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- Attach completed coversheet to the PDF you will upload to ERIC [use Adobe Acrobat or other program to combine PDF files]—do not upload the coversheet as a separate document.
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GRANTEE SUBMISSION REQUIRED FIELDS

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All author name(s) and affiliations on PDF. If more than 6 names, ERIC will complete the list from the submitted PDF.

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Acknowledgement of Funding— Grantees should check with their grant officer for the preferred wording to acknowledge funding. If the grant officer does not have a preference, grantees can use this suggested wording (adjust wording if multiple grants are to be acknowledged). Fill in Department of Education funding office, grant number, and name of grant recipient institution or organization.

“This work was supported by U.S. Department of Education [Office name]
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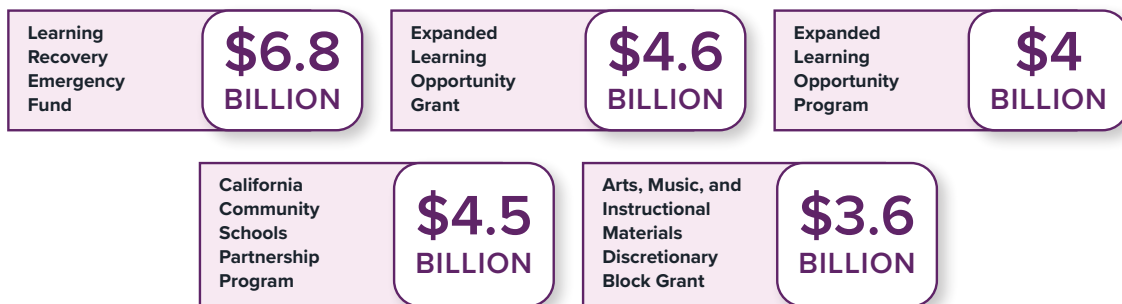
District Programs to Support Learning Recovery in California



California schools received over **\$60 billion from federal and state stimulus funding** to help students recover from the pandemic. Major federal funding includes:



ESSER I and II have expired, and ESSER III expires in September 2024. Major state one-time fundings include:

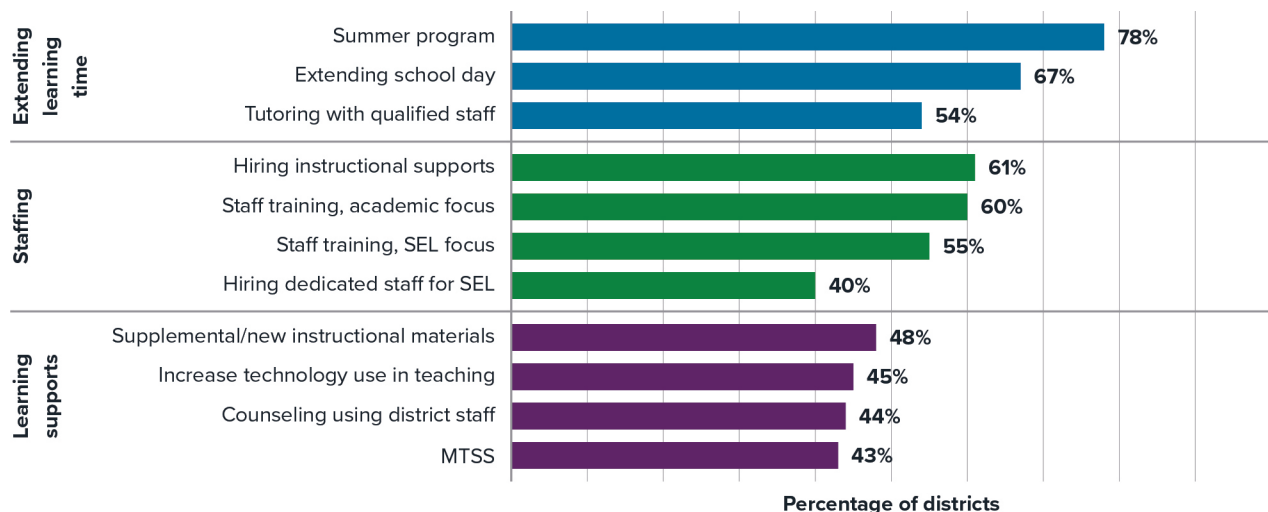


Some state funding is available through the 2027–28 school year. **Most of the funding is flexible**, allowing districts to spend on programs ranging from summer schools to social-emotional support. Our research shows that districts are blending, braiding, and sequencing multiple funding sources.



