



Big Lagoon

Union School District

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
Big Lagoon Union School District	Linda Row Superintendent/Principal	admin@biglagoon.org 707.677.3688

General Information

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

The COVID-19 pandemic that shut down the school in March 2020 affected the entire Big Lagoon community. When the school closed, teachers and students engaged in distance learning through the remainder of the 2019 - 2020 school year, ending on June 11, 2020. During that time the district provided some Chromebooks for student use in distance learning, while other students used a variety of devices (e.g. iPad, laptop) to which they had access at home. The district had to be flexible and creative in keeping classified staff employed while teachers learned in the moment how to teach online.

The Learning Continuity Plan incorporates the district's response to the effects the community experienced with the COVID-19 pandemic. With guidance from the Public Health Department and the Humboldt County Office of Education, Big Lagoon chose to offer both in-person and distance learning options for the 2020 - 2021 school year. The ability to offer both options depends upon the small size of the school (24 students); small, stable class cohorts on campus, active participation and monitoring in the distance learning program and the continued permission from Public Health to maintain an on-campus program. We will strive to create socially, emotionally and physically safe and nurturing environments for our students, both online and in person. Despite the challenges of operating dual programs during a pandemic Big Lagoon will continue to offer bus transportation, school breakfast and lunch, and the kinds of enrichment coursework that make Big Lagoon a special place to learn: Yurok language lessons, STEM activities and science-focused nature walks in the woods near campus.

Stakeholder Engagement

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

Big Lagoon's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in March, continued throughout the development process and are ongoing as the district monitors and evaluates the instructional program, local public health data and evolving safety guidelines.

During the school closure in the spring of 2020, BLUSD's teachers, support staff and administration spoke via telephone and Zoom with students and families multiple times. In late May of 2020 the Superintendent/Principal created and sent a Google Forms survey to parents asking for input on their preferences for and thoughts about different instructional models for the 2020 - 2021 school year. In June 2020 the Superintendent/Principal of Big Lagoon, who had served the district for 4 years, took a job in another district. The new Superintendent/Principal started on July 1st, 2020.

The new Superintendent/Principal sent out the same survey again in July, and all of the parent input gathered from the survey was used in developing the district's re-opening plan. Further parent input was elicited through individual conversations (via telephone and email) between the families and the new Superintendent/Principal. On September 17th, 2020 the Superintendent/Principal held a Zoom call to invite

further parent input on the Learning Continuity Plan. There are no stakeholders who do not have internet access or who only speak languages other than English. The Superintendent/Principal has the same email address and work phone number as the previous administrator so that families can reach her easily.

Individual and group conversations were held with classified and certificated staff, some of whom were also parents of students attending the school. The Superintendent/Principal, teachers, and instructional aide formed an Instructional Work Group that met three times in the summer (on 7/21, 7/28 and 8/6 for a total of 6 hours) to examine parent survey data, review the most recent guidance on school opening, examine local COVID-19 data and collaborate on the logistics of a new school schedule, a revised calendar and a new format for the delivery of instruction. A staff meeting/lunch was held on August 17th to talk through the logistics of opening day, which was Monday, August 24th.

The District held a special board meeting in July to orient the board to the most recent state requirements and to review the guidance document "A Public Health Guided Return to Site-Based Classroom Instruction," which was written by Dr. Teresa Frankovich of Humboldt County Public Health, and Dr. Chris Hartley, the County Superintendent of Schools. The Superintendent/Principal added a standing COVID-19 agenda item to the Board of Education's meeting agenda to provide routine updates to the Board and to ask for their input. At the August 11th Board meeting the revised bell schedule, revised school calendar and the Distance Learning Agreement were discussed and approved by the Board. Public comment was invited at Board meetings.

Guidance on educational plans for all Humboldt County school districts was provided by the County Department of Public Health in collaboration with the Humboldt County Office of Education. The two agencies developed and shared a set of guidelines for schools to use in drafting their site-specific plans. The BLUSD site plan was shared with Public Health and their input was incorporated into the plan.

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

In the spring of 2020 the public Board meetings were moved entirely to the Zoom platform with all stakeholders participating remotely.

