

Learning Continuity and Attendance Plan (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.]

Like many other educational institutions, nationally and globally, Moraga School District continues to face challenges as we respond to the Covid 19 pandemic. However, the District remains committed to ensuring the health and safety of our students, families, teachers, staff, and community members while continuing to provide high quality, equitable distance learning opportunities for the 2020-2021 school year.

Since March, our Superintendent, Bruce K. Burns has been meeting regularly with County Superintendent, Lynn Mackey, all Contra Costa County Superintendents, Walamorinda Superintendents, and Health Officers from the Contra Costa County Health Services Department to discuss safety measures, hybrid learning models, and distance learning.

In mid-June, the MSD convened a Task Force to Reopen School, charged with the development of a plan to reopen schools in 2020-2021 and to recommend specific safety and educational instructional models for three scenarios: all students returning, groups of students attending via a hybrid model and via distance learning. The Task Force was arranged into seven subcommittees including: Governance and Operations, Instructional Models, Public Health, Staffing, Equity and Access, Child Care Clubs and Social Emotional. The Task Force included representatives from the Moraga Teachers Association, Classified School Employees Association Chapter 403, school site administrators, district office administrators, parents, governing board members, and the Moraga Education Foundation. Two members of the Task Force, who served on the public health subcommittee, are practicing medical doctors.

Each subcommittee met to discuss, research, and prepare recommendations to present to the Task Force. Combined, the Task Force members dedicated an estimated 1,500 hours to their work.

The [Moraga School District Plan to Re-open School](#) document detailed plans and solutions to successfully commence the 2020-21 school year on August 12, 2020, via distance learning, and implement a distance learning model specifically designed for a seamless transition from distance learning to a hybrid model.

Stakeholder Engagement

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

Stakeholder feedback was solicited through the work of the MSD Task Force and development of the [Moraga School District Plan to Re-open School](#) for the 2020-21 school year. The thirty-three member Task Force included representatives from the Moraga Teachers Association, Classified School Employees Association Chapter 403, school site administrators, district office administrators, parents, governing board members, PTA representatives, and the Moraga Education Foundation. Task force members served on the following subcommittees: Governance and Operations, Instructional Models, Public Health, Staffing, Equity and Access, Child Care Clubs and Social Emotional.

Parent surveys were emailed to parents on 4/14/20, 5/1/20, and 6/15/20. The surveys asked parents to respond to questions related to time spent on daily lessons, satisfaction regarding distance learning, time for work completion, participation in other distance learning activities, and completion of art, music, and PE lessons. Teachers were surveyed on 4/13/20 and 5/4/20.

Superintendent Bruce K. Burns met with each grade level, TK-8th, in July, prior to school opening, to solicit feedback and identify needed support to begin the school year via distance learning. Superintendent Burns met with labor partners throughout the summer and continues to meet regarding safety concerns, leaves and accommodations.

The Governing Board held special and regular meetings on June 9, July 16, July 24 and August 11 where school reopening plans were presented and discussed, and where numerous opportunities were provided for public comment. At some meetings, almost 200 participants attended, an exceptionally high number of people to attend an MSD board meeting.

The MSD Learning Continuity and Attendance Plan (LCP) has been posted on the MSD website since 9/8/20.

The MSD Coordinating Council, composed of all MSD stakeholders, reviewed the LCP and provided feedback on 9/23/20.

The Joaquin Moraga middle school Student Leadership reviewed the LCP and provided feedback on 9/10/20.

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

All Moraga School District Governing Board meetings are accessible to staff, parents and the community by telephone or live Zoom meetings. Notices of meetings are posted on the MSD website and are also sent to all parents. Individuals wishing to make a public comment at a Moraga School Board Governing meeting can comment in real-time.

