
3B

Information/Action

Legislative Committee of the Whole

Items of Interest to the Commission

Executive Summary: Staff will present an update on items of interest to the Commission.

Recommended Action: None—Information

Presenters: Bonnie Parks, Director, External Relations and Business Affairs

Strategic Plan Goal: 2

Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

- ◆ Continuously improve the development, distribution and dissemination of agenda and information to the Commission.

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AB 123 (Dymally) As Amended May 2, 2005

Status: Set for hearing in the Assembly Appropriations Committee May 18, 2005

Sponsor: Author

Support: None on File

Opposition: None on File

Fiscal Impact: \$1.3 Million first-year cost - \$2.3 Million out-year cost for indirect costs to control agencies and conversion to common systems.

AB 123 proposes to move the Commission on Teacher Credentialing into the California Department of Education and eliminate its function as an independent standards board.

The Commission was created in 1970 by the Ryan Act and is the oldest autonomous state standards board in the nation. For over thirty years California has recognized the viability and effectiveness of an independent standards board to regulate the teaching profession. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California.

While it may appear that consolidation would provide economies of scale and reduce duplicative administrative structures, in public education such economies of scale are far from certain. In fact, consolidation may result in a policy structure that is contrary to the needs of the education community. For example, consolidation often dilutes accountability, limits public access to decision makers and reduces representation and influence of stakeholders. Further, the current structure of teacher fees for licenses and examinations supporting the work of the Commission ensures that there will not be an unintended, bleeding of resources to the general priorities of the education framework, versus the specific priorities and needs of teachers regarding preparation, licensure and ongoing fitness to serve in a public classroom.

It appears that consolidation could result in additional costs in order to pay expenses associated with the administrative structure currently in place at the CDE as indirect costs levied by control agencies on the CDE and State Board of approximately \$2.3 million (\$1.3 million first-year cost). The Commission is presently not charged these costs and the Teacher Credential Fund and the Test Development Account could not sustain these additional obligations given the current fund conditions. These estimates also include the costs to convert to common systems, such as information technology and communication systems, as well as for name and appearance (letterhead, credential documents, business cards, envelopes etc.).

It is also important to note that these estimates do not account for the costs to convert to common systems such as accounting, legal and administrative systems.

BILL NUMBER: AB 123 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY MAY 2, 2005
AMENDED IN ASSEMBLY APRIL 19, 2005

INTRODUCED BY Assembly Member Dymally

JANUARY 13, 2005

~~An act to amend Sections 44210, 44225, 44235, 44235.1, 44236, and 44250 of, and to add Part 40.9 (commencing with Section 67700) to, the Education Code, relating to teacher credentialing.~~

An act to amend Section 44210 of the Education Code, relating to teacher credentialing .

LEGISLATIVE COUNSEL'S DIGEST

AB 123, as amended, Dymally. Teacher credentialing.

Existing law establishes in state government the Commission on Teacher Credentialing and requires the commission, among other things, to issue teaching and services credentials.

This bill would, instead, establish the commission in the State Department of Education ~~and would require each public and private institution of higher education that offers a preparation program for teachers and other certificated educators to issue teaching and services credentials. The bill would make conforming changes~~ .

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44210 of the Education Code is amended to read:

44210.

There is hereby established in the department the Commission on Teacher Credentialing, to consist of 15 voting members, 14 of whom shall be appointed by the Governor with the advice and consent of the Senate, as specified in subdivisions (b) to (g), inclusive. The commission shall consist of the following members:

(a) The Superintendent of Public Instruction or his or her designee.

(b) Six practicing teachers from public elementary and secondary schools in California.

(c) One person who is employed on the basis of a services credential other than an administrative services credential.

(d) One member of a school district governing board.

(e) Four representatives of the public. None of these persons shall have been employed by an elementary or secondary school

district in a position requiring certification, or shall have served as a school district governing board member in the five-year period immediately prior to his or her appointment to the commission.

(f) One school administrator in a public elementary or secondary school in California.

(g) One faculty member from a college or university that grants baccalaureate degrees.

With the exception of the four representatives of the public and the Superintendent, the appointment of a member shall terminate if he or she is no longer a practicing teacher in a public elementary or secondary school, or a person who is employed on the basis of a valid services credential, or a school administrator, or a faculty member of a college or university that grants baccalaureate degrees, or a school district governing board member, as may be the case, in California.

Not more than one member of the commission is to be appointed from the same school district or college or university campus. Commencing July 1, 1989, four members shall be appointed to the commission for terms of two years, five members for terms of three years, and five members of terms of four years.

(h) Each appointment pursuant to this section shall expire on November 20 of the year of expiration of the applicable term. All appointments made pursuant to this section are subject to Section 44213.

~~SEC. 2. Section 44225 of the Education Code is amended to read:~~
~~44225.~~

~~The commission shall do all of the following:~~

~~(a) Establish professional standards, assessments, and examinations for entry and advancement in the education profession for use by public and private institutions of higher education in issuing credentials. While the Legislature recognizes that the commission will exercise its prerogative to determine those requirements, it is the intent of the Legislature that standards, assessments, and examinations be developed and implemented for the following:~~

~~(1) The preliminary teaching credential, to be granted upon possession of a baccalaureate degree from a regionally accredited institution in a subject other than professional education, completion of an accredited program of professional preparation, and either successful passage of an examination or assessment that has been adopted or approved by the commission in the subject or subjects appropriate to the grade level to be taught, to include college level reading, writing, and mathematics skills, or completion of an accredited program of subject matter preparation and successful passage of the basic skills proficiency test as provided for in Article 4 (commencing with Section 44250). Each institution of higher education shall uniformly consider the results of the basic skills proficiency test in conjunction with other pertinent information about the qualifications of each candidate for a preliminary credential, and may award the credential on the basis of the overall performance of a candidate as measured by several criteria of professional competence, provided that each candidate meets minimum standards set by the commission on each criterion. Upon application by a regionally accredited institution of higher education, the commission may categorically grant credit to coursework completed in an accredited program of professional preparation, as specified by this paragraph, by undergraduates of that institution, where the~~

~~commission finds there are adequate assurances of the quality of necessary undergraduate instruction in the liberal arts and in the subject area or areas to be taught.~~

~~— (2) The professional teaching credential, to be granted upon successful passage of a state examination or assessment in the subject or subjects appropriate to the grade level to be taught, to include college level basic reading, writing, and mathematics skills, and completion of a period of beginning teacher support that includes assessments of ability to teach subject matter to pupils, ability to work well with pupils, classroom management, and instructional skills. A candidate who successfully passes the examination or assessment pursuant to paragraph (1) shall be deemed to have passed the state examination or assessment in the subject or subjects to be taught pursuant to this paragraph.~~

~~— (b) Reduce and streamline the credential system to ensure teacher competence in the subject field or fields, while allowing greater flexibility in staffing local schools. Each public and private institution of higher education that offers a preparation program for teachers and other certificated educators shall award the following types of credentials to applicants whose preparation and competence satisfy its standards:~~

~~— (1) Basic teaching credentials for teaching in kindergarten, or any of the grades 1 to 12, inclusive, in public schools in this state.~~

~~— (2) Credentials for teaching adult education classes and vocational education classes.~~

~~— (3) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The institution of higher education may grant credentials to any candidate who concurrently meets the commission's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential.~~

~~— (4) Credentials for school services, for positions including, but not limited to, administrators, school counselors, speech language therapists, audiologists, school psychologists, library media teachers, supervisors of attendance, and school nurses.~~

~~The commission may establish standards and requirements for preliminary and professional credentials of each type.~~

~~— (c) Review and, if necessary, revise the code of ethics for the teaching profession.~~

~~— (d) Establish standards for the issuance and renewal of credentials, certificates, and permits. In setting standards, the commission shall seek to ensure that public school teachers satisfy all of the following criteria:~~

~~— (1) Are academically talented.~~

~~— (2) Are knowledgeable of the subjects to be taught in the classroom.~~

~~— (3) Are creative and energetic.~~

~~— (4) Have the human skills to motivate and inspire pupils to achieve their goals.~~

~~— (5) Have the sensitivity to foster self esteem in pupils through recognition that each pupil has his or her own goals, talents, and levels of development.~~

~~— (6) Be willing to relate the educational process and their instructional strategies to meet pupils' needs.~~

~~— (7) Are able to work effectively with and motivate pupils from a~~

~~variety of ethnic, socioeconomic, cultural, academic, and linguistic backgrounds.~~

~~—(8) Have an understanding of principles and laws related to educational equity, and the equitable practice of the profession of education among all pupils regardless of their ethnicity, race, gender, age, religious background, primary language, or handicapping condition.~~

~~—(c) Determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders. The commission may grant an added or supplementary authorization to a credential holder who has met the requirements and standards of the commission for the added or supplementary authorization. The commission shall exempt the holder of a teaching credential obtained prior to January 1, 1974, who adds an authorization by successfully completing a commission approved subject matter examination, from the requirements of subdivision (c) of Section 44259 and Sections 44261, 44261.5, and 44261.7.~~

~~—(f) Collect, compile, and disseminate information regarding exemplary practices in supporting and assessing beginning teachers.~~

~~—(g) Establish alternative methods for entry into the teaching profession, and into other certificated roles in the schools, by persons in varying circumstances, including persons who have been educated outside of California, provided that each applicant satisfies all of the requirements established by the commission. One alternative method shall be the successful completion of at least two years of classroom instruction under a district intern certificate, pursuant to Article 7.5 (commencing with Section 44325). In establishing alternative methods for entry into the teaching profession, the commission shall develop strategies to encourage classroom aides to become credentialed teachers.~~

~~—(h) Adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators pursuant to Article 7 (commencing with Section 44320).~~

~~—(i) Appoint classroom teachers, school administrators, other school services personnel, representatives of the public, and public or private higher education representatives to one or more standing committees, which shall be given authority to recommend to the commission standards relating to examinations, performance assessments, program accreditation, and licensing. The commission shall establish criteria for membership on those committees, and shall determine the terms of committee members. Appointments to standing committees by the commission shall reflect, to the extent feasible, the ethnic and cultural diversity of the California public schools.~~

~~—(j) Consult with classroom teachers, faculty members from institutions of higher education that maintain accredited programs of professional preparation for teachers, administrators or other school services personnel, and other experts to aid in the development of examinations and assessments, and to study the impact of examinations and assessments on the teaching profession. To increase the fairness of its certification decisions, the institution of higher education may uniformly consider the results of tests, subtests, and assessments in conjunction with each other, and in conjunction with other pertinent information about the qualifications of each candidate. The institution of higher education may award credentials on the basis of average overall performances by~~

~~candidates on several criteria of professional competence, provided that each candidate meets minimum standards set by the commission on each criterion.~~

~~—(k) Adopt standards for all examinations and assessments which shall ensure that all prospective teachers demonstrate an understanding of the history and cultures of the major ethnic populations of this state and of teaching strategies for the acquisition of English language skills by non English speaking pupils.~~

~~—(l) Determine the terms of credentials, certificates, and permits, except that no credential, certificate, or permit shall be valid for more than five years from the date of issuance. This article shall govern the issuance of any credential, certificate, or permit, except as follows:~~

~~—(1) A credential, certificate, or permit shall remain in force as long as it is valid and continues to be valid under the laws and regulations that were in effect when it was issued.~~

~~—(2) The commission shall grant teaching credentials pursuant to statutes that were in effect on December 31, 1988, to candidates who, prior to the effective date of regulations to implement subdivision (a), are in the process of meeting the requirements for teaching credentials that were in effect on December 31, 1988, except that neither enrollment as an undergraduate student nor receipt of a baccalaureate degree from a regionally accredited institution prior to the effective date of the regulations shall, by themselves, exempt a candidate from the requirements of subdivision (a). Enrollment in a preparation program for teachers prior to the effective date of the regulations shall not exempt a candidate from the requirements of paragraph (2) of subdivision (a), if the candidate's preliminary credential was granted after the effective date of the regulations.~~

~~—(m) Review requests from school districts, county offices of education, private schools, postsecondary institutions, and individual applicants for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected or that a waiver is necessary to accomplish any of the following:~~