The July and August Board meetings were convened in person (with social distancing and masks) with a simultaneous Zoom meeting option to ensure that anyone who was not comfortable attending in person could still participate. Any person wishing to attend a Big Lagoon School Board meeting or public hearing was encouraged to contact the Superintendent directly for a Zoom link and password to ensure the security of the meeting. This option was included in the agenda and was also communicated via email to the district's staff and published on the district website. Invitations to attend and participate in Board meetings were shared via email, on the school website and posted on campus with 72 hour advanced notice as required. The notices of public hearing, with the Zoom option, for the Learning Continuity and Attendance Plan were posted, as required, 10 days in advance of the public hearing. The notices were posted on the school bulletin board and on the main page of the website.

Starting with the September 22 meeting, the agenda for 2020-2021 Board meetings includes a reference to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020, which states that any or all board members may attend the meeting by phone. The notice also includes the information that the board meeting room will remain open during the meeting for those members of the public

who wish to attend the meeting in person and/or make public comment. However, the Board may limit the number of individuals in the board meeting room at any one time pursuant to guidance from public health officials.

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

Feedback was received from all stakeholders and is summarized as follows:

Families: The spring/summer parent survey yielded a nearly even split of families who wished to send their children back to school for in-person instruction and those who wished to continue in a distance learning environment. Parents who wished to send their students to school in person responded positively to the District's efforts to build structures to teach and reinforce safety routines such as mask wearing, hand sanitizing and physical distancing in a variety of areas and circumstances including in the classroom, in the cafeteria, on the playground and on the bus. Feedback from the parents who chose the distance learning option showed that they had concerns about their student being on screen for extended periods of time, requested that the District take into consideration the developmental needs and abilities of younger learners and to mindfully incorporate social emotional learning into the distance learning program. Parents described some of their concerns about the effects of extended screen time on the children, including such physical issues as headaches and fatigue. Parents of distance learners also offered feedback on their needs for food support and/or internet connectivity support. Families also expressed concern about the potential exposure of the teachers to COVID-19 as they are teaching on campus.

Teachers: The hybrid model was developed collaboratively by the teachers, instructional aide and administrator. The teachers expressed reservations about the amount of time it would take to effectively duplicate the classroom materials, supplies and learning experiences for the students learning at home. Teachers felt reasonably confident about the safety precautions established for the in-person program. The teachers expressed concern about students who had experienced attendance and work completion issues during the spring shutdown. The teachers also provided valuable input about the need for new Chromebooks to support all students as well as the fact that they (the teachers) had been working without their own computers. Technology needs are an on-going topic of conversation.

Classified Staff: Multiple conversations with staff, held over several weeks in July, showed that staff felt comfortable returning to work if safety protocols were in place and the number of children on campus was kept low enough to ensure social distancing.

Board Members: The Board expressed concerns for the safety of students and staff, but also acknowledged the value of in-person instruction, especially for those students who were already performing below grade level before the pandemic occurred.

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

All aspects of Big Lagoon's reopening plan were influenced by stakeholder input. The in-person and distance learning plans were based on teacher, family, and classified staff input and will be revisited and revised as necessary during the school year. The safety protocols for adults and students on campus were developed collaboratively with staff, parent and Public Health staff input. This includes safety measures for the school bus, cafeteria, classrooms, bathrooms, school office and playground. When it became evident that the district was in need of

significant technology purchases to support both the in-person and distance learning plans, teacher input was elicited as to what devices, accessories and connectivity supports would best serve the school community. Any revision to staff roles and responsibilities were developed and agreed upon with input from the affected staff member. Plans for pupils with unique needs were developed with parent and staff input and revisited once school started.

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.]

Because Big Lagoon is a very small school, and because only 58% of parents chose to send their students back to campus, the district was able to offer a hybrid model by parent choice. In-person instruction occurs on Mondays, Tuesdays, Thursdays and Fridays from 9:00 to 2:00 with all students engaging in distance learning on Wednesdays. Instruction on Monday, Tuesday, Thursday and Friday focus on math and English Language Arts, while the lessons on Wednesdays focus on enrichment, long-term projects and individual support. There are two small cohorts of students on campus; one in grades K-3 and the other in grades 4 - 8. The daily bell schedule was adjusted to provide for a shorter instructional day and staggered recess and lunch periods. The school calendar was adjusted to accommodate for the reduced instructional minutes and safety protocols, including requiring masks for all students, frequent handwashing breaks and taking student temperatures, were put into place. Socially-distanced seating was established in the cafeteria and on the bus, and tape marks placed at six-foot intervals outside of the classrooms and cafeteria to help students stay six feet apart when lining up for lunch or class. The district's instructional aide resigned before the start of school and the district chose to fill the position to ensure additional student support in the classroom. To accommodate the need for each student to have their own set of materials (as opposed to sharing a common set of crayons, math manipulatives, etc.) the district undertook significant expenditures in classroom materials and supplies. Two meals per day (breakfast and lunch) are served and bus transportation is provided in the morning and afternoon. The school library remains in operation to support both on-campus and online learners.