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

Information from the teacher and parent surveys given in the spring of 2020 are summarized as follows: After making the changes to distance learning plans on 4/20/2020 students spent less time (2-3.5 hours/day) on distance learning as compared to the first two weeks (3.5 + hours/day). Each day most students are completing 75% or more of the work. Work completion improved slightly after the distance learning changes on 4/20/2020. When completing the work most students needed some parent support with TK-2nd grade students needing the most. After the 4/20/2020 distance learning changes, more students were able to complete some of the work independently. Most students participated in art, music and PE distance learning. However, few students completed all of the art, music, and PE distance learning lessons. A majority of respondents participated in the One District - One Book program and Kindness club. Overall, parent satisfaction with distance distance learning increased after the 4/20/2020 changes. However, parents reported that

supporting their student while also attending to other home/work obligations was the most difficult part of distance learning. Many parents mentioned live streaming favorably in the comments section. Parents were split on comments about wanting more work and less work. The parent survey was optional. When a student wasn't engaging in distance learning teachers and administrators called the family and received feedback on the barriers to engagement.

Parents and staff were surveyed in September 2020. Preliminary results from the elementary parent survey are summarized as follows: Overall parents are satisfied with the distance learning program, especially compared to the program from the spring. Parents report they have what they need to succeed during distance learning, synchronous lessons with the teacher are more successful than asynchronous assignments, parents feel that students are generally making connections with their teacher. Parents are concerned about students' connections with their classmates and parents feel communication between home and school has been strong during distance learning.

JM parent survey preliminary results indicate slightly more than half of the parents are satisfied with the JM scheduling model. When asked what changes parents would like to see, a majority answered more synchronous time with the teacher and a continued focus on building connections with staff and peers.

Preliminary staff survey results indicate that they continue to work many hours, the majority of their time is spent preparing for synchronous learning and communicating with parents, the majority of teachers report that synchronous lessons are the most successful component of distance learning, they continue to make student engagement the focus as they prepare lessons. When asked what changes they would like to see regarding DL the majority of teachers answered less "screen time" for students and an increase in student to student interactions.

Superintendent Bruce K. Burns also met with each grade level and department in July, prior to school opening, to get their feedback regarding distance learning plans and procedures. The teacher input is summarized [HERE](#).

A MSD special education parent group (POEMS) consisting of representatives from each school site met with the Director of Pupil Services on 8/5/20 to discuss challenges and suggestions to improve distance learning. Suggestions included:

- Topics for parent education series this school year

- Strategies for parent outreach (make site reps available to all special education parents)

- Ways to keep students engaged in distance learning

The MSD EL teacher emailed all EL parents on 8/10/20 to communicate the availability of translators and to share the online tools for translation. In addition, ELD Resource Parents are veteran EL parents and at the start of the year they contact parents of EL students. Upon ELPAC testing completion individual parents conferences will be held to gather input regarding distance learning. EL parent conferences will be held in early October 2020.

Coordinating Council feedback relative to the LCP includes highlighting the fact that MSD had doctors on the Task Force committee, verifying within the LCP that student lunch services are available for students, considering increasing parent/teacher future interaction since Back to School Night was a recorded event, and ensuring PTA was listed as an additional stakeholder. Coordinating council also gave input to add specific programs in the Mental Health section.

JM student feedback relative to LCP includes students reporting they had access to the technology they needed. However, there were connectivity issues every once in a while. The students shared that they missed interacting with their friends, but they enjoyed the clubs and social emotional supports offered during distance learning.

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

Members of the Moraga Task Force had input in the following areas: Governance and Operations, Instructional Models, Public Health, Staffing, Equity and Access, Child Care Clubs and Social Emotional Learning.

The Task Force Public Health Subcommittee developed numerous safety and health strategies, while the Task Force Social Emotional Support subcommittee created detailed plans, including staff development, addressing student and staff well-being.

The Task Force Instructional Models Subcommittee constructed a number of different learning scenarios for when school opens in full, via hybrid model or full distance learning. Significant discussion centered on selecting a hybrid model that could be aligned with a distance learning framework. The Task Force recognized the possibility of moving in and out of distance learning to a hybrid model (and back), resulting in the need for alignment. Student and staff safety surfaced as the primary factor in developing recommendations.

