

Pupil Learning Loss (*Gaps in Learning, Learning Acceleration)**

Resources curated in collaboration with the System of Support

Describe how the LEA will address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-2021 school years, including how the LEA will assess pupil learning status, particularly in the areas of English language arts, English language development, and mathematics.

- Guiding Question: How will your LEA prioritize and measure existing gaps in student learning in critical areas?

Strategies to consider:

- Recognize that students, teachers, and families are engaging in instruction while undergoing emotional duress, anxiety, fear, and trauma.
- Acknowledge that face-to-face and online learning models require different skills and preparation for teachers, students, and families.
- Set the expectation that teachers will use identified curricular materials.
- Communicate widely the notion that learning losses due to COVID as well as pre-existing opportunity and learning gaps are, in many cases, best addressed with acceleration vs. remediation.
- Update curriculum guidance and scope and sequence documents to reflect an emphasis on key skills and content.
- Prioritize and communicate the most critical prerequisite skills and content for each subject area and grade level, especially in the areas of ELA, math, and ELD.
- Communicate to parents a focus on teaching 21st century skills, creativity, collaboration, cooperation, and communication.
- Create a plan to diagnose the status of students' learning in the areas of ELA, math, and ELD.
- Embrace the notion of personalized learning as a critical component of your instructional plan.
- Support teachers in recognizing and preparing for a wider variance than ever in students' preparation to engage in grade-level instruction in key areas.
- Accelerate opportunities for teachers to build their own digital literacy as well as their capacity to facilitate building the digital literacy of students.
- Convey to teachers that they have the role of instructional designers, utilizing their professional judgement to implement identified curriculum and available supplemental resources.
- Prioritize an approach to instructional design that embraces robust hybrid approaches, e.g., intentional design of asynchronous experiences to support synchronous experiences.
- Develop opportunities for teachers to collaborate more on online instructional design and content sharing.
- Continue to explore options to reorganize the use of people and resources to more effectively engage students, e.g., designing clear transition plans for moving in and out of remote and hybrid models of instruction.

Tools and Resources:

- The New Teacher Project (TNTP) has created a [Learning Acceleration Guide](#) and a [Learning Acceleration Guide: Teacher Supplement](#).
- TNTP has a guide for [Technology Resources for At-Home Learning](#) that includes suggestions on how LEAs can assist families gain access to free or low-cost broadband internet.
- The California Department of Education (CDE) has compiled a list of [Free Educational Resources for Distance Learning](#).
- The CDE has created a collection of guidance and resources for [Distance Learning](#) that includes a variety of guides and webinars.
- San Diego Unified School District has created lesson plans for learning continuity in all content areas at their [Instructional Resources](#) page.
- Colusa County Office of Education has created a list of [Distance Learning Resources](#) including links for resources in Literacy/ELA, Math, and for students with disabilities.
- El Dorado County Office of Education has curated a collection of [Distance Learning Resources](#), which includes resources in ELA, math, for ELs, and for students with disabilities.
- The office of Kern County Superintendent of Schools has developed a [Distance Learning Support](#) page, which has training resources for commonly used technology platforms, e.g., Zoom, FlipGrid, etc. as well as links to videos for supporting ELs and SWDs.
- The California Teachers Association (CTA) has created a collection of [Instruction and Professional Development](#) videos, including webinars focused on ELA, math, SWDs, and assessment.
- The CTA has also developed a growing series of webinars, the [Distance Learning Support Series](#), that includes online pedagogy, tiered engagement, tools for peer and student engagement, learning through authentic collaboration, distance learning through a special education lens, and supporting students experiencing homelessness.
- The Alameda County Office of Education has collected a wide range of resources for students from Pre-kindergarten to 12th grade that include special education, career-technical, and expanded learning in its [ACOE Distance Learning Resources](#).
- The Los Angeles County Office of Education has curated no-cost [Open Educational Resources](#) in multiple content areas and includes links to professional development resources.
- The Riverside County Office of Education has an [Educational Resources for Remote Learning](#) page that includes a broad range of resources, including items focused on equity and access, and on distance learning best practices.
- The Ventura County Office of Education has curated a list of [Distance Learning Opportunities](#).
- The Learning Policy Institute has created a collection of resources focused on supporting students in distance learning, its [Resources and Examples: Learning in the Time of COVID-19](#).

- Apex Learning has developed [Digital Curriculum](#) in the form of A-G credit-bearing online learning options as well as programs for intervention and remediation, and alternative education. Requires purchase.
- Odysseyware has generated [Digital Programs](#) in blended and online learning, and for use in credit recovery programs. Requires purchase.
- Edgenuity offers [Online and Blended Courses and Curriculum](#) that are A-G approved for grades 6-12 as well as intervention courses for grades K-6. Requires purchase.

Pupil Learning Loss Strategies

Describe 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 students experiencing homelessness.

- Guiding Question: How will your LEA mitigate the variance in learning loss suffered by vulnerable populations due to access to remote learning, the quality of remote instruction, home support, and the degree of engagement?

Strategies to consider:

- Communicate to parents, guardians, and families that their support, especially in home learning, is valuable and understand there will be variance in levels of that support.
- Support teachers in enabling them to evaluate the impact of existing opportunity gaps as well as the impact of COVID on learning losses in critical areas.
- Set the expectation that teachers will use accommodations written into IEPs and 504 plans.
- Support teachers' capacity to use baseline assessment data to plan instruction and group students.
- Continuously monitor availability of digital resources for targeted vulnerable populations.
- Ensure that students have appropriate take-home books and instructional materials.
- Prioritize collaboration time for general education teachers to work with special education teachers.
- Provide training to teachers and support personnel on items such as trauma-informed pedagogy, opportunity gaps (both pre-COVID and those caused by school closures), and the academic and economic repercussions of learning losses.
- Continuously monitor for levels of attendance and engagement (synchronous and asynchronous) of all students, and especially for targeted vulnerable populations.
- Ensure that Designated ELD instruction time be embedded daily for ELs who have not reclassified and that Integrated ELD best practices are used to support all ELs.