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

Description	Total Funds	Contributing
Installed a new faucet in Room 3	\$143	No

Description	Total Funds	Contributing
Purchased classroom materials and supplies to provide each student with an individual set of materials. Please note that this action is also listed in the distance learning section and the costs are split evenly between the two programs.	\$680	Yes
Maintained staffing in classified positions providing direct support to students and to maintain a safe and clean campus (instructional aide, student nutrition, library aide, maintenance supervisor, transportation).	\$50,000	Yes
Compensated staff for outside-of-contract hours to prepare campus for the return of students and to meet school safety protocols (e.g. 6' spacing between desks, handwashing stations etc.)	\$1,164	No
Contract agreement with Humboldt Educational Resource Center (HERC) for literacy and libraries support; learning resource collections; courier service; and learning specialist support including professional development. This action is also listed as supporting the distance learning program and the cost is split evenly between the two actions. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.	\$625	Yes
Purchased teacher laptops, which they did not previously have. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs. This action contributes to the increased or improved services for unduplicated pupils because it provides teachers with the professional equipment they need to plan, prepare and deliver highly individualized instruction in a multi-grade classroom.	\$1,440	Yes
Purchased Chromebooks and accessories for in-class and distance learning use on Wednesdays. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs.	\$3,066	Yes

Distance Learning Program

Continuity of Instruction

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

With a small enrollment and limited staffing, it was important for Big Lagoon to figure out a way to deliver both in-person and distance learning options without overwhelming the system. It was decided to provide a synchronous distance learning program in which students entered a Zoom meeting at the same time as their in-person peers each day, to receive direct instruction from the teacher, interact with their peers (both in person and online) and ask and answer questions. The students at home have the same instructional materials and supplies as the students in the classroom and use them at the same time as their peers. All students engage in distance learning on Wednesdays where the lessons focus on enrichment, long-term projects and individual support. Parents come to the school to pick up materials and drop off completed work. Teachers take daily attendance, ensure that students have a daily live interaction with their teacher and with their peers and complete weekly engagement logs to track work completion.

Students in the distance learning program were provided with Chromebooks, headsets and mice so that all students had access to the same technology. New Chromebooks, headsets and mice were purchased with Learning Loss Mitigation Funds, along with new teacher laptops, document cameras, and laptop stands to facilitate the distance learning "studio" in the classroom. Due to a high demand and slow order fulfillment, not all technology equipment was in place when school started.

Based on parent concerns about the structure of the daily schedule and lessons, the District will work with the County Office of Education to evaluate and refine the synchronous model. A social work intern from Humboldt State University will be available to connect with and support distance learning students and families. The instructional aide will support the classroom teacher and may work directly with individual or small groups of distance learning students. The Superintendent/Principal will establish a monthly Zoom meeting with the parents of distance learners to continue to gather feedback.

Students who receive special education services are served remotely by the RSP teacher or through speech and language tele-therapy.

A Distance Learning Agreement (DLA), which outlines the roles and responsibilities of district, teacher, parent and student, was collaboratively developed, shared with families and the Board and revised based on feedback from those stakeholders. The DLA includes the state-mandated tiered re-engagement strategies for students who are absent for more than 60% of school days in a week.

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.]

At the beginning of the school year the Chromebooks and accessories that were already owned by the district were deployed to the students in the distance learning program. Twenty-five new Chromebooks, headsets and mice were ordered using Learning Loss Mitigation Funding. Parent outreach was conducted to determine which families needed hotspots to ensure connectivity and hotspots were ordered to support those families. Due to supply chain issues the District has not yet received all of the ordered equipment as of late September.

