State of the State

PACE Annual Conference
Feb 3, 2023
Panelists

Moderated by:
Christopher Edley, Jr., Interim Dean, Berkeley School of Education and Faculty Director, PACE

Julie Marsh, Professor of Education Policy, USC Rossier School of Education; Faculty Director, PACE

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Matt Navo, Executive Director, California Collaborative for Educational Excellence

Policy Analysis for California Education
Voters’ and Parents’ Perspectives on Current Threats to Public Education

The 2022 PACE/USC Rossier Poll

Julie Marsh, USC
Poll overview

1. gun violence
2. politicization of and support for public education
3. controversy over what is taught in schools
4. student learning and well-being
5. declining enrollment
6. teacher shortages
7. college affordability
8. long-term funding inadequacy
Reducing Gun Violence in Schools Was the Top-Rated Issue & Voters Strongly Support “Hardening” Schools

**Figure 2.** Support for “School Hardening” Policies, Parents Versus Nonparents

- Limiting the number of doors and entryways into California public schools: 80% (Parents) vs 65% (Nonparents)
- Hiring additional armed security in your schools: 80% (Parents) vs 67% (Nonparents)
- Requiring school districts to survey parents about whether they have firearms in the home and how they are stored: 66% (Parents) vs 53% (Nonparents)
- Allowing your local school teachers to bring a gun into the classroom for protection: 47% (Parents) vs 33% (Nonparents)

*Note: “Parents” refer to respondents with children aged 18 or younger living at home.*
Support for Public Education is Fairly Strong, but There are Concerns

Voter Agreement with Statements about Public Education

- **We cannot have an effective democracy without good public education**: 52% strongly agree, 33% somewhat agree.
- **Locally elected school boards are important because they ensure that decisions about education are made close to those who will be affected by them**: 23% strongly agree, 47% somewhat agree.
- **Locally elected school boards are an effective way to oversee and manage schools**: 16% strongly agree, 47% somewhat agree.
- **Public education is under attack in the United States**: 32% strongly agree, 35% somewhat agree.
- **The public education system should do a better job reflecting parents’ preferences**: 23% strongly agree, 30% somewhat agree.

Percentage of voters agreeing

- strongly agree
- somewhat agree

Policy Analysis for California Education

2. Politicization/Support
Parents & Voters Support Teaching about Inequality & Racism, but Concerned about Teachers’ Personal Views in Classrooms

- 64% of voters said schools should spend more time teaching grade-appropriate lessons about the causes & consequences of racism & inequality.

- 65% of voters supported CA’s recent ethnic studies requirement. (Relatively weaker support from Republicans, White voters.)
Voters Are Concerned about Pandemic’s Effects on Students

**Figure 10.** Voters’ Concerns About the Effects of the COVID-19 Pandemic on Students

- Students feeling unsafe in school: 49% (topmost concern), 39% (high concern)
- The impact on students’ emotional and mental health: 43% (topmost concern), 45% (high concern)
- Students falling behind academically: 42% (topmost concern), 47% (high concern)
- The impact on students with special needs, such as students with disabilities and students learning English: 35% (topmost concern), 48% (high concern)
- Students feeling disengaged and disconnected from school: 35% (topmost concern), 51% (high concern)
- The unequal impact on students of different racial backgrounds: 32% (topmost concern), 44% (high concern)
- The unequal impact on students of different economic backgrounds: 32% (topmost concern), 46% (high concern)
More than 25% of Parents Reported Switching Child’s School Since Pandemic Started

Main reasons for switching:
- Wanted a different educational experience (38%)
- Dissatisfaction with COVID safety measures (31%)
- Dissatisfaction with support child received (30%)
- Moved to different area (28%)

Many reported moving child to charter school
- Before switch 15% had child in charter
- After switch 23% had child in charter

Note: "Parents" refer to respondents with children aged 18 or younger living at home. The race/ethnicity category "other/mixed" is excluded here for ease of reporting. Because of the smaller sample size for parents, we are not able to report on the income category >$500,000 and instead report >$150,000.
Teacher Shortages is a Near-Top Education Priority for Voters

Figure 19. Percentage of Voters Rating the Teacher Shortage as a Very Important Issue by Group

Note. The party categories “Independent/no party preference” and “other party member” and the race/ethnicity category “other/mixed” are excluded here for ease of reporting. “Parents” refer to respondents with children aged 18 or younger living at home.
Voters Are Concerned about College Affordability: Rated Second Most Important Educational Issue Facing State

Figure 20. Percentage of California Voters Reporting "Making College More Affordable" as a Top Issue by Group

Note: The party categories "Independent/no party preference" and "other party member" and the race/ethnicity category "other/mixed" are excluded here for ease of reporting. "Parent" refers to respondents with children aged 18 or younger living at home.
Voters Are Concerned about Education Funding Despite Recent Federal & State Investments

**Figure 21.** Percentage of California Voters Reporting "Improving Education Funding" as a Top Issue by Group

Note: The party categories “independent/no party preference” and “other party member” and the race/ethnicity category “other/mixed” are excluded here for ease of reporting. “Parent” refers to respondents with children aged 18 or younger living at home.
Report, brief & raw data can be found on PACE website:

The State of Student Achievement & Wellbeing in California

Challenges, Bright Spots & Opportunities

POLICY ANALYSIS FOR CALIFORNIA EDUCATION (PACE) 2023 ANNUAL CONFERENCE

FEBRUARY 3, 2023

KEVIN A. GEE, ASSOCIATE PROFESSOR, UC DAVIS
Steepest decline for 3rd graders

Source: Hough & Chavez (2022)
https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning
Source: Hough & Chavez (2022)
https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning
Percentage of Students Meeting or Exceeding Standards in Math
2018-9 to 2021-22

Steepest decline for 8th graders

Source: Hough & Chavez (2022)
https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning
Source: Hough & Chavez (2022)
https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning
Source: Author’s calculation based on [Dataquest](#) data from the California Department of Education (CDE)
Chronic absence rates more than doubled for certain subgroups.

