



**CULTIVATING
YOUNG
BLACK**
Excellence



**A VIRTUAL
TUTORING AND
MENTORING
PROGRAM TO COMBAT
LEARNING LOSS**

**PHASE I REPORT
SUMMER 2021**

IDEA TO FRUITION: BUILDING A MODEL

With the closure of all Los Angeles public schools to in-person learning for more than a year, the COVID-19 pandemic caused the largest disruption to K-12 education in generations. Many educators and students struggled to transition to distance learning amid the global health and economic crisis, resulting in enormous academic and social-emotional losses. The most vulnerable students experienced the impact most acutely, deepening existing inequity.

As data emerged last fall and spring quantifying the full extent of this learning crisis, we learned that Black children had the least access to instruction and the largest learning gaps from pandemic online schooling. In response, Speak UP (through its Black Kids Can't Wait initiative), the Los Angeles Urban League, and Loyola Marymount University (including members of the LMU Center for Service and Action, the Black Alumni Association, and the School of Education) partnered to create the best plan of action to help close the performance gaps for Black children that were exacerbated by the pandemic.

The partnership researched the most effective, data-driven supports to benefit Black children experiencing both current and persistent academic inequities. Then we collaborated to develop a unique, free, one-on-one virtual tutoring program that we launched as an 8-week pilot over the summer of 2021. The program sought to help Black children thrive through social-emotional mentoring and tutoring to help enhance academic skills in reading, writing, speaking, listening, and math. The purpose was to fight the plague of learning loss within Los Angeles County, specifically for Black students in and surrounding South-Central Los Angeles. And so began Cultivating Young Black Excellence (CYBE).



OUR PARTNERS:



Loyola
Marymount
University



Los Angeles
Urban League



Virtual One-On-One Tutoring Program

Eradication of the systematic disadvantages that impact Black children requires building academic skills year-round, analyzing scholastic data progress regularly, and strengthening social-emotional attributes consistently.

This program is an anti-racist, culturally responsive, and inclusive tutoring program designed specifically to help young Black scholars recover from learning loss. It includes professional development and ongoing support for tutors, assessments to support student growth, and an evaluation component to inform program expansion in the fall.

CYBE provides academic and social emotional support for Black K-12 LAUSD students who are paired with Black undergraduate and graduate students from Loyola Marymount University (LMU). Phase I of the project was a summer pilot program that launched in June 2021. Results were promising, with 71% of the students who participated in the summer program meeting their academic goals. Phase II will roll out in the fall of 2021 with an enhanced tutoring program that builds on lessons learned from the summer pilot. In the spring semester, Phase III will entail a transition to a full partnership with the LMU Family of Schools in the Westchester community. Among other benefits, this collaboration will foster direct contact with classroom teachers and school personnel, which will support the identification of scholars most in need of support and facilitate pre- and post- assessments.

Researched-based High-Dosage Tutoring for Black Scholars

- Cultural competency: Pairing Black scholars with Black tutor/mentors
- High-quality preparation and support for the tutor/mentors
- Sustainability: Use of federally funded work-study funds to compensate tutor/mentors
- Measurability: Use of baseline and benchmark assessments to evaluate academic needs and growth
- Family Engagement and Support
- Direct connection with classroom teachers (Phase III)

SCHOLAR DEMOGRAPHICS

47

SCHOLARS COMPLETE
8 WEEKS OF VIRTUAL
TUTORING.