Classroom-based equipment, including a Smart Cart, teacher laptops and document cameras were also either purchased for or deployed to the classrooms to support the teachers in the simultaneous broadcast model.

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 develop weekly educational activities for all distance learning students with a learning plan for the week that families and students can follow. The plan matches what will be taught in the in-person classroom and may contain resources including online and/or print reading, physical materials such as math manipulatives or timelines, digital and/or print worksheets, and other at home activities.

In accordance with the requirements of Senate Bill 98, teachers are taking daily attendance as their distance learning students check into their Zoom classroom. Students participating in synchronous classroom instruction have the same behavioral and participation expectations as their in-person peers. Students receive 240 minutes of daily instructional time, whether under the direct or general supervision of the teacher. Pupil participation in the distance learning program will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include daily attendance taken by the teacher, student log in to Google Classroom, submission of assignments to the teacher and other forms of contact/interaction with the teacher.

Weekly asynchronous learning activities may consist of lessons in history/social studies, STEM/STEAM, enrichment activities such as Yurok language lessons or longer term projects related to subject areas such as art. The time value of the asynchronous learning activities is determined in advance by the teacher and documented in learning logs.

Teachers will keep a weekly record documenting each students' synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. All students will be provided the minimum requirement of instructional minutes through a combination of synchronous and asynchronous instruction.

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.]

Teachers and support staff will have various opportunities to participate in county-led professional development activities as well as online opportunities. Professional development will also be provided in curriculum, assessment and online pedagogy. Support for internet connectivity issues is provided through an MOU with Northern Humboldt Unified High School District.

Staff Roles and Responsibilities

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

In the distance learning program teachers are balancing a simultaneous in-person and online learning environment, troubleshooting technical challenges, learning to use unfamiliar equipment and maintaining the flow and progress of the in-person classroom while also monitoring the engagement, participation and work production of the students participating online. Teachers are also having to plan farther ahead than usual, preparing materials and supplies to go home on a weekly basis, anticipating parent and student questions about the use of materials and managing situations where materials sent home are broken or lost.

The instructional aide's role has shifted from a primarily classroom-based support role to one that focuses more on assisting with materials preparation, materials distribution and collection, helping to troubleshoot technology issues and communicating with parents to answer questions and resolve problems as appropriate. The aide is also being trained to administer basic academic assessments to help establish baseline performance data for this year to monitor student progress.

In addition to preparing daily on-campus meals, the Food Service Coordinator is also preparing a week's worth of take-home breakfast and lunch items for students who are in the distance learning program full time, or a sack lunch for the in-person students who need food assistance on Wednesdays when all students are off campus.

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.]

Speech therapy services will be delivered in a tele-therapy model as they were during the spring shut down. The district contracts with TinyEye, a tele-therapy group, to provide those services. Students with IEPs are served remotely by the school's RSP teacher, in accordance with the services designated in their IEPs.

To support families who may have scheduling or transportation conflicts, Big Lagoon allows family members or friends who are also Big Lagoon parents to pick up or drop off instructional materials to minimize the impact/burden on families.

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

Description	Total Funds	Contributing
Purchase of Chromebooks and accessories to provide a uniform experience for all students in the distance learning platform. Please note that this action also applies to the in-person learning program and the costs are divided equally between the two programs. This action contributes to increasing or improving services to unduplicated pupils by ensuring that each student has functional and appropriate equipment to have access to the curriculum	\$3,066	Yes
Contract agreement with Humboldt Educational Resource Center for literacy and libraries support; learning resource collections; courier service; and learning specialist support including professional development. This action is also listed as supporting the in-person program and the cost is split evenly between the two actions. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.	\$625	Yes
Purchase of teacher laptops (which they did not previously have) to better facilitate planning, preparation and delivery of learning activities. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs. This action contributes to increasing or improving services to unduplicated pupils by providing teachers with the professional equipment they need to plan, prepare and deliver highly individualized instruction in a multi-grade classroom.	\$1,400	Yes
Compensate staff for extra time necessary to prepare materials for distance learning. This action contributes to increasing or improving services because the district is providing everything a student might need to be successful in an at-home learning setting, and does not assume or expect any particular level of economic resources, technological expertise or parent education level.	\$2,000	Yes

