

# AGENDA

## ASSEMBLY BUDGET SUBCOMMITTEE NO. 2 ON EDUCATION FINANCE

Assembly Member Kevin McCarty, Chair

WEDNESDAY, MARCH 15, 2023

1:30 P.M. - STATE CAPITOL, ROOM 437

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### OVERSIGHT IN PUBLIC EDUCATION FINANCE: LEARNING RECOVERY AND CHRONIC ABSENTEEISM

#### I. Learning Recovery & California's Dashboard

- Linda Darling Hammond, California State Board of Education
- Iwunze Ugo, Public Policy Institute of California (PPIC)

#### II. Student Engagement & Chronic Absenteeism

- Hedy Chang, Attendance Works
- Tom Hanson, CA Center for School Climate, WestEd
- Jami Parsons, Orange County Office of Education
- Michael Funk, California Department of Education (CDE)

#### III. The State of Learning Recovery Efforts

- Michael Alferes, Legislative Analyst's Office
- Malia Vella, CDE
- Nancy Portillo, CDE
- Matt Navo, California Collaborative for Education Excellence
- Aldo Ramirez, Salinas City Elementary School District
- Alberto M. Carvalho, Los Angeles Unified School District
- Lisa Levasseur, Elk Grove Unified School District

**Issue 1: STATE OF LEARNING RECOVERY & STUDENT PERFORMANCE**

This panel will provide an overview of the state's current performance measures for students TK-12, impacts of the pandemic on the state's pre-existing achievement gaps, and implications for student outcomes.

**PANEL**

- Linda Darling Hammond, California State Board of Education
- Iwunze Ugo, PPIC

**BACKGROUND**

Almost three years after the global COVID-19 pandemic led California's public schools to physically close for a significant portion of the 2019-20 and 2020-21 school years, schools across the state continue to have a student attendance, engagement, and performance crisis.

The purpose of this hearing is to review the data and implications of the continuing student engagement crisis and the state's long-standing achievement gaps. The implications of continuing student attendance gaps will have multi-year, if not permanent impacts on education systems, finance, student performance, and child wellbeing. Without intervention, we risk thousands young Californians facing diminished opportunities, outcomes, and incomes throughout their entire lifetimes.

The top issue that the 2023-24 Budget Act must address is how to continue support for student re-engagement and wellbeing, with a laser focus on the achievement and outcomes gap.

**QUESTIONS**

- What does learning loss look like statewide, for both chronically absent and fully engaged students?
- Which post-pandemic trends are most important to address?
- What are the potential near and long-term consequences of the learning and engagement lag that remain in the 2022-23 school year?
- What are the implications if absenteeism rates continue?
- How will learning loss and engagement gaps impact the achievement gap?

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**Staff Recommendation: Information Only.**

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**Issue 2: STUDENT ENGAGEMENT & CHRONIC ABSENTEEISM**

This panel will review the latest data on student engagement and school climate, and recently authorized state resources available to address this crisis.

**PANEL**

- Hedy Chang, Attendance Works
- Tom Hanson, CA Center for School Climate, WestEd
- Jami Parsons, Orange County Office of Education
- Michael Funk, California Department of Education (CDE)

**BACKGROUND****Chronic Absenteeism**

According to Attendance Works<sup>1</sup>, “chronic absence” — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into some of the most concerning student outcomes: students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school.

Students living in poverty, from communities of color, and those identified with disabilities are disproportionately absent and facing the most consequences.

The dramatic impact of chronic absence on student outcomes is the reason the State added this measure to the California School Dashboard (Dashboard), our state’s multi-dimensional measure of school performance.

Reasons for chronic absenteeism can be personal and systemic, ranging from truancy, health, bullying, family needs, and barriers like transportation and community safety. The impact of absenteeism is on the individual student, but also their entire class.

Prior to the pandemic, chronic absenteeism presented on the state School Dashboard as a critical challenge, with the entire state ranked as “orange” with a 10.1% chronic absenteeism rate, and three entire student groups statewide, African American, Foster Youth, and Homeless students, at “red” or the lowest performing standard.

For many individual LEAs, the chronic absence measures, pre-pandemic, were steeper, with over 1,300 California schools experiencing “extreme chronic absence” of 30% or more of their students, and over 4,200 schools between 10% and 29.9% chronic absence rates.

