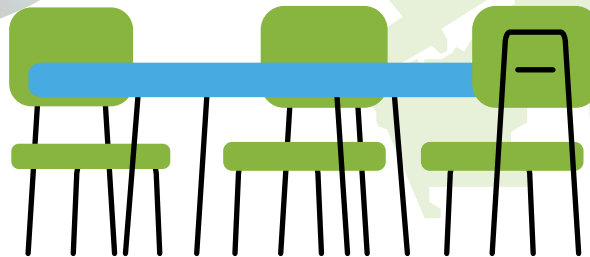


To Address Pandemic and Teacher Shortage Impacts, LAUSD Students Need Tutoring Now



LAUSD students need tutoring now

More and more students are disconnecting from school and falling further behind. More than half of Los Angeles Unified students have been chronically absent this school year and there were 420 vacant teacher positions across the district which only exacerbates the learning loss students experienced during school closures.^{1,2} The teacher shortage has most harmed schools serving the highest proportion of low-income students and students of color.³ LAUSD district and school leaders are running out of time to help students recover and thrive. The district is also running out of time to spend millions of dollars in recovery funds it received. **This brief outlines why tutoring is needed and effective, what the funding and policy opportunities are, and families' recommendations for implementing high-quality tutoring across the district.**

Decades of research show that tutoring is a very effective strategy for addressing learning loss and accelerating learning.^{4,5} Tutoring that happens in small groups with regular, frequent sessions can [increase learning by up to 10 months](#). It is also one of the most cost effective recovery strategies schools and districts can consider.⁶

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Half of all LAUSD students surveyed by United Way LA said tutoring was a resource they needed this year, and more than half of a representative sample of Los Angeles parents want tutoring on a regular basis.

It is also clear that many families want more tutoring, especially small group and one-on-one tutoring. Half of all LAUSD students [surveyed by United Way LA](#) said tutoring was a resource they needed this year. [More than half of a representative sample of parents across Los Angeles](#) surveyed in GPSN's annual Family Insights poll said they want one-one or small group tutoring on a regular basis. In addition, the [LA Times editorial board](#) recently urged LAUSD to prioritize tutoring.

Background: Funding and policy landscape for tutoring in LAUSD

FUNDING THAT LAUSD CAN LEVERAGE FOR TUTORING:

EXPANDED LEARNING OPPORTUNITIES (ELO) GRANT TOTAL:

\$395M

\$54M

Amount of total committed to tutoring and small group instruction

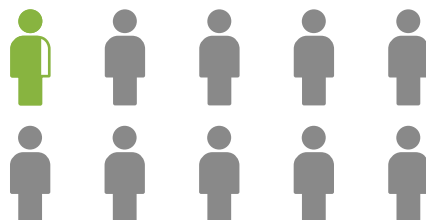
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P)

\$523M

LAUSD has received more than \$6 billion in federal and state recovery funding since 2020. Much of that funding was intended for evidence-based recovery strategies like tutoring and expanded learning opportunities. Last year alone, LAUSD received \$395 million via the Expanded Learning Opportunities (ELO) Grant, which was recovery funding from the state that districts must spend on supplemental learning strategies and supports such as tutoring, extending instructional learning time, and credit recovery. So far, LAUSD has spent \$138.1 million or about 35%.⁷ About \$54 million of that funding was committed to go towards tutoring and small group instruction.⁸ LAUSD has only dedicated 14% of ELO Grant funding towards tutoring. Despite this minimal funding allocation, LAUSD has yet to actually spend any of it.⁹

LAUSD also received \$523 million in Expanded Learning Opportunities Program (ELO-P) funding this year and will receive funding for ELO-P on an ongoing basis for the next 4 years based on the number of unduplicated high need students enrolled.¹⁰ This funding is also likely to increase given that the Governor's proposed 2022 budget includes an additional \$3.4 billion for ELO-P, bringing total funding to \$4.4 billion for local education agencies (LEAs) across the state if the budget is passed.¹¹ LAUSD has yet to spend any of their 2021 ELO-P funding or release plans for its use.

IN L.A., TUTORING HAS REACHED LESS THAN 1 IN 10 STUDENTS:



Since the onset of the pandemic, LAUSD has implemented very few tutoring services or programs. In Los Angeles Unified, tutoring has reached [fewer than 1 in 10 Los Angeles students](#). In grades 1 through 5, tutors work with about 11% of students. In middle and high schools, only 4- 6% of students access tutoring services.¹² The majority of these tutoring services have been locally-designed and school-based which means the approach and design of tutoring vary from school to school.