~~—(1) Give a local education agency one semester or less to address unanticipated, immediate, short term shortages of fully qualified educators by assigning a teacher who holds a basic teaching credential to teach outside of his or her credential authorization, with the teacher's consent.~~

~~—(2) Provide credential candidates additional time to complete a credential requirement.~~

~~—(3) Allow local school districts or schools to implement an education reform or restructuring plan.~~

~~—(4) Temporarily exempt from a specified credential requirement small, geographically isolated regions with severely limited ability to develop personnel.~~

~~—(5) Provide other temporary exemptions when deemed appropriate by the commission.~~

~~—No provision in this chapter may be waived under Section 33050 and 33051, after June 30, 1994, by the State Board of Education.~~

~~—(n) It is the intent of the Legislature that the commission develop models for voluntary use by California colleges and~~

~~universities that do not have these models in place, to assist in the screening of applications for admission to teacher education programs. The models shall give emphasis to the following qualifications of the applicants: academic talent, knowledge of subjects to be taught, basic academic skills, creativity, experience in working with children and adolescents, ability to motivate and inspire pupils, and willingness to relate education to pupils with a wide variety of cultural, ethnic, and academic backgrounds. The commission may continue to administer the state basic skills proficiency test, in order (1) to utilize the results of this test in awarding emergency permits, and (2) to enable colleges and universities to utilize this test in conjunction with other appropriate sources of information in teacher preparation admission decisions. However, it is the intent of the Legislature that applicants for admission to teacher preparation programs may not be denied admission solely on the basis of state basic skills proficiency test results. The commission may recover the costs of administering and developing the test by charging examinees a fee for taking the test.~~

~~—(o) It is the intent of the Legislature that the commission encourage colleges and universities to design and implement, by August 1, 1990, concentrated internship programs for persons who have attained a bachelor's degree in the field in which they intend to teach. Those programs would be targeted at subject area shortages, would substitute for conventional training programs, and would include a full summer session of college level coursework, a one year internship, or the equivalent, a seminar throughout the internship, and a summer session following the internship. Educator preparation through internship programs shall be subject to Article 10 (commencing with Section 44370).~~

~~—(p) Grant a field placement certificate to any candidate who has been admitted to an accredited program of professional preparation, and who must complete a supervised practicum in public elementary or secondary schools as a condition for completion of the program. The commission shall establish standards for the issuance of field placement certificates.~~

~~—(q) Propose appropriate rules and regulations to implement the act that enacts this section.~~

~~—(r) Adopt subject matter assessments for teaching credentials after developing those assessments jointly with the Superintendent of Public Instruction.~~

~~—SEC. 3. Section 44235 of the Education Code is amended to read:
—44235.~~

~~—(a) Fees shall be collected by the institution of higher education for the issuance and renewal of teaching and service credentials. Commencing January 1, 1987, the fee for the issuance and renewal of teaching and service credentials shall be fifty dollars (\$50). In subsequent years, the commission may set a different fee, but in no case shall a fee exceed seventy dollars (\$70) without express legislative approval.~~

~~—(b) A single fee, not to exceed the charge for a single supplemental credential, shall be charged for all supplemental credentials applied for at the same time as a teaching or service credential pursuant to subdivision (a).~~

~~—(c) Subject to funds being appropriated expressly for this purpose in the annual Budget Act, fees authorized by this section shall be waived by the institution of higher education for first time teaching~~

~~credential applicants for the following credentials:~~

- ~~— (1) Single subject credential.~~
- ~~— (2) Multiple subject credential.~~
- ~~— (3) Special education credential.~~
- ~~— (4) Specialist instruction credential.~~

~~— (d) Annually, as part of the budget review process, the Department of Finance shall recommend to the Legislature an appropriate credential fee sufficient to generate revenues necessary to support the operating budget of the commission plus a prudent reserve, as determined by the Department of Finance pursuant to subdivision (b) of Section 44234.~~

~~— SEC. 4. Section 44235.1 of the Education Code is amended to read:~~

~~— 44235.1.~~

~~— (a) Effective July 1, 1987, all fees collected by the commission for tests, examinations, or assessments and by an institution of higher education for the issuance and renewal of teaching and services credentials shall be deposited in the Test Development and Administration Account, which is hereby created in the Teacher Credentials Fund.~~

~~— (b) Any proposed expenditures from this account shall be subject to the normal legislative budget review process.~~

~~— (c) Except as otherwise provided in subdivision (c) or unless otherwise authorized by the Legislature, funds deposited in this account shall be expended for the development, agency support, maintenance, or administration of tests or other assessments established, required, or administered by the commission.~~

~~— (d) Funds in this account shall not be subject to the provisions of subdivision (b) of Section 44234.~~

~~— (e) If there is a deficiency in the Teacher Credentials Fund, the Department of Finance may authorize a loan from the Test Development and Administration Account to the Teacher Credentials Fund to the extent needed to cover the projected deficiency.~~

~~— Any loan made under this subdivision shall be repaid under the terms provided in the authorization.~~

~~— SEC. 5. Section 44236 of the Education Code is amended to read:~~

~~— 44236.~~

~~— Any fee or excess amount of fee paid under Section 44235 may be refunded by the commission or by the institution of higher education, as applicable, from the Teacher Credentials Fund when the applicant does not qualify for a credential or when such fee or excess is paid in error, and the amount of any such refund is hereby appropriated for the making of such refund.~~

~~— SEC. 6. Section 44250 of the Education Code is amended to read:~~

~~— 44250.~~

~~— An institution of higher education shall issue only the following two types of credentials, with authorizations as hereinafter defined:~~

~~— (a) A teaching credential.~~

~~— (b) A services credential.~~

~~— SEC. 7. Part 40.9 (commencing with Section 67700) is added to the Education Code, to read:~~

~~— PART 40.9. Teacher Credentialing~~

~~— 67700.~~

~~— Each public and private institution of higher education that~~

~~offers a preparation program for teachers and other certificated educators shall issue teaching and services credentials in accordance with Chapter 2 (commencing with Section 44200) and Part 25.~~

AB 172 (Chan) As Amended April 13, 2005

Status: Assembly Appropriations Committee May 11, 2005

Sponsor: The California Superintendent of Public Instruction

Support: California Child Care Resource and Referral Network, Lambda Letters Project, Lieutenant Governor Cruz Bustamante, Mexican American Legal Defense and Educational Fund, Santa Barbara County Kids Network, Special Education Local Plan Area Administrators, State Public Affairs Committee for the Junior Leagues of California

Opposition: United Parents for Preschoolers, Individual Letters

Fiscal Impact: Would require the development of preparation program standards, outreach to aid programs as they write to the standards, and would become part of the accreditation process as well as add a large number of programs to the accreditation cycle thus increasing accreditation costs significantly.

AB 172 would express Legislative intent to establish voluntary preschool-for-all programs in California. These programs would be offered in a variety of settings including public schools, child care centers, family child care homes, faith-based institutions, and head start programs and would meet research-based standards for social, emotional, cognitive, linguistic, and physical development that are linked to public school standards. This program would be administered by the Superintendent of Public Instruction and supported by a combination of federal and state funds. Additionally, the Superintendent would convene a committee, including a representative of the Commission, to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. This plan would include requirements for a new, accredited teacher preparation program for an Early Childhood Teaching Credential comparable to an elementary teaching credential. This measure is intended to align with a possible preschool-for-all ballot initiative.

BILL NUMBER: AB 172 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY APRIL 13, 2005
AMENDED IN ASSEMBLY MARCH 14, 2005

INTRODUCED BY Assembly Member Chan
 (Principal coauthor: Senator Escutia)
 (Coauthors: Assembly Members Berg, Bermudez, Cohn, Coto, Evans,
Hancock, Jones, Koretz, Leno, Lieber, Liu, Montanez, Mullin, Nava,
Parra, Pavley, Ruskin, Salinas, and Yee)
 (Coauthors: Senators Figueroa, Florez, Kuehl, Lowenthal, and
Ortiz)

JANUARY 20, 2005

An act to amend Section 8235 of , and to add Article 7.5 (commencing with Section 8238) to Chapter 2 of Part 6 of, the Education Code, relating to preschool.

LEGISLATIVE COUNSEL'S DIGEST

AB 172, as amended, Chan. Universal preschool.

Existing law, the Child Care and Developmental Services Act, establishes various full- and part-time programs for a comprehensive, coordinated, and cost-effective system of developmental services for children to age 14 and their parents. Other existing law, the Kindergarten Readiness Pilot Program, permits, until January 1, 2011, school districts to participate in the program to provide kindergarten preparedness opportunities to increase a child's readiness for school. Existing law requires the Superintendent of Public Instruction to administer state preschool programs including part-time day and preschool appropriate programs for prekindergarten children 3 to 5 years of age.

This bill would make certain findings and state the intent of the Legislature with regard to universal preschool. The bill would require the Superintendent of Public Instruction to report to the Legislature by January 1, 2007, on state preschool programs, with certain requirements.

The bill would require the Superintendent of Public Instruction to convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs, with certain requirements. The bill would also require the State Department of Education to develop a plan for the establishment of a credential in early childhood education.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) A compelling body of respected research demonstrates that quality preschool programs benefit children and their families, the public school system, public safety, the economy, and society as a whole.

(b) California has an enormous opportunity to reach children at a time when they are eager and ready to learn. 90 percent of brain development takes place before age five, making early childhood the best time to invest in preschool programs that boost learning, creativity, and social skills. Preschool programs lay a strong foundation that helps children succeed in school and in life.

(c) Quality preschool experiences boost academic achievement in school, decrease grade retention, decrease special education placements, and increase graduation rates. Quality preschool further reduces the likelihood of later arrest and incarceration, and

increases college attendance and earnings in adulthood. Economists report that every dollar invested in quality preschool returns as much as seven dollars (\$7) to the public.

(d) Hundreds of thousands of children in this state do not have access to quality preschool. Preschool age children enroll at a rate of just 47 percent below the national average and far below international comparisons.

(e) The fastest growing segment of the preschool age population is the most underenrolled, in that Latino children account for nearly half of all preschool age children, yet have the lowest enrollment rate of any ethnic group, just 37 percent.

(f) Of the estimated 1.1 million children who are three to five years old and not yet enrolled in kindergarten, about 39 percent would likely be designated as English language learners. Therefore, pathways to excellence must be created for all children while communicating respect and support for differences in cultural origins.

(g) Quality preschool experiences decrease special education placements, in part because they have the potential to provide early identification and intervention for young children with exceptional needs, which can reduce the need for ongoing special education services. Providing access to quality preschool for children with exceptional needs can help support their development and prepare them for a successful transition to kindergarten and beyond.

(h) Research confirms the many benefits that children, parents, and preschool programs gain when parents are involved in their child's preschool learning both inside the classroom and at home.

(i) Universal programs -- those available to all families -- are supported by research. Research shows that children from all backgrounds benefit from quality preschool. The school and life success of low-income and at-risk children may be significantly increased through quality preschool. But problems with school readiness are not confined to low-income children and neither are the benefits of preschool. A 2004 University of California study of California kindergartners found that children from all income backgrounds who attended preschool showed significant prereading and premath gains over children who did not attend preschool.

(j) Low- and middle-income California families have low preschool enrollment rates. Private preschool may be prohibitively expensive, with quality programs in some communities costing twice as much per year as tuition to the California State University system.

(k) The Council of Chief State School Officers has found that efforts to reform and strengthen public education cannot succeed without a concerted effort to support and improve programs that provide care and education for our youngest children.

(l) All California families should have access to quality preschool programs for their children.

(m) These ideas are supported by many of the findings and recommendations of the National Education Goals Panel, the 2000 California Master Plan for Education, and the 1998 Universal Preschool Task Force.

SEC. 2. Therefore, it is the intent of the Legislature to establish and provide a voluntary preschool-for-all system that conforms to the following principles:

(a) Programs may be offered in a variety of settings including public schools, centers, family child care homes, faith-based institutions, and head start programs. These programs will meet

research-based standards for social, emotional, cognitive, linguistic, and physical development, and are linked to public school system standards.