The Task Force Staffing Subcommittee planned staffing scenarios for all three return to school options. Roles and responsibilities for each scenario were created while understanding the need for flexibility and differentiation.

The Task Force Equity and Access Subcommittee developed two sets of plans, one related to technology access and the other to ensure equity in all plans. Equity plans are included in most subcommittee plans and have been included so that programs, learning opportunities, and schedules are provided on a level playing field for all MSD students. The work related to technology addresses availability of devices and Internet access, as well as support for staff, students and parents. Other areas the subcommittee focused on included food service, transportation and meeting the needs of ELL and students with disabilities.

The Task Force Governance and Operations Subcommittee recommended new MSD Governing Board Policy, integrated subcommittee plans, developed a budget spreadsheet, provided oversight relative to plans adhering to CDC and CDE and other guidance documents, and among other tasks, supported communication.

The Task Force Childcare Clubs Subcommittee planned numerous safety and health directions, in accordance with the Public Health subcommittee recommendations, while also developing initial plans for different reopening school scenarios. Cohort recommendations, priorities, lunch/snacks, recess play, and other considerations were addressed.

Specific sections in the [Moraga School District Plan to Re-open School](#) delineate efforts to ensure English Learners and Students with Disabilities are provided the necessary support to be successful. The District recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically and emotionally.

Specific aspects of the LCP that were influenced by stakeholders include schedules, safety, alignment of models, increased teacher to student “face-time” or in-person instruction, assessment, technology, platforms, attendance, progress reporting, intervention plans, and re-engagement plans.

Continuity of Learning

In-Person Instructional Offerings

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

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can begin in-person instruction. Any county that does not meet the state's benchmarks is placed on the County Monitoring List. At this time Contra Costa County remains on the California County Monitoring List and is operating in full distance learning.

When data indicates that it is safe for schools to reopen, the MSD will offer a hybrid model. Information about Moraga School District's hybrid models can be found [HERE](#).

- The elementary hybrid model is a week on/week off model. One week Cohort A attends in person instruction in the morning and goes home for (independent) asynchronous instruction in the afternoon. That same week Cohort B engages in (independent) asynchronous activities in the morning and then engages in (teacher led) synchronous distance learning in the afternoon. The following week the cohorts switch.
- The middle school hybrid model is a week on/week off model. One week the morning cohort receives in person instruction in the morning and completes (independent) asynchronous work in the afternoon and the afternoon cohort completes (independent) asynchronous work in the morning and attends (teacher led) synchronous distance learning in the afternoon. The following week the morning cohort receives (teacher lead) synchronous distance learning instruction in the morning and works on (independent) asynchronous activities in the afternoon. That same week the afternoon cohort works on (independent) asynchronous activities in the morning and receives in person instruction in the afternoon.

MSD has established protocols to ensure safety of students and staff that can be found in the public safety section of the [Moraga School District Plan to Re-open School](#)

MSD utilizes a systematic assessment cycle to monitor student learning and competency development using [THIS](#) schedule of summative assessments and formative assessments. In addition, wellness checks to support social emotional well-being will be conducted by our School Psychologists, School Counselor, School Counselor Intern, and Student Support Assistant.

Assessment and attendance data will be used to identify students who have experienced significant learning loss. School staff will communicate with parents and hold Student Success Team (SST) meetings. Identified students will be offered interventions that include, but are not limited to: small group instruction, one-on-one instruction, support from our reading tutors through small guided reading groups, target support using online tools like Dreambox, Razkids, and Newsela. The district will also track attendance data, implement a tiered intervention program, as well as a re-engagement plan.

Our plan for progress monitoring and communicating student progress to families/guardians include: parent teacher conferences from 11/2/2020-11/6/2020, Student Success Teams (SST), [Individualized Learning Plans](#), progress reports and feedback on completed work.