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<sup>1</sup> Attendance Works: <https://www.attendanceworks.org/chronic-absence/the-problem/>

The 2021-22 school year shows a new trend of statewide chronic absenteeism, with a statewide rate over 30%, and very high rates (20-45%) for almost ALL student subgroups.

Panelists will provide an update on the 2022-23 school year trends, with continuing high chronic absenteeism rates, and state resources intended to impact student re-engagement.

### **School Climate**

According to the National School Climate Center, school climate is defined as the qualities of a school environment experienced by students and staff and encompassing relationships, teaching and learning practices, and organizational structures. The climate of a school profoundly influences the experiences of all individuals in a school community, including students, staff, family members, and community partners.

Research demonstrates that a positive school climate directly impacts indicators of academic success such as increased teacher retention, lower pupil dropout rates, decreased incidences of violence, and higher student achievement.

California has included school climate in our state's school accountability system, tracked in Local Control Accountability Plans and reported on the State Dashboard. School Climate is measured by pupil suspension rates as a state indicator and "other local measures," including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

LEAs are required to administer a local climate survey at least every other year to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12 ) that provides a valid measure of perceptions of school safety and connectedness. This survey may be (but is not mandated to be) the California Healthy Kids Survey, administered by WestEd. LEAs are expected to review and use school climate data collected from within the current or prior school year.

**California Health Kids Survey.** WestEd's California School Climate, Health, and Learning survey suite<sup>2</sup> includes the California Healthy Kids Survey, and may be used to survey students, staff, and parents on, school safety (including perceived safety and illness) substance use, school connectedness, student-staff relationships, and student peer relationships.

The 2021-22 Budget Act provided one-time and ongoing state and federal funds to support LEA access to the California Health Kids Survey (CHKS), and for the development of a Trauma Module, to assist LEAs in future trauma-informed response needs. The new student and staff trauma modules are now available.

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<sup>2</sup> [The Californial School Climate, Health, and Learning Survey \(CaSCHLS\) System - Home](#)

The 2021-22 aggregated CHKS data provides a snap-shot of student reported reasons for absenteeism:

<b>2021-22 Aggregated Data: Students absent 3 days or more days in past 30 days</b>			
<b>Missed school in past 30 days for following reasons</b>	<b>Student Grade Reporting</b>		
	7th	9th	11th
<b>Illness, including problems with breathing or teeth</b>	62.8	68.4	69.8
<b>Bullied or mistreated at school</b>	4.0	3.4	3.1
<b>Sad, hopeless, anxious, stressed, or angry</b>	16.5	24.2	32.8
<b>Did not get enough sleep</b>	17.0	23.2	31.6
<b>Did not feel safe at school or going to/from school</b>	4.0	4.8	5.4
<b>Take care of/help family member or friend</b>	10.4	11.7	14.3
<b>Wanted to spend time with friends</b>	2.4	3.6	4.9
<b>Used alcohol or drugs</b>	1.1	2.4	3.1
<b>Behind in schoolwork or not prepared for test/assignment</b>	4.8	10.4	21.0
<b>Bored or uninterested in school</b>	7.8	13.5	19.3
<b>Had no transportation to school</b>	5.0	7.3	7.8

Source: CDE, California Healthy Kids Survey

### **Multi-Tiered System of Support (MTSS)**

Recent Budget Acts have invested in a “Multi-Tiered System of Support” for supporting public education outcomes improvement. According to the CA Center for School Climate, a Multi-Tiered System of Support (MTSS) is a systemic school-based approach that includes:

- Universal supports for all students to increase mental health awareness and improve school climate.
- Targeted supports to support students at risk of developing mental health conditions.
- Intensive supports or referrals to individualized services for students with significant needs.

The 2015-16 Budget Act appropriated \$10 million to launch California’s first state-level initiative for developing, aligning, and improving systems of academic and behavioral supports, via MTSS. The CDE awarded the Orange County Office of Education (OCDE), and their rural partner Butte County Office of Education, with the lead role. The 2016-17 and 2018-19 Budget Acts expanded the MTSS initiative with an additional \$35 million.

