



June 7, 2022

Hon. Nancy Skinner
Chair, Senate Budget and
Fiscal Review Committee
1020 N Street, Suite 502
Sacramento, CA 95814

Hon. Phil Ting
Chair, Assembly Budget Committee
1021 O Street, Suite 8230
Sacramento, CA 95814

Hon. John Laird
Chair, Senate Budget Subcommittee #1
1020 N Street, Suite 502
Sacramento, CA 95814

Hon. Kevin McCarty
Chair, Assembly Budget Subcommittee #2
1021 O Street, Suite 8230
Sacramento, CA 95814

**RE: SUPPORT FOR MAY REVISION MATHEMATICS & SCIENCE PROFESSIONAL DEVELOPMENT –
RETURN \$385 MILLION TO STAND ALONE PROGRAM**

Dear Senator Skinner, Assembly Member Ting, Senator Laird, and Assembly Member McCarty:

I write on behalf of the California County Superintendents Educational Services Association (CCSESA) to respectfully request your support in the removal of \$385 million from the Learning Recovery Discretionary Block Grant established in the Legislative Budget proposal and restore it to stand-alone funding for Math, Science, and Computer Science Professional Development. We do not believe that the ultimate goal of these funds—to address the significant gaps in student achievement in math and science—will be accomplished if the funds are put into a discretionary block grant.

From a practitioner's perspective, high quality professional development requires more structure than what the discretionary block grant will provide. The Governor's May Revision proposes to allocate \$85 million of these funds to build upon the preexisting and effective infrastructure of [the Early Math Initiative \(EMI\)](#) led by the Fresno County Office of Education. The EMI has been nationally recognized for their outstanding leadership in providing standards-aligned, evidence-based professional development to educators throughout the state. Building upon this existing infrastructure will ensure that these funds will make lasting impressions that will reach students in classrooms.

Even prior to the pandemic, the need to support the implementation of state adopted standards in science and math was long overdue and as a result of a lack of funding, educators report the implementation of math and science standards are and will remain uneven and inadequate across the state. An example of this inequitable distribution of instruction and student achievement was highlighted in a recent [article](#) published by *EdSource*. The report revealed that in math, California's eighth grade students, on average, are performing with fifth grade proficiency and Black, Latino, and low-income eighth graders are performing with fourth grade math proficiency. As we emerge from the pandemic we must support our educators who are supporting their students, in particular those who were performing below standard pre-pandemic and for whom the pandemic has widened the academic and opportunity gaps.



California County Superintendents Educational Services Association

Promoting, influencing, and advocating for high-quality education.

For these reasons, CCSESA requests your support in restoring the Math and Science Professional Development funding to a stand-alone program. If we can be of further assistance, please feel free to contact me at dlennox@ccsesa.org.

Sincerely,

Sincerely,

Derick Lennox
Senior Director, Governmental Relations and Legal Affairs
California County Superintendents Educational Services Association

cc: Nichole Munoz-Murillo, Deputy Legislative Secretary, Office of Governor Gavin Newsom
Brooks Allen, Executive Director, California State Board of Education
Chris Ferguson, Program Budget Manager, California Department of Finance