(b) A goal will be set for preschool teachers to be educated and compensated at levels comparable to teachers in the public school system and early education professionals will have access to ongoing professional development.

(c) Recognizing that parents are their children's first teachers, and that preschool programs benefit from engaged parents, programs will create opportunities for parent involvement in preschool settings, as well as for interaction between parents and preschool teachers and administrators. Quality preschools can become learning resources not only for children but for their parents as well.

(d) Families will have access to programs with settings, locations, hours, and participatory opportunities that meet their needs and preferences, and that support their aspirations for their children. For working families, part-time preschool will be integrated with full-time daycare as seamlessly as possible.

(e) Children of all cultural, ethnic, and linguistic backgrounds, income levels, and neighborhoods will be welcomed in inclusive programs designed to meet their needs.

(f) Elements that promote the inclusion of children with exceptional needs will be integrated into the planning and design of programs, facilities, staff training programs, and the provision of resources for parents.

(g) A system of public accountability will be established at state and local levels to ensure maximum benefits for children, equal access to services, proper use of tax dollars, and transparency to the public.

(h) Programs will meet established standards of the public school system, providing adequate pay and benefits for qualified teachers, establishing accessible higher education opportunities for the preparation of the workforce, developing suitable preschool facilities, and engaging in ongoing quality assessments. Financing of preschool should not detract from funding for infants, toddlers, and schoolage children, nor child care subsidies that enable low-income families to work.

(i) A preschool-for-all system will connect coherently with the public education system as well as to programs serving infants and toddlers and those providing full-time, full-time year-round child care and other services for children of all ages. In addition, the preschool-for-all system will connect families to other services, including health and nutrition resources, that support children's readiness to learn.

(j) All children deserve the opportunity to get ready to do their best in school, and to succeed later in life. Quality preschool helps build a learning foundation that should be available to all families who want it for their children. The Legislature recognizes the benefits of quality preschool, and that the public education system, the economy, and quality of life will be strengthened by providing quality preschool for all children.

SEC. 3. Section 8235 of the Education Code is amended to read:

8235. (a) The Superintendent shall administer all state preschool programs in accordance with the funding priorities set forth in Section 8236. Those programs shall include, but not be limited to, part-day and preschool appropriate programs for prekindergarten children three to five years of age in educational development,

health services, social services, nutritional services, parent education and parent participation, evaluation, and staff development. Preschool programs for which federal reimbursement is not available shall be funded as prescribed by the Legislature in the Budget Act, and unless otherwise specified by the Legislature, shall not utilize federal funds made available through Title XX of the Social Security Act (42 U.S.C. Sec. 1397).

(b) Federal Headstart funds used to provide services to families receiving state preschool services are nonrestricted funds.

(c) Priority for receiving state preschool services shall be given to low-income families who meet the eligibility standards as established by the Superintendent, in accordance with the priorities set forth in Section 8236.

(d) Reimbursement for state preschool programs shall be on a per capita basis, as determined by the Superintendent.

(e) Any agency described in subdivision (c) of Section 8208 as an "applicant or contracting agency" is eligible to contract to operate a state preschool program.

(f) The Superintendent shall prepare a report regarding the types of preschool programs that receive funding pursuant to this article. This report shall include, but not be limited to, data relating to the geographic and income distribution of participants in these programs. The Superintendent shall submit this report to the Legislature on or before January 1, 2007.

SEC. 4. *Article 7.5 (commencing with Section 8238) is added to Chapter 2 of Part 6 of the Education Code, to read:*

Article 7.5. Preschool for All and Investment in Postsecondary Education for a Well-Qualified Workforce

8238. The Legislature finds and declares all of the following:

(a) Research demonstrates that the benefits children reap from preschool are directly tied to the quality of preschool programs, including the skill of instructional staff.

(b) Many researchers, educators, early childhood experts, parents, and community leaders agree that qualified, skilled teachers are an essential element in ensuring that California's Preschool for All system fosters children's school success, as well as the development of their social, emotional, physical, and cognitive skills that will help them succeed in life.

8238.1. (a) The Superintendent shall convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. The plan shall address the enhancement of the postsecondary education system infrastructure for the purpose of educating, preparing, and supporting a well-trained, culturally and linguistically diverse teaching and administrative staff to work with all children in preschool programs and early learning programs.

(b) The committee shall consist of experts in early child care and education, parents, and representatives from all levels of postsecondary education and shall be composed of representatives from all of the following:

(1) The University of California, if the Regents of the University of California choose to participate.

(2) The California State University.

- (3) *The California Community Colleges.*
 - (4) *Private colleges and universities located in the state.*
 - (5) *The Commission on Teacher Credentialing.*
 - (6) *The State Department of Education.*
 - (7) *The California Children and Families Commission and county commissions established pursuant to Section 130140.1 of the Health and Safety Code.*
 - (8) *The Workforce Development Blue Ribbon Committee convened by the California Children and Families Commission.*
 - (9) *Early child care and education experts and practitioners, including administrators, teachers, providers, and experts in early childhood development, research and especially those with expertise in the following areas:*
 - (A) *Brain and social-emotional development.*
 - (B) *Content learning areas.*
 - (C) *Teaching children who are learning English as a second language.*
 - (D) *The inclusion of special needs children.*
 - (10) *Teachers and administrators in the public schools.*
 - (11) *Early care and education mentor representatives.*
 - (12) *Early care and education trainers who provide training outside of the postsecondary education system.*
 - (13) *Parent groups.*
 - (14) *Child advocacy organizations.*
 - (15) *The Department of Finance.*
 - (16) *The Governor.*
 - (17) *Designees of the President pro Tempore and the minority leader of the Senate, and of the Speaker and the minority leader of the Assembly.*
- (c) *Upon its completion, the committee shall present the plan to the Senate Committee on Education, the Assembly Committee on Education, the Assembly Committee on Higher Education, and the Secretary for Education.*
- 8238.2. *The plan developed by the committee pursuant to Section 8238.1 shall include, but not be limited to, recommendations on all of the following:*
- (a) *Providing funding to institutions of postsecondary education, providers of professional development, and other entities that prepare instructional staff, to increase their capacity to educate, train, prepare, and support well-trained, culturally and linguistically diverse teaching and administrative staff to work with children in preschool programs and early learning programs.*
 - (b) *Providing assistance, including various types of financial incentives and academic support, to current and potential preschool teachers who seek additional training and education, especially training and education in meeting the linguistic, cultural, and special needs of children. This aspect of the infrastructure should involve coordination with the California Student Aid Commission and other institutions and local organizations that provide education and professional development opportunities.*
 - (c) *Defining multiple strategies and pathways for instructional staff and administrators to meet the required staff qualifications of preschool programs. These strategies and pathways should ensure access to postsecondary education opportunities for early care and education professionals currently at all levels of the career ladder, including home-based and center-based providers.*
 - (d) *Delineating core competencies that teachers and administrators*

of early care and education programs should possess in order to achieve the desired child outcome goals.

(e) Aligning college instruction among all levels of the postsecondary educational system to provide, at all those levels, curriculum in early child care and education and the methods by which to establish uniformity of course content and certification requirements.

(f) Articulating a system throughout the postsecondary education system and training institutions for the training of preschool teachers and their professional development.

(g) Standardizing the sequence of practicums or other field-related coursework across all levels of the postsecondary educational system so as to reduce duplication of courses among transfer students.

(h) Creating a mechanism to approve or accredit training and academic programs that prepare preschool teachers and to approve the certification of trainers and teachers of those programs.

(i) Providing a method to create academic and career counseling opportunities for current and potential providers of early care and education.

(j) Establishing access to ongoing professional development for preschool teachers.

(k) Developing strategies to recruit and retain professors, professional development trainers, teachers, and administrators of early care and education programs who reflect the ethnic, racial, linguistic, and cultural diversity of the families of California based on the most recently released census data.

(l) Providing appropriate compensation incentives to reward educational attainment, experience, and professional development activities for all staff in the early care and postsecondary education system to ensure that highly trained staff are present in all aspects of the system.

8238.3. (a) The Legislature finds and declares all of the following:

(1) It is the intent of the Legislature to establish an Early Childhood Teaching Credential.

(2) In recognition of the demonstrated relationship between quality early childhood education and staff that possess appropriate and required qualifications, it is the policy of this state that preschool teachers meet the same requirements for highly qualified teachers as those established for California's elementary teachers.

(3) These requirements will take effect with the establishment of a Preschool for All program requiring highly qualified teachers.

(b) (1) On or before July 1, 2008, the department shall develop a plan for the establishment of a credential in early childhood education in conjunction with the California Commission on Teacher Credentialing, California community colleges, and other institutions of postsecondary education. This plan shall improve the preparation of teachers in subject matter knowledge, basic instructional techniques, use of student assessment data, and adapting instruction for English learners and pupils with Individualized Educational Programs.

AB 693 (Goldberg) As Amended May 3, 2005

Status: Set for hearing in the Assembly Appropriations Committee May 11, 2005

Sponsor: Orange County Business Council

Support: Boeing Company, Golden State Builder's Exchanges

Opposition: None on File

Fiscal Impact: \$150,000 for study contract

AB 693 would require the Commission on Teacher Credentialing to conduct a study on the integration of the Secretary's Commission on Achieving Necessary Skills (SCANS) recommendations into existing teacher preparation programs and report to the Legislature by January 1, 2007.

CTC would need to contract for such a study and would also require an appropriation to do so. The bill contains no appropriation for the study.

BILL NUMBER: AB 693 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY MAY 3, 2005
AMENDED IN ASSEMBLY APRIL 21, 2005

INTRODUCED BY Assembly Member Goldberg

FEBRUARY 17, 2005

An act relating to teacher preparation.

LEGISLATIVE COUNSEL'S DIGEST

AB 693, as amended, Goldberg. Teacher preparation:
~~California Postsecondary Education Commission~~
Commission on Teacher Credentialing : study.

Existing law authorizes the Commission on Teacher Credentialing to approve any institution of higher education whose teacher education program meets the standards prescribed by the commission, to recommend to the commission the issuance of credentials to persons who have successfully completed those programs. ~~Existing law establishes the California Postsecondary Education Commission for, among other purposes, the collection of data pertinent to the planning and coordination of the higher education system of the state.~~

This bill would require the ~~California Postsecondary Education Commission~~ *Commission on Teacher Credentialing* to conduct a study about ~~how~~

the manner in which any or all components of skills identified by a specified report of the Secretary of Labor may be integrated into existing teacher training programs to better prepare ~~students~~ *pupils* for the workforce. The bill would require the ~~commissen~~ *commission* to submit the results of this study to the Legislature on or before January 1, 2007.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

(a) The Legislature finds and declares all of the following:

(1) California's competitiveness relies upon a high-quality workforce. Such a workforce requires workers who possess the competencies identified in the ~~Secretary's~~ *Secretary of Labor's* Commission for Achieving Necessary Skills (SCANS) report.

(2) In 1990, the Secretary of Labor appointed a commission to determine the skills that young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. The commission completed its work in 1992, but its findings and recommendations continue to be a valuable source of information about the skills that workers need in a high-performance workplace.

(3) The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

(4) The five competencies are as follows:

(A) Resources: allocating time, money, materials, space, and staff.

(B) Interpersonal skills: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.

(C) Information: acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.

(D) Systems: understanding social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems.

(E) Technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

(5) The three foundations of competence are as follows:

(A) Basic skills: reading, writing, arithmetic and mathematics, and speaking and listening.

(B) Thinking skills: thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.

(C) Personal qualities: individual responsibility, self-esteem, sociability, self-management, and integrity.

(6) The intent of the commission was to provide a guide for education and workforce development that informed them of critical

competencies required in the workplace. California has already included much of the content in its standards.

(b) It is, therefore, the intent of the Legislature to investigate how and to what degree SCANS competencies can be incorporated into teacher preparation programs to ensure that ~~students~~ *pupils* are well-rounded and prepared to enter the workforce by the time they complete high school.

SEC. 2.

