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## Governor's budget proposal addresses LCFF COLA and declining enrollment; ignores other issues

Gov. Gavin Newsom's **2022–23 Budget Proposal represents an unprecedented investment in K-14 schools**. The Governor's decision to fully fund the Local Control Funding Formula cost-of-living adjustment with \$3.3 billion that school districts and county offices of



education can use to meet the specific needs of their communities is particularly welcome as many local educational agencies are struggling to meet their budget obligations and respond to ongoing challenges created by the pandemic.

**“The leadership of school and county trustees and superintendents has been critical to keeping schools open, supporting student health and safety, expanding access to**

**technology, and advancing educational opportunities for students,”** said CSBA President Dr. Susan Heredia. “These efforts require sufficient funding in order to meet ongoing needs and address future challenges. **The Governor’s Budget Proposal is a good first step toward addressing these needs and represents the beginning of important conversations at the state level that must take into account the diverse needs of California’s locally elected boards and the students they serve.** These conversations must include added flexibility for schools as they deal with the impact of COVID-19 and the continued need for relief from skyrocketing pension obligations that would allow funds to be redirected toward the classroom.”

**CSBA has put together a detailed analysis of what is included in the Governor’s proposed budget and what critical school funding is missing. [Read more on the CSBA blog](#) or [watch a recording of CSBA’s Jan. 11 webinar](#) where staff offered insights into the budget and answered questions on the topic.**

## CDE releases 2020–21 CAASPP results and additional student data



On Jan. 7, the California Department of Education released student performance data for the 2020–21 administration of the California Assessment of Student Performance and Progress; the California Science Test; and the California Alternate Assessments for English language arts, mathematics, and science as well as the California Spanish Assessment and the English Language Proficiency Assessments. Predictably, it

**highlighted the impacts that the COVID-19 pandemic has had on schools, including slowed academic progress, but also reported stable graduation rates.**

**Not even a quarter of California’s 6 million students participated in the Smarter Balanced Assessments.** At schools where the exams were administered, **nearly 49 percent of students met or exceeded English language arts standards, compared to 52.2 percent in 2019; in math, 33.6 percent of students met or exceeded standards, falling from 38.2 percent in 2019.** Scores declined for Latino, Black and white students, with Latino students seeing the sharpest declines. Notably, math and English language arts assessments were adapted to be shorter given the pandemic. **Schools that didn’t administer the Smarter Balanced Assessments will need to document the results of their local assessments in upcoming School Accountability Report Cards.**

The data includes a [WestEd analysis](#) of three selected testing publishers that supported the administration of spring 2021 local assessments that were given in place of the CAASPP, as well as rates of chronic absenteeism, discipline and graduation. An [interpretation guide for the data](#) — as properly assessing it given the current circumstances can be more complex than pre-pandemic times — was also provided by CDE. [View the 2020–21 data »](#)

## Governor issues new temporary executive order intended to address school staffing shortages



Gov. Gavin Newsom signed a temporary [executive order](#) on Jan. 11 aimed at increasing staffing flexibility in response to shortages caused by the current surge in COVID-19 cases. The order, which takes effect immediately and expires on March 31, will:

- **Allow local educational agencies to issue 30-day emergency substitute credentials without regard to whether the recipient has a pending credential or permit application**, provided candidates have an undergraduate degree from a regionally accredited college or university and pass a criminal background check.
- **Lengthen the duration for which substitute teachers can be assigned to a single general education assignment** from the current maximum of 60 days to the new limit of **120 days**.
- **Permit student teachers to serve as teachers without the requirement that the student teacher be under the direct supervision of a certificated teacher in a classroom for purposes of calculating a school district's average daily attendance for apportionment for each day**, or portion of a day.
- **Continue existing financial incentives for retiree teachers**. These incentives include suspension of certain post-retirement compensation limitations and suspension of the required 180-day service break — a suspension that applies to classified employees as well.

## COVID-19 update: CDC updates K-12 isolation and close contact guidance



On Jan. 6, the Centers for Disease Control and Prevention **updated its guidance for COVID-19 prevention in K-12 schools** to include new recommendations around isolation when an individual has COVID and for individuals who have come into close contact with an infected person.

**If showing symptoms, an individual should stay home, isolated from others, at least five full days.** For symptomatic individuals,

isolation can end after five full days only when they are fever-free for 24 hours without a fever-reducing medication and if other symptoms have gotten better. A well-fitting mask should be worn around housemates and in public for an additional five days.

