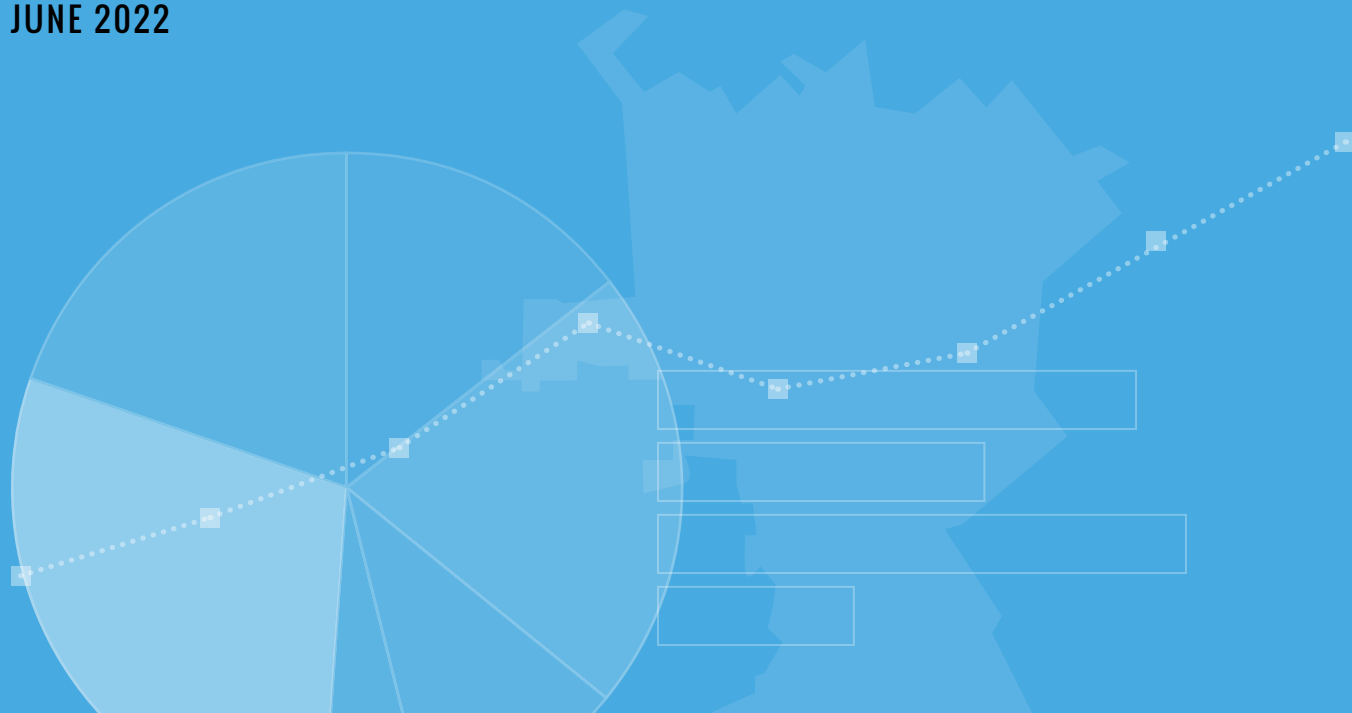


Students in San Jose Need More High Quality Tutoring Options Now

JUNE 2022



Hundreds of parents across San Jose Unified School District (SJUSD) and other districts in San Jose* are coming together to urge district, city, county, and state leaders to work collectively to expand access to high quality tutoring and afterschool programs. In this datasheet, we look at student outcomes in San Jose Unified between 2017-18 and 2020-21, outline why high-quality tutoring is needed, and share what parents, families, and community leaders have accomplished thus far.

Students were already struggling before the pandemic

Before the pandemic began, many students in San Jose Unified (SJUSD) were already struggling academically and socio-emotionally, particularly low-income Black, Latino, and Pacific Islander students, English learners, and students with special needs (SPED). An opportunity gap already existed between students—caused by historical inequities, injustice, and systemic racism both within and outside of our school system—that held too many of our low-income Black and Brown students from realizing their full potential.