During the 2022–23 school year, **78% of districts provided summer school, 67% extended the school day, and 54% provided tutoring with qualified staff**. Most districts hired instructional support and provided training to support learning recovery and student social-emotional well-being. Nearly half of districts provided supplemental instructional materials.

Figure 1. Most popular learning recovery strategies

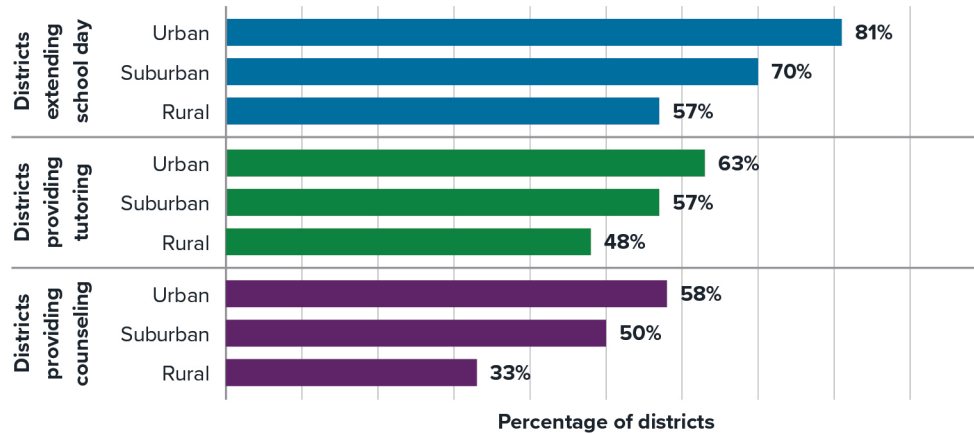


Note. Data are from authors' analysis of Expanded Learning Opportunities Grant plans from 726 districts. Those districts account for 72% of districts and 90% of students. MTSS = multi-tiered system of support; SEL = social-emotional learning.



Rural districts are less likely to extend the school year, provide tutoring, or provide counseling services due to a lack of staffing and capacity constraints. While **81% of urban districts** extended the school day, only **57% of rural districts** did so. Similarly, although **58% of urban districts** provided counseling services, just a **third of rural districts** did so.

Figure 2. Fewer rural districts extended the school day, provided tutoring, or provided counseling

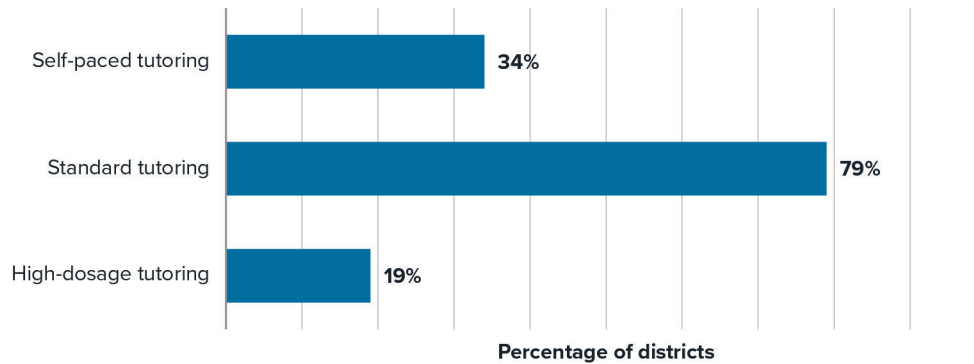


Note. Data are from authors' analysis of Expanded Learning Opportunities Grant plans from 726 districts. Those districts account for 72% of districts and 90% of students.



Very few districts offered high-dosage tutoring; most districts provided standard tutoring. High-dosage tutoring is one of the most effective programs to improve student learning. However, **less than 20% of districts** provided high-dosage tutoring during the 2022–23 school year.

Figure 3. Few districts provided high-dosage tutoring



Note. Data are from the Education Recovery Survey. The sample includes 259 district responses. Those districts account for close to half of students. Standard tutoring occurs when students receive tutoring for any number of times per week with no minimum length of time. High-dosage tutoring occurs when the same student receives tutoring three or more times per week for at least 30 minutes per session. Self-paced tutoring is a method in which students work on their own, typically online, where they are provided guided instructions.