

May 23, 2025

The Honorable John Laird
Chair, Senate Subcommittee 1 on Education Finance
1020 N. Street, Room 502
Sacramento, California 95814

The Honorable David A. Alvarez
Chair, Assembly Subcommittee No. 3 on Education Finance
1021 O Street, Suite 8230
Sacramento, California 95814

RE: 2025-2026 Proposed May Revision Adjustments to the Governor's State Budget for TK-12 Education

Dear Chair Laird and Chair Alvarez:

As an organization committed to advancing policies and practices that dismantle the racial and economic barriers embedded in California's education system, EdTrust-West asks that you and your colleagues on the Budget Committees and Subcommittees for Education consider the following perspectives and adopt the recommendations on the Governor's proposed May Revision for TK-12 education in 2025-26.

Universal Transitional Kindergarten (UTK) Grant Programs Deadline Extension


We appreciate the Administration's continued commitment to UTK implementation and lowering staffing ratios to 10:1. However, TK depends not only on access, but on a strong, well-prepared workforce. Targeted grant funding has played a vital role in supporting Local Education Agencies (LEAs) with planning a mixed delivery system for wrap-around care, [strengthening the current workforce with developmentally appropriate practices, and recruiting a linguistically and culturally responsive workforce](#).

We believe that there is a timely opportunity in this year's state budget to build on this progress. Specifically, we recommend extending the spending deadlines for the below grants to June 30, 2028 to ensure that recipients have sufficient time to fully leverage the funding:

- [Universal Prekindergarten Planning and Implementation Grant Program](#)
- [Early Education Teacher Development Grant](#)
- [Mixed-Delivery Planning Grant](#)

Transitional Kindergarten (TK) Multilingual Learner Supplemental Funding – Support





The May Revision proposes \$7.5 million one-time funds, available through 2026-27, to offset reductions in supplemental and concentration grants fund to local education agencies (LEAs) resulting from the recent exemptions of TK students from the English Language Proficiency Assessment of California (ELPAC). This is a critical step as the state selects a developmentally appropriate screener to properly identify multilingual students in TK. This funding will ensure that LEAs can continue to support multilingual students in TK effectively. The inclusion of this funding will ensure that LEAs have the resources they need to support the language development of their youngest learners. While the proposed funding would be a modest state investment, its local and positive impact on our multilingual students in TK is immeasurable.

Literacy Instruction Professional Development – Support

The May Revision proposes \$200 million to support professional development for literacy instruction aligned to the English Language Arts (ELA)/English Language Development (ELD) framework. This is a critical step to align literacy instruction across the state and equip our educators with the tools they need to improve literacy outcomes for all students. The status quo of reading instruction is ineffective and inequitable, leaving behind some of our most vulnerable students in the state. Third grade is often when students go from learning to read to reading to learn, making this a pivotal point for a child’s educational journey. Yet, in 2024, only 43 percent of 3rd graders in California met grade-level English Language Arts (ELA) standards, and the data is even more alarming when you disaggregate it by race and economic status. We know that having a well-prepared educator workforce is crucial for student learning and student experience. Fully qualified and prepared teachers overwhelmingly make the greatest impact on students, especially with students of colors and those experiencing poverty. This investment is a meaningful move toward delivering high-quality, research-aligned literacy instruction.

Regional English Learner Lead Agencies – Support and Seek Amendments

The May Revision proposes \$2 million ongoing to support Regional English Learner Lead Agencies that assist schools in providing focused supports to English Learners. This fund will continue to support the work of the Regional County Offices of Education (COEs) English Learner Specialists as they support LEAs with capacity building, provide technical assistance, and offer data-driven assistance that aims to improve English Learners’ language acquisition and academic achievement. This investment, alongside the January proposal to support implementation of the English Language Roadmap, is a step in the right direction and will bring the state closer to executing the vision to adequately serve English Learners.

To build on these efforts, EdTrust-West believes that it’s important to foster collaboration between subject matter initiatives and English language development to support English learners’ academic development across content areas. Additionally, we believe that adding further accountability for LEAs will improve outcomes for English Learners. Therefore, we recommend the following amendments to ensure both actions (Education Omnibus TBL with May Revision Amendments, Section 52073.4, Page 77).

1. **Coordinate and collaborate with other state and regional subject matter initiatives (such as the California Math, Science, and Computer Science Partnership and the Subject Matter Projects) to support the integration of instructional strategies and**



practices that are most effective at supporting English learners' academic development across content areas.

- 2. Districts identified for differentiated assistance due to performance of English learner students shall be prioritized based on California Schools Dashboard ratings for English learner students to receive assistance from the regional English learner lead agencies. Districts shall include recommendations resulting from assistance from regional English learner lead agencies in their LCAP actions.**

Thank you for considering our views.

Sincerely,



Brian Rivas
Senior Director of Policy and Government Relations

cc: Members of Senate Budget and Fiscal Review Subcommittee No. 1
Members of Assembly Committee on Budget Subcommittee No. 3
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