Identified students will be targeted for ongoing support in the event of a school closure through small group work online with the teacher and other staff members such as our Reading Tutors and Teaching Assistants. Teachers will also use technology platforms like Dreambox, Razkids, and Epic to support targeted instruction.

Individual special education assessments for referrals and assessments resumed.

An IEP Emergency Conditions (school closures greater than 10 days) form is completed at every IEP meeting this year.

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

Description	Total Funds	Contributing
Health & Safety - Items were purchased to maintain safety measures such as disinfectant kits, anti fog goggles, face masks (cloth and disposable), hand sanitizer, sanitizer floor stands, sanitizer wall mount, face shields, portable sinks, COVID posters, sneeze guards, thermometers, toilet seat lids, disposable gloves, filters, and disposable cleaning/medical gowns.	\$115,043	Y
Social Emotional - Second Step social emotional learning curriculum teacher kit and posters were purchased to support students.	\$10,577	Y
Instructional Models - To prepare for in-person instructional offerings, there is a need to find permanent substitute teachers, as well as support students who choose full distance learning during in person instruction. The FuelEd program will be purchased for full distance learning students. Amplification systems for in-person instruction were ordered to allow students to better hear instruction from their teachers who will be wearing masks. Foundations (phonics) materials were purchased for use during distance learning and in-person hybrid instruction. A Survey Monkey subscription was purchased to survey stakeholders and get feedback. In addition, a stipend was given to members of the MSD Task Force to Reopen School.	\$363,234	Y
Equity/Technology - Additional technology was purchased to support in-person instruction such as ipads, webcams, chromebooks, and hot spots.	\$160,316	Y
Staffing - Additional administrative support is needed for activities around distance learning and the transition to in-person instruction. Hire additional substitutes to support distance learning and Hybrid learning.	\$202,861	Y

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.]

Full curricula which are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. Our reopening plan [Moraga School District Plan to Re-open School](#) includes a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as a potential rapid transition between these modes of teaching and learning--All grade levels are developing lessons based on essential standards.

During distance learning and in-person instruction students will use the following platforms: TK-2nd will use SeeSaw; 3rd-5th will use Google Classroom; 6th-8th will use School Loop and Google Classroom. These platforms will ensure instructional continuity for pupils if a transition between in-person

instruction and distance learning is necessary.

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.]

In order to determine which students require devices and/or connectivity to be able to access distance learning, the MSD has surveyed families about their needs. From these surveys the MSD determined that in addition to the 237 Chromebooks loaned (and kept over the summer by families) an additional 350 Chromebooks were requested along with 60 ipads. The District purchased an additional 110 iPads for lower elementary level students. The MSD has distributed 17 hotspots to families without wi-fi connectivity. When a student wasn't engaging in distance learning teachers and administrators called the family and received feedback on the barriers to engagement. If technology was a barrier the Moraga School District provided families with hot spots and devices.

Parents and staff in need of technology assistance can email the technology department for support or complete an online form. Administration is also providing technology support. Responses to requests have been timely with email replies or call-backs provided within 24 hours.

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 Moraga School District will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes:

Attendance:

- Attendance will be gathered in several different ways: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the Aeries student management system.

Participation and Engagement:

- Classroom teachers and other school staff will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress using a [daily student engagement tracker](#).

Assessment:

- Students will be formally assessed based on the [Moraga School District Assessment Calendar](#).

Time Value of Pupil Work:

- The time-value will be provided through lesson plans and student assignments from each classroom teacher.

Distance Learning Professional Development

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

The MSD will provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners. Teachers were provided an opportunity to complete ten hours of professional development related to distance learning before their contract year began. Teachers received professional development before the start of school during [\(August 6, 7, 10 and 11\)](#), including EasyCBM assessments, running records, social emotional learning, TC Digital Resources and general education and special education collaboration. Time was also provided for teachers to receive additional technology training and support.

Staff request technology support through a “help desk” ticket system if they are on campus. If staff is working remotely, staff send an email to msdtech@moraga.k12.ca.us. Administration has also provided support.

Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic. These student issues have altered the roles of staff and required increased professional development in the area of social emotional learning. To this end, the MSD has implemented Individual Learning Plans, plans to monitor student wellbeing. Programs, such as Second Step are being implemented online.

The MSD has also requested School Psychologists, Behaviorists and Counselors to more actively engage with students to make connections, support teachers, and identify students needing additional time, care, or counseling.

Staff roles and responsibilities have also changed relative to how to deliver instruction, monitor student progress, assess students, communicate with students and parents, manage Zoom meetings and technology, and also take care of themselves.

With the support of labor groups, there is an increase in classified staff providing direction support to teachers and students on-line.

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.]

English learners receive daily designated and integrated ELD instruction to practice language skills to support progress relative to achieving academic standards. Instruction, provided by the MSD ELL teacher is targeted to specific student proficiency levels. Progress is monitored via interaction and assessments. Our EL teacher meets daily with small groups of students via Zoom.

To mitigate learning loss and prevent additional learning loss for pupils with unique needs, the MSD utilizes benchmark assessments and ongoing formative assessments to monitor student progress. A list of summative assessments and examples of formative assessments can be found [HERE](#). Counseling staff

are also requested by staff and parents to provide support.

The MSD does not serve any foster or homeless students at this time. Should foster or homeless students enroll, the MSD will provide necessary meals, technology and supplies and meet with individual families to learn how the MSD can support their children. PTA new family liaisons will also connect with new students to provide assistance and provide an overview of the PTA and MSD services and programs.

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

Description	Total Funds	Contributing
Equity/Technology - Additional technology was purchased to support in-person instruction such as ipads, webcams, chromebooks, and hot spots.	\$160,316	Y
Instructional Models - To prepare for in-person instructional offerings, there is a need to find permanent substitute teachers, as well as support students who choose full distance learning during in person instruction. The FuelEd program will be purchased for full distance learning students. Amplification systems for in-person instruction were ordered to allow students to better hear instruction from their teachers who will be wearing masks. Foundations (phonics) materials were purchased for use during distance learning and in-person hybrid instruction. A Survey Monkey subscription was purchased to survey stakeholders and get feedback. In addition, a stipend was given to members of the MSD Task Force to Reopen School.	\$363,234	Y

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.]

Moraga School District teachers will administer both summative and formative assessments to students throughout the school year. The EasyCBM benchmark assessment will be administered at the beginning, middle, and end of the year in ELA and math to all K-8 students. EasyCBM will also provide information to monitor student progress throughout the school year. Ongoing common formative assessments in ELA, math, and writing include running records, Foundations, Reading and Writing Pre/Post On Demand. Other assessments include *Dreambox*, *Math Expressions* quizzes and tests, unit assessments, personal math trainer, fluency checks, performance tasks via SVMi, math notebooks, Zoom exit tickets, quizzes via Google forms, Zoom polls, teacher observation, Quizlet, SeeSaw activity and Flipgrid student responses.

In the area of English Language Development initial assessments will occur via online testing; however, plans are currently underway to conduct on campus, in-person assessments for students taking initial and summative ELPAC tests. All English Learners will participate in formative District assessments for reading such as EasyCBM reading and fluency measures and running record assessments. English learner students receive regular, designated ELD targeted at their proficiency level and based on Parts I, II and III of the CA ELD standards (CA ELD standards, 2012; CA ELA/ELD framework, 2014).

Based on summative and formative data collected, Moraga School District will use the results of the assessments to adapt daily instruction, create small instructional groups, or recommend students for the Reading Tutor or Foundations intervention programs. In addition, based on data collected, the Moraga

School District has updated its scope and sequence documents in ELA and math, which focus on grade level content, depth of instruction and essential standards, as outlined by Achieve the Core. In addition, in grades 3-8, teachers will follow up with groups of students in more specific domains that appear to need more reinforcement using the Interim Assessment Blocks (IAB).

