

Addressing Learning Loss

CVUSD Board Meeting
September 1, 2020



Purpose of Presentation

- Overall strategies and supports staff are using to address learning loss with all students
- Provide specific information related to the following students:
 - English Learners
 - Students with Unstable Housing
 - Students with Disabilities
 - Supports through Social Emotional Learning
 - Students at Title I Elementary School Sites
- Next steps

Overview of Instructional Strategies and Supports

- **Assessment:**

- Diagnostic assessments to determine individual student levels
- Brief formative assessments (e.g. exit tickets, polls, break out room discussion) to monitor and adjust instruction
- Ongoing progress monitoring of student assessment data over time to guide and measure additional supports

- **Professional Learning Communities**

- Collaboration among teachers to identify unfinished learning skills and standards that need additional support this year
- Create and follow a sequence of common goals and essential skills among departments and grade-levels
- Identify essential standards → create common assessments → analyze data → determine actions for students to re-teach/extend learning → adjust curriculum content and pacing

Overview of Instructional Strategies and Supports (continued)

● Tier 1/Universal

- Focus on relationship and community building to create a positive learning environment in which students feel safe to demonstrate learning and ask for help
- Spiral review of any identified unfinished standards and skills throughout this year's grade-level content
- Integrate mini-units and warm-ups that front-load prerequisite skills that connect directly to grade-level standards
- Employ educational technology tools that increase student accessibility
- Increased focus on literacy strategies (e.g. text annotation, Claim/Evidence/Reasoning) in Science and History/Social Science

● Tier 2/Evidence-Based

- Implement online supplemental intervention programs, including: Heggerty phonics, Triumphs, LLI, Lexia Reading, Freckle, Reading Plus, Achieve 3000, & Go Math materials
- Elementary Academic Specialist support and provide small group instruction during Reinforcing Assignments, Activities and Practice
- High School Academies provide support sessions in ELA, math, and other content areas
- Differentiate reinforcing activities, assignments and practice to address learning loss
- Differentiate instruction in small group, break out rooms based on student needs

Addressing Learning Loss - English Learners

- Immigrant English Learners in grades 6-8 attended summer school for 24 days during June and July
- English Learner families were called to ensure English Learners have basic success materials; Chromebook, internet, CANVAS/teacher zoom connection and/or understanding of virtual classroom and assignments. English Learner centralized support line opened to attend questions and needs.
- Bilingual staff continues to provide individualized assistance to support student and parent requests (e.g., zoom connection, CANVAS navigation, assignment access, etc.)
 - Ongoing bi-weekly check-ins with bilingual support staff to identify levels of engagement/academic progress and/or new needed supports
- Bilingual paraprofessionals support the classroom during the live-virtual instruction; targeted groups of students are provided primary language explanation and single/short directions as needed.
- Intervention/enrichment program outside of the live-virtual classroom using programs designed for English Learners & EL instructional strategies (i.e., use of animated audio with captions, visual representation, simplified directions, primary language, and preview of complex concepts using cartoon modality)
 - Elementary/Middle school; 30 min x 2 times a week before/after school
 - High School; Support Academies/Twilight Classes; 30 min 2-4 x a week

Addressing Learning Loss - Students with Unstable Housing

- Personal contact with each family to determine and respond to needs, including chromebooks, headphones, hotspots, school supplies, clothing and toiletries
- Early Back Summer Program for grades K-3
 - Navigate devices/technology
 - Participate in fun and engaging activities to reinforce fundamental skills in ELA and math
 - Excite students to return to school and learning on 8/19/2020
- Daily attendance and engagement monitoring, follow-up phone calls as needed to assist students in overcoming barriers that may be limiting either one
- Ongoing, bi-monthly live-virtual or teleconference check-ins by school staff
 - Attendance
 - Level of engagement with live-virtual and reinforcement activities
 - Newly identified needs
 - Overall well-being
- Access to targeted interventions in ELA and math outside of the live-virtual classroom instruction (e.g. Twilight Supports) and through assignments/activities provided during Reinforcement Blocks

Addressing Learning Loss - Students with Disabilities

- Extension of the school day for students in Specialized Programs
 - Supported time in general education setting
 - Related services
 - Small group and 1:1 engagement after the Cohort instruction time
 - Consultation time with parents/families
- Elementary special education instruction before and/or after general education instruction
- Structure and provide paraeducator support during Reinforcement, Assignments, Activities and Practice time to reinforce prior instruction, break down assignments, etc.
- Extended School Year (20 days)
- Special Education Summer Camp (5 days)
- Twilight supports at High School for math and language arts
- Using various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Addressing Learning Loss through Social Emotional Learning (SEL)

- SEL Task Force was established
 - Universal screening
 - Universal lessons
- Elementary dedicated time to SEL with weekly lessons and reinforcing activities throughout the week
- Middle school *Second Step* lessons and activities throughout the week
- Wellness counselors to support students individually at secondary sites
- Support-line including “request an appointment” option reinstated
- Teachers were trained in SEL and trauma informed practices
- Parent workshops

Addressing Learning Loss with Students at Title I Elementary Sites

- **Tier 1/Universal**

- Small group, live-virtual instruction
- Achieve 3000 will be provided to all students in grades 3-5 to support with reading comprehension
- Waterford, Reading Eggs, or Raz Kids will be provided to all TK-1 students as a supplemental platform to build foundational reading and math skills

- **Tier 2/Evidence-Based Intervention**

- Academic Specialists support and provide small group instruction during Reinforcing Assignments, Activities and Practice
- Lexia Core 5 Reading Intervention will be provided to students in 1st-5th to support with foundational reading skill gaps
- Achieve 3000 will be used strategically to support students in a small group setting

Next Steps

- Addressing learning loss will be year long
- Small group instruction allows for more individualized learning
- Teachers are our experts
 - We hear everyday about new virtual strategies they are using to increase engagement, address learning loss and teach new material
- Ongoing measurement of student growth
- Continue communication and collaboration with families



Questions?
Thank you!