Description	Total Funds	Contributing
Purchase of instructional materials and supplies to send home to distance learning families to ensure full access to classroom activities and curriculum. The action contributes to increased and improved services for unduplicated pupils by ensuring that students learning at home have the same instructional materials and supplies as their in-person peers. Please note that this action also applies to the in-person program and the costs are divided equally.	\$680	Yes

Pupil Learning Loss

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

Big Lagoon recognizes that students will experience learning loss due to the lack of in-person instruction during the 2019 - 2020 and 2020-2021 school years. The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect formative and summative assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Because Big Lagoon has very small class sizes, teachers are able to differentiate curriculum and instruction to address student performance levels, based on initial and ongoing assessments. Over the course of the year, student progress will be measured with a variety of teachers-made and standardized assessments in English language arts and math. Big Lagoon does not have any students identified as English Learners, so ELD will not be assessed.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be employing Big Lagoon's multi-tiered system of support. Instruction will be delivered through synchronous instructional time.

Tier 1/Universal: All students will receive standards-aligned instruction focuses on priority standard clusters. This will allow for a depth of instructional focus on the key skills and concepts that are most critical for the respective grade level and content area.

Tier 2/Supplemental: Supplemental supports will be provided primarily through synchronous, small group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 universal instruction but also schedule small group sessions to provide additional support.

Tier 3/Intensified: Students who require even more intensive support will be provided with 1 to 1 instruction through individual and small group sessions. Sessions will focus on key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole grade level. Teachers may employ multi-grade, skill-based small group instruction to provide a high level on individualized attention and skill remediation.

Strategies will include:

- Use of Google Classroom as appropriate for distance learners
- Use of CCSS-aligned curriculum to monitor student progress and provide targeted, student-specific remediation and interventions
- Weekly teacher and administrator meetings
- Daily live instruction for distance learners
- Targeted, structured support for small groups and/or individual students
- Individualized supports for students with IEPs
- Pre and post assessments aligned with the content
- Weekly communications to parents regarding learning goals, content to be taught, success criteria and assignment details (primarily for distance learners)
- Access to professional development for effective online teaching and learning
- Monthly parent meetings with the Superintendent/Principal to keep pace with parent feedback

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing formative and summative assessments of student progress. Measures will include an evaluation of progress towards goals for students with IEPs; results of standards-based, progress monitoring assessments such as Easy CBM for all students; teacher-made and publisher-provided assessments to address specific learning goals; and class grades as evidenced by report cards.

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

Description	Total Funds	Contributing
Actions to address pupil learning loss have been documented in the in-person and distance learning sections of this document.		

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.]

To effectively support the social emotional well-being of students during the school year, teachers will incorporate social-emotional learning and community building strategies in the classroom to address the stress that our students are experiencing during this pandemic. While school may be back in session, family stressors, economic insecurity and generalized anxiety remain strongly present for most of our students. Students have been taught not only the "how" of campus safety protocols such as handwashing and wearing masks, but the "why" -- that we do so to keep each other safe and to keep our school community healthy and well. Students are monitored and observed by school staff during class time, at recess and lunch and on the school bus. Regular conversations with parents of students in the distance learning program will supplement observational data. Regular emotional engagement strategies will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources as appropriate.

Big Lagoon partners with the Humboldt Bridges to Success mental health service program through the county Department of Health and Human Services, and Two Feathers Native American Family Services to provide support services to students and families. In addition, we will begin a new partnership this year with the HSU Social Work department, and will have a social work intern on campus to provide additional assistance to students in the areas of pro-social behavior, self-regulation, and mindfulness.

Students with IEPs may receive mental and behavioral health services through Educationally Related Mental Health Services (ERMHS) as defined in the IEP.

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.]

Big Lagoon Elementary School is offering a synchronous distance learning option for students in grades K - 8 for the 2020 - 2021 school year. An agreement was drafted, with parent and staff input, that outlines the responsibilities and expectations for the school, teachers, students and parents who choose this instructional option. Big Lagoon wants our distance learning program to be as similar to in-person school as possible. Big Lagoon students who are participating via distance learning will be "in class" each day and will engage in lessons at the same time, and with the same materials, as their in-person peers. In order for this arrangement to be successful, all parties must work together to support our students.

