

California schoolnews

Weekly Update

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Independent Study provisions updated in budget trailer bill

On June 30, [Assembly Bill 181](#), the 2022–23 omnibus budget trailer bill, was enacted. The bill contains **significant revisions to the provisions of the Education Code for Independent Study** (Sections 72-79 of the bill). Because the bill is a



budget trailer bill, **it went into effect immediately.** Significant revisions include **changes to attendance triggers that require implementation of tiered reengagement strategies, specific language allowing independent study for special education students whose parents have determined are at risk of health complications if attending in-person instruction but only if independent study provides a free appropriate public education (FAPE), and revised timelines for the completion of independent study agreements.** CSBA will provide an updated sample Board Policy/Administrative Regulation 6158: Independent Study in its September policy update packet. In the meantime, **local educational agencies should include new independent study requirements in their written agreements with students and parents for student participation in independent study.**

For a list of detailed revisions to the independent study statutes, including those which should be included in independent study agreements pending adoption of updated Board Policies and Administrative Regulations, [visit the CSBA blog »](#)

School Boards in Action: Ukiah Unified School District enrichment program partnerships



CSBA's **School Boards in Action** initiative recognizes the hard work school boards across the state are putting in to ensure students receive the academic and social-emotional supports they need. In Mendocino County's approximately 6,000-student **Ukiah Unified School District, nurturing community partnerships have been a crucial part of ensuring children have access to engaging**

summer enrichment programs. Eighty percent of the students attending Ukiah USD are economically disadvantaged, so these types of **programs wouldn't be accessible to all without board support.**

Through the district's partnership with the city to provide its Summer Safari Program free of charge to around 1,000 elementary and middle school students, children are participating in arts and crafts, sports, games, cooking, songs, skits, movies, swimming, field trips and other educational components. Many of the Summer Safari staff are local high school and college students. Other partnerships with the Boys & Girls Club of Ukiah, the School of Performing Arts and Cultural Education and more are providing much needed opportunities to address both social-emotional and academic needs among students of all ages.

The **Ukiah USD board approved the funding to support these programs using a combination of sources, including COVID relief funds, Local Control Funding Formula supplemental and concentration grants, and Extended Learning Opportunities grant funds.** [Read more on the CSBA blog »](#)

Applications open for Clean School Bus Program



Schools across the country can get additional funding to purchase clean energy school buses as a transportation option through the **Environmental Protection Agency's Clean School Bus Program**. EPA will provide **\$5 billion over five years (fiscal years 2022–26)** for the replacement of existing school buses with **low- and zero-emission school buses**, providing school districts with a unique opportunity to

overhaul their fleets, improve student and driver well-being, and promote cleaner air for all. **Applications for the first round of \$500 million in rebates are due Aug. 19, 2022.** School districts applying directly for 2022 rebates may only submit one application to replace up to 25 buses. Under the current rebate opportunity, **EPA will prioritize applications for school districts that have been historically underserved, including high-need, low-income, tribal and rural school districts.**

U.S. Senator Alex Padilla (D-California) is partnering with CSBA to spread the word on this opportunity. [Read more in a post by Senator Padilla on the CSBA blog »](#)

Legislative update: Learning Recovery Emergency Block Grant



As schools prepare to implement the new investments made in the **final 2022–23 budget**, one of the biggest considerations is the new, one-time \$7.9 billion **Learning Recovery Emergency Block Grant aimed at helping students recover from pandemic learning loss.**

The \$7.9 billion will be made available for use through the 2027–28 school year for learning

recovery purposes including:

- Increasing or stabilizing instructional learning time either during the school year or providing summer or intersessional instructional programs.
- Decreasing or stabilizing staff-to-student ratios.
- Closing learning gaps with learning supports like tutoring, learning recovery programs and expanded learning opportunity programs.
- Providing instruction for credit-deficient students.
- Addressing other barriers to learning, such as providing health, counseling or mental health services, school meals or programs to address trauma.

Funds will be distributed to local educational agencies based on their 2021–22 Second Principal Apportionment ADA multiplied by their 2021–22 unduplicated pupil percentage. LEAs will need to provide the California Department of Education with two interim expenditure reports by Dec. 1 of 2024 and 2027, as well as a final report

by Dec. 1, 2029. CSBA is awaiting more information from CDE and will continue to provide details on the block grant as they become available.

State Board lays the groundwork to finetune accountability indicators



The California State Board of Education's **July 13–14 meeting** included board **approval of another delay in the state's mathematics framework timeline and action on an updated accountability reporting template, as well as a deep dive into the history of the state's current accountability system** and a look at what's next. During an update on the indicators, history and implementation of the state school accountability

system, several public commenters expressed that the state's school accountability tool, the **California School Dashboard**, sets too low the expectations for how many English learners should be progressing in proficiency each year. It also lumps students still learning English together with those who have achieved fluency in determining performance, many advocates said.

Board member **Kim Pattillo Brownson suggested that in future meetings the board should examine what disaggregation of English learner data and reconsideration of cut scores for language proficiency may look like or accomplish in improving the accountability system.** Board President **Linda Darling-Hammond noted the importance of regularly reviewing California's accountability system to ensure it is accomplishing its purpose.** "The goal of this system ... is to really represent what we think is important about education," she said. "It should represent our vision, and our philosophy for the ways in which people might understand and make progress in the education system to support children, to support educators, to support districts and to enable the system to be well-informed."

[Read more on the CSBA blog »](#)

July edition of *California School News* available now



The latest issue **takes a deeper look at the final state education budget, which included COVID ADA relief and increases in home-to-school transportation and Local Control Funding Formula base funding — all CSBA advocacy priorities.** The July issue also **spotlights progress made by the California Commission on Teacher Credentialing in the development of the PK-3 Early Childhood Specialist Credential;**

research detailing how **community schools** can improve relationships and reduce achievement gaps; a recap of a federal hearing focused on **teacher shortage solutions** and more. [Read the July issue »](#)

Register for the CSBA Equity Network Training



The COVID-19 pandemic has had a profound impact on student learning — especially for the most vulnerable students. **CSBA's "Equity Network Training: Governance with an equity lens" provides a platform for governance teams consisting of one superintendent and two trustees to collaborate and build capacity to govern through the lens of equity** — helping to support opportunities and outcomes for

historically marginalized students. Through four virtual sessions, **facilitators will offer best practices that can be immediately adapted and implemented** at the school level while engaging all stakeholders and encouraging student voice as a valued and necessary contributor to positive change towards equity. [Learn more and register today](#)

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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

MIG Alumni Association Summer Book Club Series

July 28-Aug. 25 | [Register](#)

Executive Assistants Certification Program

Aug. 5-Nov. 4 | [Register](#)

MIG Course 1: Foundations of Effective Governance/Setting Direction

Aug. 23-24 | [Register](#)

The Brown Act

Aug. 26 | [Register](#)

Governance with an Equity Lens

Aug. 27-Oct. 22 | [Register](#)

In-person events

MIG 1: Foundations of Effective

Sponsors



Governance/Setting Direction

Aug. 19 | Rancho Cucamonga | [Register](#)

MIG 2: Student Learning & Achievement/Policy & Judicial Review

Aug. 20 | Rancho Cucamonga | [Register](#)

California County Boards of Education (CCBE) Annual Conference

Sept. 9-11 | Monterey | [Register](#)

Executive Assistants Certification Program

Sept. 12-Nov. 7 | Santa Clara and Santa Cruz | [Register](#)

[View complete calendar](#)



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