**After close contact with a COVID-positive person, students, teachers and staff should quarantine for a minimum of five days after their last close contact** with the positive person if they are 18 or older and vaccinated but have not received a booster when eligible, if they are not vaccinated or haven't completed their primary vaccine series. **Those who have had COVID in the last 90 days, are between ages 5 and 17 and vaccinated with the primary series of shots, or people who are 18 and older and received primary shots and a booster do not need to quarantine.** A well-fitting mask should be worn for 10 days after close contact with an infected individual and a test should be taken five days following the close contact. **The California Department of Public Health has not yet released updated school guidance. [View the CDC guidance](#) »**

On Jan. 5, the CDC endorsed the use of the Pfizer COVID vaccine booster for 12- to 15-year-olds. The agency also strengthened its recommendation that youth ages 12 to 17 receive a booster five months after their initial Pfizer vaccination series. [Learn more](#) »

#### **In other COVID-19 developments:**

- To ensure that students continue to receive healthy meals, **the U.S. Department of Agriculture on Jan. 7 announced additional funding to support nutritious school meal programs via adjusted school meal reimbursements.** Roughly \$750 million more in funding has been allocated to assist schools nationwide in covering food and operational costs. [Learn more](#) »
- On Jan. 4, **the U.S. Department of Education and the Department of Transportation made public a temporary joint action intended to help address the shortage of school bus drivers across the country.** The Federal Motor Carrier Safety Administration has **given states the ability to waive the part of the commercial driver's license skills test where applicants must identify engine components. The rest of the written and road test will still be required.** The FMCSA waiver will expire March 31, 2022. [Learn more](#) »
- The U.S. Department of Education recently released **updated FAQs on allowable uses of ESSER and GEER funding by state and local educational agencies and ESSER Maintenance of Equity Requirements.**

## **Cal/OSHA issues COVID-19 FAQs to align with CDPH guidance on isolation and quarantines**



On Dec. 16, 2021, Cal/OSHA's Occupational Safety and Health Standards Board adopted revised COVID-19 Emergency Temporary Standards, which go into effect Jan. 14, 2022. The latest version includes revisions to provisions regarding providing testing for employees who had a "close contact" with a positive COVID-19 case. Meanwhile, on Dec. 30, 2021, the **California Department of Public Health issued revised**

**guidance regarding isolation and quarantines, including exclusions from the workplace of persons who had close contact with a positive COVID-19 case, which differed from Cal/OSHA.**

According to Gov. Gavin Newsom's Executive Order [N-84-20](#), issued Dec. 14, 2020, **CDPH recommendations regarding isolation and quarantine override the requirements in the Cal/OSHA ETS.** Based on that Executive Order, Cal/OSHA issued [FAQs](#) last week stating that, as of Jan. 14, employers covered by the Cal/OSHA ETS must follow the CDPH isolation guidelines instead of Cal/OSHA's. Those guidelines contain reduced quarantine periods for individuals who test positive or have a close contact with a COVID-19 case. **With some exceptions, employees must be excluded from the workplace for five days, provided a negative test is received on or after day five.** Further, fully vaccinated employees who have received a vaccine booster (or are fully vaccinated and not yet eligible for a booster) need not quarantine after a close contact with someone who tested positive for COVID-19 if they 1) test on day five after exposure with a negative result and 2) wear a face covering for 10 days after exposure.

The latest FAQs appear to be more relaxed than previous guidance, even as there is a large uptick in case rates due to the omicron variant. CSBA will continue to monitor the guidance coming from these two agencies and will provide updates as needed.

## 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. **The Equity Network Training provides a platform for superintendents 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. **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 »](#)

## AEC breakout sessions viewable on Online Learning Center



**Dozens of breakout sessions from the 2021 Annual Education Conference are available through the end of January for in-person and virtual attendees to view on CSBA's [Online Learning Center](#).** Topics range from governance and policy to finance, and the Online Learning Center offers users access when and where they choose. Log in at [learning.csba.org](https://learning.csba.org) with your username and CSBA password. AEC General

Sessions and workshop handouts are not included in the Online Learning Center. Please contact [aec@csba.org](mailto:aec@csba.org) with any questions.

## 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 newly redesigned [CSBA blog](#).

## In-person event

### **2022 CCBE County Board Governance Workshop**

March 11-12 | [Register](#)

### **2022 Leadership Institute | Los Angeles**

July 22-23 | [Register](#)

## Virtual events

### **Governance with an Equity Lens**

Feb. 12-May 7 | [Register](#)