

California schoolnews

Weekly Update

February 16, 2022

Opt-in to receive texts about important education events and COVID-19 developments by texting CSBA4Kids to 52886.

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CSBA-supported education workforce housing report available



Many of California's public school teachers and staff cannot afford to live in the communities where they work, forcing them to commute long distances or pushing them out of the education system altogether. **A new report from the University of California, Los Angeles' cityLAB, UC Berkeley's Center for Cities + Schools and Turner Center for Housing Innovation, in collaboration with CSBA and the Chan**

Zuckerberg Initiative — [Education Workforce Housing in California: Developing the 21st Century Campus](#) — provides an extensive review of the need for public education workforce housing and recommendations to advance housing solutions on land currently owned by local educational agencies. “Teacher quality has the greatest impact on student achievement of any on-campus factor, and support staff are essential to the proper functioning of schools,” said CSBA President Dr. Susan Heredia. “So, it’s essential that we pursue high-leverage measures to attract and retain an education workforce that can prepare our students for the challenges of college, career and community in the 21st century.”

Moving forward, **CSBA will host a technical assistance workshop series with a handful of districts to help them with education workforce housing projects, and setup a statewide resource library with this latest research and handbook, as well as templates, documentation and other tools.** Find the report, as well as the companion guide, [Education Workforce Housing Handbook](#), at www.csba.org/workforcehousing. [Read more on the CSBA blog »](#)

COVID-19 update: CDPH provides update on student vaccine mandate



The California Department of Public Health held a “listening session” with stakeholder groups including CSBA on Feb. 11 to discuss how **CDPH plans to roll out the vaccine mandate once a COVID-19 vaccine obtains full authorization from the Food and Drug Administration for students in two specific age groups and grade spans. The mandate will go into effect once all the ages of students in grade spans 7-12 or K-**

6 are eligible to receive a COVID-19 vaccine that has been fully authorized for that age group by the FDA, and after the regulatory process, once initiated by CDPH, is complete.

Currently, although Pfizer has received full authorization for its COVID-19 vaccine for ages 16 and up, being vaccinated has not been required of that age group to attend school. Under Gov. Newsom’s proposal, **if a COVID-19 vaccine is given full authorization for ages 12-15 before July 1, 2022, and if CDPH completes the regulatory process before July 1, the vaccination could then be required for students in grades 7-12 to attend school unless they have a medical exemption.** If approved after June 30 but before Dec. 31, 2022, it could then be required for students in grades 7-12 to return to school in January 2023.

Once any vaccine is fully authorized for ages 12-15, CDPH intends to initiate the emergency regulation process as provided for in the Administrative Procedures Act. CDPH stated during the listening session that any emergency regulation requiring a COVID-19 vaccination would only be in effect for one year before expiring. Any continuation of the emergency regulation after one year would either have to be subject to the regular rulemaking process or be superseded by legislation. [Read more on the CSBA blog »](#)

In other COVID-19 developments:

- During a Feb. 14 press conference, **California Health and Human Services Secretary Dr. Mark Ghaly** told reporters that if current trendlines continue, the state health department would consider softening or eliminating the school masking requirement. A timetable for that transition is likely to be announced on Feb. 28 as the department continues to reassess case rates, test positivity, overall hospitalizations, pediatric hospitalizations and vaccination rates. “Masking mandates were never put in place to be there forever — it’s not a question of ‘if,’ it’s a question of ‘when,’” Ghaly said. In response to a question about whether removing the school masking mandate at the local level would make life harder for school boards, as they would then be forced to decide what level of COVID-19 mitigation measures they want to adopt, **Ghaly indicated that he thinks the administration has found the right balance between state power and local control.** [Read more »](#)

CTC makes headway on early childhood initiatives, teacher assessments



The California Commission on Teacher Credentialing on Feb. 10–11 received updates on work relating to early childhood education (ECE), the use of Teacher Performance Assessments (TPAs) and more. **CTC staff explained the work in building multiple key pieces of infrastructure to support the transition of the preparation and licensure of the early childhood workforce to a**

competency-based system similar to that of all other credentials. Participants in the [ECE Workgroup](#) were appointed in early December 2021 and include representatives from local educational agencies, institutes of higher education and nonprofit organizations, including **CSBA Legislative Director Chris Reeve.** **The workgroup will provide recommendations to the CTC regarding the requirements for the proposed PK-3 ECE Specialist Credential, and the multiple pathways and options for meeting these requirements.**

