

California schoolnews

Weekly Update

April 13, 2022

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CSBA examines UTK implementation considerations, insights in new policy brief and webinar



With local educational agencies preparing to create or expand transitional kindergarten offerings in the coming years, CSBA has developed a suite of resources to support these efforts. A new research and policy brief,



“Advancing Universal Transitional Kindergarten — Questions for School Board Members,” a corresponding quick

facts sheet, and a pair of case studies focused on expanding prekindergarten access in San Diego County and the growth of early learning in Palermo Union School District are all available as references for insight and inspiration on looming changes statewide.

Expanding on these resources, which were drafted with partnering authors from University of California, Berkeley, **CSBA on April 7 hosted a webinar, “The ABCs of UTK – Planning for Universal Transitional Kindergarten in Your District.”**

The virtual event featured examples of lessons learned on implementation from Weaver Union School District and San Diego Unified School District, **background and information on the existing planning template and guidance from California’s Deputy Superintendent of Public Instruction Sarah Neville-Morgan**, presentations from UC Berkeley research partners, and a breakdown of CSBA’s legislative and budget perspectives. [Read more on the CSBA blog »](#)

Additional early learning resources:

- **Applications for preschool, transitional kindergarten and classroom construction grants are being accepted** by the California Office of Public-School Construction. The **current funding round opened on April 1 and closes April 30, 2022**, and another round will take place in April 2023. School districts that do not have the facilities to host preschool, TK and/or full-day kindergarten instruction can apply to build new classrooms or retrofit existing facilities. [Learn more »](#)
- The CDE’s Early Education Division is **accepting Early Education Teacher Development (EETD) grant request applications through May 6**. With a total funding amount of \$100 million, **EETD aims to increase the number of qualified California State Preschool Program and transitional kindergarten program teachers as well as “specific educator competencies for CSPP, TK and kindergarten teachers.”** [Learn more »](#)

Legislative update: CSBA steps up as co-sponsor of AB 2034



At its last meeting, **CSBA’s Legislative Committee voted to co-sponsor Assembly Bill 2034** (O’Donnell, D-Long Beach), which **would expand access to school-based health and mental health services by encouraging more schools to participate in the Local Education Agency Medi-Cal Billing Option Program (LEA BOP)**. The LEA BOP program, which allows schools to bill directly for Medi-Cal

services provided by school health professionals, is too often administratively burdensome for schools, with punitive audit practices. Many districts have had difficulty receiving clear and consistent guidance from the state and have had to return significant

funds after the auditing process. For some, this has led them to stop participating in the program — directly impacting their ability to provide health services to students.

CSBA is co-sponsoring AB 2034 to expand access to school-based health services and increase the funding available for those services by encouraging schools to participate in the LEA BOP program and to bill for more eligible services. The legislation would also require the Department of Health Care Services to reform its LEA BOP auditing process in several ways, including completing all audits and notifying LEAs of findings within 12 months of claims submission; providing technical assistance to LEAs; and assisting LEAs in developing a corrective action plan if more than 25 percent of their claims are disallowed.

CSBA will be working to advance AB 2034 as the 2022 legislative session moves forward. The bill was passed by the Assembly Committee on Health by a vote of 14-0 on April 6 and is now awaiting consideration in the Assembly Appropriations Committee.

COVID-19 update: Federal government outlines funding opportunities, resources for educator development, infrastructure needs



The U.S. Department of Education on April 7 announced that **the Supporting Effective Educator Development grant program is accepting applications.** The program supports efforts to invest in a pipeline of effective educators and will award \$65 million toward the implementation of evidence-based practices that prepare, develop or enhance the skills of educators. **Applications are due on June 3.**

In a recent statement U.S. Secretary of Education Miguel Cardona called on states, districts and higher education institutions to use American Rescue Plan funds to build teacher pipeline programs. “We know that in order to improve education across the country and meet our students where they are, we must invest in teacher professional learning, recruitment and retention,” Cardona said. **“This grant competition will support institutions of higher education, national nonprofits and other eligible partners that provide teachers and school leaders with effective strategies for building inclusive, unbiased and safe learning environments that support the academic, social and emotional needs of every student.”**

In other COVID-19 developments:

- The White House recently published a toolkit, **Federal Resources for Addressing School Infrastructure Needs**, to support healthier learning environments, improve air quality and lower schools’ energy bills. The toolkit outlines funding and other resources available to help state and local educational agencies as well as the schools they serve.

