



The May Revision includes a total of \$127.7 billion for all K-12 education programs. We appreciate and applaud the Governor's commitment to education, specifically the \$20 million one-time appropriation for the Bilingual Teacher Professional Development Program which uses a "grow your own" approach to address the bilingual teacher shortage by allowing eligible local educational agencies to apply for state funds in order to provide professional learning opportunities to increase the number of bilingual authorized teachers. The Governor also keeps its January commitment to the \$300 million ongoing Proposition 98 General Fund to establish an equity multiplier as an add-on to the LCFF to focus on closing opportunity gaps. We also appreciate the additional time for planning and implementation of the Expanded Learning Opportunities Program.

Below are a few items we would like to highlight:

Local Control Funding Formula

- The 2023-24 cost-of-living adjustment is updated from 8.13 percent at the Governor's Budget to **8.22** percent at the May Revision. This adjustment, when combined with further declining enrollment at the May Revision, would increase year-over-year discretionary funds available to local educational agencies (LEAs) by approximately \$3.4 billion. The May Revision also reflects the utilization of approximately \$2.7 billion one-time Proposition 98 General Fund to support the overall costs of the LCFF in 2023-24.
- To accelerate learning gains and close opportunity gaps, the Budget includes \$300 million ongoing Proposition 98 General Fund to establish an equity multiplier as an add-on to the LCFF. These funds will be allocated to local educational agencies based on school-site eligibility, using a more targeted methodology than the existing supplemental grant eligibility.
- In addition to the equity multiplier, there are amendments coming to ensure significant student groups or school-level equity gaps within a local educational agency are identified and addressed effectively through the Local Control and Accountability Plan and Differentiated Assistance processes.



Early Education Transitional Kindergarten

- Due to reduced TK enrollment projections at May Revision, the first-year costs to expand access to all children (roughly 29,000 total children), turning five years old between September 2 and February 2, are revised from **\$604 million** Proposition 98 General Fund to approximately **\$357 million** Proposition 98 General Fund at the May Revision.
- The first-year costs to add one additional certificated or classified staff person to every TK class is revised from \$337 million Proposition 98 General Fund to approximately \$283 million Proposition 98 General Fund.
- The second-year costs to expand access to all children (roughly 42,000 additional children) turning five years old between September 2 and April 2 are revised from approximately \$690 million to approximately \$597 million.

California State Preschool

- State Preschool Family Fee Waivers and 2022-23 Stipends—The May Revision reflects recent legislation that allows the Department of Education to use \$4.4 million non-Proposition 98 General Fund and \$5.3 million Proposition 98 General Fund from the 2022 Budget Act, to continue to waive family fees from July 1, 2023, through September 30, 2023, to extend relief to families who would otherwise have to start paying family fees in July. Additionally, the May Revision reflects the recent legislation that authorizes the California Department of Education to use roughly \$112 million in available federal funds to provide temporary employee stipends to the California State Preschool Program.

Literacy

- The budget bill includes legislation requiring local educational agencies (LEAs) serving students in kindergarten to grade 2 to annually screen students for risk of having reading difficulties, including dyslexia. There's \$1 million one-time Proposition 98 General Fund to support the convening of an independent panel of experts to approve a list of screening instruments for these assessments and the Administration intends to fund professional development for this purpose in future budgets. LEAs would be further required to provide support and services to students identified as at risk of reading difficulties, including dyslexia.



- We appreciate the more comprehensive view on screening with a focus on reading difficulties, not just at risk of dyslexia, and recognize the complexity of this important issue. We believe a number of systemic challenges still exist in the trailer bill language that we previously raised during our opposition to SB 691 (Portantino).

Educator Workforce

- We will continue to work with the administration and legislature to incorporate priorities. It is our goal to ensure that the inclusion and success of the State's English learners be incorporated into several program initiatives.

Legislative Update:

May is also the house of origin deadline which means bills must pass to the opposite house for review, after being analyzed by policy and appropriation committees. Here's a quick update on the status of our sponsored legislation:

AB 370 (Addis) Biliteracy Inclusion Act

- Updates the criteria required to obtain the State Seal of Biliteracy (SSB) in order to make it equitable for all students to obtain, while creating a clear path for all participating Local Educational Agencies to implement.
- More specifically, it creates a menu of rigorous options to demonstrate English proficiency that is comparable to the current options available to demonstrate proficiency in the second language, including advanced placement and dual enrollment courses.
- Location: Senate Education Committee

AB 393 (L. Rivas) Dual Language Learners in Child Care Programs

- Sixty percent of children under age six come from homes where another language other than English is spoken. Students are usually assessed and identified as English learners when they enter kindergarten.
- However, it is important to identify dual language learners (DLLs) when they enter early childhood settings in order to design programs and train teachers to support children in ways that intentionally develop their home language and English.



- This bill continues the work of 2021's AB 1363, which only applied to the California State Preschool Program (CSPP), and supports the goals of the Master Plan for Early Learning and Care to identify and support DLLs. Specifically, this bill will require the Department of Social Services to develop a standardized process for general child care and development programs to identify DLLs and require programs to report key aggregated information about DLLs to the state.
- Location: Assembly Floor

AB 714 (McCarty) Newcomer Legislation

- In the 2020-2021 school year, California enrolled 151,996 newcomer students who have attended schools in the United States for less than 3 years; these students come from various backgrounds and many are coming from war-torn countries.
- This bill is looking to meet the demands of newcomer students by directing the California Department of Education, in consultation with the California Department of Social Services, to develop and issue instructional guidance to support newcomer students and school districts.
- By reporting on the enrollment and performance of newcomer students, the state and local agencies will have a better idea of how to meet the needs of newcomers and the resources necessary to ensure their success.
- Location: Assembly Floor

AB 1127 (Reyes) Bilingual Professional Development Program

- This bill revises and re-establishes the Bilingual Teacher Professional Development Program (BTPDP), which will be used as a "grow your own" approach to address the bilingual teacher shortage.
- A large number of existing credentialed staff in local educational agencies (LEAs) have the linguistic skills to become authorized bilingual teachers. These individuals need adequate and structured local support to complete the training necessary to earn their bilingual authorization.
- With a \$20 Million allocation over five years, this grant will allow eligible LEAs to apply for state funds to provide professional learning opportunities to increase the number of authorized bilingual teachers working in their schools.
- Location: Assembly Floor