Source: California Department of Education (CDE) Dataquest
Some schools experienced decreases in chronic absence between 2020-22, albeit a much smaller proportion vs. in prior years.

Source: Author’s calculation from California Department of Education (CDE) Chronic Absenteeism Data files
Graduation rates are up from 20-21

Source: California Department of Education (CDE) Dataquest
ACLU & CSU Center to Close the Opportunity Gap Survey

77%
Lacking Motivation

72%
Feeling Overwhelmed

63%
Emotional Breakdown

N = 1248 students (n=658 in 2020; n =590 in 2021; 46 school districts; 23 counties)
“In the past year, where did you get help from a counselor or therapist?”

N = 1248 students (n=658 in 2020; n =590 in 2021); 46 school districts; 23 counties
Opportunities

- California’s Master Plan for Kids’ Mental Health
- Expanded learning time
- Community Schools Partnership Programs
- Family Support and Equity
California TK-14 education funding is leveling off after reaching historical highs

The administration is projecting a $1.5 billion drop in the Prop. 98 guarantee in 2023-24.
California is still below the national average in per-pupil funding, adjusted for regional costs

Although the state projects an economic slowdown, Gov. Newsom has not proposed cuts to education.

Key features of Newsom’s 2023-24 spending plan:

<table>
<thead>
<tr>
<th>Base cost increases</th>
<th>Maintenance of prior commitments</th>
<th>Targeted reductions</th>
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<tr>
<td>● 8.1% COLA for TK-14</td>
<td>● Continued phase-in of Universal TK</td>
<td>● $1.2 billion reduction in the Arts, Music, and Instructional Materials Discretionary Block Grant (which will largely be offset by Prop. 28)</td>
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<tr>
<td>● 5% base funding increases for the University of California and California State University</td>
<td>● Continued implementation of Expanded Learning Opportunities Grants, Community Schools Partnership Program, mental health, dual enrollment, Golden State Pathways, and other programs</td>
<td>● Delays $500 million for TK facilities</td>
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<td>● Delays adding more child care slots</td>
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However, the final budget could look different from the January proposal

- Others like the LAO expect lower revenues for 2022-23 and 2023-24
- Some say state reserves may not be strong enough to cover more than a mild, short recession
- Any fiscal shocks can greatly affect education, which is highly dependent on volatile income tax revenues

Economic risks include:
- Continued inflation
- Rising interest rates
- Supply chain issues
- Stock market declines
Either way, many Local Education Agencies could face a fiscal cliff.
One-time federal relief funds are evaporating

**Elementary and Secondary School Emergency Relief Fund (ESSER)**

- Funds must be obligated by Sept. 30, 2024 and liquidated 120 days later
- Districts are most at risk if they have used ESSER funds for ongoing commitments (e.g. new hires, permanent raises)

**Graph:**

![Bar graph showing one-time federal relief funds (in billions) from 2020-21 to 2023-24](chart.png)

- **2020-21:** 23 billion
- **2021-22:** 9 billion
- **2022-23:** 3 billion
- **2023-24:** 0 billion

**Source:** Legislative Analyst's Office

**Note:** Consists of funding from the Coronavirus Aid, Relief, and Economic Security Act (March 2020), the Coronavirus Response and Relief Supplemental Appropriations Act (December 2020), and the American Rescue Plan Act
California public school enrollment is declining

Enrollment has dropped by 5% since 2018-19 and is expected to decline another ~9% by 2031-32 (source: DOF)

To protect districts from abrupt revenue drops, the state changed LCFF last year to allow districts to calculate ADA using a 3-year average
Costs continue to rise

For example:

- Salary schedule increases
- Minimum wage increases
- Special education costs
- Pension contributions are likely to increase due to pension fund investment losses, surge in retirees, and newer employees contributing less

Complicating things:

- Local reserve caps may prevent districts from saving for these and other scenarios
- Newer programs that seek to expand equity (e.g. Expanding Learning Opportunities Program, Community Schools Partnership Program, dual enrollment, Golden State Pathways) also constrain district budgets and choices
Some districts face difficult decisions about how to cut costs

- Some districts may reduce programs or lay off staff, even after boosting staffing levels in recent years
- Some have already closed or consolidated schools, and others are considering doing so
  - These closures, on average, disproportionately affect low-income students and Black students
Questions & Contact

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The State of the State

Matt Navo, California Collaborative for Educational Excellence
February 3, 2023
Opportunities/Challenges- Statewide Investments for the Whole Child Design

**TK-12 Education**
- Community Schools
- Expanded Learning Opportunities Grants
- Universal Pre-k

**Health and Human Services**
- California Department of Health Care Services (CDHCS)
- Mental Health Services Oversight and Accountability Commission (MHSOAC)
- County Departments of Public Health

**K-12 Service, grants, programs**
- High Impact Tutoring
- Learning Acceleration
- High Quality on-line
- Literacy
Our challenge/Roles of Support?

**System GAP**

COEs/CCEE/FCMAT/CDE/LEAs
Universal/Targeted & Supplemental/Intensive supports
(financial/leadership/governance/labor/teacher preparations/community relations)

**Community Engagement**

Biggest threat = TIME
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