There is currently no district-wide tutoring program nor standardized and consistent definition for what the district constitutes as high-quality tutoring.

How parents and researchers define high-quality tutoring

Innovate parent leaders in Los Angeles have been organizing to expand access to tutoring for high-need students in LAUSD. In the aftermath of the pandemic, many families began searching for tutors for their children, but could not find enough quality, affordable options in their community. Hiring a private tutor is out of reach for the majority of Innovate families, making tutoring deserts a significant challenge that has been exacerbated by the pandemic. Parents are clear that they want and need tutoring for their children to help them catch up, recover, and thrive. They are also clear they do not want homework help. They want well-trained tutors to meet regularly and consistently with their children (at least 2-3 times per week) one-on-one or in small groups (no more than 3). They want tutors to use high-quality instructional materials that supplement learning that happens in the classroom and accelerates their students' progress.

The research on best practices underscores what parents are looking for in high-quality tutoring programs. Based on a review of research and best practices, the Annenberg National Student Support Accelerator at Brown University outlines 4 key elements of effective tutoring:¹³

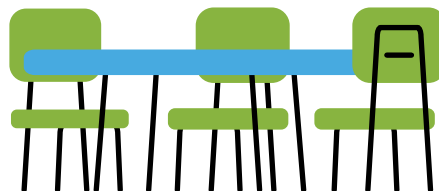


1

Consistent, well-supported tutors.

Tutors are skilled at relationship building, consistent, and knowledgeable about content.

Effective tutors can be from a range of backgrounds—teachers, paraprofessionals, and volunteers and university students that have an incentive such as work-study programs. Tutors receive ongoing training and coaching and have clear lines of accountability.



2

Instruction is high-dosage.

Instruction is supplemental and focused on acceleration, not remediation. Sessions are a minimum of three times per week for 30-90 minutes each session. Materials are aligned with state standards and research on learning. Preference is for sessions to be in-person but virtual can be effective as well.



3

Tutoring is integrated in the school program.

This creates equitable access and consistency for students and coordination for school efforts.

Families are engaged and understand and support students' participation.



4

Data is used to regularly inform instruction and program improvement.

Student data is used consistently to understand student strengths, needs, and progress. Program data is used to assess effectiveness at improving student learning and make adjustments based on these data.

Actions LAUSD can take now

Below are recommendations for how LAUSD can leverage recovery funds available to implement high-quality tutoring that reaches students most impacted by the pandemic. We urge the Superintendent and district staff to incorporate these into the 2022 Strategic Plan.

1

Implement a centrally run district-wide tutoring program by summer 2022 that prioritizes the highest needs schools and students by leveraging the existing bench of tutoring providers the district has through the RFP that was released in Fall 2021.

LAUSD committed \$54 million from the Expanded Learning Opportunities Grant for small group tutoring. Additional funds from ELO-P can be leveraged to serve even more students. The tutoring program should be run centrally by LAUSD to ensure consistency in how tutoring is implemented across local districts and schools. The district should use guidelines from research in designing the tutoring program (see 4 elements of high quality tutoring above).

2

Design and develop a clear evaluation plan to track, monitor, and evaluate the effectiveness of tutoring programs.

Data is crucial to monitoring progress and impact. First, the district should use assessments (e.g., DIBELS assessment) to target students that need tutoring the most. The district should collect formative and summative assessments, and ongoing implementation data to monitor students’ progress, assess effectiveness, and iterate and make improvements along the way. Formative assessment data provides tutors with timely feedback on each student so that they can further personalize instruction and address students’ needs. This data should be made publicly available by fall 2022. The district will also need to develop a central system to monitor and track the implementation of the program across the district to track enrollment, participation, and student progress.

An example of this is the Long Beach Unified centrally-run tutoring program. Long Beach Unified contracted outside agencies to provide in-person tutoring before, during and after school with high-need students. The program will focus on supporting students who are two or more years below grade level in ELA (K-2) or Mathematics (3-5), and they are using iReady data to determine which students will be prioritized for those tutoring slots. Tutors range in experience and background from college students to retired teachers, but all tutors must go through training provided by the district and each vendor. The district outlined the following in defining tutoring services:

Small group size (no more than 5 students per tutor)

High-dosage (minimum of 3 tutoring sessions per week)

Consistent tutors so students build strong relationships with tutors

Content is on-grade level and focuses on acceleration rather than remediation. Tutoring is aligned to the level and pacing of the coursework in math and reading so that students are receiving supplemental instruction

9-week tutoring cycles

Tutors are trained by vendors and the district

A district liaison at every school site leading and coordinating tutoring services to ensure alignment, support, and quality

3 Partner with Southeast Los Angeles (SELA) cities and nonprofit organizations to pilot and scale a tutoring program at SELA schools.