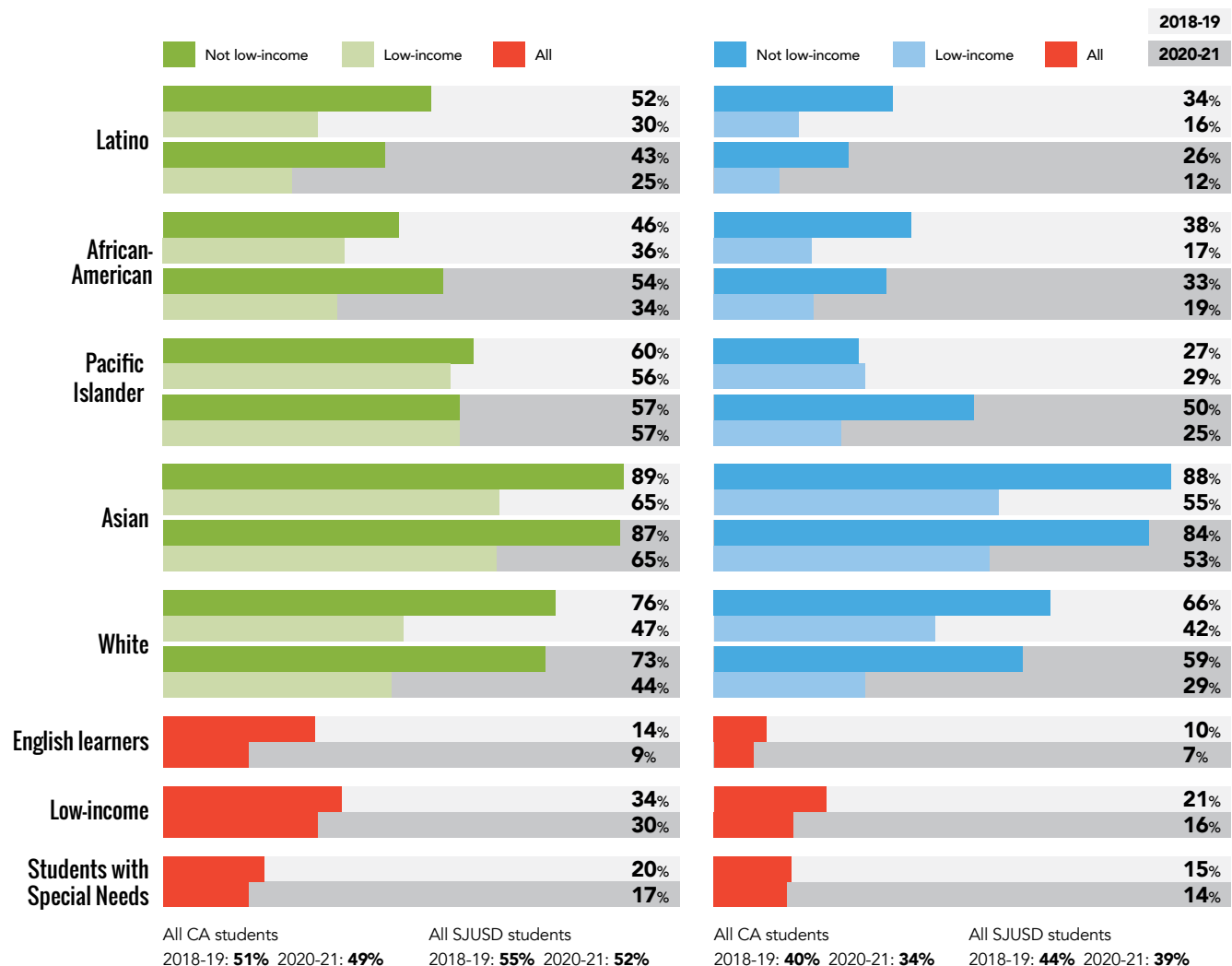
While some students in SJUSD—particularly non-low-income White and Asian students—were meeting or exceeding grade level standards in English language arts (ELA) and math as of 2018-19, other students—particularly low-income Latino, Black, and Pacific Islander students, as well as English learners and students with learning differences—were being left behind. For more information about student outcomes in 2018-19, visit our website at www.innovateschools.org/reports/.

Now, many students are being left further behind

COVID has exacerbated the opportunity gap that existed pre-pandemic, leaving many SJUSD students even further behind in terms of meeting grade level standards, graduating from high school, and being eligible to apply for college.

