additional Food Service Requirements. Paid from Supplemental/Concentration.</p>	\$5,000	Yes
<p>Extra Cleaning Materials and PPE Purchased with CARES Act funding.</p>	\$10,000	No

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.]

Sierra Primary has developed distanced learning programs for those students that are not enrolled in a face-to-face model. Teachers have uploaded assignments onto our Google Classroom for students to access from their home. Fort Sage Middle School and Herlong High School use Odysseyware (A State approved program for Distance Learning). Herlong High and Sierra Primary utilize the services of our hired itinerant teachers to manage these programs. All school sites use Google Classroom for students to access the curriculum and for staff to manage the activity. Students are required to come to school in person and meet with their teachers to ensure they are on track with their course of study at all school locations.

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.]

All students and staff have Chromebooks and hotspots. Additional Chromebooks and hotspots have been ordered along with additional chargers and charging stations. Students and parents will receive ongoing support from FSUSD staff for technology issues. Training and/or assistance with Google Classroom and other technology topics will be available for parents/guardians. Training sessions have been scheduled for parents and students to become more proficient with Google Classroom.

Pupil Participation and Progress

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

Teachers will have scheduled synchronous instruction and office hours weekly. Students will complete class assignments and grades will be recorded on Aeries. Grading rubrics will be used to evaluate participation. Remote assessments will be developed. Parents and students have Aeries portals and communications as well. Teachers will use Google Classroom and Zoom to load their classroom assignments and have face to face meetings and class time with their students.

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.]

Staff have received training on Google Classroom. Refresher training to review the use of Google Classroom will be offered. Also, professional development about how to successfully teach distance learning classes will be available for all staff. Discussion among staff about successful distance teaching practices will be regularly scheduled. The staff will also receive the CDE guidelines for conducting distance learning.

Staff Roles and Responsibilities

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

A detailed matrix of teacher requirements for distance learning such as the number of hours teachers should provide synchronous instruction or requirements for asynchronous instruction will be provided. Staff expectations will be developed through collaboration and clearly communicated to all stakeholders.

District office staff received training on how to conduct student entry into school. The school purchased touchless thermometers and face coverings to distribute to students that come to school without them.

Custodial staff and maintenance received training on how to properly prep a classroom and all surfaces at the school with approved disinfectants.

The transportation department reviewed all the current CDE guidelines concerning safe transportation for students

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.]

The District currently has no English Language Learners. Families will be provided with information about resources provided by the Family Resource Center and other county services. School personnel will make sure pupils have adequate school supplies and are receiving school breakfast/lunch services. Classroom teachers and the special education teacher will schedule times to have on-line or in-person office hours for one-on-one help. Special education teacher included in the Google Classroom; use of zoom to connect with students phones; other services ie speech, adaptive PE, OT working parent/guardian for access via Zoom or materials.

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

Description	Total Funds	Contributing
Itinerant teacher was hired and one paraeducator will be hired to assist with increase in modified instruction and bridging the gap. Paid from Supplemental/Concentration funding.	\$75,678	Yes
Chromebooks and hotspots need to be purchased. Chargers and charging stations. Purchased with CARES Act funds.	\$100,000	No

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.]

Staff will review essential state standards and identify which standards require further instruction. We will review data from MAPS assessments along with data from the first quarter report cards to determine the scope of the loss of academics during the COVID lockdown. At Sierra Primary School, data that shows a marked deficit in student learning will be analyzed and those students that have far below grade level will be placed on a "help" list and teachers will create individual plans on how they will meet their needs. Strategies include extra one-on-one tutoring, using the after-school program for additional home work help, and using our itinerant teacher to develop additional lessons designed to remediate a students' deficits.

Our LEA has also placed in its annual calendar an Intercession week scheduled for October 2020 and March 2021. During this time, teachers will make connections with struggling students to help them complete their learning gap. We plan to utilize the week in October to begin to target those deficits highlighted by our initial assessments conducted early in the school year. The March intercession will be utilized for reassessment.

At Herlong Middle and High School, we are planning an advisory period within the schedule. The advisory schedule is designed to identify students who are struggling in particular classes to receive extra help from the teacher of the class they are having difficulty in.

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.]

By realigning the master schedule at Herlong Middle and High School, we are very intentional in our desire to help all students in need. We have isolated all students who have received D's or F's and their teachers have developed individualized plans for each of the students. Fort Sage Unified currently does not have any English Language Learners, so our focus is on all students, including low-income, foster youth and with pupils with exceptional needs. For our severely impacted students, we have installed one-on-one paraeducators to serve them. We are working with our homeless population to help provide alternate modes of transportation and accessibility in the form of making sure they have their hotspots and Chromebooks and any other services they require. We have also networked with various community members who have helped us in the past with providing needed services for our homeless population. They provide needed resources, goods, materials, services (transportation) for our homeless population.