SELA is a historically underserved region with persistent inequities. The region is home to more than 60,000 students in 89 public district and charter schools. The majority of students are low-income and Latino. More than a quarter (26%) are English learners.¹⁴ Before the pandemic, very few students were on grade level in English and math.¹⁵ The pandemic exacerbated the challenges families in SELA faced. Seven of every ten residents of SELA lost their jobs or had their wages cut during the pandemic.¹⁶ According to a survey conducted by AltaMed, nearly 9 in 10 SELA respondents reported that their family experienced one or more COVID-related impacts, including change in income, job loss, family death, and/or family hospitalization.¹⁷ Nearly half of SELA residents expressed concern about their child's quality of education during the pandemic.

Innovate parent leaders would like to see a cross-sector regional effort to expand tutoring to low-income students across SELA. Local tutoring providers are committed to expanding services in the region, and the cities of South Gate and Huntington Park are willing to partner and support a cross-regional effort. LAUSD has millions of dollars in recovery funds it can leverage and could play a critical role in ensuring low-income students in SELA have access to high-quality tutoring. By starting out with a smaller pilot in SELA and scaling up as it learns, the district can ensure it is intentional in building out a long-term solution for the entire district.¹⁸

Questions that Innovate parent leaders are seeking answers to:

Will LAUSD Local District East invest recovery funding toward tutoring programs in SELA schools?

Will Beyond the Bell give additional funding to their current enrichment providers to allow them to partner with tutoring organizations to provide tutoring during their afterschool and summer programs?

- ¹ Esquivel, P. (March 31, 2022). [Nearly half of LAUSD students have been chronically absent this year, data show](#). Los Angeles Times.
- ² Gomez, M. (April 20, 2022). [L.A. teacher shortage crisis hits poor kids hardest, forcing a last-ditch staffing effort](#). Los Angeles Times.
- ³ Partnership for Los Angeles Schools (2022). [Closing the Equity Gap in School Staff: How LA Unified can address teacher shortages for students of color and high-need schools](#).
- ⁴ Robinson, C., and Loeb, S. (2021). [High-impact tutoring: State of research and priorities for future learning](#). Retrieved from Annenberg Institute at Brown University.
- ⁵ Nickow, A., Oreopoulos, P., and Quan, V. (2020). [The impressive effects of tutoring on preK-12 learning: A systematic review and meta-analysis of the experimental evidence](#). National Bureau of Economic Research, NBER Working Paper Series, Working Paper 27476.
- ⁶ Dietrichson, J., Bøg, M., Filges, T., & Klint Jørgensen, A.-M. (2017). Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis. *Review of Educational Research*, 87(2), 243-282. <https://doi.org/10.3102/0034654316687036>
- ⁷ LAUSD Board of Education, Regular Board of Education Meeting (March 8, 2022). [Second Interim Financial Report Fiscal Year 2021-22](#).
- ⁸ LAUSD Board of Education, Regular Board of Education Meeting (May 25, 2021). [Expanded Learning Opportunities Grant](#).
- ⁹ LAUSD Board of Education, Committee of the Whole (February 22, 2022). [Tracking Expenditures of COVID Relief Funds](#).
- ¹⁰ LAUSD Board of Education, Committee of the Whole (February 22, 2022). [Tracking Expenditures of COVID Relief Funds](#).
- ¹¹ California, [2022-23 Proposed Governor's Budget](#), January 10, 2022.
- ¹² LAUSD Board of Education, Committee of the Whole (March 29, 2022). [Path to Recovery Quarterly Update](#).
- ¹³ Robinson, C., and Loeb, S. (2021). [High-impact tutoring: State of research and priorities for future learning](#).
- ¹⁴ California Department of Education, Student enrollment files, 2018-19.
- ¹⁵ Innovate Public Schools (2018). [Spotlight on Southeast Los Angeles](#).
- ¹⁶ SELA Collaborative and California State Los Angeles Pat Brown Institute for Public Affairs (2020). [The Crisis of COVID-19 and Southeast Los Angeles: A Survey Report](#).
- ¹⁷ AltaMed (January 2021). [COVID-19 Impact on Education for SELA Families Survey](#).
- ¹⁸ Gewertz, C. (April 18, 2022). With millions of kids on the line, can schools make tutoring work? *Education Week*.

