

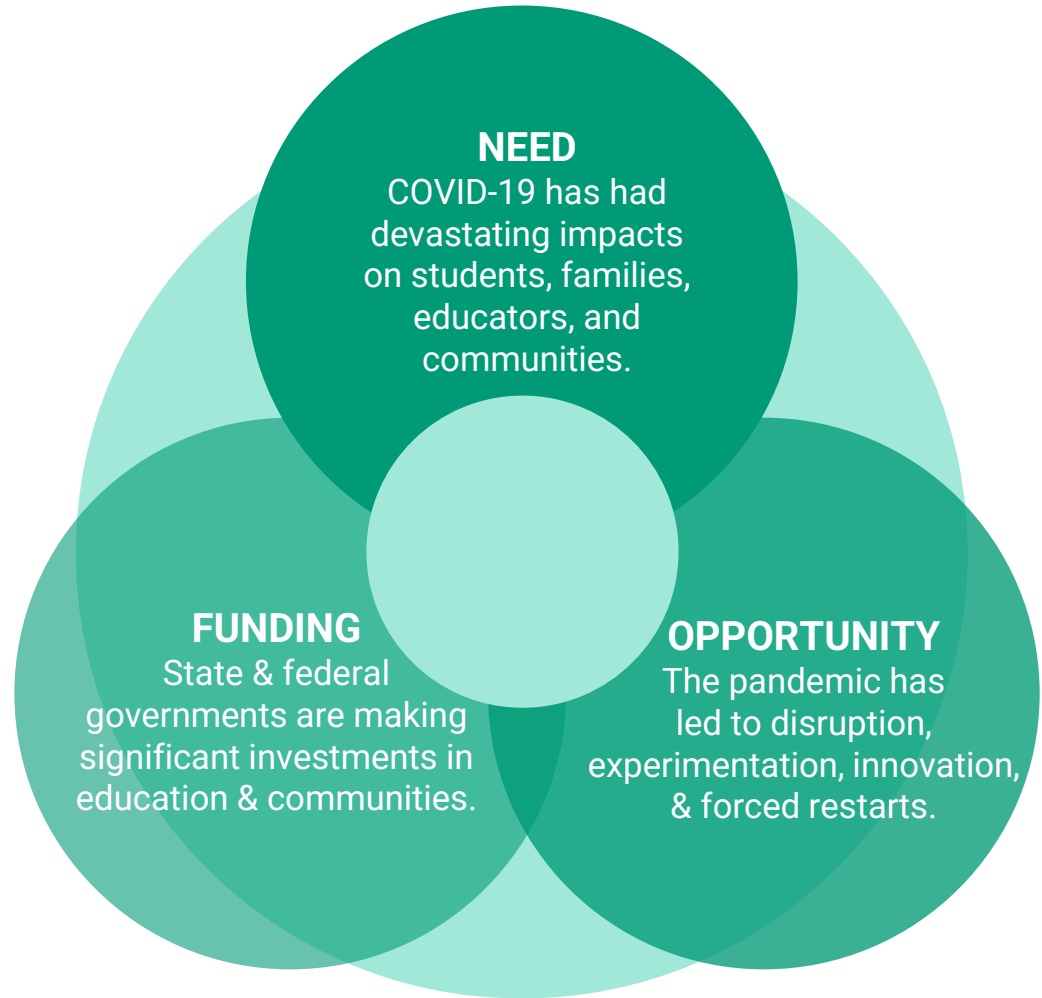
COVID-19, the Educational Equity Crisis, and the Opportunity Ahead for California's Schools