The ~~California Postsecondary Education Commission~~ *Commission on Teacher Credentialing* shall conduct a study about how any or all components of skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) report can be integrated into existing teacher training programs to better prepare ~~students~~ *pupils* for the workforce. The commission shall report the results of this study to the Legislature on or before January 1, 2007.

AB 950 (Coto) As Amended April 28, 2005

Status: Assembly Appropriations Committee May 11, 2005

Sponsor: Assembly Member Coto

Support: None on File

Opposition: None on File

Fiscal Impact: May result in changes to program standards for English Learner preparation. Minor, absorbable costs if phased into standards and exams during routine review and validation.

AB 950 would require the State Department of Education to select 10 applicant school districts to participate in an English language learner staff development action research project in the 2006-07 school year. Action research teams would be composed of 3 to 5 teachers and the principal of the school at which the team operates. The research would be conducted by the teachers and would include a plan based on existing data and best practices as well as an evaluation component. The measure would appropriate \$150,000 from the General Fund in order to make grants of \$14,000 to participating school districts for those purposes.

BILL NUMBER: AB 950 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY APRIL 28, 2005
AMENDED IN ASSEMBLY MARCH 29, 2005

INTRODUCED BY Assembly Member Coto

FEBRUARY 18, 2005

An act relating to teachers, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

AB 950, as amended, Coto. Teachers: English language learner project.

Existing law permits a teacher with a basic teaching credential to be assigned to provide specially designed content instruction delivered in English, as defined, to limited-English-proficient pupils only if certain conditions are met, including that the teacher complete, before January 1, 2008, 45 clock hours of staff development in methods of specially designed content instruction delivered in English. Existing law provides for the establishment of guidelines for that staff development.

This bill would require the State Department of Education to

select ~~15~~ 10 applicant school districts to participate in an English language learner staff development action research project administered pursuant to this ~~act~~ bill in the 2006-07 school year, as specified.

The bill would appropriate \$150,000 from the General Fund in order to make grants of \$14,000 to participating school districts for those purposes. ~~Because the bill would require the participation of specified school districts, the bill would create a state mandated local program.~~

The bill would require that the appropriation be included in the amounts appropriated by the state in the 2005-06 fiscal year for purposes of meeting the state's minimum funding obligation to school districts and community college districts under Section 8 of Article XVI of the California Constitution for that fiscal year.

~~The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.~~

Vote: majority. Appropriation: yes. Fiscal committee: yes. State-mandated local program: ~~yes~~ no .

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

(a) The State Department of Education shall select ~~15~~ 10 applicant school districts to participate in an English language learner staff development action research project administered pursuant to this act in the 2006 -07 school year ~~, including all of the following:~~

- ~~(1) Los Angeles Unified School District.~~
- ~~(2) San Diego Unified School District.~~
- ~~(3) Long Beach Unified School District.~~
- ~~(4) Santa Ana Unified School District.~~
- ~~(5) Fresno Unified School District.~~
- ~~(6) Stockton City Unified School District.~~
- ~~(7) San Jose Unified School District.~~
- ~~(8) San Francisco Unified School District.~~
- ~~(9) Oakland Unified School District.~~
- ~~(10) - Sacramento City Unified School District.~~

(b) (1) The department shall evaluate a proposal for funding of an applicant school district and award a grant in an amount equal to fourteen thousand dollars (\$14,000) to a participating school district for the purpose of conducting a one-year action research project for an action research project team.

(2) An action research project team shall be composed of no less than three and no more than five classroom teachers, and the principal of the school at which the team operates.

(c) A grant shall be used for costs derived from the development and implementation of an action research project.

(d) An action research project shall include all of the following:

- (1) A problem statement based on available data.
 - (2) A background statement regarding the problem identified pursuant to paragraph (1).
 - (3) A purpose statement regarding the project.
 - (4) Research questions designed to guide the team from the purpose of the project to a solution.
 - (5) A review of existing data regarding English language learning including research, data, and best practices, and an annotation of no less than 20 publications regarding English language learning.
 - (6) A formulated plan.
 - (7) Implementation of the plan formulated pursuant to paragraph (6).
 - (8) Evaluation of the implementation of the plan.
- (e) An action research project shall submit five copies of its report regarding the project to the department no later than September 1, 2007. The department shall maintain an electronic version of the report on its Web site.

SEC. 2.

(a) The sum of one hundred fifty thousand dollars (\$150,000) is hereby appropriated from the General Fund to the State Department of Education for the purposes of Section 1 of this act.

(b) For the purposes of making computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by this section shall be deemed to be "General Fund revenues appropriated to school districts," as defined in subdivision (c) of Section 41202 of the Education Code for the 2005-06 fiscal year and be included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code for the 2005-06 fiscal year.

~~SEC. 3.~~

~~If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.~~

AB 1213 (Wyland) As Amended May 3, 2005

Status: Assembly Appropriations Committee

Sponsor: Author

Support: Ed Voice

Opposition: California Teachers Association

Fiscal Impact: None to the Commission; Unknown Significant Costs to the General Fund

AB 1213 would require the Superintendent of Public Instruction (SPI), in consultation with interested parties, to adopt a mechanism for creating and maintaining a unique teacher identifier for public school teachers by November 6, 2006. The stated purpose of the identifier would be to enable the SPI to assess the effectiveness of policies, programs and expenditures, to analyze pathways to teaching and to evaluate teacher mobility and retention patterns.

BILL NUMBER: AB 1213 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY MAY 3, 2005
AMENDED IN ASSEMBLY APRIL 7, 2005

INTRODUCED BY Assembly Member Wyland

FEBRUARY 22, 2005

An act to add Section 44239.5 to the Education Code, relating to teacher credentialing.

LEGISLATIVE COUNSEL'S DIGEST

AB 1213, as amended, Wyland. Teacher identifier mechanism.

Existing law establishes the Commission on Teacher Credentialing, which is required, among other things, to issue credentials to teachers.

This bill would require the Superintendent, by November 1, 2006, and in consultation with interested parties appointed by the Superintendent, to adopt a mechanism for creating and maintaining a unique teacher identifier for teachers in public schools, in order to enable the Superintendent to assess the effectiveness of policies, programs, and expenditures, to analyze the pathways to teaching, and to evaluate teacher mobility and retention patterns.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The Legislature finds and declares all of the following:

(a) There is a compelling need to establish a comprehensive information system regarding teachers so that policymakers can make informed decisions about the manner in which we recruit, retain, and compensate teachers.

(b) The need for this system has been amply documented by several reputable organizations, including the Center for the Future of Teaching and Learning, the Legislative Analyst's Office, and the State Higher Education Executive Officers.

(c) California's fragmented information center is antiquated. The education data currently collected is neither centrally located nor able to be linked without a common identifier. As a result, policymakers are inadequately informed.

(d) According to the State Auditor, the Commission on Teacher Credentialing should better evaluate the effectiveness of the programs it oversees and better measure the performance of the teacher credentialing process. The State of California currently lacks the ability to assess the effectiveness of policies, programs, and expenditures, to analyze the pathways to teaching, or even to evaluate the teacher mobility and retention patterns.

SEC. 2. Section 42239.5 is added to the Education Code, to read: 42239.5.

(a) By November 1, 2006, the Superintendent shall adopt a mechanism for creating and maintaining a unique teacher identifier for teachers in public schools, in order to enable to Superintendent to assess the effectiveness of policies, programs, and expenditures, to analyze the pathways to teaching, and to evaluate teacher mobility and retention patterns.

(b) During the process of adoption, the Superintendent shall convene and consult with an advisory group comprised of interested parties appointed by the Superintendent.

(c) In ~~developing~~ adopting the mechanism described in subdivision (a), the Superintendent shall ~~be guided by~~ do all of the following:

(1) ~~Minimizing~~ Minimize impacts on local education agencies.

(2) ~~Maximizing~~ Maximize linkage with existing information systems.

(3) ~~Utilizing~~ Utilize existing systems and reporting formats, if practical.

(4) ~~Maximizing~~ Maximize opportunities for longitudinal analysis.

(5) ~~Preserving~~ Preserve teacher and student confidentiality.

(6) ~~Ensuring~~ Ensure that all data derived from the information system ~~is~~ may be used exclusively for evaluating education policies, programs, and expenditures.

(7) ~~Guaranteeing~~ Guarantee and ensure that no data derived from the information systems ~~is~~ will or may be used to reward or sanction individual teachers for performance.

AB 1570 (Salinas) As Amended May 2, 2005

Status: Assembly Education Committee

Sponsor: The Californians Together Coalition

Support: California Association for Bilingual Education

Opposition: None on File

Fiscal Impact: Consistent with current practice during transition periods. Minor, absorbable costs.

AB 1570 would require the Commission to administer the BCLAD examinations and to use the requirements for BCLAD certification that have been in effect prior to January 1, 2006, until newly developed examinations and requirements for certification are approved by the commission.

BILL NUMBER: AB 1570 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY MAY 2, 2005

INTRODUCED BY Assembly Member Salinas

FEBRUARY 22, 2005

An act to ~~amend Section 44253.4 of~~ add
Section 44253.75 to the Education Code, relating to teacher
credentialing.

LEGISLATIVE COUNSEL'S DIGEST

AB 1570, as amended, Salinas. Teacher credentialing:
~~limited English proficient pupils certificates~~ .

The Teacher Credentialing Law of 1988 establishes the Commission on Teacher Credentialing, among other things, to establish professional standards, assessments, and examinations for entry and advancement in the education profession, and to grant teaching credentials. The existing act requires the commission to promulgate regulations to clarify and to make specific the requirements and authorizations of credentials, certificates, and permits established pursuant to its provisions. Existing regulations require the commission to administer examinations for, and to issue, Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certificates.

This bill would require the commission to administer the BCLAD examinations and to use the requirements for BCLAD certification that have been in effect prior to January 1, 2006, until newly developed examinations and requirements for certification are approved by the commission.

~~Existing law requires the Commission on Teacher Credentialing to issue a certificate that authorizes the holder to provide certain services to limited English proficient pupils.~~

~~This bill would make technical, nonsubstantive changes to those provisions.~~

Vote: majority. Appropriation: no. Fiscal committee: ~~no~~
yes . State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

~~SECTION 1. Section 44253.4 of the Education Code is amended to read:~~

*SECTION 1. Section 44253.75 is added to the Education Code , to read:
44253.75.*

The commission shall continue to administer the current Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) examinations and to use the requirements for BCLAD certification that have been in effect prior to January 1, 2006, until newly developed examinations and requirements for certification are approved by the commission.

