

California's Expanded Learning and Academic Recovery Proposals

Fiscal Guidance and Program Offerings for Districts and Schools

Making the Case for Urgent Action

Recent research findings published on January 25, 2021 reports:

.....since school closures due to the pandemic, there has been substantial learning loss, especially in the earlier grades, in both ELA and Math. But most importantly, we show that the pandemic and its related disruptions to schooling in California have disproportionately affected low-income students and ELLs. Average learning loss estimates mask the reality that some students in California are suffering much more during this time than are others. Without aggressive and bold actions, these students may never catch up; any funding or support designed to mitigate learning loss must be targeted specifically to the students who need it most. Our analysis to date shows that low-income students and those learning English have fallen behind, and future analyses will further illuminate the impact on students in other demographic groups. - CORE Data Collaborative

In response to California's educational crisis, Governor Newsom's proposed 2021-22 budget provides \$4.6 billion in one-time funding for expanded learning time and academic intervention grants. There is a shared sense of urgency by both the Legislature (see AB 10 and AB 104) and the Administration to provide schools additional resources to both reopen schools and to provide supplemental resources to combat learning loss and meet students' range of needs. Budget and policy negotiations are underway with the goal of passing this funding under immediate action in February or March of 2021. While the details of these individual proposals are not final, they have many overlapping priorities and an urgent timeline that school districts should use to begin planning NOW with programs integrating the school day and school year (investment vs. spending).

Approvable Expenses



Expanded Learning Time

- Accelerating interventions to mitigate learning loss
- Additional instructional minutes
- Extended School Year



Personnel

- Necessary to staff the program
- Collaboration time for certificated/classified staff



Professional Development

- Personnel engaged in the program
- Not to exceed 15% of grant allocation
- May include a formative assessment to inform instructional intervention, differentiated instruction, and trauma-informed approaches



Operating Costs

- Needs assessment
- Other costs
 - Formative Assessments
 - Curriculum
 - Instructional Materials



Outreach Costs

- Costs associated with outreach to pupils and their parents to engage them in supplemental instruction and support



Administrative Costs

- There will be a cap on administrative costs

***Bill requires services to supplement, not supplant.**

Proposed Timeline

Feb-Mar 2021



- LEA collects data and begins planning to ensure LCAP alignment
- State budget immediate actions finalized, providing LEA more details on parameters of funding

April 1, 2021



- CDE creates plan template
- State allocates grants

May/June 2021



- LEAs must complete plan and receive board approval

June/July 2021



- Summer and acceleration programs begin

June-Sept 2022



- Summer and acceleration programs continue
- LEAs will need to report expenditure data

Core Elements of Proposals

- Prioritize eligible students: EL, SED, FY, Homeless, Migrant, and disengaged students as defined by the bill
- Increase learning time outside of current structures with a range of academic interventions
- Adhere to urgent timeline for planning, implementing, and spending
- Focus on vulnerable student populations in program design supports and plan
- Implement a data-driven needs assessment with a tiered response plan
- Include professional development and planning time for teachers and staff
- Focus on narrowing of standards to ensure school readiness



Legislation pushes in-person programming.