Heather Hough
May 15, 2021



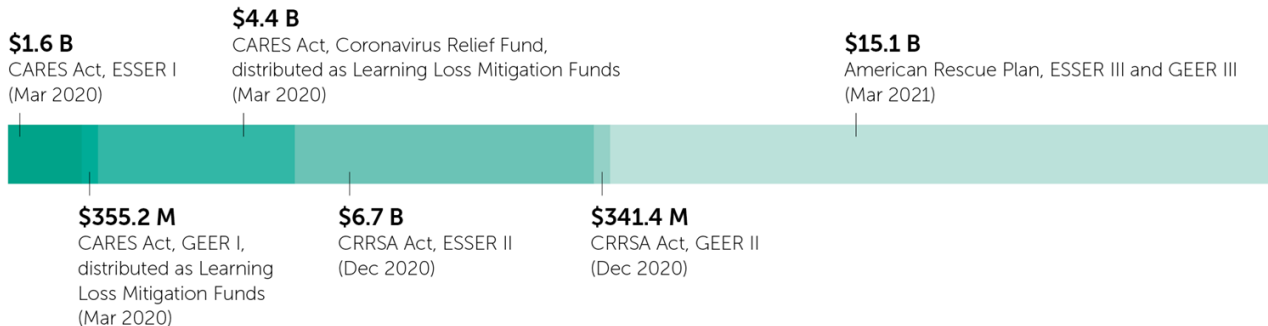
1. Act now to address critical needs

2. Lay the groundwork for longer-term transformation



California K–12 education has received \$35.7 billion in state and federal pandemic aid in 2020 and 2021

Federal Total: \$28.6 Billion



State Total: \$7.1 Billion

\$539.9 M

State General Fund, distributed as Learning Loss Mitigation Funds (Jun 2020)



\$2.0 B

In-Person Instruction Grants, Assembly Bill 86 (Mar 2021)

\$4.6 B

Expanded Learning Opportunities Grants, Assembly Bill 86 (Mar 2021)

Acronyms

CARES: Coronavirus Aid, Relief, and Economic Security
CRRSA: Coronavirus Response and Relief Supplemental Appropriations
ESSER: Elementary and Secondary School Emergency Relief
GEER: Governor's Emergency Education Relief

ESSER I, II, & III Grants

May use ESSER funds for any allowable expenditure permitted under federal law, (e.g. ESSA, IDEA, McKinney-Vento, etc.); to prepare for school reopening; and

- Coordinating with public health departments
- Addressing needs of students who are low-income, English learners, racial and ethnic minorities, experiencing homelessness, in foster care, and/or have disabilities
- Purchasing educational technology
- Summer learning and after-school programs
- Mental health services
- Addressing learning loss
- School facility repairs to reduce risk of COVID transmission
- Maintenance of operations & continuity of services to employ staff

Expanded Learning Opportunity Grants

Requires a learning recovery program that provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible, meals and snacks to, at a minimum, specific named student groups.

Can be used for:

- Extended instructional learning time,
- New, expanded or enhanced learning supports to close learning gaps, including tutoring or small-groups, learning recovery programs or materials, educator training on learning strategies and community learning hubs;
- Health, counseling mental health and social emotional learning,
- Supports for credit deficient pupils, and
- Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health & academic needs.

Note: 85% should be related to providing in-person services. At least 10% must be used to hire paraprofessionals to provide "supplemental instruction and support" to help with learning recovery consistent with Education Code section 43522(c).

Learning Loss Mitigation Funds Grants (GEER I & II, CR, GF)

- Addressing learning loss or accelerating progress to close learning gaps,
- Extending the instructional school year,
- Providing additional academic services for pupils,
- Health and safety uses (PPE, cleaning supplies, etc).
- Providing integrated pupil supports to address other barriers to learning.

Actions to support SOCIAL EMOTIONAL WELL-BEING, MENTAL HEALTH, ADDRESS IMPACTS OF TRAUMA & train teachers & families to support distance learning are all permissible uses of these funds.

In-person Instruction/Reopening Grants

Can be used for any purposes relating to in-person instruction including:

- COVID-19 testing,
- Cleaning and disinfection,
- Personal protective equipment (PPE),
- Ventilation,
- Certificated and classified salaries, and
- Social and mental health support services.

Note: These funds will be forfeited if a school district does not offer in-person instruction for all required student groups by May 15, 2021.





re·stor·a·tive

/rə'stôrədɪv/

adjective

having the ability to restore health, strength, or a feeling of well-being.
"the restorative power of long walks"

re·start



noun

noun: **restart**; plural noun: **restarts**; noun: **re-start**; plural noun: **re-starts**
/'rēstärt/

a new start or beginning.

First 6 weeks of school year

Use this as a restorative restart period.
Focus on making sure students & educators feel safe, known, supported, and fully engaged in learning.



The months and years that follow

Once these restorative practices have begun, education leaders—along with school staff, families, students, and other community stakeholders—must sustain and take further action to transform their schools and systems for equity, permanently.