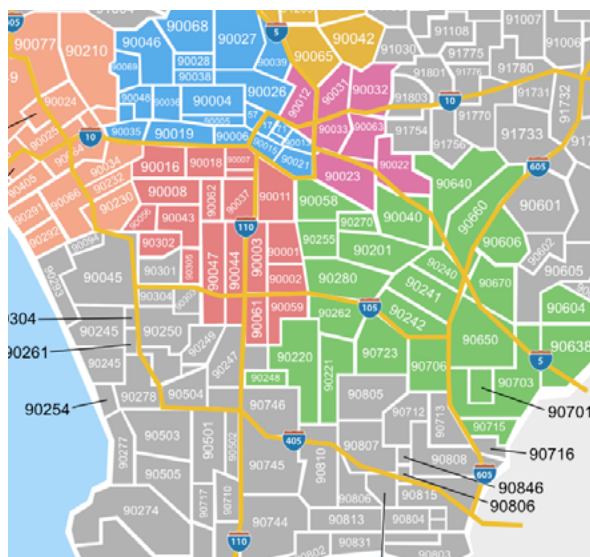
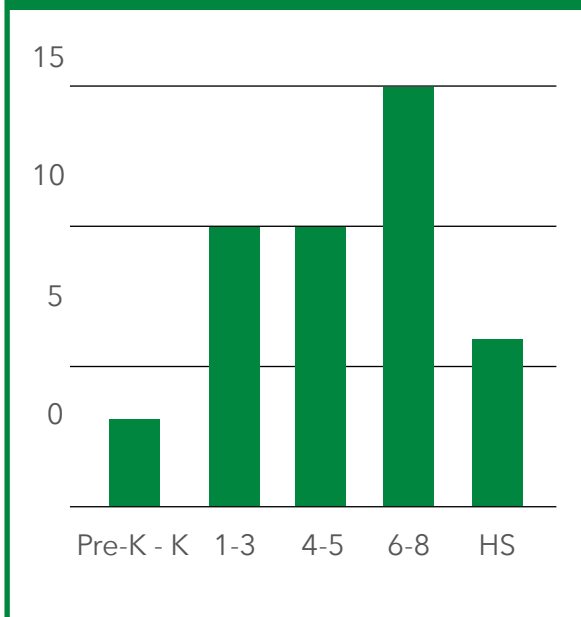
61% — BLACK BOYS

39% — BLACK GIRLS

23% — WITH DISABILITIES

Zip Code	CYBE Candidates
90001	1
90002	2
90008	1
90011	2
90025	1
90043	2
90044	3
90045	3
90047	2
90061	3
90062	1
90247	1
90250	3
90301	1
90305	1
90308	1
90505	1
90701	2
90731	2
90706	2
90808	2
91356	2
91743	1
91801	1

Grade Levels of CYBE Scholars



Schools Attending

- 74th Street Elementary
- Academy for Enriched Sciences
- Animo Compton
- Barack Obama Global Preparation Academy
- Benjamin Franklin Elementary School
- Blue Ridge Academy
- Burcham Elementary School (LBUSD)
- Carson High School
- City Charter
- Cowan Avenue Elementary
- Emerson Community Charter Middle School
- Emery Park Elementary
- Girls Academic Leadership Academy (GALA)
- Benito Juarez Elementary School
- Kentwood Elementary School
- Open Charter Magnet
- Paseo Del Rey Elementary School
- Ranch View Elementary School (MVSD)
- Wilbur Charter for Enriched Academics

STUDENT NEED

“

"Unfortunately due to the pandemic he was not taught the basics of multiplication towards the end of 2nd grade and this past year I felt like they crammed multiplication into their agenda but he lacked more practice and as a single mother I tried my best to keep him motivated but keeping up with all his school work, projects, reading etc was incredibly overwhelming."

-CYBE Parent

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"My daughter struggles with math. Her elementary school wasn't prepared for virtual learning, so she basically missed a full semester in Spring 2020. She has an IEP, and started a new middle school. She literally had help during much of her virtual learning that she won't have in the classroom next year. "

-CYBE Parent

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"She has come a long way from having social anxiety since elementary school days. She is one of the many students who had a very rough time adjusting to the on-line mode, especially since she was already struggling prior to that. So there were many days that she did not log in. She never really got a firm foundation in her formative school years and the fact that her extreme shyness held her back from speaking up, raising her hands and saying " I didn't understand" or " can you please repeat that", no matter how much I would tell her to, it was still hard for her. "

-CYBE Parent

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"She also experienced the death of 3 people in our lives due to COVID. This threw her off a little. She has given up on public school and would like to take classes at a community college. That saddens me but she's afraid that she will not get what she needs at her current school."