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.]

There is an understanding that school closures may have impacted student learning. To address the potential learning loss in the spring of 2019-2020 the Moraga School District implemented the following strategies and actions:

- Regular tracking of students struggling to engage in distance learning
- Reading intervention delivered by staff to small groups of students identified as struggling in reading
- Phone and tele-conference meetings with students and families
- Differentiated assignments to allow students to access curriculum
- School counselors and support staff connected with students and families who were identified as struggling during the school closure
- English learner and special education support was offered to students within those sub groups.

After the 2019-2020 school closure, staff understood that many students continued to fall behind academically. This has been referred to as the COVID-19 slide. To address the COVID-19 slide the Moraga School District will implement the following strategies and actions during the 2020-2021 school year to address learning and accelerate learning progress:

- Provide a minimum of 240 daily instructional minutes to all students in grades 4-8, 230 minutes in grades 1-3, and 180 minutes in grades TK-K.
- Document Daily attendance/engagement in Aeries.
- Grades TK-2nd will use SeeSaw; 3rd-5th will use Google Classroom; 6th-8th will use School Loop and Google Classroom as a learning management system, in conjunction with any applicable Board-adopted curriculum, including textbooks and packets as needed to ensure all students can access the curriculum.
- MSD follows the six guiding principles as outlined in the Preparing to Reopen: Six Principles That Put Equity at the Core, to ensure that equity, empathy, and the needs of all students are at the core when planning and preparing.
- ELA and math scope and sequence plans are aligned to [essential standards](#).
- Lessons created rely on the full curricula, which are standards-aligned and will be implemented in both distance learning and in-person learning modes for all students.
- Lessons include clear explanations and necessary scaffolding
- Throughout synchronous lessons there are opportunities for peer-to-peer interactions

- Use of data to drive instruction - All students take the district formative and summative assessments which are used to inform teaching and learning and to monitor student progress on grade level content.
- Formative assessment and student feedback, which is fair, accurate, specific and timely, and includes a student action, is given to students on a regular basis.
- Lessons integrate Social Emotional Learning (SEL), and explicit SEL lessons are taught. Social-emotional learning will be a MSD priority during the 2020-21 school year, especially during the initial weeks of school. Social-emotional instruction will be supported by administration and implemented by classroom teachers and support staff.
- Designated and integrated ELD is taught to all English learners, using the CA ELD standards. Designated ELD time is provided weekly by an expert ELL teacher for at least 30 min for all elementary grade levels using the *National Geographic Reach* curriculum. Designated ELD is provided 45 min daily for intermediate students using *National Geographic Inside* curriculum.
- Genuine caring relationships are built with every student. There are regular opportunities to interact with students, in person, through synchronous Zoom sessions, by phone or email.
- Supporting and engaging families as partners in their children's education
- Providing parent education workshops in the areas of supporting student learning via distance learning and wellbeing.

Additionally, Moraga School District's strategies and actions are differentiated to support the diverse academic needs of our students:

English Learners:

- Use of visual supports, online native language dictionaries
- ELD teacher completed training: *Engaging English Learner Communities and Families through Distance Learning*
- Communication to EL families about school site resource parents and translation services
- Communication to EL families about Family Toolkit for National Clearinghouse for English Language Acquisition
- A parent Education three part series on 8/19/20, 8/20/20, 8/26/20 was presented: Positive Behavior Support at Home During Distance Learning, Social Emotional Learning for Students and Adults and Supporting Executive Functioning Growth During Distance Learning
- Designated ELD is provided weekly for at least 30 min for all elementary grade levels using the *National Geographic Reach* curriculum. Designated ELD is provided 45 min daily for intermediate students using *National Geographic Inside* curriculum

Low Income Pupils:

- A parent Education three part series on 8/19/20, 8/20/20, 8/26/20 was presented: *Positive Behavior Support at Home During Distance Learning, Social Emotional Learning for Students and Adults and Supporting Executive Functioning Growth During Distance Learning*