Prioritize 5 key equity actions

By redesigning schools to be restorative places—places where students feel safe, known, supported, and fully engaged in learning—we can accelerate student learning and lay the groundwork for long-term and systemic transformation.



1. Center Relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.



2. Address Whole Child Needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.



3. Strengthen Staffing & Partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.



4. Make Teaching & Learning Relevant & Rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.



5. Empower Teams to Reimagine & Rebuild Systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.



Focus on relationships

In the first weeks of the 2021-22 academic year, every school should:

- Connect deeply with parents and guardians to understand each family's experiences and co-create approaches to helping their children thrive
- Create dedicated time and space for relationship building and ensure every child has a trusted adult within the school
- Prioritize play, creativity, and exploration
- Implement positive and restorative discipline practices & co-create behavioral norms

Important considerations:

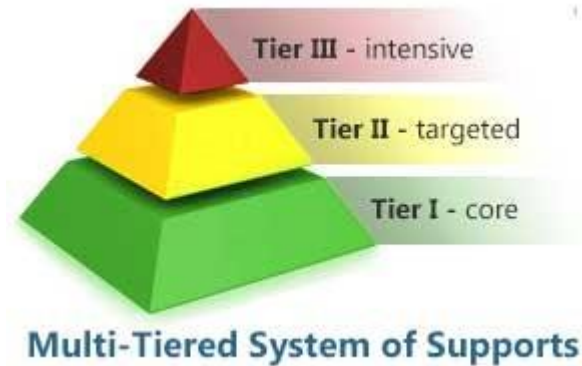
- Without addressing underlying issues of power, trust, racial bias, and lack of cultural competency, efforts to engage families can foster disengagement and resistance
- Schools will have to be nimble to meet families' needs in ways that may be very different from before



Assess student needs

In the first weeks of the 2021-22 academic year, every school should:

- Conduct regular student wellness screenings
- Utilize interim or diagnostic assessments to determine current learning needs
- Review prior year data on attendance, engagement, and grades
- Discuss student needs and assets with parents, caregivers, and former teachers



Important considerations:

- Schools/districts should only collect data that is going to be used to better support students
- Teachers, school leaders, and district administrators need different kinds of data to make decisions
- Staff may need training and support in reviewing and acting upon data and maintaining an “improvement mindset”



Provide targeted supports

Every school should plan now to offer:

- High dosage tutoring and mentoring that are available more than once per week and in which students develop meaningful relationships
- Mental health and counseling
- Expanded learning opportunities, including during summer and out-of-school time, that are hands on; fun and engaging; student centered; and complementary to classroom learning
- Tiered re-engagement supports

Important considerations:

- Partnering with community-based organizations is critical for implementing these programs
- High school & college-age youth, family & community members can be brought into schools to serve as liaisons, mentors, & tutors
- Community roles will require training, but may be easier to staff than highly specialized positions
- Districts facing local staffing challenges might consider remote solutions



Offer engaging, grade-level content in every classroom

Every school should plan now to:

- Advance racial equity in curriculum and teaching
- Offer students choice and voice in their learning, with lots of opportunities for feedback and collaboration
- Focus on priority standards and lessons to support student learning - accelerate rather than remediate

Important considerations for effective staff development:

- Invest in ongoing and embedded professional development
- Increase time for professional development and teacher collaboration in the workday
- Invest in developing depth of local expertise
- Balance tight and loose professional development priorities



Enable teams to

Every school and district should plan now to:

- Establish diverse teams that represent educators, mental/behavioral health providers, students, and community partners
- Monitor progress, rapidly improve, and evaluate impact

Important considerations:

- These teams will only function if there is trust established between local unions, the school board, and the administration
- Volatility, uncertainty, complexity, and ambiguity (VUCA) will define the months ahead just as they have defined the past year – evaluating past decision making processes can help prevent future mishaps

The 4Ts: Investing in a Restorative Restart

Dedicating TIME for transformation

- ☐ Designate a restorative restart period, up to 6 weeks, at the beginning of the school year
- ☐ Create restorative restart and transformation teams and make sure they have protected time to meet throughout the year
- ☐ Dedicate paid planning and collaboration time as part of the school schedule
- ☐ Pay teachers and staff for activities that go beyond traditional responsibilities (tutoring, family outreach, professional development)