The Budget Act of 2021 appropriated an additional \$50 million to support an MTSS approach, with statewide capacity. The legislation required the OCDE to award \$30 million of these funds as subgrants to LEAs. The legislation also required the CDE to

conduct a process to select a partner entity to work with the OCDE and the Butte COE to support high quality professional learning for educators.

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. According to CDE, MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

The most recent MTSS report<sup>3</sup> highlights the ongoing work:

- Professional learning for school sites, LEAs, and Coaches utilizing the CA MTSS Pathway Certification for Schools online course.
- CA MTSS Framework revisions to align academic, behavioral, and social-emotional learning and mental health in a fully integrated system of support.
- Existing statewide and local supports were utilized and new ones were developed or established to:
  - Build knowledge of CA MTSS,
  - Increase individual educator capacity,
  - Improve fidelity of implementation, and
  - Improve overall outcomes for students.

The report highlights: “The COVID pandemic intensified students’ needs for social-emotional well-being and mental health supports. Wellness and self-reflective strategies and interventions are required to improve student achievement and school climate and to meet LCFF goals.”

### **Expanded Learning Opportunities Program**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.

The 2021-22 Budget Act authorized the on-going Expanded Learning Opportunities Program (ELO-P) and the 2022-23 Budget Act provided \$4 billion in annual, ongoing funding for school districts and charter schools to provide in-person expanded learning time opportunities to students in TK through grade 6.

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<sup>3</sup> [Multi-Tiered System of Supports - Curriculum and Instruction Resources \(CA Dept of Education\)](#)

The ELO-P program is intended to provide all students with no- or low-cost access to a total of nine hours of developmentally appropriate academics and enrichment activities per instructional day and for 30 non-school days of summer/intersession days, including the traditional school day bell schedule. All local educational agencies, regardless of community demographics, are encouraged to offer free or subsidized ELOP services to all students, using a fee schedule that considers family income and ability to pay.

In 2022-23, districts and charter schools with a student body that is equal to or more than 75 percent unduplicated pupils receive \$2,750 per unduplicated student enrolled in TK through grade 6 for ELO-P allowable services. LEAs with concentrations of unduplicated pupils less than 75 percent receive approximately \$2,000 per unduplicated student enrolled in TK through grade 6, with a minimum apportionment of \$50,000.

Beginning in the 2023-24 school year, as a condition of ELOP funding, districts and charter schools with a student body that is equal to or more than 75 percent unduplicated pupils must offer the program to all TK through grade 6 students in classroom-based settings and provide access to any students whose parent or guardian requests their placement in a program. LEAs with less than 75 percent concentrations of unduplicated pupils all districts and charter schools must offer expanded learning opportunity programs to all TK through grade 6 students attending classroom-based programs who are unduplicated and must provide access to at least 50 percent of these students.

ELO-P quality standards and the program plan guide are aligned to the pre-existing After School Education & Safety (ASES) statute, however, ELO-P does not require a local funding match or competitive application process. The most significant programmatic difference is that the ELO-P teacher to child ratio for TK and kindergarten is 1:10, while ASES allows 1:20. According to CDE, 539 school districts that received initial ELO-P funding in 2021-22 did not have a history of receiving ASES or federal 21stCCLC expanded learning funding.

Funds provided to a LEA are to be used to support student access to ELO-Ps, which may include, but is not limited to hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist students as part of the LEAs program enrichment activities.

<b>STAFF COMMENTS &amp; QUESTIONS</b>
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The data on attendance trends across California are only a snapshot at this time, as the State does not regularly monitor and collect this information for more than an annual examination. In a data-free environment, the State and local school leaders are hampered in contemplating data-driven, near-term solutions to support schools in this latest phase of the post-pandemic crisis.

Prior Budget Acts have supported numerous investments, including the ones covered by this panel, intended to impact student engagement, attendance, and support. How to track and support success across these initiatives as a comprehensive approach, rather than a series of programs, remains a challenge at the state and local level.