-CYBE Parent

”

BASELINE SCREENING, ACADEMIC GOALS AND OUTCOMES

To determine students' initial academic needs, we administered (with parent permission) a baseline screening in one academic area for each scholar at the beginning of the program. Graduate students in LMU's School Psychology program, under the supervision of program faculty and CYBE mentor/tutor coordinator, Dr. Terese Aceves, conducted the assessments using EasyCBM (<https://easycbm.com>) spring benchmark measures for the grade level recently completed at the end of the 2020-2021 academic year. In most cases, assessments measured the student's academic level in reading fluency, reading comprehension, basic writing, or math computation/problem solving, including:

- Letter Sounds
- Phoneme Segmentation
- Word Reading Fluency
- Passage Reading Fluency
- Multiple Choice Reading Comprehension
- Common Core State Standards in Math

Scholars whose performance fell into risk categories deemed "High" (10th percentile and below) or "Some" risk (11th - 20th percentile) received support based on the benchmark screening. Scholars functioning in the "Low" (21st - 89th percentile) and a few in the "Some" risk category received tutoring support based on skills for the grade level just completed. These scholars also had an opportunity to preview skills for the next grade level, with assistance, to prepare them for the upcoming academic year.

We did not conduct grade-level screening for students with disabilities who were receiving special education services because we were unable to access documentation of their specific academic needs and performance levels in order to accurately and efficiently assess them within a reasonable amount of time. Instead, we developed individual goals for these students, given available information provided by the family at the start of the program. Fifteen scholars fell into this group.



BASELINE SCREENING, ACADEMIC GOALS AND OUTCOMES

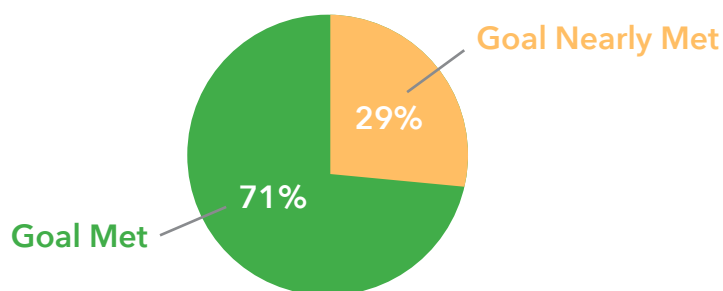
In all areas, we assessed most scholars according to the academic grade level they had just completed in spring 2021 and compared their scores to spring benchmark norms for the grade level administered. Scores for scholars assessed in math fell between the 13th and 91st percentiles. Reading scores fell between the 4th and 25th percentiles. Reading comprehension scores fell between the 39th to 55th percentiles. In sum, the data showed significant variability in scholars' skill mastery at the completion of the 2020-2021 academic year with a group of scholars who had just completed kindergarten through eighth grade.

As a group, and considering all scores reported, two scores fell above the 75th percentile (6.25% of scores), 16 scores fell between the 25th to the 75th percentile (50% of scores), and 14 scores fell below the 25th percentile (43.75% of scores). These initial screening results indicate that most scholars screened at the beginning of the CYBE program were either still developing essential skills in the areas of reading or math (50% of scores) in comparison to their same age/grade peers or demonstrating great risk (43.75% of scores) in an essential skill area by the end of the 2020-2021 academic year.

Instructional Goals were developed based on a combination of initial screening results, parent information, and through initial mentor/tutor interviews with families.

Sample Math Goal	Given a Kinder grade math progress monitoring measure, scholar will complete 10-16 problem types with at least 85% accuracy or greater with some guided support.
Sample Reading Goal	Given a 1st grade passage, scholar will answer 4/5 comprehension questions correctly or with 80% accuracy.

Progress: 71% of scholars have "Met or exceeded their initial goal" while 29% of scholars "Approached but did not meet their initial goal." This includes students with and without disabilities.



BASELINE SCREENING, ACADEMIC GOALS AND OUTCOMES

The following is an initial screening and end-of-program writing sample from one of our CYBE Scholars. This scholar was initially screened using an alternative curriculum based measure (AIMSWEB Written Expression) given his unique needs. His instructional goal focused on sentence structure, capitalization and punctuation, and general independent writing performance with minimal to no prompting.

