



The Education Trust–West
Fierce advocates for educational
justice, pre-k through college.

May 22, 2024

The Honorable John Laird
Chair, Senate Budget Subcommittee 1
Suite 502
1020 N Street
Sacramento, CA

The Honorable David Alvarez
Chair, Assembly Budget Subcommittee 3
Suite 5320
1021 O Street
Sacramento, CA

RE: 2024-2025 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 (ETW), asks that you and your colleagues on the Budget Subcommittees on Education adopt the following recommendations on the Governor’s proposed May Revision for TK-12 education in 2024-2025.

Proposition 98 Funding

We appreciate the administration’s effort to maintain Prop 98, particularly funding toward transformational programs focused on better serving marginalized students. The challenges associated with addressing Prop 98’s budget problem signals a need for the Governor and legislature’s leadership to generate additional revenue that would benefit California’s K-14 education system as well as programs and services across the budget that support California’s low-income communities of color. We urge the legislature and the governor to explore and act on the various opportunities at the state’s disposal for increasing revenue.



Transitional Kindergarten (TK) – Support CLASS Assessment Tool and Continued funding for UTK Implementation

The May Revision replaces references to the early childhood environment rating scales with references to the Classroom Assessment Scoring System (CLASS). This is an observational tool which defines teaching quality through classroom interactions between the teacher and student. Driven by data, CLASS measures the effectiveness of these interactions to improve teaching through tailored and individualized professional development. It provides meaningful data on the quality of the experiences of children in the classroom. Both classroom experiences and student interactions are linked to educational outcomes and provide valuable competencies for educator development. This [tool](#) has proven to be effective in creating classrooms that support children’s social-emotional learning. ETW strongly supports this change in policy as it creates further P-3 alignment in our early childhood learning system.

Additionally, ETW is a strong supporter of Transitional Kindergarten Implementation, and we are glad to see the Administration’s continued prioritization of this grade in the budget. We believe that TK can be a considerable step toward leveling the playing field for young children by providing families with an additional high-quality early learning program. While we understand that California is facing tough budget decisions, we hope to see the Legislature's continued support for the third year of implementation and continued reduction to staffing ratios (10:1).

California College Guidance Initiative (CCGI) Funding and Statutory Changes-Support

ETW continues to support the addition of \$2 million in ongoing funding for the scaling of the platform which will allow students in northern and rural districts to have access to CCGI accounts where they can access tools such as eTranscript. We believe that this tool is a crucial investment to support students in planning for their post-graduation goals.

The May Revision also proposes further statutory changes that would (1) specify that by June 30, 2026, the CCGI may confirm data needed to verify that courses eligibility requirements fulfill the University of California and California State University A-G admission requirements; and (2) clarify definitions related to pupil data and student transcript information, operational tools and pupil accounts amongst other things. ETW supports the proposed statutory changes in trailer bill language that will lead to better A-G data quality and more consistency for students. For example, the alignment of A-G subject areas will allow dually enrolled students to have accurate information on their college coursework and will



also allow for proper college credits to be received. In 2022-23, 68% of Black students and 64% of Latinx students across the state graduated without having completed their A-G courses and were thus ineligible to apply for the state’s major public university systems. We hope this tool will help in addressing persistent disparities in A-G completion rates.

Cradle-to-Career Data System (C2C) Statutory Changes- Support

The May Revision proposes statutory changes to the data system that designates this entity as the state educational authority for the purpose of compliance with the Family Educational Rights and Privacy Act (FERPA) for compliance in fulfilling purposes of the C2C data system amongst other things. ETW believes that protecting student privacy is a fundamentally important principle that should guide the development of any data system, and as such we are encouraged that this language strengthens data privacy through additional compliance with FERPA.

Newcomer Pupils (AB 714 Implementation) - Support

The May Revision proposes an adjustment for Schedule (1) of item 6100-001-0001 to be increased by \$321,000 ongoing and 2 positions within the Department of Education to support with the implementation of AB 714 (2023). In the 2020-21 school year, California enrolled nearly 152,000 newcomer students, those who have attended schools in the U.S. for fewer than three years. Many schools throughout the state struggle to offer the specialized instruction and support these students need. The implementation of AB 714 requires the California Department of Education (CDE) and the Department of Social Services (DSS) to curate and maintain information and best practices to help LEAs support newcomer students. It also requires the CDE to post newcomer enrollment on its website, while the Instructional Quality Commission will be required to consider curriculum and resources to support newcomer students when revising the curriculum framework in English Language Arts/English Language Development. ETW supports the implementation of this measure because it will ensure that researchers, policymakers, and educators all have data and information to help newcomer students get the instruction and support they need to succeed.

Dual Language Learners Identification (AB 393 Implementation) - Support

The May Revision proposes an increase of \$185,000, of which \$182,000 is ongoing, in Schedule (2) of item 6100-001-0001 and 1 position within the Department of Education to support the implementation of AB 393 (2023). The implementation of this measure will require the Department of Social Services (DSS) to develop procedures for identifying dual language learners in state childcare programs, including migrant care. It will also require the collection and reporting of data on home language, preferred language, race/ethnicity,



language characteristics of the program, and language composition of program staff. ETW supports the implementation of this measure because it will make it possible to plan and implement services to meet the needs of dual language learners in state childcare programs.

Thank you for considering our views.

Sincerely,

Brian M. Rivas
Senior Director, Policy and Government Relations
The Education Trust—West

cc: Members of Senate Budget Subcommittee 1
Members of Assembly Budget Subcommittee 3
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