

## **SACRAMENTO REPORT** **January 8, 2020**

### **THE CALM BEFORE THE STORM: GOVERNOR'S BUDGET TO BE RELEASED**

Things have been fairly quiet in recent weeks in Sacramento, but that might change when the Governor releases his Proposed Budget this month. There are indications that Governor Newsom will continue some of the one-time initiatives he supported last year, but the devil is in the details. Since the budget is due to be released on Thursday, January 10 we cannot provide you with a recap of his proposal, but we will share that information with the board members as soon as it becomes available.

### **DECEMBER SAB MEETING**

The December State Allocation Board (SAB) meeting was relatively brief, where the Board unanimously approved the consent agenda, which included:

- Unfunded approval of 32 new construction, modernization, and charter applications totaling \$93.1 million.
- Unfunded approval of one Overcrowding Relief Grant for \$10.62 million.
- Unfunded approval of six facility hardship rehabilitation projects totaling \$1.8 million in state grants and one facility hardship replacement project totaling \$8.5 million in state grants.

The Office of Public School Construction is planning on holding public stakeholder meetings on January 10<sup>th</sup> and 11<sup>th</sup> to discuss potential amendments to the Facility Hardship Program that would address “issues and concerns” including streamlining the application process and clarifying existing regulations.

### **PACE REPORT ON THE ROLE OF COUNTY OFFICES OF EDUCATION**

On December 16 the Policy Analysis for California Education (PACE) organization released two reports and one survey regarding the ongoing role of county offices of education. We wanted you to be aware of these reports since they are likely to shape the discussion regarding county office responsibilities and funding during the coming year. The survey is entitled “The Changing Roles of County Offices of Education”, and it summarizes finding from three surveys that investigated how county offices are responding to the LCFF and implementing the Statewide System of Support.

The report entitled “The Early Implementation of California’s System of Support: Counties, Differentiated Assistance, and the New School Dashboard” examines the early implementation of the System of Support, with a focus on the work of the county offices of education and districts receiving differentiated assistance. The report concludes that generally COEs and districts hold positive views regarding the System of Support, but noted concerns regarding the effectiveness of the Dashboard, which is the main driver to determine differentiated assistance. PACE offered the following recommendations:

1. The System of Support should include the full complement of expertise in the state, including nonprofits, within-district teams, and universities, along with COEs to assist districts.
2. The System of Support needs to be a sustained, multi-year, and tiered intervention.
3. The state should make data on each Dashboard indicator available as soon as possible to better assist districts' and schools' planning and improvement processes.
4. Districts and COEs should provide stakeholders opportunities for meaningful engagement in developing strategies for improvement that come out of district assistance.
5. For the System of Support to be successful, the state must allocate adequate and sustained resources.

The second document is entitled "Leadership for Continuous Improvement: The Vision for County Offices of Education". For this report, PACE worked with the COE superintendents to clarify what shifts are needed to achieve California's vision of continuous improvement. They identified three major shifts — agreed upon by county superintendents — that must be achieved by COEs to fulfill their role:

1. Every layer of the system must assume shared responsibility to improve student outcomes, requiring a mindset shift from the historical role of COEs.
2. To support continuous improvement in districts, COEs must themselves experience and lead through continuous improvement and operate as improvement organizations.
3. To coordinate resources in service of districts, COEs must break down departmental silos and use data that provide reliable, timely feedback.