2022 Leadership Institute keynote speaker spotlight



CSBA's 2022 Leadership Institute, “Leadership in a time of chaos, change and opportunity,” will take place in person in Los Angeles, July 22–23. In addition to opportunities to participate in sessions dedicated to community engagement, board meeting management, governance, budgeting, crisis communications and more, attendees will hear **keynote addresses from Dr. Victor Rios and Dr. Natalie Stavas.**

Rios, an associate dean of social sciences and professor of sociology at UC Santa Barbara, works with school districts around the state to develop programs for struggling students. **Using his personal experience of dropping out of school, being incarcerated as a juvenile and finding a teacher who truly cared — combined with his research findings — Rios has developed interventions for marginalized students aimed at promoting personal transformation and civic engagement.**

Stavas, a physician with Children's Hospital of Philadelphia, ran the Boston marathon in 2013. When she heard explosions, she ran toward them and administered CPR, applied tourniquets and triaged the wounded. **“You run towards that which you fear, that which challenges you, that which is oppositional,” she said, explaining her philosophy that running toward chaos actually makes it more manageable.**

[Register for the event »](#)

Commission on Teacher Credentialing: New teacher credentials increase for the 10th year



In its first in-person meeting since March 2020, the **Commission on Teacher Credentialing approved sending to Gov. Gavin Newsom and the Legislature the report, “Teacher Supply in California, 2020–21,”** and conducted a review of four key foundational components for establishing a PK-3 Early Childhood Education (ECE) Specialist Credential for California early childhood teachers.

Determining teacher supply in California is essential for policymakers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. **“Teacher Supply in California, 2020–21: A Report to the Legislature” provides data collected by the CTC and addresses several questions regarding the supply of new teachers available for classrooms.** The report covers the number of teachers who received credentials, certificates, permits and waivers to teach in public schools. **CSBA President and CTC Commissioner Dr. Susan Heredia talked about the need to recruit bilingual candidates following the presentation.** “I agree with the speaker who talked about the idea of looking at teacher recruitment for those who have earned the Seal of Biliteracy in schools — to tap into that resource because

they will be the ones, hopefully, that will be able to meet the demand for more bilingual teachers as more dual immersion programs are established across the state.”

The commissioners also reviewed the recommendations of the ECE Specialist Workgroup, including four key foundational components for establishing a PK-3 ECE Specialist Credential for early childhood teachers, and pathways and options for candidates to complete each of the proposed credential requirements. [Read more on the CSBA blog »](#)

Register now for Governance with an Equity Lens



The COVID-19 pandemic has had a profound impact on student learning. It's been especially impactful for the most vulnerable students. **How can governance team members begin to address the effects on educational equity as we move forward from this pandemic?** CSBA's professional development program, the "Governance with an Equity Lens: A Systemic Approach to Closing Equity Gaps in Public

Education" focuses on student equity and inclusion. **This series of trainings will provide a platform for education leaders to collaborate and build capacity to govern through the lens of equity that will lead to improved opportunities and outcomes for historically and marginalized students.**

Facilitators will offer best practices that can be immediately developed 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. During the first year of the training, participants will attend four three-hour courses from August to October covering a variety of equity-related topics. The program provide a safe and engaging professional learning space where cohorts will gain awareness of educational and racial equity concepts as well as best practices for effective governance. [Learn more and register »](#)

Have you started your 2022 GASB report?



The Governmental Accounting Standards Board (GASB) establishes accounting reporting standards. **GASB 68 reports are required for pensions that are provided to the employees of state and local governmental employers** through pension plans that are administered through trusts. **GASB 75 reports are required for other postemployment benefits** that are provided to the employees of state and local

governmental employers. CSBA offers actuarial services through our partner DFA, LLC. **DFA, LLC provides GASB compliant reports to state and local governmental**

employers with no limit to the number of participants. [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

MIG Course 3: School Finance Part 1 and Part 2

April 19-20 | [Register](#)

MIG Course 3: School Finance Part 1 and Part 2

April 29-30 | [Register](#)

MIG Course 3: School Finance Part 1 and Part 2

May 3-4 | [Register](#)

**MIG Course 4: Human Resources/
Collective Bargaining**

May 5-6 | [Register](#)

MIG Course 3: School Finance Part 1 and Part 2

May 12-13 | [Register](#)

**MIG Course 4: Human Resources/
Collective Bargaining**

May 13-14 | [Register](#)

Governance with an Equity Lens

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

In-person events

2022 Leadership Institute

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

[View complete calendar](#)

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California School Boards Association | 3251 Beacon Blvd., West Sacramento, CA 95691
Phone: (800) 266-3382 | Fax: (916) 371-3407