<p>7/9/21 - Three Minute Writing Prompt, Baseline Screening</p>	<p>I'm going to Neptune because Neptune is cold and a plant.</p>
<p>8/17/21 - Daily Writing Journal</p>	<p>This summer was a lot of fun. I had two beach play dates with friends. We played in the sand and made sand castles. Also, I had Drama Camp and it was fun. I made friends and we put on a show for moms and dads on the last day of camp. I had a great summer.</p>

Additional Examples of Student Learning Goals:

- Complete sentences and descriptive detail with 100% accuracy.
- Given 26 new sight words and with no prompting, the student will accurately read with 80% accuracy or above. [Continue to work on fluency as well.]
- Given a ReadWorks K-1st grade passage, the student will be able to answer 4/5 express comprehension questions correctly or 80% accuracy.
- When given a topic and word bank and with assistance from an adult, the student will be able to (1) verbalize/ repeat a complete sentence using his word bank (2) copy his complete sentence, (3) use appropriate spacing between words (using 1 to 2 fingers), include appropriate (4) capitalization and (5) final punctuation receiving at least a 3/5 on a writing rubric.
- When given a self selected writing prompt, little assistance with brainstorming his ideas and a graphic organizer, the student will write a paragraph including 1) topic sentence, 2) at least two sentences supporting the topic, 3) a concluding statement supporting the topic, 4) using appropriate capitalization and punctuation, and 5) using appropriate spelling as demonstrated in a 5-point rubric with 100% accuracy or 5/5 on writing rubric.



TUTOR PREPARATION AND SUPPORT

LMU students participated in extensive training before, during, and after tutoring/mentoring in CYBE. They had weekly check-ins to ensure that progress was on target and the program was completed by the end of the eight-week session. Below is a list of supports and expectations and provided during the program to help our scholars meet their learning goals.

SUPPORTS

- Tutors received 15 hours of training developed and led by Prof. Terese Aceves, LMU School of Education, including:
 - High-quality pedagogy and curriculum review based on the Common Core State Standards for ELA/literacy, math, science, foreign languages.
 - Rigorous and relevant tutoring strategies to support intervention for at-risk students and higher functioning scholars.
 - Social-emotional and executive functioning learning strategies.
 - Trauma-informed practices in supporting scholars virtually.
 - Safety plans and digital learning responsibility.
- Tutors had access to Brightspace, an online platform that houses recorded training modules and free instructional resources.
- Tutors received weekly support to assess progress and complete best-practice training:
 - All tutors received weekly support with announcements and resources beyond what was provided on Brightspace.
 - Tutors received individualized mentoring and assistance, as needed, with lesson planning by a team of students from the school psychology program.

EXPECTATIONS

- Tutors administered baseline and benchmark assessments to determine areas of need and areas of growth, including both academic and social-emotional measures.
- Tutors submitted weekly reports.
- Tutors met with families consistently.



TUTOR DEMOGRAPHICS

22 Total Mentors/Tutor Participants

Gender	
Female	17
Male	5
Ethnicity	
African American	17
Hispanic/Latino	2
Asian	2
Not Reported	1

10 Graduate Mentors/Tutors

Graduate Concentration	Mentors/ Tutors
School Psychology	4
Counseling	2
Film/TV	2
Educational Administration	2

12 Undergraduate Mentors/Tutors

Undergraduate Majors/Concentrations

Finance	Mathematics
Sociology	Political Science
Computer Science	Business / Marketing
Screenwriting	Chemistry
African American Studies	Elementary Education

TUTOR FEEDBACK

92%

of tutors believed their scholars benefited from the program.

77%

would participate in the program again.

70%

of tutors want to explore the possibility of a teaching career.

WHY IT MATTERS

- More than half of schools in California don't have a Black teacher.
- Black educators help address these inequities by improving academic and non-academic outcomes, including test scores, discipline rates, high school graduation and access to advanced coursework.

Scholar Spotlight



Interests:

- Favorite colors: black & blue
- Favorite food: fried chicken & grilled cheese
- Hobbies: football, fishing, video games
- Loves my family & dogs

Family Message:

He is extremely charismatic, personable, and independent. He is a natural leader and others tend to flock to him. He is currently learning to channel that energy into helping others become the best leaders that they can be. He loves math and finances. He also loves work and fixing things.