Recruiting and hiring TALENT

- ☐ Pay high school & college-age youth, family & community members to be multilingual and multicultural liaisons, mentors, & tutors
- ☐ Hire more counselors, social workers, and mental health care specialists
- ☐ Staff up to offer expanded summer and out-of-school time opportunities
- ☐ Partner with community-based partners who can extend the capacity of the district

TRAINING educators and staff

- ☐ Support paid professional learning time, including content specific to trauma-informed, healing-centered restorative justice culturally responsive, antiracist teaching, relationship-centered, family engagement, and other whole child practices grounded in the science of learning and development
- ☐ Plan retreats and other team-building activities to strengthen relationships among staff
- ☐ Ensure there is expertise within the district to provide coaching and support

Planning for and purchasing TECHNOLOGY, supplies, and materials

- ☐ Purchase devices and expand connectivity for students in hybrid or distance learning
- ☐ Purchase instructional technology and tools, including formative and diagnostic assessments and online learning programs
- ☐ Create or purchase student, staff, and parent survey instruments
- ☐ Purchase culturally relevant books for school libraries
- ☐ Purchase play equipment for recess & outdoor education, art supplies, & other materials to support whole child engagement

How can school boards advance this vision?

- Working with district leadership to establish a shared vision for the district that:
 - Is student-centered
 - Is equity-focused
 - Is co-developed with diverse stakeholders
 - Reflects a sense of urgency
- Modelling collaborative behavior and trusting relationships in school board meetings
- Pushing district leadership to ensure that new funds are spent in ways that advance *student-centered* goals, asking questions like:
 - How does this investment help students? What kinds of data are you collecting that will help us understanding whether it is working or not? When will you know you need to change strategy and try something else?
 - What evidence do you have that your investments have been allocated equitably to support [your highest priority student group(s), e.g., English learners]?
 - What opportunities will you provide for students and families to share expertise on how to invest these funds to support students?
 - How do you plan to evaluate the effectiveness of COVID-19 relief fund expenditures?
- Looking ahead to understand threats to the district, and get creative about how to re-design systems to avoid them:
 - Declining enrollment – how can your district better serve local families?
 - Teacher attrition – what kinds of workplace conditions and supports do teachers need to stay in my district? How can we recruit and retain teachers in hard-to-staff schools or positions?
 - Superintendent and principal pipeline – how can we develop and better support school and district leaders?
 - Long-term funding adequacy – what can we do now to make the case for a higher level of permanent funding?

Additional Resources

Reimagine and Rebuild

Restarting School with Equity at the Center

This brief was developed by California-based family and student engagement organizations, associations representing educators and system leaders, research institutes, and civil rights and equity groups. The recommendations arise from the evidence that has collectively emerged from focus groups with educators, parents, and students; polls and surveys of stakeholders; a deep review of the literature; and original research conducted on COVID-19's impact on schools and students.



Advancement Project California • Association for California School Administrators • Attendance Works • California Association of African-American Superintendents & Administrators • California Collaborative for Educational Excellence • California Collaborative on District Reform • California Partnership for the Future of Learning • California State PTA • California School Boards Association • California Teachers Association • Californians for Justice • Californians Together • Center to Support Excellence in Teaching, Stanford • Children Now • Coleman Advocates for Children & Youth • Community Coalition • The Education Trust-West • Faith in Action East Bay • PICO California • Families in Schools • Inland Congregations United for Change, PICO California • InnerCity Struggle • Learning Policy Institute • National Center for Urban School Transformation • National Center for Youth Law • Opportunity Institute • Orange County Congregation Community Organization, PICO California • Parent Institute for Quality Education • Parent Organization Network • Partnership for Children & Youth • PICO California • Pivot Learning • Policy Analysis for California Education • Public Advocates • Sacramento Area Congregations Together, PICO California • Teach Plus California • True North, PICO California • Turnaround for Children • UCLA Center for the Transformation of Schools • USC Rossier Center on Education Policy, Equity and Governance

APRIL 2021

Going Deeper

Watch for additional resources from partner organizations—evidence-based practices, planning guides, and other practical tools—designed to help education leaders plan for a restorative restart and build toward system transformation at www.reimaginecaschools.org.



Center relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.