~~44253.4.~~

~~(a) The commission shall issue a certificate that authorizes the holder to provide all of the following services to limited English proficient pupils:~~

~~(1) Instruction for English language development in preschool, kindergarten, grades 1 to 12, inclusive, and classes organized primarily for adults, except when the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a children's center instructional permit pursuant to Sections 8363 and 44252.7, a children's center supervision permit pursuant to Section 8363, or a designated subjects teaching credential in adult education pursuant to Section 44260.2. If the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a children's center instructional permit, or a children's center supervision permit, then instruction for English language development shall be limited to the programs authorized by that permit. If the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a designated subjects teaching credential in adult education, then instruction for English language development is limited to classes organized primarily for adults.~~

~~(2) Specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit used to satisfy the requirement specified in paragraph (1) of subdivision (b).~~

~~(3) Content instruction delivered in the primary language of the pupil in the subjects and at the levels authorized by the prerequisite credential or permit used to satisfy the requirement specified in paragraph (1) of subdivision (b).~~

~~(4) Instruction for primary language development in preschool, kindergarten, grades 1 to 12, inclusive, and classes organized~~

~~primarily for adults, except when the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a children's center instructional permit, a children's center supervision permit, or a designated subjects teaching credential in adult education. If the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a children's center instructional permit or a children's center supervision permit, then instruction for primary language development is limited to the programs authorized by that permit. If the requirement specified in paragraph (1) of subdivision (b) is satisfied by the possession of a designated subjects teaching credential in adult education, then instruction for primary language development is limited to classes organized primarily for adults.~~

~~—(b) The minimum requirements for the certificate shall include all of the following:~~

~~—(1) Possession of a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which credential or permit authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12, inclusive, or classes primarily organized for adults, except for the following:~~

~~—(A) Emergency credentials or permits.~~

~~—(B) Exchange credentials as specified in Section 44333.~~

~~—(C) District intern credentials as specified in Section 44325.~~

~~—(D) Sojourn certificated employee credentials as specified in Section 44856.~~

~~—(E) Teacher education internship credentials as specified in Article 3 (commencing with Section 44450) of Chapter 3.~~

~~—(2) Passage of one or more examinations that the commission determines are necessary for demonstrating the knowledge and skills required for effective delivery of the services authorized by the certificate.~~

~~—(c) To earn the certificate, a teacher who holds the certificate described in Section 44253.3, or in Article 3.5 (commencing with Section 44475) of Chapter 3, as that section and that article existed on December 31, 1992, shall not be required to pass examinations that primarily assess the skills and knowledge necessary for effective delivery of the services authorized by the certificates they possess.~~

~~—(d) The certificate shall remain valid as long as the prerequisite credential or permit specified in paragraph (1) of subdivision (b) remains valid.~~

~~—(e) The commission shall initially issue certificates for languages spoken by the largest numbers of limited English proficient pupils for which there are reasonable numbers of teachers or potential teachers who speak those languages. The commission shall explore alternative ways to make certificates available for other languages.~~

SB 404 (Migden) As Amended May 4, 2005

Status: Senate Appropriations

Sponsor: Senator Migden

Support: California School Boards Association

Opposition: California Teachers Association

Fiscal Impact: \$100,000 for one F/T Consultant Position at the Commission to provide training for the administration and scoring of the TPA, review professional development plans, track program and retention data, evaluate the program for recommendations to the Legislature as required, and prepare annual reports to the Legislature. Unknown costs to school districts.

SB 404 as amended May 4, 2005 would require the Commission, upon the recommendation of the governing board of a school district, to issue a single subject 2-year mid-career, subject matter certificate to any person who meets the following requirements:

- Possession of a baccalaureate degree;
- Passage of CBEST;
- Passage of a Commission-adopted subject matter exam;
- Considered NCLB qualified;
- A minimum of three years of professional experience associated with the subject area in which the individual will teach.

A one-year extension of the certificate may be requested from the Commission by the governing board of a school district if the candidate needs additional time to successfully complete the individualized professional development plan as specified.

- School district governing boards recommending individuals for the certificate would be required to meet the following requirements:
 - Submit a Declaration of Need to the Commission including, but not limited to the subject matter shortage being addressed;
 - Enroll the candidate in a preservice training program for a minimum of 40 hours of pedagogical training aligned with the California Standards for the Teaching Profession including content requirements as specified.
 - Develop and implement a professional development plan to address the specific needs of the candidate as specified.
- If determined by the school district governing board as necessary, the plan would include a description of courses to be completed by the candidate, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- Administer the teaching performance assessment.

Upon the recommendation of the district governing board, the Commission would be required to issue a professional clear single subject teaching credential, provided the candidate has met the requirements above and served for two years on the subject matter certificate.

The Commission would be required to submit a report to the Legislature on this program by February 1, 2007, and annually thereafter based on the following documentation:

- The number of subject matter certificates issued in each subject;
- The retention rates of candidates who receive a subject matter certificate;
- The extent to which the individualized development plans are aligned to the standards and teaching performance expectations;
- Recommendation for improvements to the subject matter certificate program.

The program would remain in effect until January 1, 2015.

Last, AB 404 would amend Education Code Section 44320.2 by adding subsection (g) as follows:

- (g) The teaching performance assessment may be administered at any time during a professional preparation program.

BILL NUMBER: SB 404 AMENDED
BILL TEXT

AMENDED IN SENATE MAY 4, 2005
AMENDED IN SENATE APRIL 19, 2005
AMENDED IN SENATE APRIL 4, 2005

INTRODUCED BY Senator Migden

FEBRUARY 17, 2005

An act to amend Section 44320.2 of, and to add and repeal Section 44259.6 of, the Education Code, relating to teacher credentialing.

LEGISLATIVE COUNSEL'S DIGEST

SB 404, as amended, Migden. Teachers: midcareer credential.

(1) Existing law authorizes the Commission on Teacher Credentialing to issue an eminence credential to any person who has achieved eminence in a field of endeavor taught or service practiced in the public schools of California. This credential authorizes teaching or the performance of services in the public schools in the subject, subject area, or service, and at the level or levels, approved by the commission as designated on the credential.

This bill would require the commission, upon the recommendation of the governing board of a school district, to issue a 2-year subject matter certificate to any person whose knowledge and expertise in a subject area are demonstrated and verified by possession of a baccalaureate degree, basic skills proficiency, subject matter competence, and experience. The subject matter certificate would authorize the holder to be employed by the recommending school district as a midcareer teacher , as specified . The

governing board of the school district electing to recommend a person for a subject matter certificate would be required to enroll candidates in a preservice training program that is aligned with the California Standards for the Teaching Profession and would require the candidate to complete the preservice training program before providing classroom instruction. The recommending governing board would also be required to develop and implement a professional development for the candidate and to administer the teacher performance assessment. Upon the recommendation of the governing board of a school district, the holder of a subject matter certificate who fulfills certain requirements and renders 2 years of teaching service would be issued a professional single subject teaching credential. The bill would require the commission to report to the Legislature by February 1, 2007, and annually thereafter, on the number of certificates issued in each subject, the retention rates of teachers receiving a subject matter certificate, the extent to which individualized development plans are aligned to the standards and teaching performance expectations adopted by the commission and recommendations for improvement to this program.

(2) Existing law requires that each candidate for a preliminary multiple or single subject teaching credential be assessed during the normal term or duration of the candidate's professional preparation program.

This bill would authorize the teaching performance assessment to be administered at any time during the program of professional preparation ~~and would state that successful passage of the teaching performance assessment satisfies the requirement that a program of professional preparation be completed prior to obtaining a preliminary multiple or single subject teaching credential~~

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44259.6 is added to the Education Code, to read:

44259.6.

(a) Notwithstanding any other provision of law, except Sections 44339, 44340, and 44341, the governing board of a school district may employ as a teacher an individual who is issued a midcareer subject matter certificate pursuant to this section if the school district submits a declaration of need to the commission and complies with this section. *Notice of the declaration of need, including, but not limited to, a statement of the subject matter shortage being addressed, shall be presented by the governing board of a school district at a regularly scheduled public hearing.* An individual to whom a midcareer subject matter certificate is issued pursuant to this section may earn a single subject teaching credential, but not a multiple subjects teaching credential, by fulfilling all the requirements of this section.

(b) Upon the recommendation of the governing board of a school district, the commission shall issue a two-year subject matter certificate to any person recommended by the governing board of a school district who displays knowledge and expertise in a subject area as demonstrated by documentation submitted by the governing board of the school district verifying that the person has all the

following:

(1) Possession of a baccalaureate degree conferred by a regionally accredited institution of postsecondary education.

(2) Basic skills proficiency as measured by passing the test adopted under Section 44252.

(3) Subject matter competence established by successfully completing the appropriate subject matter examination administered by the commission pursuant to Article 5 (commencing with Section 44280) and who is considered a highly qualified teacher pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(4) A minimum of three years of professional experience associated with the subject area in which the individual will teach.

(c) A one-year extension of the subject matter certificate may be requested from the commission by the governing board of a school district if the candidate needs additional time to successfully complete the professional development plan and experience requirements. The governing board shall provide documentation of the progress made by the candidate toward completion of the professional development plan and experience requirements.

(d) The governing board of a school district electing to recommend a person for the subject matter certificate shall do the following:

(1) Enroll the candidate for the subject matter certificate in a preservice training program for a minimum of 40 hours of pedagogical training that is aligned with the California Standards for the Teaching Profession. A candidate for the subject matter certificate shall complete this training before providing classroom instruction. The preservice training program shall include the following:

(A) Preparation in classroom management and organization.

(B) Grade-level curriculum content and instructional models and strategies.

(C) Pupil assessment practices.

(D) Literacy development in the subject to be authorized on the certificate.

(E) Equity, access, and diversity training.

(F) Appropriate instructional strategies for English language learners and pupils with special needs.

(2) Develop and implement a professional development plan, to address the specific needs of the candidate. The professional development plan shall consist of a minimum of 40 hours of annual study in areas including, but not limited to, those specified in paragraph (1). The professional development plan shall meet the program design, governance, and quality standards and teaching performance expectations adopted pursuant to Section 44320.2 and shall be submitted by the school district to the commission for review. The professional development plan shall include all of the following:

(A) An annual evaluation of the candidate by the evaluation process in effect in the district.

(B) As the governing board of the school district determines necessary, a description of courses to be completed by the candidate, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

(3) Administer the teaching performance assessment in accordance with Section 44320.2.

(e) Upon the recommendation of the governing board of a school district, the commission shall issue a professional single subject teaching credential, provided the candidate has successfully met the

requirements of subdivision (d) and rendered two years of teaching service under a subject matter certificate.

(f) The commission shall report to the Legislature by February 1, 2007, and annually thereafter, on the following:

(1) The number of subject matter certificates issued in each subject specified in subdivision (a).

(2) The retention rates of candidates who receive a subject matter certificate.

(3) The extent to which the individualized development plans are aligned to the standards and teaching performance expectations adopted by the commission pursuant to Section 44320.2.

(4) Recommendations for improvements to the subject matter certificate program.

(g) This section shall remain in effect only until January 1, 2015, and as of that date is repealed unless a later enacted statute that is enacted before January 1, 2015, deletes or extends that date.

SEC. 2. Section 44320.2 of the Education Code is amended to read:

44320.2.

(a) The Legislature finds and declares that the competence and performance of teachers are among the most important factors in influencing the quality and effectiveness of education in elementary and secondary schools.

(b) For a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. In implementing this requirement, institutions or agencies may do the following:

(1) Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.

(2) Participate in an assessment training program for assessors and implement the commission developed assessment.

(3) Request that the commission conduct the performance assessment for its candidates.

(c) The performance assessment shall not be incorporated into professional preparation programs without streamlining the existing teacher credential requirements. The commission shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. Each candidate shall be assessed during the normal term or duration of the candidate's preparation program as provided by law.

(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform the following duties with respect to the performance assessment:

(1) Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. Not fewer than one-third of the panel members shall be classroom teachers in California public schools.

(2) Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of

professional preparation programs to use if they choose to use the commission developed assessment.

(3) Design, develop, adopt, administer, and score the assessment for candidates that request direct administration of the assessment by the commission.

(4) Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.

(5) Initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section.

(6) Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section. The commission shall ensure that oral proficiency in English is a criterion for scoring each candidate's performance in each assessment.

(7) Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

(8) Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.

(9) Examine and revise, as necessary, the institutional accreditation system pursuant to Article 10 (commencing with Section 44370), for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered pursuant to Section 44320, Article 6 (commencing with Section 44310), Article 7.5 (commencing with Section 44325), or Article 3 (commencing with Section 44450) of Chapter 3 for candidates to acquire the knowledge, skills, and abilities measured by the assessment system.

(10) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program.

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is aligned with the California Standards for the Teaching Profession. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors of preparation programs, and local education agencies that employ program graduates:

(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the candidate's teaching knowledge, skill, and ability.

(2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.

(3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the new teacher's individual induction plan pursuant to Section 44279.2.

(f) The teaching performance assessment that is offered in accordance with paragraph (3) of subdivision (b) shall be subject to Sections 44235.1 and 44298. Assessments in accordance with paragraphs

(1) and (2) of subdivision (b), including the commission's administrative costs, shall be subject to the annual Budget Act.

(g) The teaching performance assessment may be administered at any time during a professional preparation program. ~~Successful passage of the teaching performance assessment shall satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259.6.~~

SB 847 (Ducheny) As Amended May 3, 2005

Status: Senate Appropriations Committee

Sponsor: The San Diego District Attorney

Support: None on File

Opposition: None on File

Fiscal Impact: Minor, absorbable cost to include the regulatory development and review process outlined in the Commission's staff duties, unless the Commission is called upon to develop new requirements, standards and exams.