CTC staff also presented score results from the last three years (2018–21) of implementation of Commission-approved performance assessments, including **the California Teaching Performance Assessment (CalTPA), which showed a declining passing rate through the three years, partly due to program standard re-evaluation and partly due to difficulties attributed to the pandemic. Other assessments saw similar patterns.** The disaggregated data also showed that compared to other candidate groups, African American candidates were passing the [edTPA](#) at lower rates. **Commissioners questioned this data and discussed the appropriateness of the high-stakes way TPAs are used.** “When I looked at the data and the groups of students who have low scores here — we have lessons learned here, which I think will benefit our work in the future,” said **CSBA President and CTC Commissioner Dr. Susan Heredia.** “When we see these scores in year

one, we shouldn't wait until year three to address it. The data from year one should be an immediate red flag. I'm especially concerned because I don't want certain groups of students to get discouraged." [Read more on the CSBA blog »](#)

Register now for Legislative Action Week



Join CSBA for this **free three-day virtual event, March 15–17, connecting local governance leaders with members of the California Legislature and their staff to shine a light on the critical issues facing California's schools.** Attendees will meet with Senators and Assemblymembers and their staff to discuss the most pressing issues facing schools, programs and students. **CSBA staff will schedule virtual**

Zoom meetings with your state legislators and provide training, talking points and advocacy tips — all you have to do is log on! For more details, visit CSBA's [Legislative Action Week Page](#) or contact Teresa Machado at tmachado@csba.org. [Register »](#)

February issue of *California School News* available now



The **February issue of *California School News* is now available online.** This jampacked issue includes a breakdown of CSBA's "**Guide to School Closures in 2021–22,**" which details how severe staffing shortages may qualify a local educational agency to close schools, as well as stories exploring how Latino student participation and success in college can be improved with supports, **what boards need to**

know about March 15 layoff notices compared to prior years, the role of CSBA's Education Legal Alliance in a federal court review of access for students with disabilities in California's independent study program and more. [Read the digital newsletter »](#)

New universal pre-kindergarten guidance

The California Department of Education released **guidance on Feb. 14 to help local educational agency leaders better understand Universal pre-Kindergarten (UPK) and early education concepts, research, resources, programs, partnership opportunities and policies.** The [California](#)



UPK Planning and Implementation Guidance

— **Volume 1** can support LEAs in the development of their UPK Plan. Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before **June 30, 2022**. The document includes five sections: general guidance, projected enrollment and needs assessment, vision and

coherence, community engagement and partnerships, and LEA facilities, services and operations. Submit questions regarding the guidance document to

UPK@cde.ca.gov. [Learn more »](#)

Request for Applications for Dual Language Immersion Grant available



Request for Applications for the Dual Language Immersion Grant (DLIG) are now available, according to the California Department of Education's Multilingual Support Division. **The grant provides funds for projects to expand or establish dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another**

language. Research demonstrates that multilingualism provides many benefits that help students, including increased cognitive abilities, higher achievement and greater career opportunities. The grant is authorized under Assembly Bill 130, which appropriated **\$10 million to be available through the 2024–25 fiscal year for the DLIG.**

Interested applicants are required to submit the Dual Language Immersion Grant Intent to Submit an Application Electronic Form by 4 p.m. on Feb. 25.

Submitting this intent form does not require an organization to ultimately submit an application; however, an application will not be accepted unless the electronic form was submitted and received by the CDE by the aforementioned deadline. **All applicants must submit a complete application, including all required components, to the Language Policy and Leadership Office by 4 p.m. on March 18, 2022.** [Learn more »](#)

Convert property ownership into an active asset

**Property
Planning**
Solutions



Property Planning Solutions by DCG Strategies aims to **help school leaders explore the ways in which their real estate assets can be leveraged to secure additional funding for district initiatives, equip students with the education and experiences they need to be successful, invest in deferred facilities maintenance and**

capital improvements, reduce cost and liability from holding closed or grossly underutilized sites, bolster general fund reserves and even attract new staff. School leaders and board members can gain access to real estate experts that work to align a local educational agency's priorities with the realities of the real estate market. Services include real estate consulting, property planning, strategic asset management, educator housing development and real property brokerage services. [Learn more »](#)

COVID-19 resources

Stay up to date with the latest news and resources related to COVID-19 on [CSBA's dedicated webpage](#) and with articles frequently posted on the [CSBA blog](#).

Virtual events

Board Presidents Workshop

Feb. 23 | [Register](#)

MIG Course 1: Foundations of Effective Governance/Setting Direction

March 2-3 | [Register](#)

Legislative Action Week

March 15-17 | [Register](#)

In-person events

2022 CCBE County Board Governance Workshop

March 11-12 | Sacramento | [Register](#)

2022 Leadership Institute

July 22-23 | Los Angeles | [Register](#)

External event

Save the date: 2nd Annual California Association of Black School Educators Institute: Implicit Bias & the Systematic De-Education of Black Boys

July 10-13 | Napa

[view complete calendar](#)