Equitable Action	Sample Tools and Resources
Connect 1:1 with every family and every student	• Parent Teacher Home Visit tools and resources • National Equity Project Cultural Synchronization Questions to ask student in an informal 1:1 • National Equity Project three components of a Learning Partnership
Create dedicated time and space for relationship building and reengagement.	• Turnaround for Children Strategies to Build Relationships with Students
Implement positive and restorative discipline practices.	• CASEL Developing Schoolwide Norms • Schott Foundation Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools • Center for Restorative Process ideas for circles that help build trust, positive feelings, and a sense of belonging within the classroom community

A forthcoming [PACE](#) report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Address whole child needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.



Equitable Action	Sample Tools and Resources
Conduct regular student wellness screenings.	• National Center on Intensive Intervention listing of screening tools it has evaluated • SAMHSA Ready, Set, Go: Screening for Behavioral Health Risk in Schools • PACE policy brief Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being
Assess student learning and review data on attendance, engagement, grades, and stakeholder perceptions about school conditions and climate.	• Pivot Learning and UnboundEd Equity Reset Toolkit, resources for creating a data-driven equitable education recovery plan • Center on Reinventing Public Education (CRPE) report Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic • California School Conditions and Climate Work Group Recommendation Framework • Attendance Works Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance
Create an action plan to meet the individualized whole-child needs of every student.	• California MTSS resources • California College Guidance Initiative

A forthcoming [PACE](#) report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Strengthen staffing and partnerships



Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.

Equitable Action	Sample Tools and Resources
Pair students with high-dosage tutoring and mentoring.	• Annenberg Institute EdResearch for Recovery report Accelerating Student Learning with High-Dosage Tutoring
Provide mental health supports.	• California School-Based Health Alliance California Student Mental Health Implementation Guide • California School-Based Health Alliance A California Guide to Sharing Student Health and Education Information • Substance Abuse and Mental Health Services Administration (SAMHSA) School Mental Health Referral Pathways Toolkit
Offer expanded learning opportunities.	• Partnership for Children and Youth report No Longer Optional: Expanded Learning in School Reopening • Policy Analysis for California Education Expanded Learning Partnerships report and planning tool
Staff up to support student reengagement.	• Alameda County Health Care Services Agency's Center for Healthy Schools and Communities' Coordination of Services Team Guide

A forthcoming [PACE](#) report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Make teaching & learning relevant & rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the most essential standards in curriculum and instruction.



Equitable Action	Sample Tools and Resources
Advance racial equity in curriculum.	• EdReports on educator-reviewed curriculum materials • NYU Metro Center Culturally Responsive Curriculum Scorecards, designed to help stakeholders determine the extent to which curricula are culturally responsive • Anti-Defamation League (ADL) collection of children's and YA books about identity, diversity, bias, and social justice
Advance racial equity in teaching.	• Learning for Justice professional learning workshops • New America Culturally Responsive Teaching: A Reflection Guide • Anti-Defamation League Anti-Bias Tools & Strategies • The Education Trust–West and other California partners' A Pathway to Equitable Math Instruction, resources and guidance to support Black, LatinX, and multilingual students to thrive in grades 6–8
Offer students choice and voice in their learning.	• Learning for Justice lesson on pandemic pedagogy and teaching about race and ethnicity and bias • Students at the Center report Motivation, Engagement, and Student Voice
Focus on priority standards and lessons to support student learning.	• Teaching Lab Accelerating Learning when Students Return to School • Rennie Center Accessing Grade-Level Content Action Guide • Carnegie Corporation How to Accelerate Learning • Achieve the Core Priority Instructional Content in English Language Arts/Literacy and Mathematics

A forthcoming [PACE](#) report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Empower teams to reimagine & rebuild systems



Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students and families; educators; and community partners.

Equitable Action	Sample Tools and Resources
Create restorative restart and transformation teams so that this work is systematized and continues long term.	• Transcend Education Recovery to Reinvention, a playbook of guidance and tools that school communities can use to complete a “Recovery to Reinvention Plan” • California School-Based Health Alliance Restorative, Trauma Informed Schoolwide Assessment • CASEL SEL Roadmap: Actions for a Successful Second Semester

A forthcoming [PACE](#) report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Allowable Uses for State & Federal Stimulus Funds

Allowable uses for state funds (summary)



Learning Loss Mitigation Funds

- Purchase/acquire devices and connectivity
- Strengthen distance learning
- Address learning gaps

Expanding Learning Opportunities Grants

- Expansion of instructional time
- Academic intervention
- Programs to address social-emotional learning
- Access to school meals

In-Person Instruction Grants

- Safety measures (e.g., personal protective equipment, ventilation upgrades, COVID-19 testing)
- Personnel and student services

Learning Loss Mitigation Funds



Funding must be used by

GEER by September 30, 2022; GF by June 30, 2021; CRF by May 31, 2021

Allowable uses

Activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures; 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:

- **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 school day, 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**, such as diagnostic assessments of 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 meals**, 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.