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.]

At all grade levels, we are seeing slow but gradual progress in the improvement of student achievement. Isolating students with the greatest needs seems to be helping the overall academic status of these students.

The school will continue to monitor all student academic progress and proceed with intervention strategies.

Both school's itinerant teachers will be involved in assisting administration with careful monitoring of student testing/assessment data as it is generated. They will also be involved with the implementation of our advisory period at our schools.

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

Description	Total Funds	Contributing
More Google Classroom training for new staff, parents and students is necessary. Additional funding for before or after school tutoring.	\$50,000	Yes

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.]

FSUSD will provide ongoing professional development for staff about trauma and other impacts of COVID-19. FSUSD has also contracted the services of Christiana Frank, a certified professional development provider; to conduct Social Emotional Learning training for FSUSD staff. Ms. Frank specializes in teaching social emotional strategies to teachers to help students that have experienced trauma (whether it be emotional, physically or mental) to be able to thrive in the classroom. She models the lessons for teachers so that they can replicate the lesson with students. Both Sierra Primary and Herlong High School participate in this training. Paraprofessionals have received training on social emotional learning and they have been given strategies on how to recognize social-emotional triggers that students may exhibit on the playground, cafeteria or in the classroom. As we work together as a team, it is critical that we work in conjunction with one another to meet the needs of our students. Staff will be in regular contact with students and their families and will identify needed support for students. FSUSD will work with the Lassen County Office of Education, Lassen County Public Health, Fort Sage Family Resource Center and other county agencies to provide services to students. Our Special needs population is relying on distant, video services for counseling services.

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.]

Through management software, FSUSD staff is able to identify students who are not engaged with distant learning protocol. The staff will be able to notify those students and parents/guardians of student absent from distance learning or not fully engaging in instruction. They will develop strategies to assist the student and their family with the distant learning. Staff will be in regular contact with parents/guardians to identify the reasons students are not being successful with distance learning.

Strategies may include improving technology, more staff contact hours with students and their families, changes in assignments or changes in methods of delivering instruction. FSUSD will work with Lassen County Office of Education, Lassen County Health Department, Lassen County Social Service, Lassen County Probation Department, Fort Sage Family Resource Center and all other applicable county agencies to provide service to students.

Through FSUSD's School Site Council, we will also be reaching out to our family and community to provide opportunities for input into the process of how we intend to develop strategies of how we will meet the on-going challenges of providing education in our current COVID crisis.

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.]

FSUSD will continue to provide breakfast and lunch to all students regardless of on-site learning or distance learning. On-site students will be provided their meals at their respective sites during their respective meal times. Distance learning students can pick up their breakfast and lunch at the central kitchen. Should FSUSD begin full district distance learning students will be provided 5 days worth of breakfasts and lunches. Parents can pick up the meals at the central kitchen or any one of the other three locations at the specified times.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
19.33%	\$310,039

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.]

Fort Sage Unified School District has a high percentage of low-income students at 87% in 2019-20, with 3 Foster and 6 Homeless. There are currently no English Learners. We don't anticipate a change to those numbers during the 2020-2021 school year. The entirety of the LCFF Supplemental and Concentration Funds received are used for increasing and improving services. In the 2020-21 School Year, the District will receive Federal funds for Corona Virus Relief and Learning Loss Mitigation, the expenditures of these funds will directly support unduplicated students. Providing technology and curriculum to distance and in-person learning are being applied District-wide but are primarily focused on supporting our Low-Income, Homeless and Foster Youth students. The District is utilizing the services of the Lassen County Probation Department to make contact with "unreachable" students (\$6500). The District continues to provide matching funds for the

After School Program (approximately \$8,000), Instructional Aide Support for Low-Income, Foster Youth and Homeless students (\$30,000), Low-Income classroom supplies (\$500), Additional Work days outside teacher contract for Professional Development to strategize and implement learning strategies for unduplicated students (\$10,000).

Considering our actions to service regarding these categories of students, we understand these categories are our majority therefore their needs are in the forefront of our minds and foremost in our decisions and actions.

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

The 19.33% to increase or improve services has allowed for providing additional monitoring of unduplicated pupils, additional supports, and focused professional development with our staff that provides evidence-based approaches to supporting high needs students. The District is able to provide additional teachers and Instructional Aides to keep student to teacher ratios low and provide needed support for unduplicated students. Technology including Chromebooks and hot spots for internet access have been provided for student home learning that have been extremely beneficial to our foster youth and low-income families who could in no other way provide the equipment or services for their family. All students receive benefits from the provided services but the actions and services provided are mainly directed at increasing and improving services for Low-Income, Foster Youth and Homeless students.