Foster/Homeless Youth:

- The District does not have Foster or Homeless Youth enrolled at this time

Pupils with exceptional needs:

- Staff Development program provided: *Distance Learning: Strengthening Online Instruction for Students with Special Needs*
- Parent Education Three Part Series 8/19, 8/20, 8/26: *Positive Behavior Support at Home During Distance Learning, Social Emotional Learning for*

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 implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators require designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. In creating the MSD Guide to Reopening Schools we relied on the document (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools - (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>))

Moraga School District is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions:

- Administer assessments: This includes the EasyCBM reading and math benchmark assessment administered at the start, middle and end of the year, individual running records administered four times yearly, Reading Units of Study pre/post unit assessments, Writing Units of Study On Demands, Foundations (phonics) unit assessments, Quick Quizzes (Math Expressions), and chapter assessments (Digits).
- The Moraga School District's plan for generating individual and group progress reports based on current formative and summative assessments include the use of the Reading Tutor intervention, Foundations tutor intervention, and classroom small group intervention meetings. If teachers are concerned about a student's progress, they complete a Google form identifying the student, academic area, and intervention (documented strategies/interventions tried and data to show outcomes). The teacher and principal will analyze data and determine student placement in an intervention program. The data will be recorded by student demographic factors in Illuminate and the EasyCBM reporting platform, so data can be better analyzed to highlight any gaps in access, opportunity, or achievement.
- The comparison of student levels in previous years will be through the analysis of Fountas & Pinnell data, running records, and Dibels data available to all teachers in Illuminate. In addition, teachers will complete an [Individual Learning Plan](#) for each student where each student is given a reading, writing, and math goal to focus, measure growth, and revisit during the year.
- Daily from 1:15 pm - 3:05 pm, teachers have professional time set aside for teachers and administrators to review, assess, and plan, using the assessment results reports and student work. In addition, site principals meet with each grade level/department for "data meetings" in August, November, and February. During these meetings, teachers share recent assessment data, including ongoing classroom formative assessments, to analyze data reports and student progress. These times are dedicated to reviewing results of data analysis and discussing how to respond to effectiveness data. In addition, the purpose for collecting data is reviewed as well as trends that result from data analysis.

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

Description	Total Funds	Contributing
Instructional models - Purchases such as the EasyCBM Assessment (math and reading) for all K-8 students, Foundations materials for Tier 1 phonics instruction, Accelerated Reader subscription for the JM reading intervention class, and the	\$176,954	Y

digital resources for the Reading/Writing Units of Study were purchased to address pupil learning loss and focus on grade level essential standards. Teachers also engaged in professional development targeted at distance learning strategies, as well as time dedicated for special education/regular education teacher collaboration.

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.]

The Moraga School District provided staff development on August 6, 7 and 11. We will continue to deliver staff development as outlined in our Reopening Plan [Moraga School District Plan to Re-open School](#). The Moraga School District utilizes a comprehensive plan for supporting in-person and remote learning that includes: Providing training to staff (trauma informed educational practices - in-person and remote); Positive Behavior Intervention and Supports (PBIS) in the classroom and at home, etc.); Supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture; Implementation of “Second Step” social emotional learning (SEL) program ([Second Step](#)) and classroom meetings to allow students time to connect with peers; and each student in the Moraga School District will begin the year by developing a written Individual Learning Plan with support from teachers, counselors, and administrators. Additional programs aimed at supporting students’ Mental Health and Emotional Well-Being include: Sandy Hook Promise, Start with Hello, One School, One Book, buddy classes, clubs and spirit events, school parades, parent education programs, Safe School Ambassadors and student counselor support.