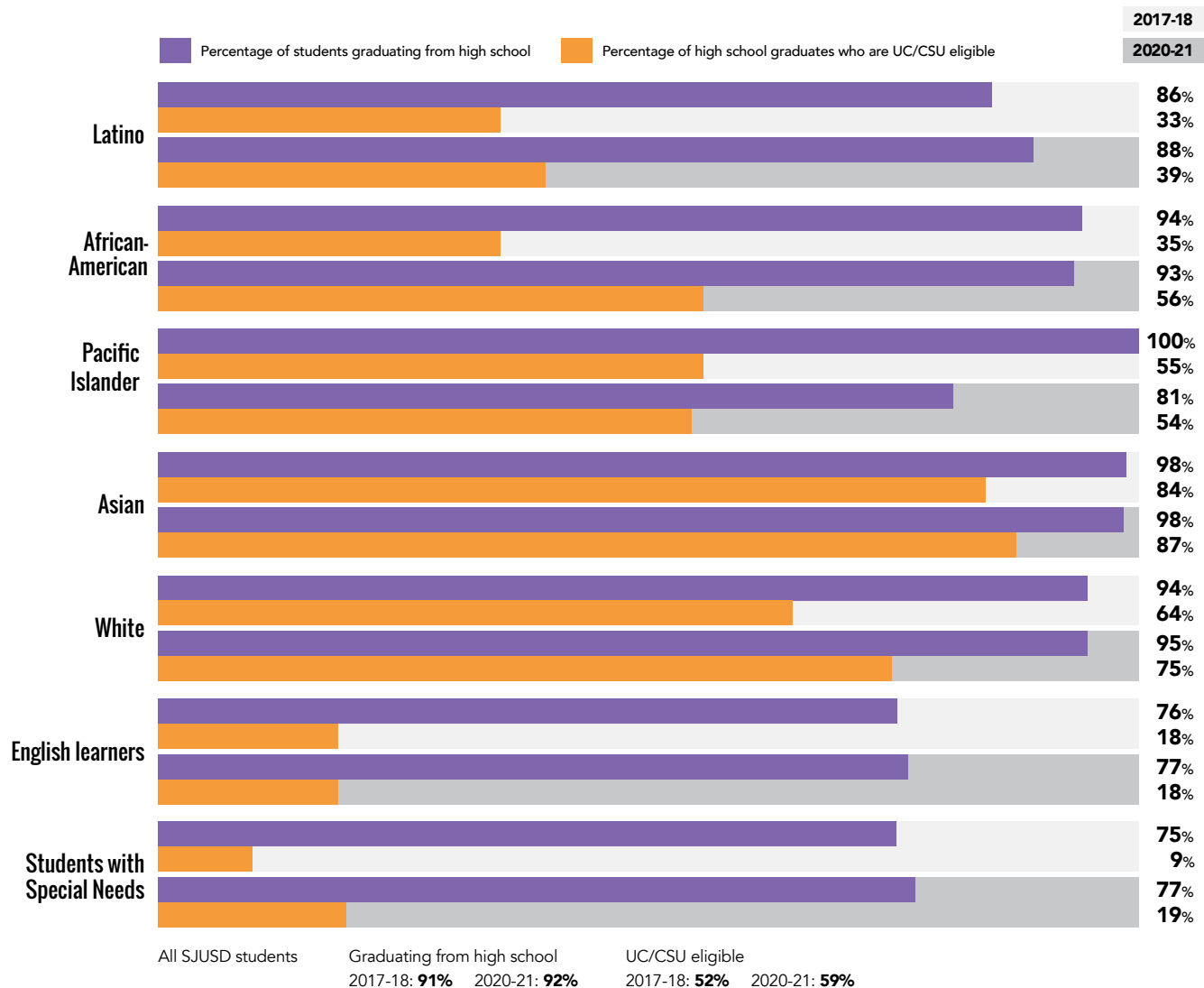
This is not only happening in SJUSD, but across the US, where many studies show low-income Black and Brown students, English learners, and students with special needs were already facing significant opportunity gaps pre-pandemic and those gaps have continued to widen. Black, Latino, and low-income students have suffered the most as the result of the pandemic; with an estimated 12-16 months of learning loss.¹

Percentage of SJUSD students at or above grade level in English Language Arts (ELA) and Math in 2018-19 and 2020-21



Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP), 2018-19 and 2020-21.