Scholar Strengths:

- Talkative & ask questions
- If someone says he can't do something he is determined to do it

Areas of Growth:

- reading fluency
- improving math



Enhanced Learning: Interactive

PARENT TESTIMONIALS

“At first, our children were hesitant to participate in the tutoring program because they spent the entire school year online and felt they needed a break. After participating in CYBE tutoring sessions, they saw the value and recognized their need for additional support. As a parent, I appreciate the leg up to better prepare them for 6th and 8th grade.”

“Thank you very much for a wonderful learning experience for our son. We were delighted when he was selected to participate in the Cultivating Young Black Excellence (CYBE) program. One of the areas that we wanted to focus on this summer was his writing. He has many wonderful ideas and a vivid imagination, but has a lot of difficulty putting his ideas on paper. During his initial assessment, he was only able to generate two written sentences. By the end of the program, he was writing paragraphs. During his time with CYBE, our son was able to develop a story inspired by a book he was reading at the time, Harry Potter and the Sorcerer's Stone by JK Rowling. His LMU tutor was able to help him develop his ideas and add details in a way that he was never able to do before. When school started three weeks ago, he was given daily journal writing assignments and was able to do this independently. He is even saying that he enjoys writing.

We are so proud of all the progress that our son has made with CYBE and so grateful for the support and commitment of his CYBE tutor and the program leaders. Thank you for helping him “grow and glow” in his writing and confidence. We can’t wait to see what he will accomplish next.”

“Our daughter was excited and engaged for tutoring in a way I hadn’t seen in a while. Our whole family was pretty burned out on online learning by the end of last school year, so it was wonderful to see her looking forward to working with her tutor. That excitement for learning is exactly what I am looking forward to continuing.”

THE FUTURE OF CYBE

The CYBE pilot tested a model for structured, measurable 1:1 virtual tutoring to address persistent learning gaps and allow Black students to reach their highest potential during a world pandemic.

Beginning in October 2021, CYBE will include new students from the LMU Family of Schools, building on the lessons learned from the summer with an enhanced program.

By spring semester of 2022, CYBE will be based entirely in LMU's Family of Schools, serving 100-150 scholars in a community with one of the highest concentrations of Black students in Los Angeles Unified. This partnership, operating in collaboration with LMU Family of Schools Director Dr. Darin Early, will align the tutoring program with LAUSD's Black Student Achievement Program (BSAP). It will allow the tutors to work more closely with classroom teachers, identify student needs more precisely, and access assessment data and student progress reports. CYBE will become increasingly sustainable, using a combination of federal work-study funds, LAUSD BSAP funding, and the community partnerships with Speak UP and LA Urban League. The LMU Family of Schools includes:

- Westchester Enriched Sciences Magnet (WESM) High School
- Katherine Johnson STEM Academy
- Wright Middle School Steam Magnet
- Cowan Avenue Elementary School
- Kentwood Elementary School
- Loyola Village Elementary School
- Paseo Del Rey Elementary School
- Playa Vista Elementary School
- Westport Heights Elementary School
- WISH Community Elementary School
- WISH Charter Middle School
- WISH Academy High School

The expanded, school-based CYBE program will provide a model for expansion into other communities and school districts.

In addition to supporting LAUSD students with high needs, CYBE will create an opportunity and pipeline for college students to explore careers in education in order to help erase the deficit of Black educators in California.



THANK YOU TO OUR SPONSORS

The Annenberg Foundation

Great Public Schools Now

**Los Angeles Clippers Community
Relations and Player Programs**

**Loyola Marymount University
Department of Specialized Programs in
Professional Psychology, School of Education**

**Alberta Moore
Loyola Marymount University African
American Alumni Association President**

CULTIVATING YOUNG BLACK EXCELLENCE IS A PARTNERSHIP BETWEEN SPEAK UP, THE LOS ANGELES URBAN LEAGUE AND LOYOLA MARYMOUNT UNIVERSITY.

This report is the result of our combined efforts. Shandrea Daniel, She-O of Community Activism Consultants, prepared and wrote the report, and Dr. Terese Aceves and her LMU team compiled and analyzed data. Thank you to Chelsea Brown and The Center for Service and Action at LMU for prioritizing tutor recruitment and supporting the process throughout.



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