SB 847 would require the Commission, in consultation with the State Department of Education, to adopt regulations to ensure that a teacher assigned to provide instruction in a career technical education course is highly qualified, as defined in NCLB. The regulations would clarify that a person who teaches a career technical education course that does not include instruction in a core academic subject would not need to meet the highly qualified teacher requirements of NCLB.

The bill does not clarify if the regulations would pertain to assignment and employment definitions or whether a new, higher level, vocational education credential would be the desired outcome. Current requirements for vocational education credentials do not include a baccalaureate degree or academic subject matter competence, as required for teachers of core academic subjects by NCLB, but rather focus on the teacher's education and experience directly related to the vocational subject listed on the credential. Education Code Section 51225.3 (b) allows school districts to approve an alternative delivery method for high school graduation requirements for students in vocational programs such as the Regional Occupation Program thus resulting in core academic subjects, such as math, English, science, social science and the arts, becoming an applied portion of a vocational course and counted toward graduation requirements.

BILL NUMBER: SB 847 AMENDED
BILL TEXT

AMENDED IN SENATE MAY 3, 2005
AMENDED IN SENATE APRIL 13, 2005

INTRODUCED BY Senator Ducheny

FEBRUARY 22, 2005

An act relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

SB 847, as amended, Ducheny. Career technical education: highly qualified teachers.

Existing law requires the Commission on Teacher Credentialing to establish professional standards, assessments, and examinations for entry and advancement in the education profession, and requires the commission to award teaching credentials, including credentials for teaching adult education and vocational education classes.

This bill would require the Commission on Teacher Credentialing, in consultation with the State Department of Education, to adopt regulations to ensure that a teacher assigned to provide instruction in a career technical education course is highly qualified, as defined. *The bill would provide that these regulations may not require a person who teaches a career technical education course that does not include instruction in a core academic subject to be highly qualified, as defined.*

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

(a) The Commission on Teacher Credentialing, in consultation with the State Department of Education, shall adopt regulations to ensure that a teacher assigned to provide instruction in a career technical education course is highly qualified, as defined by subsection (23) of Section 7801 of Title 20 of the United States Code.

(b) *The regulations adopted pursuant to subdivision (a) shall not require a person who teaches a career technical education course that does not include instruction in a core academic subject to be highly qualified, as defined in subdivision (a).*

SB 1072 (Simitian) As Amended April 21, 2005

Status: Senate Appropriations Committee

Sponsor: Author

Support: California School Boards Association, Association of California School Administrators

Opposition: Project Pipeline

Fiscal Impact: Would transfer approximately \$31.5 million in Local Assistance Funds (Proposition 98, General Fund) from the CTC to the California Department of Education

SB 1072 would add, among other programs, three local assistance grant programs currently administered by the Commission to the Professional Development Block Grant administered by California Department of Education: Pre-Internship program, Alternative Certification (Intern) program and Paraprofessional Teacher Training program.

While there is no complaint with the way that the current programs administered by the Commission are operating, the author believes that local control of these programs will provide districts more flexibility and allow funds to be distributed in accordance with local needs and priorities.

BILL NUMBER: SB 1072 AMENDED
BILL TEXT

AMENDED IN SENATE MAY 4, 2005
AMENDED IN SENATE APRIL 21, 2005

INTRODUCED BY Senator Simitian

FEBRUARY 22, 2005

An act to amend, repeal, and add Sections 406, 41530, 41531, 44305, 44308, 44383, 44386, 44393, 44503, 44507, 52272, 99220, 99221, 99222, 99223, 99224, 99225, and 99226 of, to amend, renumber, and repeal Section 44731 of, to add and repeal Section 44730 of, and to repeal Sections 44505, 44506, and 99227 of, the Education Code, relating to teacher development.

LEGISLATIVE COUNSEL'S DIGEST

SB 1072, as amended, Simitian. Professional development block grant consolidation.

Existing law establishes various grant programs designed to promote the development of teachers in specific areas. Existing law establishes the professional development block grant, composed of funding from and for specified existing categorical education programs. Existing law requires the Superintendent of Public Instruction to apportion block grant funds to a school district based on the number of certificated teachers employed by the school district in the immediately prior fiscal year. Existing law authorizes a school district to expend these funds if it provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, expending at least an amount that is equal to the proportion that funding calculated pursuant to the existing Mathematics and Reading Professional Development Program. Existing law requires that the amount of block grant funding a school district receives be adjusted for inflation, as specified, and for growth, as measured by the regular average daily attendance used for the second principal apportionment.

This bill would consolidate the funding for many of those programs within the professional development block grant.

The changes made by the bill would become operative on July 1, 2006.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 406 of the Education Code is amended to read:
406.

(a) The Regents of the University of California are requested to authorize the President of the University of California or his or her designee to jointly develop English Language Development Professional Institutes with the Chancellor of the California State University, the Chancellor of the California Community Colleges, the independent colleges and universities, and the Superintendent, or their designees. In order to provide maximum access, the institutes shall be offered at sites widely distributed throughout the state, that shall include, but not be limited to, programs offered through instructor-led, interactive online courses, in accordance with existing state law. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall accommodate at least 5 percent of the participants through existing state approved online instructor-led courses, programs, or both. The California subject matter projects, an intersegmental, discipline-based professional development network administered by the University of California, is requested to be the organizing entity for the institutes and followup programs.

(b) (1) Commencing in the 1999-2000 academic year, the institutes shall provide instruction for school teams from each school participating in the program established pursuant to this chapter. Commencing in the 2000-01 academic year, the institutes may provide instruction for school teams serving English language learners in kindergarten and grades 1 to 12, inclusive. A school team shall include teachers who do not hold crosscultural or bilingual-crosscultural certificates or their equivalents, teachers

who hold those certificates or their equivalents, and a schoolsite administrator. The majority of the team shall be teachers who do not hold those crosscultural certificates or their equivalents. If the participating school team employs instructional assistants who provide instructional services to English language learners, the team may include these instructional assistants.

(2) Commencing in July 2000, the English Language Development Institutes shall provide instruction to an additional 10,000 participants. These participants shall be in addition to the 5,000 participants authorized as of January 1, 2000. Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through the English Language Development Institutes shall be specified in the annual Budget Act.

(3) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' reading scores are at or below the 40th percentile on the English language arts portion of the achievement test authorized by Section 60640.

(B) Schools in which a high percentage of pupils score below grade level on the English language development assessment authorized by Section 60810, when it is developed.

(C) Schools with a high number of new, underprepared, and noncredentialed teachers. Underprepared teachers shall be defined as teachers who do not possess a crosscultural or bilingual-crosscultural certificate, or their equivalents.

(D) Schools in which the enrollment of English language learners exceeds 25 percent of the total school enrollment.

(E) Schools with a full complement of team members as described in paragraph (1).

(4) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (C) of paragraph (3).

(c) Each team member who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California.

(d) Instruction provided by the institutes shall be consistent with state-adopted academic content standards and with the English language development standards adopted pursuant to Section 60811.

(e) (1) Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 80 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented during the following school year with no fewer than 80 hours nor more than 120 hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of English language learners at that school.

(2) Instruction at the institutes shall be of sufficient scope, depth, and duration to fully equip instructional personnel to offer a comprehensive and rigorous instructional program for English language learners and to assess pupil progress so these pupils can meet the academic content and performance standards adopted by the State Board of Education. The instruction shall be designed to increase the capacity of teachers and other school personnel to provide and assess standards-based instruction for English language learners.

(3) The instruction shall be multidisciplinary and focus on instruction in disciplines for which the State Board of Education has adopted academic content standards. The instruction shall also be research-based and provide effective models of professional development in order to ensure that instructional personnel increase their skills, at a minimum, in all of the following:

(A) Literacy instruction and assessment for diverse pupil populations, including instruction in the teaching of reading that is research-based and consistent with the balanced, comprehensive strategies required under Section 44757.

(B) English language development and second language acquisition strategies.

(C) Specially designed instruction and assessment in English.

(D) Application of appropriate assessment instruments to assess language proficiency and utilization of benchmarks for reclassification of pupils from English language learners to fully English proficient.

(E) Examination of pupil work as a basis for the alignment of standards, instruction, and assessment.

(F) Use of appropriate instructional materials to assist English language learners to attain academic content standards.

(G) Instructional technology and its integration into the school curriculum for English language learners.

(H) Parent involvement and effective practices for building partnerships with parents.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of the course requirements to an enrolled candidate who satisfactorily completes a California English Language Development Institute program if the program has been certified by the Commission on Teacher Credentialing as meeting preparation standards.

(g) This section does not prohibit a team member from attending an institute authorized by this section in more than one academic year.

(h) This section shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(i) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 2. Section 406 is added to the Education Code, to read:
406.

(a) The Regents of the University of California are requested to authorize the President of the University of California or his or her designee to jointly develop English Language Development Professional Institutes with the Chancellor of the California State University, the Chancellor of the California Community Colleges, the independent colleges and universities, and the Superintendent, or their designees. In order to provide maximum access, the institutes shall be offered at sites widely distributed throughout the state, that shall include, but not be limited to, programs offered through instructor-led, interactive online courses, in accordance with existing state law. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall accommodate at least 5 percent of the participants

through existing state approved online instructor-led courses, programs, or both. The California subject matter projects, an intersegmental, discipline-based professional development network administered by the University of California, is requested to be the organizing entity for the institutes and followup programs.

(b) Commencing in the 1999-2000 academic year, the institutes shall provide instruction for school teams from each school participating in the program established pursuant to this chapter. Commencing in the 2000-01 academic year, the institutes may provide instruction for school teams serving English language learners in kindergarten and grades 1 to 12, inclusive. A school team shall include teachers who do not hold crosscultural or bilingual-crosscultural certificates or their equivalents, teachers who hold those certificates or their equivalents, and a schoolsite administrator. The majority of the team shall be teachers who do not hold those crosscultural certificates or their equivalents. If the participating school team employs instructional assistants who provide instructional services to English language learners, the team may include these instructional assistants.

(c) Each team member who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000).

(d) Instruction provided by the institutes shall be consistent with state-adopted academic content standards and with the English language development standards adopted pursuant to Section 60811.

(e) (1) Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 80 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented during the following school year with no fewer than 80 hours nor more than 120 hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of English language learners at that school.

(2) Instruction at the institutes shall be of sufficient scope, depth, and duration to fully equip instructional personnel to offer a comprehensive and rigorous instructional program for English language learners and to assess pupil progress so these pupils can meet the academic content and performance standards adopted by the State Board of Education. The instruction shall be designed to increase the capacity of teachers and other school personnel to provide and assess standards-based instruction for English language learners.

(3) The instruction shall be multidisciplinary and focus on instruction in disciplines for which the State Board of Education has adopted academic content standards. The instruction shall also be research-based and provide effective models of professional development in order to ensure that instructional personnel increase their skills, at a minimum, in all of the following:

(A) Literacy instruction and assessment for diverse pupil populations, including instruction in the teaching of reading that is research-based and consistent with the balanced, comprehensive strategies required under Section 44757.

(B) English language development and second language acquisition strategies.

(C) Specially designed instruction and assessment in English.

(D) Application of appropriate assessment instruments to assess language proficiency and utilization of benchmarks for reclassification of pupils from English language learners to fully

English proficient.

(E) Examination of pupil work as a basis for the alignment of standards, instruction, and assessment.

(F) Use of appropriate instructional materials to assist English language learners to attain academic content standards.

(G) Instructional technology and its integration into the school curriculum for English language learners.

(H) Parent involvement and effective practices for building partnerships with parents.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of the course requirements to an enrolled candidate who satisfactorily completes a California English Language Development Institute program if the program has been certified by the Commission on Teacher Credentialing as meeting preparation standards.

(g) This section does not prohibit a team member from attending an institute authorized by this section in more than one academic year.

(h) This section does not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(i) This section shall become operative on July 1, 2006.

SEC. 3. Section 41530 of the Education Code is amended to read: 41530.