- [Sample: 3rd Grade](#)
- [Sample: 4th Grade](#)
- [Sample: 5th Grade](#)
- [Individual Learning Plan Example: JM Split Schedule](#)

SEL staff training and support includes:

- Training in Trauma Informed practices (facilitated by counselors, psychologists and behaviorist)
- Predictable classroom/ learning structure and routine-- that is taught explicitly and directly for the first month of school for children at each grade level. This will be continued as long as children demonstrate need.
- Teacher instruction in building structured relaxation/mindfulness activities/techniques into all classes (meditation, reading aloud to children, drawing, yoga, walks).
- Encouraging teachers to promote social connection to peers and teachers in lessons.
- Offer “live” Zoom meetings with school counselors and teachers for SEL lessons and other SEL support
- Foundational SEL for adults (certificated and classified)
 - Support groups for staff
 - One day a week, there is a dedicated time for all staff to put a “pause in their day” to focus on their own self-care/8 dimensions of wellness or SELA

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:

- [Video: Trauma Informed Teaching](#)
- [Strengthen Adult SEL](#)
- [Challenging Behaviors in Early Childhood](#)
- [Designing Early Childhood Classrooms for Social-Emotional Learning](#)
- [Engaging with Families and Communities to Support Social-Emotional Learning](#)
- [AAP: Return to school](#)
- [Another perspective: AAP Return to school](#)
- [CASEL: SEL road map to reopening](#)
- *The National Child Traumatic Stress Network (NCTSN):* [Trauma-Informed School Strategies During COVID-19](#)
- *SEL Center:* [Strategies for Trauma-Informed Distance Learning](#)
- *CCEE* [Trauma Informed SEL:Dist.](#)
- [Trauma Informed SEL:Hyb](#)
- [Contra Costa Children and Family Services](#)
- [Contra Costa Crisis Center](#)

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.]

In order to provide outreach to all parents/ guardians, we have included a parent guide/handbook to our distance learning plan [HERE](#). Included in our program/plan are written procedures for tiered re-engagement strategies for students who are absent [HERE](#).

- Staff is being trained on re-engagement tracking and strategies during August staff meetings and email communication.
 - Site based intervention teams consisting of administrators, counselors, school psychologists and teachers will monitor students
 - Daily attendance will be monitored through the Aries students information system
 - Daily pupil engagement will be tracked by teachers and analyzed by student participation in synchronous learning and asynchronous activities using [THIS](#) document.
 - Consider including SART/SARB interventions, inclusive of guidance from Public Health, when creating written procedures as SART/SARB processes are a form of tiered reengagement for students.
 - Consult with Aeries (student Information System) to determine if fields should be modified for taking attendance of distance learning or combined days of distance and in-person learning. For example, develop a drop down menu representing how teachers know the student was in “attendance” for the day (turned in work, completed assessment, logged into a class meeting, phone call, virtual collaboration with a small student group with

verification by teacher)

- Translation services will be provided for written, oral and Zoom meetings.

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.]

Before the school closure each campus contracted with a private food service company to provide the option for students to purchase lunches. During the school closure, In conjunction with Acalanes Union High School District, lunches have been provided daily to families who qualify for free/reduced meals.

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

Section	Description	Total Funds	Contributing

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.10%	\$3,759

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 provision of devices and connectivity is being applied across the entire district, but is primarily intended to provide access for low income students who may not have access at home. Items purchased included additional ipads for K-2 students, protective cases for chromebooks and ipads, additional IT support for families at the start of the year, hot spots, and Dell computers.

To ensure the needs of foster youth, English learners, and low-income students were considered first, additional materials were purchased to ensure students had at-home resources for daily instruction.

Materials were purchased for the Foundations intervention program, specifically take home materials for Tier 1 intervention.

Staff providing *Foundations*, the Reading Tutor program, and ELL services were provided professional development and technology to deliver programs.

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

Services for foster youth, English learners, and low-income students are being improved by 1.1% or \$3,759 as reflected in access to technology and curricular resources that are made available at home. While all students may receive some of the services, the actions and services are principally directed to improve outcomes and services for the neediest students. Services such as dedicated time for regular education and special education teacher collaboration (PLC), professional development to support student needs online, and ongoing ELL and intervention programs continue to support students.