Percentage of SJUSD students **graduating from high school**, and **UC/CSU eligible**, in 2017-18 and 2020-21



Source: California Department of Education, four-year cohort graduation rates and University of California/California State University (UC/CSU) eligibility requirements, 2017-18 and 2020-21.

The pandemic may have a lifelong impact on students

While all students enrolled in school during the pandemic have suffered, in many cases low-income Black and Latino students have suffered most due to unreliable internet, lack of access to technology, and other barriers to access.²

Black and Latino students have experienced these challenges at disproportionately higher rates than their White and Asian peers, and they may have a lifelong impact.³

Given the well researched relationship between early educational outcomes and long-term life outcomes such as earning potential⁴, researchers estimate that the pandemic will result in lower earnings and the pandemic has compromised opportunities for a whole generation of students to thrive.⁵

Why Tutoring?

What researchers say

Decades of research show that tutoring is a very effective strategy for addressing learning loss and accelerating learning.⁶

Tutoring that happens in small groups with regular, frequent sessions can increase learning by up to 10 months.⁷

It is also one of the most cost effective recovery strategies schools and districts can consider.⁸

To learn more about the best practices and elements of high quality tutoring, read our Tutoring Brief at www.innovateschools.org/reports/

What parents want

Over the past year, Innovate parent leaders have been organizing to expand access to tutoring for all students in San Jose. In the aftermath of the pandemic, many families began searching for tutors for their own students, but could not find enough quality, affordable options in their community. According to Innovate parent leader Mayra Sanchez in San Jose, “This was a lost year for my child. I am urgently trying to get him the tutoring he needs, but there aren’t enough programs to support everyone.”

Hiring a private tutor is out of reach for the majority of families we work with, making the tutoring divide a significant challenge that has been exacerbated by the pandemic. Parents are clear that they want and need tutoring for their children but do not want homework help. They want well-trained tutors to meet with their children regularly and consistently (at least 2-3 times per week) in 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. And they strongly believe in the power of data to assess and improve practice.

What parents, community leaders, and CBOs have accomplished

Over the past year, Innovate parent leaders across San Jose have been advocating for additional funds to expand access to high quality tutoring and enrichment programs. We are thrilled to announce that the City of San Jose unanimously approved a grant of \$2 million to fund a new grant program run by the San Jose Public Library Foundation to expand access to high quality tutoring for our most underserved students in San Jose. Learn more about this grant at <https://www.sjplf.org/sjlearns/grant-opportunity/>.

We celebrate the investment of the City of San Jose and continue to advocate for individuals and institutions at every level—district, county, and state—to come alongside parents and service providers to ensure every student can access the high-quality tutoring they need to recover and thrive.

¹ McKinsey & Company. [COVID-19 and learning loss—disparities grow and students need help](#). December 2020.

² McKinsey & Company. [COVID-19 and learning loss—disparities grow and students need help](#). December 2020.

³ McKinsey & Company. [COVID-19 and education: The lingering effects of unfinished learning](#). July 2021.

⁴ Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. [How Does Your Kindergarten Classroom Affect Your Earnings? Evidence from Project STAR](#). NBER. Working Paper No. 16381. National Bureau of Economic Research. September 2010.

⁵ Hanushek, E. A., & Woessmann, L. [The economic impacts of learning losses](#). September 2020.

⁶ Nickow, A., Oreopoulos, P., and Quan, V. [The impressive effects of tutoring on pre-k-12 learning: A systematic review and meta-analysis of the experimental evidence](#). National Bureau of Economic Research, NBER Working Paper Series, Working Paper 27476. July 2020.

⁷ Robinson, C., and Loeb, S. [High-impact tutoring: State of research and priorities for future learning](#). May 2021.

⁸ Dietrichson, J., Bøg, M., Filges, T., & Klint Jørgensen, A.-M. [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. January 2017.



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Take our survey



Does your child have access to tutoring? Tell us about it by taking our survey.



Contact us



Join SJ parent leaders and community members organizing for change. Contact Sofia at slozano@innovateschools.org to learn how you can advocate for our students.