**Questions:**

- What does chronic absenteeism look like across CA compared to prior years and pre-pandemic projections? Are there particularly impacted grades?
- How are LEAs disaggregating their attendance reporting data to track the underlying reasons for absences? How are they using this data?
- How much of a contributing factor is student illness absence, beyond public health requirements?
- What do high-functioning schools do to address these core engagement issues?
- How can data systems better capture the reasons behind enrollment and absence for interventions?
- What are the implications if absenteeism rates continue?
- How are LEA's addressing unique pandemic-related trends?
- How is MTSS addressing chronic absenteeism and learning recovery? How are LEAs leveraging MTSS?
- How are LEAs using their school climate data to plan for learning recovery and re-engagement?
- How are LEAs using ELOP for student engagement/absenteeism?
- Does the state accountability system need to prioritize chronic absenteeism in high school as well?

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**Staff Recommendation: Information Only.**

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**Issue 3: LEARNING RECOVERY EFFORTS & OVERSIGHT**

This panel will review the recent state and federal appropriations specific to learning recovery and pandemic response, and ongoing plans to utilize these funds to address learning acceleration and student re-engagement.

**PANEL**

- Michael Alferes, Legislative Analyst's Office
- Malia Vella, CDE
- Nancy Portillo, CDE
- Matt Navo, California Collaborative for Education Excellence
- Aldo Ramirez, Salinas City Elementary School District
- Alberto M. Carvalho, Los Angeles Unified School District
- Lisa Levasseur, Elk Grove Unified School District

**BACKGROUND****Budget Act Support for Pandemic Response**

Congress approved three rounds of pandemic response funding, for a total of over \$25 billion for California school discretionary support, summarized in the CDE chart below. The largest amount of this funding, Elementary and Secondary School Emergency Relief (ESSER) rounds II and III, are not required yet to be spent until September of 2023 and 2024, respectively.

Fund	Total Allocation	Spent \$	Unspent \$	Spent %	Deadline
<b>Coronavirus Relief Fund</b>	\$4,439,844,000	\$4,429,674,266	\$10,169,734	99.77%	5/31/2021 (Expended)
<b>State General Fund</b>	\$ 539,926,000	\$ 535,547,805	\$ 4,378,195	99.19%	6/30/2021 (Expended)
<b>Governor's Emergency Education Relief I</b>	\$355,227,000	\$354,505,984	\$721,016	99.8%	9/30/2022 (Obligation)
<b>ESSER I</b>	\$1,482,575,514	\$1,481,699,687	\$875,827	99.9%	9/30/2022 (Obligation)
<b>ESSER II</b>	\$6,038,670,479	\$4,653,000,201	\$1,385,670,278	77%	9/30/2023 (Obligation)
<b>ESSER III</b>	\$10,857,381,180	\$3,372,961,122	\$7,484,420,058	31%	9/30/2024 (Obligation)
<b>ESSER III (Learning Loss)</b>	\$2,714,345,307	\$662,918,766	\$2,051,426,541	24%	9/30/2024 (Obligation)
<b>ESSER III combined</b>	\$13,571,726,487	\$4,035,879,888	\$9,535,846,599	30%	9/30/2024 (Obligation)

Source: CDE

### **Learning Loss Mitigation Fund**

The Learning Loss Mitigation Funding (LLMF), authorized by the 2020–21 Budget Act, appropriated \$5.335 million from the Coronavirus Relief Fund (CRF), the Governor's Emergency Education Relief (GEER) fund, and state General Fund, to be allocated to local educational agencies (LEAs) in order to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

Funds could be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs. Specifically, funds could be used for:

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.
- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.

- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.
- Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.

According to CDE, the Learning Loss Mitigation Funding, which is comprised of the CRF, state General Funds, and GEER I, were the first released during the early onset of the pandemic and the CDE stressed prioritizing spending CRF and state funds given the 2021 expenditure deadlines. CDE reports the top expenditures for these funds were:

- Devices and connectivity (approximately \$1.9 billion),
- Addressing the impact of lost instructional time/closing learning gaps (approximately \$867 million), and
- PPE/safety equipment (approximately \$855 million)

### **Expanded Learning Opportunities Grants (ELO)**

Early Budget action in 2021 augmented the 2020-21 Budget Act to provide \$6.6 billion in resources for safe in-person instruction in the Spring of 2021, including \$2 billion in state funding for In-Person Instruction (IPI) Grants and \$4.6 billion in a combination of state and federal funding for Expanded Learning Opportunities (ELO) Grants.