Legislation (SB 98) mandates daily live interaction between the student, teacher and the student's peers. This is accomplished by students logging in to the classroom Zoom session to participate in live, synchronous instruction. Individual check-in calls or Zoom meetings with the distance learning families provide a chance for parents to ask questions about the learning activities or materials, offer input about the structure of the program or request assistance from the district. Teachers take daily attendance and monitor the work completion and engagement of distance learning students on a weekly basis.

Re-engagement Policy

If a student in the distance learning program is absent for 60% or more of instructional days in a school week, Big Lagoon will work with the student and family to identify the barriers and get the student back on track to succeed in the distance learning program. Students who cannot meet the requirements of the distance learning program will have the option to return to in-person instruction on campus.

Stage One: When it becomes evident that a student is not attending their online classes and/or is not participating in the lessons or completing work, the teacher will immediately communicate with the student and the family to problem-solve and identify the barriers the student is experiencing.

Stage Two: If the student continues to be absent and/or fails to complete work, the school administrator will hold a conference with the student and family to identify barriers, connect the family with support as needed, and establish a schedule for checking in with the student, the teacher and the family. Students who are consistently absent from distance learning instruction without excuse will be subject to truancy notifications and may be referred to the School Attendance Review Board for intervention.

Stage Three: If a student in the distance learning program continues to be absent for 60% or more of the instructional time and/or does not complete assignments and participate in the distance learning program, he or she will be invited to return to in-person instruction.

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.]

Despite a low student enrollment, the district maintains cafeteria staffing and services to ensure that all students have access to reliable nutritious meals. The Food Service Coordinator prepares and serves two meals daily, orders food allocations, tracks students receiving free and reduced price meals and processes CNIPS reports. In addition, the Food Service Coordinator prepares and packages meals for distance learning students who are eligible for free or reduced lunch, ensuring that these students also have nutritious and reliable meals. Meals for the week are sent home with the distance learning instructional materials.

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

Section	Description	Total Funds	Contributing
N/A	All actions documented in previous sections		

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
4.85%%	\$18,556

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.]

Big Lagoon USD has a student enrollment of 24 students in grades K-8. Big Lagoon USD has 0% foster youth and 0% English Learners. With 63.2% of our students identified as low income, all actions are principally directed to serve those students. Actions undertaken primarily to benefit the unduplicated pupils also benefit the remainder of the student body.

The purchase of new Chromebooks, hotspots, headsets and mice to ensure equity in equipment used for distance learning was principally directed to support those students who do not have computer equipment of their own to use and/or who do not have a reliably stable internet connection at their home. Even families who had computers to use at home found it difficult to manage the needs of more than one child trying to participate in distance learning at the same time. Further, when the district provides the same set of equipment to all students it eliminates disparity between students, which is one of the barriers to learning often experienced by unduplicated pupils.

Big Lagoon continues to offer school bus transportation services at no cost to families. This service increases student attendance and provides working parents with a reliable transportation option both before and after school.

A part-time Library Aide staffs the school library, purchases and tracks materials and supports students and families in selecting reading materials. This action increases and improves services to unduplicated pupils by providing access to a wide range of reading materials and the support of a professionally-trained library specialist. The district also maintains a service contract with Follett to manage data for all of the library materials, which includes an option for students to log in to the Destiny system and reserve books. This aspect of the service will be used in conjunction with our distance learning program to support students who are not on campus to access our library services and who may not go to the local library. These actions represent an increase in services as having a library supported by an aide who holds a degree in Library Science is very unusual in a school with an enrollment of 24 students.

Despite a low student enrollment, the district maintains cafeteria staffing and services to ensure that unduplicated pupils who may experience food insecurity have access to reliable nutritious meals. The Food Service Coordinator prepares and serves two meals daily, orders food allocations, tracks students receiving free and reduced price meals and processes CNIPS reports. In addition, the Food Service Coordinator prepares and packages meals for distance learning students who are eligible for free or reduced lunch, ensuring that these students also have nutritious and reliable meals.

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

As noted above, Big Lagoon USD has no foster youth or English learners enrolled at the time of this writing. Actions identified as contributing to increased or improved services for low-income students represent an expenditure of \$63,582, or more than three times the required expenditure dollar amount.