Other funding restrictions

- Newly operational charter schools are not eligible
- Only GEER funds are subject to equitable services requirement

More information

<https://www.cde.ca.gov/fg/cr/learningloss.asp>

Expanding Learning Opportunities Grants



Funding must be used by

August 31, 2022

Allowable uses

- Extending instructional **learning time**.
- Accelerating progress to close learning gaps:
 - **Tutoring** or other one-on-one or small group learning supports
 - Learning recovery programs and materials designed to **accelerate academic proficiency or English language proficiency** or both
 - **Educator training**, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps.
- Integrated pupil supports to address other barriers to learning, 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.
- **Community learning hubs** that provide pupils with access to technology, high-speed internet, and other academic supports.
- Supports for credit deficient pupils to complete graduation or grade promotion requirements and **increase or improve pupils' college eligibility**.
- Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark **assessments** of pupil learning.
- **Training for school staff** on strategies, including trauma-informed practices, to engage pupils and families in addressing pupils' social-emotional health and academic needs.

Other funding restrictions

- **Paraprofessionals:** At least 10 percent of each LEA's apportionment must be used to hire paraprofessionals to provide supplemental instruction and support, with a priority for full-time paraprofessionals. Supplemental instruction and support shall be prioritized for English learners and pupils who are individuals with exceptional needs.
- **In-person learning versus distance learning:** At least 85 percent of each LEA's apportionment must be used for expenditures related to providing in-person services. Up to 15 percent may be used to increase or improve services for pupils participating in distance learning or to support activities intended to prepare for in-person instruction.

More information

<https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp>

In-Person Instruction Grants



Funding must be used by

August 31, 2022

Allowable uses

- Any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including but not limited to:
 - COVID-19 testing;
 - Cleaning and disinfection;
 - Personal protective equipment;
 - Ventilation and other school site upgrades necessary for health and safety;
 - Salaries for certificated or classified employees providing in-person instruction or services; and
 - Social and mental health support services provided in conjunction with in-person instruction.

Other funding restrictions

- To be eligible for full funding, LEAs must offer in-person instruction, including hybrid models, by April 1, 2021 for specified student groups, including students at risk for abuse, neglect, or exploitation; homeless students; foster youth; English learners; disengaged students; and students without access to a device, software, and internet necessary to participate in online instruction.
- Grants will be reduced by 1% for each instructional day that an LEA does not offer in-person instruction for all required groups.
- Grants will be forfeited if an LEA does not offer in-person instruction for all required groups by May 15, 2021, or if in-person instruction is not offered continuously through the end of the 2020–21 school year, unless otherwise ordered by a state or local health officer.

More information

<https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp>

Allowable uses for federal funds (summary)

ESSER Funds

- Anything allowed under the Elementary and Secondary Education Act (ESEA), including:
 - The Individuals with Disabilities Education Act (IDEA)
 - The Adult Education and Family Literacy Act
 - The Perkins Career and Technical Education (CTE) Act
 - The McKinney-Vento Homeless Assistance Act
- An additional number of specified allowable uses

GEER Funds

- Any K-12 and higher education priorities set by the governor
- Additional carve outs for nonpublic schools

Coronavirus Aid, Relief, and Economic Security (CARES) Act,

ESSER I & GEER I

Funding must be obligated by

September 30, 2022

Allowable uses

- Any activity authorized by the Elementary and Secondary Education Act (ESEA);
- Coordinating **preparedness and response efforts** of LEAs with **public health** departments and other relevant agencies;
- Providing principals and other school leaders with the resources necessary to address the **needs of their individual schools**;
- Supporting activities to address the **unique needs of low-income children or students, children with disabilities, English learners, racial/ethnic minorities, students experiencing homelessness, and foster care youth**, including how outreach & service delivery will meet the needs of each;
- Developing and implementing procedures and systems to improve the **preparedness and response efforts** of LEAs;
- Providing **staff training and professional development on sanitation** and minimizing the spread of infectious disease;
- Purchasing supplies to **sanitize and clean facilities**;
- Planning for and **coordinating long-term closures** (including around IDEA requirements, online learning, and how to provide meals to students);
- Purchasing **technology** (hardware, software, and connectivity) for students, including low-income students and students with disabilities;
- Providing **mental health services and supports**;
- Offering **summer learning** and supplemental **afterschool programs**; and
- Other activities necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff.