To be eligible for funding, LEAs must implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups who have faced adverse learning and social-emotional circumstances. ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services. The ELO Grant will follow the same reporting process as the federal stimulus funding.

Many of the other, notable new investments in the 2021-22 Budget Act were intended to support pandemic response, including \$1.7 billion for afterschool and summer programs in the 2021-22 school year, \$3 billion for Community Schools over a seven-year period, and \$550 million in Special Education learning recovery supports.

### **Elementary and Secondary School Emergency Relief (ESSER): Direct Grants to LEAs**

The **2021-22 Budget** package included over \$20 billion in one-time federal TK-12 education funding from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) and the American Rescue Plan Act (ARPA) provided as grants directly to schools, in Elementary and Secondary School Emergency Relief (ESSER II and III) to cover a broad range of activities.

For ESSER rounds I, II, and up to 80% of ESSER III, LEAs were given broad federal allowable uses:

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) or the McKinney-Vento Homeless Education Assistance Act.
2. Coordinating preparedness and response efforts of LEA with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the unique needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. LEA staff training and professional development on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.

9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - Implementing evidence-based activities to meet the comprehensive needs of students.
  - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

16. Other activities that are necessary to maintain operations and continuity of services and continue to employ existing staff.

Federal law requires LEAs to spend no less than 20 percent of its ESSER III allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment
2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs
5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

All ESSER fund allocations are based on an LEA's share of funding received under Title I, Part A in FY 2020–21.

According to CDE, the largest proportion of reported ESSER I, II, and III uses to date are in the following federal categories:

- Activities necessary to maintain the operation and continuity of services in LEAs and continue to employ existing staff (approximately \$2.7 billion),
- Resources to address needs of individual schools (approximately \$1.5 billion),
- Addressing learning loss (approximately \$1.1 billion), and
- Educational technology (approximately \$1.1 billion).

CDE notes that for ESSER II and III, the percentage of funds being used for addressing learning loss has more than tripled compared to that of ESSER I, indicating that spending priorities are shifting as LEA needs have changed. CDE data suggests that there was a trend among LEAs to initially use funds to respond to immediate health and safety needs. As time continues, LEAs appear to focus more on ongoing needs and response to student academic and social, emotional, and mental health needs.

For ESSER III's learning loss requirement, the largest proportion of reported expenditures have been for:

- Other evidence-based interventions (approximately \$305 million),
- Summer learning or summer enrichment (approximately \$131 million),
- Mental health services and supports (approximately \$73 million) and
- Tutoring (approximately \$68 million).

LEAs that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plans are required to be posted on the LEAs website and links to such plans are available on the CDE's website: <https://www.cde.ca.gov/fg/cr/arpact.asp#esseriiplan>.

The next reporting the CDE will be the 2023 Spring Quarterly Reporting, which closes April 14<sup>th</sup>, 2023.

### **Student Mental Health Funding**

The 2021-22 Budget package contained enormous investments, multi-year, in student mental health infrastructure, including:

- The Children and Youth Behavioral Health Initiative Act (CYBHI Act) which requires private health plans and insurers, Medi-Cal Managed Care (MCMC) health plans, and county behavioral health delivery systems to provide coverage for school-based mental health and substance abuse disorder (SUD) services, irrespective of the network status of the health care provider, and additional requirements to increase school site reimbursements, including over \$1.2 billion allocated for these purposes.
- \$429 million in one-time funds to permit the DHCS, or its contracted vendor, to award competitive grants to entities it deems qualified for the following purposes: (a) To build partnerships, capacity, and infrastructure supporting ongoing school-linked behavioral health services for children and youth 25 years of age and younger; (b) To expand access to licensed medical and behavioral health professionals, counselors, peer support specialists, community health workers, and behavioral health coaches serving children and youth; (c) To build a statewide, community-based organization provider network for behavioral health prevention and treatment services for children and youth, including those attending institutions of higher education; and, (d) To enhance coordination and partnerships with respect to behavioral health prevention and treatment services for children and youth via appropriate data sharing systems.
- \$250 million in one-time funds to the Mental Health Services Oversight and Accountability Commission to provide additional Mental Health Student Services Act grants to support partnerships between county mental health and LEAs.
- Authorized the Department of Health Care Information and Access (previously the Office of Statewide Health Planning and Development), as a component of the Children and Youth Behavioral Health Initiative, to award competitive grants to entities and individuals it deems qualified to expand the supply of behavioral health counselors, coaches, peer supports, and other allied health care providers serving children and youth, including those at schoolsites.
- Requires the California Department of Education (CDE), no later than January 1, 2022, to establish an Office of School-Based Health Programs (Office) for the

purpose of assisting LEAs regarding the current health-related programs under the purview of the CDE, including collaborating with the DHCS and other departments and offices involved in the provision of school-based health services.

