

March 21, 2025

The Honorable John Laird
Chair, Senate Budget Subcommittee 1
Suite 8720
1021 O Street, Sacramento, CA

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

RE: Proposed 2025-26 State Budget for TK-12

Dear Senator Lair and Assemblymember 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 subcommittees for education consider the following perspectives and recommendations for the 2025-26 TK-12 budget proposals.

Expanded Learning Opportunities (ELOP) – SUPPORT

The budget includes \$435 million ongoing to cover the cost of full implementation, increasing the total ongoing program funding to \$4.4 billion Prop 98 GF. Additionally, the Omnibus Education Trailer Bill proposes a policy change to expand the maximum amount to Local Educational Agencies (LEAs) serving a student population that is between 55 and 75 percent of unduplicated pupils. EdTrust-West supports the additional ongoing funding for the program and expansion that will allow LEAs with 55 percent or greater of unduplicated pupils to receive \$2,750 per TK-6th grade pupil. The funding allows schools to provide enrichment programs and wrap-around services (e.g. academic support, counselors, extracurricular activities, full-day care for TK students, and summer programs) for low-income families, targeting unduplicated pupils in the state. This targeted budget allocation prioritizes the students and families that stand to benefit the most from wrap-around services.



English Language Proficiency for Transitional Kindergarten (TK) Students – SUPPORT

The budget proposes \$10M one-time for the statewide use of English Language proficiency screeners to support multilingual learners in TK. AB 2268 (2024) exempted TK students from the administration of the English Language Proficiency Assessment of California (ELPAC). However, this means that LEAs have insufficient guidance to identify multilingual students in TK and cannot provide additional services to support their language development. This funding will allow the state to identify a developmentally appropriate screener that will allow local educational agencies to properly identify this student population.

Statewide Literacy Network – SUPPORT AND SEEK AMMENDMENTS

The budget proposes \$5 million annually (total of \$25 million) through the 2029-30 fiscal year to launch a Literacy Network within the Statewide System of Support to serve as a clearinghouse for state-developed literacy resources, elevate high performing districts and best practices, and provide support to select LEAs facing persistent performance challenges. EdTrust-West supports the California Collaborative for Education Excellence (CCEE) serving as the statewide coordinating body for these literacy efforts. While language states the intent for CCEE to support LEAs facing persistent performance challenges, LEAs experiencing consistent underperformance in English language arts must be held accountable for engaging in these additional supports. EdTrust-West suggests reflecting this in the Omnibus Education Trailer Bill (Omnibus Education Trailer Bill Section 43, Page 89, (b) addition shown in underline):

“(3) Study, highlight, and disseminate information about high performing local educational agencies and best practices.”

“(4) Literacy leads from local education agencies with orange or red ratings on the English language arts indicator of the California Schools Dashboard for 2 or more consecutive years LEA-wide or for at least one student group shall participate in convenings pursuant to (b)(1) of this section.

English Language Arts/English Language Development (ELA/ELD) Instructional Material Supplemental Guidance – SUPPORT AND SEEK AMMENDMENTS

The budget directs the Instructional Quality Commission (IQC) to initiate a follow-up adoption for ELA/ELD instructional materials and allocates \$348,000 for the development of these new materials. EdTrust-West supports this investment as there is



clear evidence that high-quality instructional materials are an important lever for equitable instruction for all students. The embedded supports for integrated English language development are essential for English Learners to have meaningful access to the full curriculum, deepening the impact of this investment.

However, EdTrust-West believes that aligning these materials to the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) will build on the Department of Education's (CDE) work around P-3 alignment. CDE launched a Preschool through Third Grade (P-3) Alignment Initiative in 2020 to close student opportunity gaps starting in preschool. Specifically, this Initiative explores ways preschool, TK, Kindergarten and early elementary grades can align policies and practices to promote academic and social-emotional development, spark children's natural curiosity, and meaningfully engage families in their children's learning. This initiative includes updating the PTKLF that reflects recent research in child development (ages 3 through 8 years-old) in all domains of learning, including Language and Literacy. Including the PTKLF supports existing state efforts to interrupting and counteracting inequities, racism, and bias and closing student opportunity gaps with prioritizing P-3 alignment. Therefore, we recommend the following amendment to ensure that guidance provided for the adoption and implementation of ELA/ELD instructional materials is inclusive of the PTKLF (Omnibus Education Trailer Bill Section 33, Page 78, (B) (4) addition shown in underline).

"(2) Includes foundational skills, language development, content knowledge, meaning making, and effective expression.

(3) Incorporates the [Language and Literacy domains](#) of the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).


~~(3)~~ (4) Incorporates the Model Library Standards, developed pursuant to Section 18101, including media literacy content, in its criteria for evaluating instructional materials."

Statewide Implementation Plan for the English Language Roadmap (AB 2074) - SUPPORT

The budget proposes \$328,000 for the implementation of AB 2074 (2024). Of these funds, \$164,000 are a one-time, startup investment and \$164,000 are an ongoing allocation for one position at the California Department of Education.

Despite its adoption in 2017, we have seen an uneven implementation of the California English Learner Roadmap throughout the state. This funding and a dedicated position at





CDE will ensure that there is guidance to support LEAs with building shared understanding and coherence for programs and services to support students. EdTrust-West believes that this allocation is a step in the right direction and will bring the state closer to executing the vision to adequately serve English Learners.

California College Guidance Initiative (CCGI) - SUPPORT

The budget proposes an increase of \$3 million ongoing to support the continued scaling of CCGI. The augmentation is consistent with early projections of the project and the increase will allow the organization to fulfill its statutory requirements. CCGI is currently the only platform in the state where students and families can research job markets, submit college applications, take courses to learn about and apply for financial aid.

Once implemented fully, the state can leverage CCGI to align A-G admissions requirements and support the implementation of the universal financial aid application policy, (AB 469, 2021). Currently, far too many students are ineligible to apply to the state's public universities because they are not supported to meet A-G course requirements. Along with ensuring appropriate A-G designation to courses, statewide alignment via CCGI can support students to access postsecondary opportunities. We are also deeply concerned with the declines in financial aid applications (when compared to 2023 financial aid completion rates), from California students following the delayed rollout of the Free Application for Federal Student Aid (FAFSA). Fear and uncertainty regarding recent federal actions on immigration, data privacy, and overhauls at the Department of Education continue to permeate higher education and are likely to exacerbate declines in financial aid applications. We urge policymakers to remain attentive to the ever-changing financial aid landscape and leverage CCGI to increase knowledge on the financial aid options and the process and options, and support with coordinated communications to mitigate the negative impacts to low-income students, mixed-status families, and students of color who need financial support to enroll and persist in college.

EdTrust-West believes that CCGI remains a vital investment in addressing equity issues during the transition from high school to college. We hope the state continues investing in this tool to ensure that the platform is scaled to all 6-12th grade students in California.

Thank you for considering our views.



Sincerely,



Brian Rivas

Senior Director of Policy and Government Relations

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