(a) There is hereby established the professional development block grant. Commencing with the 2005-06 fiscal year, the Superintendent shall apportion block grant funds to a school district based on the number of certificated teachers employed by the school district in the immediately prior fiscal year.

(b) A school district may expend funds received pursuant to this article for any purpose authorized by the programs listed in Section 41531, as the statutes governing those programs read on January 1, 2004, if the school district provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development. In providing teachers of kindergarten and any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, a school district shall expend at least an amount that is equal to the proportion that funding calculated pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 bears to the statewide total amount of block grant funds appropriated for purposes of this article. For purposes of this article, professional development in reading language arts/English language development shall be equivalent in rigor to the professional development provided pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65, as that article read on January 1, 2004.

(c) For purposes of this article, "school district" includes a county office of education if county offices of education are eligible to receive funds for the programs that are listed in Section 41531. The block grant of a county office of education shall be based only on those programs for which it was eligible to receive funds in the 2003-04 fiscal year.

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends

the dates on which it becomes inoperative and is repealed.

SEC. 4. Section 41530 is added to the Education Code, to read:
41530.

(a) There is hereby established the professional development block grant. Commencing with the 2005-06 fiscal year, the Superintendent shall apportion block grant funds to a school district based on the number of certificated teachers *and paraprofessionals* employed by the school district in the immediately prior fiscal year.

(b) A school district may expend funds received pursuant to this article for any purpose authorized by the programs listed in subdivision (a) of Section 41531, as the statutes governing those programs read on January 1, 2004, and subdivision (b) of Section 41531, if the school district provides each teacher of kindergarten or any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development. In providing teachers of kindergarten and any of grades 1 to 6, inclusive, with opportunities to participate in professional development activities in reading language arts/English language development, a school district shall expend at least an amount that is equal to the proportion that funding calculated pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 bears to the statewide total amount of block grant funds appropriated for purposes of this article. For purposes of this article, professional development in reading language arts/English language development shall be equivalent in rigor to the professional development provided pursuant to Article 3 (commencing with Section 99230) of Chapter 5 of Part 65, as that article read on January 1, 2004.

(c) For purposes of this article, "school district" includes a county office of education if county offices of education are eligible to receive funds for the programs that are listed in Section 41531. The block grant of a county office of education shall be based only on those programs for which it was eligible to receive funds in the 2003-04 fiscal year.

(d) This section shall become operative on July 1, 2006.

SEC. 5. Section 41531 of the Education Code is amended to read:
41531.

The professional development block grant shall include funding apportioned to school districts prior to January 1, 2005, for purposes of the following programs:

(a) Staff development as set forth in Article 7.5 (commencing with Section 44579) of Chapter 3 of Part 25.

(b) Teaching as a Priority Block Grant as set forth in Chapter 3.36 (commencing with Section 44735) of Part 25.

(c) Intersegmental programs funded pursuant to Item 6110-197-0001 of Section 2.00 of the annual Budget Act.

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 6. Section 41531 is added to the Education Code, to read:
41531.

(a) The professional development block grant shall include funding apportioned to school districts prior to January 1, 2005, for purposes of the following programs:

(1) Staff development as set forth in Article 7.5 (commencing with Section 44579) of Chapter 3 of Part 25.

(2) Teaching as a Priority Block Grant as set forth in Chapter

3.36 (commencing with Section 44735) of Part 25.

(3) Intersegmental programs funded pursuant to Item 6110-197-0001 of Section 2.00 of the annual Budget Act.

(b) The professional development block grant shall include funding apportioned to school districts for purposes of the following programs:

(1) The California Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2).

(2) Alternative certification programs established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.

(3) The California School Paraprofessional Teacher Training Program (Article 12 (commencing with Section 44390) of Chapter 2).

(4) The California Peer Assistance and Review Program for Teachers (Article 4.5 (commencing with Section 44500) of Chapter 3).

(5) The Education Technology Staff Development Program (Chapter 3.34 (commencing with Section 44730)).

(6) The Education Technology Professional Development Program pursuant to Section 52272.

(7) The California Professional Development Institutes (Article 2 (commencing with Section 99220) of Chapter 5 of Part 65).

(8) The Pre-Intern Teaching Academies.

(c) This section shall become operative on July 1, 2006.

SEC. 7. Section 44305 of the Education Code is amended to read: 44305.

(a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the department, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education.

(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 or is enrolled in a subject matter program approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310). A preintern teacher who passes the subject matter examination or completes a subject matter program in the first or second year of his or her preintern teaching shall enroll in a district or university teaching internship or other approved university teaching credential program. A preintern teaching certificate may be renewed for a third year if the employing school district, the cooperating college or university, and the preintern support the application for renewal.

(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:

(1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.

(2) Passage of the basic skills proficiency test as provided for in Section 44252.

(3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.

(4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.

(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but are not limited to, all of the following:

(1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.

(2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.

(3) Cost-effectiveness, including the number of preinterns to be served.

(4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.

(5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.

(6) Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.

(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.

(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the department.

(9) Approval of the district plan by the governing board of the school district.

(e) In establishing criteria for review of preintern teaching programs pursuant to subdivision (d), the commission shall make every effort to recognize effective district programs for the support and development of emergency permit teachers in operation before July 1, 1998, as meeting the preintern teaching program criteria.

(f) A school district may apply to the commission for funding under this article. Based on the criteria in subdivision (d), developed pursuant to the consultation process required by subdivision (a), the commission shall determine which applicants are approved for funding. If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227), the commission shall transmit a list of approved applicants to the department. The department shall award grants in a timely manner exclusively to those school districts that the commission has approved for funding, in the amounts listed, with no school district receiving more than two thousand dollars (\$2,000) per preintern employed by the school district.

(g) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 8. Section 44305 is added to the Education Code, to read: 44305.

(a) The commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual

employed by a school district approved by the commission who operates a preintern teaching program pursuant to this article if the individual meets the minimum requirements set by the commission.

(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 or is enrolled in a subject matter program approved by the commission

on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310). A preintern teacher who passes the subject matter examination or completes a subject matter program in the first or second year of his or her preintern teaching shall enroll in a district or university teaching internship or other approved university teaching credential program. A preintern teaching certificate may be renewed for a third year if the employing school district, the cooperating college or university, and the preintern support the application for renewal.

(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:

(1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.

(2) Passage of the basic skills proficiency test as provided for in Section 44252.

(3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.

(4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.

(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but is not limited to, all of the following:

(1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.

(2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.

(3) Cost-effectiveness, including the number of preinterns to be served.

(4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.

(5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.

(6) Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.

(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.

(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the department.

(9) Approval of the district plan by the governing board of the school district.

(e) In establishing criteria for review of preintern teaching programs pursuant to subdivision (d), the commission shall make every effort to recognize effective district programs for the support and

development of emergency permit teachers in operation before July 1, 1998, as meeting the preintern teaching program criteria.

(f) A school district may operate a preintern teaching program using funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24. No school district may expend for the preintern teaching program more than two thousand dollars (\$2,000) per preintern employed by the school district.

(g) This section shall become operative on July 1, 2006.

SEC. 9. Section 44308 of the Education Code is amended to read: 44308.

(a) Funding for the purposes of administering the program established pursuant to this article is contingent upon an appropriation in the Budget Act or other act.

(b) It is the intent of the Legislature that federal funding provided to the department and the Commission on Teacher Credentialing in Item 6110-001-0890 and Item 6360-001-0407 be adjusted to provide direct funding for the Commission on Teacher Credentialing for the purposes of the Pre-Internship Teaching Program and the California School Paraprofessional Teacher Training Program. The Department of Finance shall make those adjustments using authority of Section 1.50 of the Budget Act of 1997.

(c) If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227) and if the provisions of this article do not meet the requirements of that federal act, the department shall be held harmless for any fiscal penalty exacted by the federal government for the expenditures made by local educational agencies or for state operations.

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 10. Section 44308 is added to the Education Code, to read: 44308.

(a) Funding for the purposes of administering the program established pursuant to this article is contingent upon an appropriation in the annual Budget Act for the purposes of the professional development block grant established pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(b) It is the intent of the Legislature that federal funding provided to the department and the Commission on Teacher Credentialing in Item 6110-001-0890 and Item 6360-001-0407 be adjusted to provide direct funding for the Commission on Teacher Credentialing for the purposes of the Pre-Internship Teaching Program and the California School Paraprofessional Teacher Training Program. The Department of Finance shall make those adjustments using authority of Section 1.50 of the Budget Act of 1997.

(c) This section shall become operative on July 1, 2006.

SEC. 11. Section 44383 of the Education Code is amended to read: 44383.

(a) School districts or county offices of education operating, or that propose to operate, an alternative certification program pursuant to this article, may apply to the Commission on Teacher Credentialing for incentive grant funding that has been appropriated for the purposes of this article.

(b) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 12. Section 44383 is added to the Education Code, to read:
44383.

(a) School districts or county offices of education operating, or that propose to operate, an alternative certification program pursuant to this article, may use funding from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(b) This section shall become operative on July 1, 2006.

SEC. 13. Section 44386 of the Education Code is amended to read:
44386.

(a) From funds appropriated for the purposes of this article, the Commission on Teacher Credentialing shall award incentive grants to qualifying school districts or county offices of education. Each school district or county office of education that receives a grant shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. Grants shall be awarded by the commission for the remaining 50 percent of the cost of the alternative certification program, but in no event shall the grant amount awarded to any school district or county office of education exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the commission may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305).

(d) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 14. Section 44386 is added to the Education Code, to read:
44386.

(a) Each school district or county office of education that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this article shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. The amount of funding provided by a school district or county office of education shall not exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the school district or county office of education may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section 44325) or in an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) This section shall become operative on July 1, 2006.
SEC. 15. Section 44393 of the Education Code is amended to read:
44393.

(a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant school district or county office of education demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected school district or county office of education shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual-crosscultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3

(commencing with Section 44450) of Chapter 3.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

(2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the pilot program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in

which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

(i) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 16. Section 44393 is added to the Education Code, to read:
44393.

(a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) A school district or county office of education that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for this program shall do all of the following:

(1) Demonstrate a capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) Enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) Encourage paraprofessionals to become bilingual-crosscultural teachers, multiple subject credentialed teachers, or special education teachers.

(4) Include a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(5) Meet its own specific teacher needs.

(6) Operate a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3 or demonstrate why an internship program shall not be operated.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

(2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor's degree.

(B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant shall not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.

(e) Each selected school district or county office of education shall report to the Superintendent regarding the progress of each cohort of school paraprofessionals.

(f) No later than January 1, 2007, and annually thereafter, the Superintendent shall report to the Legislature regarding the status of the program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, and other effects upon the operation of the public schools.

(g) Commencing with the 2006-07 fiscal year, and each fiscal year thereafter, the school district or county office of education may use funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 to operate the program. In no case shall any school district use more than the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.

(h) This section shall become operative on July 1, 2006.

SEC. 17. Section 44503 of the Education Code is amended to read: 44503.

(a) The governing board of a school district that accepts state funds for purposes of this article agrees to negotiate the development and implementation of the program with the exclusive

representative of the certificated employees in the school district, if the certificated employees in the district are represented by an exclusive representative. In a school district in which the certificated employees are not represented, the school district shall develop a Peer Assistance and Review Program for Teachers consistent with this article in order to be eligible to receive funding under this article.

(b) Functions performed pursuant to this article by certificated employees employed in a bargaining unit position shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of Section 3540.1 of the Government Code.

(c) Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the Government Code.

(d) It is the intent of the Legislature that school districts be allowed to combine, by mutual agreement, their programs of peer assistance and review with those of other school districts.

(e) Not more than 5 percent of the funds received by a school district for the Peer Assistance and Review Program for Teachers may be expended for administrative expenses. For the purposes of this article, administrative expenses shall include expenditures for the personnel costs of program administration and coordination, the cost of consulting teacher selection, and indirect costs associated with the Peer Assistance and Review Program for Teachers.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 18. Section 44503 is added to the Education Code, to read: 44503.