### **Educator Effectiveness Block Grant**

In 2021, the California budget allocated \$1.5 billion for the Educator Effectiveness Block Grant. The first year of reporting for the Educator Effectives Funds (EEFs) has been received by the California Department of Education. A total of 2,255 local educational agencies (LEAs) reported and only six sites did not report statewide. Overall, LEAs have expended \$48,292,240.37 of the EEFs in the 2021–22 school year (its first year of reporting). LEAs have until June 30, 2026, to spend all their allocated funds.

EEFs have eleven allowable uses. The spending thus far by allowable use is broken down below.

<b>Use of Funds</b>	<b>Total EEF Funds Spent</b>
Coaching and Mentoring	\$24,895,933.46
Standards-Aligned Instruction	\$10,883,748.05
Pupil Reengagement and Accelerated Learning	\$2,401,652.68
Strategies to Improve Pupil Wellbeing	\$2,221,436.09
Practices to Promote Positive School Climate	\$4,489,364.02
Strategies to Improve Inclusive Practices	\$930,614.52
English Learner Instruction	\$1,074,728.97
New Professional Networks	\$653,903.83
Ethnic Studies Curricula	\$497,057.43
Instruction in Early Childhood Education	\$243,801.32
Strategies to Improve Teacher Retention through Teacher Induction Programs	(New category per <a href="#">AB 181</a> . First year of reporting will be for the 2022–23 school year.)

Source: CDE

### **Learning Recovery Emergency Block Grant**

The 2022-23 Budget Act includes \$7.9 billion for a grant to assist TK-12 schools in supporting academic learning recovery and the social and emotional well-being of students and staff. LEAs may use funds for a variety of academic and social-emotional activities, including increasing instructional learning time, providing tutoring and other academic services, offering additional instruction to students not on track to graduate, and addressing other barriers to learning. Funding is distributed to LEAs based on the number of students who are EL/LI and is intended for learning recovery initiatives through 2027-28.



Local educational agency (LEA) allocations are calculated based on each LEA's reported average daily attendance for kindergarten and grades 1 through 12, inclusive, multiplied by the LEA's 2021–22 LCFF unduplicated pupil percentage, as of the 2021–22 Second Principal Apportionment.

The Learning Recovery Emergency Block Grant funds can be expended for any of the following purposes:

- Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
  - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as:
  - Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
  - Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
  - Supporting expanded learning opportunity program services pursuant to *EC* Section 46120.
  - Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 [commencing with Section 8900] of Part 6) regardless of grantee status.
- Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services; access to school meal programs; before and after school programs or programs to address pupil trauma and social-emotional learning; or referrals for support for family or pupil needs.
- Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

The CDE currently does not have any trend or outcome data on how LEAs are using Learning Recovery Emergency Block Grant funds.

Panelists will provide information on how LEAs are using and planning with their Learning Recovery funds through the 2026-27 school year.

**STAFF COMMENTS & QUESTIONS**

- Will families return to public education? If so, how do we prepare?
- What state system supports are in place for LEAs, to access evidence-based approaches to learning lag and attendance crises?
- How are LEAs planning to leverage state and federal funds to address learning lags? Chronic absenteeism? Staff burnout?
- What supports LEAs are employing in a tiered intervention approach, to learning lags, mental health, and absenteeism?
- How can state learning recovery efforts support a tiered approach?
- We hear a great deal about the workforce shortage as a reason that schools are unable to provide mental health services – how are LEAs overcoming this challenge?
- The Administration has been responding that the statewide school-based fee schedule will address the issue of providing all pupils with mental health services. Have you or your colleagues been involved in discussions with DHCS about this work?

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**Staff Recommendation: Information Only.**

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