Other funding restrictions

- **ESSER**: 90% goes to districts based on their Title I, Part A allocations; the other 10% is mostly for state-determined priorities.
- **GEER**: Funding priorities set by the governor. In California, GEER I funds have been allocated as state Learning Loss Mitigation Funds.
- **Maintenance of Effort**: To receive funding, states must maintain the same level of financial support for fiscal years 2020 and 2021 as compared to the average financial support over fiscal years 2017, 2018, and 2019. This requirement can be waived by the US Secretary of Education.

More information

CARES Act on CDE website: <https://www.cde.ca.gov/fg/cr/caresact.asp>

CARES Act full text: <https://www.congress.gov/116/plaws/publ136/PLAW-116publ136.pdf>

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, ESSER II & GEER II

Funding must be obligated by

September 30, 2023

Allowable uses

CRRSA Act funds can be used in the same ways as CARES Act funds. Additional allowable uses include:

- Addressing **learning loss** among students, including by administering **assessments** to assess students' academic progress and assist educators in meeting students' academic needs; 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; and tracking student **attendance** and improving **student engagement** in distance education.
- Undertaking **school facility repairs and improvements** to reduce risk of virus transmission and exposure to environmental health hazards; supporting student health needs.
- Undertaking inspection, testing, maintenance, repair, replacement, and upgrade projects to **improve the indoor air quality** in school facilities.

Other funding restrictions

- **ESSER II:** 90% goes to districts based on their Title I, Part A allocations; the other 10% is mostly for state-determined priorities.
- **GEER II:** As with GEER I, governors may provide subgrants to LEAs that have been "most significantly impacted by coronavirus." Uses and allocations have not yet been identified by California's governor. There is also a special carve out for nonpublic schools.
- **Maintenance of Effort:** To receive funding, states must maintain the same level of financial support for fiscal year 2022 as compared to the average financial support over fiscal years 2017, 2018, and 2019. This requirement can be waived by the US Secretary of Education.

More information

CRRSA on CDE website: <https://www.cde.ca.gov/fg/cr/crrsa.asp#geerii>

CRRSA Act full text: <https://www.congress.gov/116/bills/hr133/BILLS-116hr133enr.pdf>

American Rescue Plan, ESSER III & GEER III

Funding must be obligated by

September 30, 2024

Allowable uses

- The defined allowable expenses under the American Rescue Plan are almost identical to those listed in the CRRSA Act.
- In comparison to the CRRSA Act, the American Rescue Plan excludes “providing principals and others school leaders with the resources necessary to address the needs of their individual schools” but adds “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.” However, both are likely permissible under either act.

Other funding restrictions

- State Education Agencies (SEAs) can retain 10 percent of the allocation before distributing the remainder to districts. SEAs must spend at least 5 percent on learning loss, 1 percent on summer learning, and 1 percent on afterschool programs.
- LEAs must use at least 20% of funds to address learning loss through evidence-based interventions that respond to students’ academic, social, and emotional needs.
- Within 30 days of receiving funding, school districts must publish a plan to reopen schools for in-person instruction.
- **Maintenance of Effort:** To receive funding, states must maintain the same level of financial support for fiscal years 2022 and 2023 as compared to the average financial support over fiscal years 2017, 2018, and 2019. This requirement can be waived by the US Secretary of Education.
- **Maintenance of Equity:** States and districts must comply with new Maintenance of Equity requirements that prevent state and local funding cuts from disproportionately affecting high-poverty districts and schools.

More information

Alliance for Excellent Education summary: <https://all4ed.org/wp-content/uploads/2021/03/American-Rescue-Plan-Act-Summary.pdf>

The Education Trust summary: <https://edtrust.org/resource/the-american-rescue-plan-act-of-2021-whats-in-it-for-equity/>

American Rescue Plan full text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>