
THIRD READING

Bill No: AB 1306
Author: Muratsuchi (D)
Amended: 4/21/25 in Assembly
Vote: 21

SENATE EDUCATION COMMITTEE: 6-0, 6/11/25
AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Laird
NO VOTE RECORDED: Gonzalez

SENATE APPROPRIATIONS COMMITTEE: 7-0, 8/29/25
AYES: Caballero, Seyarto, Cabaldon, Dahle, Grayson, Richardson, Wahab

ASSEMBLY FLOOR: 69-0, 5/8/25 (Consent) - See last page for vote

SUBJECT: Teacher preparation programs: school districts and county offices of education: English learners

SOURCE: Los Angeles Unified School District

DIGEST: This bill authorizes the Commission on Teacher Credentialing (CTC) to approve local teacher preparation programs operated by school districts or county offices of education that lead to an English learner-related authorization—specifically, the Crosscultural Language and Academic Development (CLAD) certificate, English Learner Authorization (ELA), or a bilingual authorization.

ANALYSIS:

Existing law:

- 1) Requires the CTC to issue an authorization for a teacher to provide instruction to English learners, including instruction in English language development (ELD) and specially designed academic instruction delivered in English (SDAIE). (Education Code (EDC) § 44253.4)

- 2) Establishes minimum requirements for earning such an authorization, including possession of a valid teaching credential, completion of approved coursework or examinations, and, in the case of bilingual authorization, demonstrated proficiency in both English and another language. (EDC §§ 44253.3 and 44253.7)
- 3) Requires the CTC to adopt program standards governing coursework in areas such as second language acquisition, cross-cultural instruction, and human relations, and to offer alternative routes to certification, including the California Teacher of English Learners (CTEL) examination. (EDC §§ 44253.5 and 44253.7)
- 4) Restricts the authority to offer coursework leading to English learner-related authorizations to regionally accredited institutions of higher education.
- 5) Authorizes district internship programs as an alternative route to a teaching credential but does not currently permit local educational agencies (LEAs) to operate CTET, CLAD, or bilingual authorization programs.

This bill:

- 1) Authorizes the CTC to approve teacher preparation programs offered by school districts and county offices of education that lead to a CLAD certificate, ELA, or bilingual authorization, including a CTET program.
- 2) Requires the CTC to apply the same standards for program approval as those used for institutions of higher education.

Comments

- 1) *Need for this bill.* According to the author, “In 2017, the California State Board of Education unanimously approved the English Learner Roadmap Policy to guide local educational agencies in effectively educating the state’s diverse English learners. A key goal of this policy was to strengthen teacher training. However, eight years later, California continues to experience a significant shortage of teachers, particularly those with bilingual certification. AB 1306 addresses this issue by allowing school districts and county offices of education to offer bilingual certification programs that meet existing state standards. By expanding access to bilingual certification, this bill ensures that more teachers receive the specialized training necessary to support California’s English learners.”

- 2) *Access to English learner authorizations amid persistent workforce shortages.* California has long faced challenges in ensuring a sufficient supply of teachers authorized to serve English learners. While many newly credentialed teachers earn integrated English learner authorizations through their initial training, pathways to expand those authorizations—particularly for departmentalized ELD instruction or bilingual instruction—remain relatively limited. By allowing LEAs to offer preparation programs subject to existing state standards, this bill expands the number and geographic distribution of training options without altering credentialing requirements or competencies.
- 3) *Continues a trend of LEA-based credentialing options.* In recent years, the Legislature has approved several bills permitting LEAs to offer credential programs traditionally reserved for postsecondary institutions, including for school nurses (AB 815, Luz Rivas, Chapter 668, Statutes of 2021), pupil personnel services (AB 606, Quirk-Siva, 2025), and administrators (AB 959, Hadwick, 2025). AB 1306 is consistent with this direction, provided that programs undergo the same CTC review and approval processes, and does not create a separate or lower bar for authorizations. It reflects an ongoing policy question about whether LEAs should act as direct providers of professional preparation, particularly in high-need credential areas.
- 4) *Creates potential for more flexible and affordable options for prospective teachers.* LEA-based preparation programs may offer practical advantages, such as evening or weekend schedules, reduced tuition costs, and stronger connections to local employment opportunities. This flexibility may be particularly important for classified staff or paraprofessionals seeking to transition into teaching roles with specialized authorizations. However, the success of such programs will likely depend on the capacity of LEAs to meet and maintain rigorous preparation standards over time, as well as on continued oversight by the CTC.
- 5) *Maintains state oversight and uniform program standards.* Although the bill expands who may offer English learner-related preparation programs, it does not alter the substance of the required training or the standards used to evaluate programs. The CTC will continue to apply its existing quality and effectiveness standards when reviewing LEA-based programs. The bill is also limited in scope—it applies only to three specific types of authorizations and does not affect the broader credentialing landscape.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: No

According to the Senate Appropriations Committee, the CTC estimates General Fund costs of cost of \$129,000 in the first year and \$127,000 ongoing for one AGPA to support the increased workload of new program approvals and the continued workload of ongoing accreditation of these programs.

SUPPORT: (Verified 8/28/25)

Los Angeles Unified School District (Source)
 Alameda County Office of Education
 Association of California School Administrators
 California Community Foundation
 California Teachers Association
 Californians Together
 EdTrust-West
 Los Angeles County Office of Education
 Loyola Marymount University - the Center for Equity for English Learners
 Office of the Riverside County Superintendent of Schools
 Partnership for Los Angeles Schools
 Small School Districts Association
 Sobrato Early Academic Language
 The Education Trust – West

OPPOSITION: (Verified 8/28/25)

None received

ASSEMBLY FLOOR: 69-0, 5/8/25

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Bonta, Bryan, Calderon, Caloza, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Fong, Gabriel, Garcia, Gipson, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Jackson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Ward, Wicks, Wilson, Zbur, Rivas

NO VOTE RECORDED: Arambula, Boerner, Carrillo, Flora, Gallagher, Jeff Gonzalez, Irwin, Celeste Rodriguez, Sanchez, Wallis

Prepared by: Ian Johnson / ED. / (916) 651-4105
8/30/25 16:39:13

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