- Prioritize continual connection between teachers and students using a variety of tools, e.g., email, text, and live video.
- Support teachers in seeking assistance and guidance from appropriate partners and professionals, e.g., other educators, instructional leads, counselors, social workers, etc.

Tools and Resources:

- The New Teacher Project (TNTP) has a guide for [Supporting English Language Learners During School Closures](#).
- TNTP has also written a guide for [Supporting Students with Diverse Learning Needs at Home](#).
- The California Educators Association has created a special report, [Teaching Through Trauma](#), that contains resources for teaching students undergoing trauma.
- The San Diego County Office of Education has developed guidance about ensuring instructional continuity for English Learners including strategies to consider when communicating with English Learners and their families.
 - [Instructional Continuity Learning Support for English Learners](#)
 - [Instructional Continuity Learning Support for Dual Language Learners](#)
- The San Mateo County Office of Education has developed a collection of resources, [Distance Learning](#), including resources focused on supporting ELs and SWDs. This page also has multiple resources to support the design of asynchronous learning experiences, including links to digital tools and platforms.
- WestEd has developed a collection of guides and webinars, [COVID-19 Resources for Educators](#), which include resources for distance learning, math, ELs, and SWDs.
- WestEd has also created a collection of webinars focused on meeting the needs of ELs, the [Supporting English Learners During Distance Learning Webinar Series](#).
- The California Department of Education (CDE) has curated [Resources for Homeless Children and Youth](#), including a variety of training modules for teachers and support personnel serving students experiencing homelessness.
- The CDE has also collected resources for those serving foster youth, [COVID-19 Foster Youth Resources](#).
- The California Association of African American Superintendents and Administrators (CAAASA) has written [Advancing Equity in an Era of Crisis](#), a guide that focuses on ensuring equitable education for African American youth and students of color.
- The National Center for Learning Disabilities has developed a page of [Resources & Tools: COVID-19](#), which contains resources for parents, educators, young adults, and policymakers.
- The Alliance for Children’s Rights has created a guide for educators, the [Foster Youth Education Toolkit](#).
- Californians Together has published guidance for school and district leaders, [Supporting English Learners Through Distance Learning: Considerations for District and School Leaders](#).
- The Council for Exceptional Children has curated [Resources for Teaching Remotely](#) to support educators serving students with disabilities.

Effectiveness of Implemented Pupil Learning Loss Strategies

Describe how the effectiveness of the services or supports provided to address learning loss will be measured.

- Guiding Question: How will your LEA assess the baseline status of student understanding of key skills and concepts in critical areas and how will it progress monitor student understanding over time, using data to determine the effectiveness of instruction, services, and support?

Strategies to consider:

- Design a timeline to assess baseline student learning in the key areas of math, ELA, and ELD, and to engage in progress monitoring over time.
- Provide consistent and ongoing training to teachers and instructional support personnel on the use of curriculum-based diagnostics.
- Consider ways to develop flexibility for teachers in chunking and scheduling assessments.
- Encourage teachers to support students in development of executive functioning skills.
- Accelerate opportunities for teachers to engage in building their assessment literacy, focusing especially on their understanding of formative assessment.
- Use diagnostics from existing adopted instructional materials as often as possible.
- Focus assessment on prioritized knowledge and skills.
- Limit the amount of time spent on administering diagnostics by supporting teachers in developing expanded skills in formative assessment, especially on the collection of data in the distance learning context.
- Provide opportunities for teachers to engage in data analysis and inquiry-based cycles of improvement.

Tools and Resources:

- The California Department of Education (CDE) has developed [Guidance on Diagnostic and Formative Assessments](#) that details sources available through CDE, SBAC, as well as CDE-approved assessments.
- The State of Washington has developed guidance for best practices in formative assessment during distance learning, [Formative Assessment During Distance Learning: Recapturing “In-the-Moment” Observations that Inform Instruction](#).
- The National Center on Educational Outcomes has provided a policy brief, [Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities](#).
- [Curriculum Associates](#) offers free resources for reading and math in English and Spanish (Grades 6-8). Their full math and reading instructional program, *i-Ready Instruction*, and the assessment system, *i-Ready*, are both available for purchase by schools or districts.

- [NWEA](#) offers a research-based assessment program for all grade levels (requires purchase) as well as free resources focused on student assessment.
- [Edutopia](#) has developed a comprehensive Assessment Professional Development Guide, containing links to multiple resources, to support teachers and administrators in building assessment literacy.
- WestEd has published a white paper, [Professional Development on Formative Assessment: Insights from Research and Practice](#).
- [Formative](#) offers teachers and students free accounts for its digital assessment tools.

Strategies to consider for addressing pupil learning loss were developed and adapted from guidance provided in the following documents:

- Berry, B. (2020). Teaching, learning, and caring in the post-COVID era. *Phi Delta Kappan*, 102(1), 14–17.
- Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020) [COVID-19 and student learning in the United States: The hurt could last a lifetime](#).
- Godsey, M. (2020). Preparing for the COVID slide: The summer slide already presented its challenges. How can educators prepare for potentially steeper knowledge loss? *Literacy Today (2411-7862)*, 38(1), 22–25.
- TNTP. (2020). *COVID-19 school response toolkit*. Retrieved from <https://thtp.org/covid-19-school-response-toolkit>.