(a) The governing board of a school district that accepts state funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this article shall negotiate the development and implementation of the program with the exclusive representative of the certificated employees in the school district, if the certificated employees in the district are represented by an exclusive representative. In a school district in which the certificated employees are not represented, the school district shall develop a Peer Assistance and Review Program for Teachers

consistent with this article in order to be eligible to receive funding under this article.

(b) Functions performed pursuant to this article by certificated employees employed in a bargaining unit position shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of Section 3540.1 of the Government Code.

(c) Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the Government Code.

(d) It is the intent of the Legislature that school districts be allowed to combine, by mutual agreement, their programs of peer assistance and review with those of other school districts.

(e) Not more than 5 percent of the funds used by a school district for the Peer Assistance and Review Program for Teachers may be expended for administrative expenses. For the purposes of this article, administrative expenses shall include expenditures for the personnel costs of program administration and coordination, the cost

of consulting teacher selection, and indirect costs associated with the Peer Assistance and Review Program for Teachers.

(f) This section shall become operative on July 1, 2006.

SEC. 19. Section 44505 of the Education Code is repealed.

SEC. 20. Section 44506 of the Education Code is repealed.

SEC. 21. Section 44507 of the Education Code is amended to read:
44507.

(a) Subject to the availability of funding in the annual Budget Act, the Superintendent shall contract with an independent evaluator on or before December 15, 2002, to prepare a comprehensive evaluation of the implementation, impact, cost, and benefit of the California Peer Assistance and Review Program for Teachers. The evaluation shall be delivered to the Legislature, the Governor, and interested parties on or before January 1, 2004. As a condition of receiving funding, school districts implementing programs pursuant to this article shall provide data, as requested by the Superintendent, to provide baseline information for the evaluation.

(b) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 22. Section 44507 is added to the Education Code, to read:
44507.

(a) Subject to the availability of funding in the annual Budget Act, the Superintendent shall contract with an independent evaluator on or before December 15, 2002, to prepare a comprehensive evaluation of the implementation, impact, cost, and benefit of the California Peer Assistance and Review Program for Teachers. The evaluation shall be delivered to the Legislature, the Governor, and interested parties on or before January 1, 2004. As a condition of receiving funding from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24, school districts that implement programs pursuant to this article shall provide data, as requested by the Superintendent, to provide baseline information for the evaluation.

(b) This section shall become operative on July 1, 2006.

SEC. 23. Section 44730 is added to the Education Code, to read:
44730.

A school district that uses funds from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24 for purposes of this chapter shall certify all of the following to the department:

(a) Each school maintaining any of grades 4 to 8, inclusive, that uses professional development block grant funds for purposes of this chapter has access, for instructional purposes, to the Internet in its classrooms and has a sufficient number of up-to-date computers or other devices that provide Internet access in its classrooms for instructional use.

(b) The professional development block grant funds used for this chapter shall be expended by the eligible schools for the purpose of providing in-service training to their schoolsite administrators, appropriate instructional classified employees, and certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive, in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction.

(c) The professional development block grant funds used for this chapter shall be expended for in-service training programs in

education technology that meet or exceed the proficiency standards developed by the Commission on Teacher Credentialing pursuant to Section 44259.

(d) Each school has developed an action plan that provides for a program of in-service training in education technology for its schoolsite administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. In the action plan, the school shall, to the extent feasible and appropriate, integrate training in educational technology with all of the following:

(1) Staff development days.

(2) Staff development funds available from all state and federal funding sources.

(3) Involvement of the parents and guardians of pupils enrolled in the school district.

(e) In-service training provided pursuant to this chapter shall be coordinated and integrated with any other in-service training.

(f) This section shall become operative on July 1, 2006.

SEC. 24. Section 44730 of the Education Code is repealed.

SEC. 25. Section 44731 of the Education Code is amended and renumbered to read:

44730.

A school district shall certify all of the following to the department as a condition of each applicant school in the district being eligible to receive funding pursuant to this chapter:

(a) Each school maintaining any of grades 4 to 8, inclusive, that is applying for funding under this chapter has access, for instructional purposes, to the Internet in its classrooms and has a sufficient number of up-to-date computers or other devices that provide Internet access in its classrooms for instructional use.

(b) The funds received pursuant to this chapter shall be expended by the eligible schools for the purpose of providing in-service training to their schoolsite administrators, appropriate instructional classified employees, and certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive, in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction.

(c) The funds received pursuant to this chapter shall be expended for in-service training programs in education technology that meet or exceed the proficiency standards developed by the Commission on Teacher Credentialing pursuant to Section 44259.

(d) Each applicant school has developed an action plan that provides for a program of in-service training in education technology for its schoolsite administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. In the action plan, the applicant school shall, to the extent feasible and appropriate, integrate training in educational technology with all of the following:

(1) Staff development days authorized pursuant to Section 44670.6 or 52854.

(2) Staff development funds available from all state and federal funding sources.

(3) Involvement of the parents and guardians of pupils enrolled in the school district.

(e) In-service training provided pursuant to this chapter shall be coordinated and integrated with any other in-service training.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 26. Section 52272 of the Education Code is amended to read: 52272.

(a) The Education Technology Professional Development Program is hereby established to provide teacher training on the use of technology in the classroom. The professional development training shall provide teachers with knowledge and skills on how best to integrate the use of technology into the classroom and curriculum.

(b) The California State University shall administer the professional development training component of the program and shall collaborate with the California Technology Assistance Project, county offices of education, and other appropriate public and private organizations in developing and providing this training.

(c) The Secretary for Education, in collaboration with the Chancellor of the California State University, shall select a contractor to conduct an independent evaluation of the effectiveness of the Education Technology Professional Development Program. Upon completion, the report shall be submitted to the Governor and the Legislature by January 1, 2002.

(d) Funding for the purposes of this section is contingent on an appropriation made for those purposes in the annual Budget Act.

(e) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 27. Section 52272 is added to the Education Code, to read: 52272.

(a) The Education Technology Professional Development Program is hereby established to provide teacher training on the use of technology in the classroom. The professional development training shall provide teachers with knowledge and skills on how best to integrate the use of technology into the classroom and curriculum.

(b) A school district or charter school may administer or contract for the professional development training component of the program and shall collaborate with the California Technology Assistance Project, county offices of education, and other appropriate public and private organizations in developing and providing this training.

(c) The Secretary for Education shall select a contractor to conduct an independent evaluation of the effectiveness of the Education Technology Professional Development Program. Upon completion, the report shall be submitted to the Governor and the Legislature by January 1, 2002.

(d) Funding for the purposes of this section may be provided from the professional development block grant made available pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(e) This section shall become operative on July 1, 2006.

SEC. 28. Section 99220 of the Education Code is amended to read: 99220.

The Regents of the University of California are requested to jointly develop with the Trustees of California State University and the independent colleges and universities, the California Reading Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance

with all of the following criteria:

(a) (1) In June 1999, the University of California and its institutes' partners shall commence instruction for 6,000 participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading. Commencing in July 2000, the institutes shall provide instruction for an additional 14,000 participants who either provide direct instruction in reading to pupils, including special education pupils, in prekindergarten, kindergarten or in grade 1, 2, or 3, or supervise beginning teachers of reading. Of the 14,000 new positions, at least 2,000 shall be reserved for prekindergarten teachers who teach in state preschool programs located in the attendance area of high-priority schools in order to link prekindergarten literacy development and reading readiness to the state's reading goals for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If there are not enough applicants to fill the 2,000 positions, the remaining positions may be filled by teachers of pupils enrolled in kindergarten or any of grades 1 to 3, inclusive.

(2) Ongoing support for second-year participants shall include a second-year institute focusing on the use of instructional materials, leveraging of school district resources, and the development of teacher leadership within the school district to improve pupil achievement in reading.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator, with the majority of the team composed of beginning teachers.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' reading scores are at or below the 40th percentile on the reading portion of the achievement test authorized by Section 60640.

(B) Schools with a high number of beginning and noncredentialed teachers.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a full complement of team members as outlined above.

(E) School teams committed to participate in the Elementary School Intensive Reading Program established pursuant to Article 1 (commencing with Section 53025) of Chapter 16 of Part 28 for a minimum of three years.

(F) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (B) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of reading in a manner consistent with the standard for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early intervention techniques.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum framework on reading/language arts adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) (1) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California.

(2) A participant in an institute authorized by this section who satisfactorily completes additional institute activities or leadership and mentoring responsibilities in his or her school in subsequent years in accordance with institute guidelines shall receive a stipend, commensurate with the participant's responsibilities, of not less than five hundred dollars (\$500) and not more than two thousand dollars (\$2,000), as determined by the University of California. It is the intent of the Legislature that stipends paid to participants under this paragraph average approximately one thousand dollars (\$1,000) per stipend recipient per year.

(e) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in reading.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of reading course requirements to an enrolled candidate who satisfactorily completes a California Reading Professional Development Institute program if the institute has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.

(g) This section does not prohibit a participant from attending an institute authorized by this section in more than one academic year.

(h) "Beginning teachers," for purposes of this article, are teachers with three or fewer years of teaching experience.

(i) This section shall become inoperative on July 1, 2006, and, as

of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 29. Section 99220 is added to the Education Code, to read:
99220.

The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the California Reading Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) (1) In June 1999, the University of California and its institutes' partners shall commence instruction for 6,000 participants who either provide direct instruction in reading to pupils in kindergarten or in grade 1, 2, or 3, or who supervise beginning teachers of reading. Commencing in July 2000, the institutes shall provide instruction for an additional 14,000 participants who either provide direct instruction in reading to pupils, including special education pupils, in prekindergarten, kindergarten or in grade 1, 2, or 3, or supervise beginning teachers of reading. Of the 14,000 new positions, at least 2,000 shall be reserved for prekindergarten teachers who teach in state preschool programs located in the attendance area of high-priority schools in order to link prekindergarten literacy development and reading readiness to the state's reading goals for pupils enrolled in kindergarten and grades 1 to 3, inclusive. If there are not enough applicants to fill the 2,000 positions, the remaining positions may be filled by teachers of pupils enrolled in kindergarten or any of grades 1 to 3, inclusive.

(2) Ongoing support for second-year participants shall include a second-year institute focusing on the use of instructional materials, leveraging of school district resources, and the development of teacher leadership within the school district to improve pupil achievement in reading.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator, with the majority of the team composed of beginning teachers. In any fiscal year, if funding is inadequate to accommodate the participation of all school teams, first priority shall be given to schools with a high number of beginning and noncredentialed teachers.

(c) (1) The institutes shall provide instruction in the teaching of reading in a manner consistent with the standard for a comprehensive reading instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259, and shall include all of the following components:

(A) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic explicit phonics, and decoding skills.

(B) A strong literature, language and comprehension component with a balance of oral and written language.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early intervention techniques.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the

curriculum framework on reading/language arts adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) (1) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000).

(2) A participant in an institute authorized by this section who satisfactorily completes additional institute activities or leadership and mentoring responsibilities in his or her school in subsequent years in accordance with institute guidelines shall receive a stipend, commensurate with the participant's responsibilities, of not less than five hundred dollars (\$500) and not more than two thousand dollars (\$2,000). It is the intent of the Legislature that stipends paid to participants under this paragraph average approximately one thousand dollars (\$1,000) per stipend recipient per year.

(e) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in reading.

(f) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of reading course requirements to an enrolled candidate who satisfactorily completes a California Reading Professional Development Institute program if the institute has been certified by the Commission on Teacher Credentialing as meeting reading preparation standards.

(g) This section does not prohibit a participant from attending an institute authorized by this section in more than one academic year.

(h) "Beginning teachers," for purposes of this article, are teachers with three or fewer years of teaching experience.

(i) This section shall become operative on July 1, 2006.

SEC. 30. Section 99221 of the Education Code is amended to read: 99221.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School English Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 12,000 participants who either provide direct instruction in reading and writing to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school reading and writing.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but are not limited to, all of the following:

(A) Schools whose pupils' scores on the English language arts portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of the members of their schools' English departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Teams of teachers from various departments within a school.

(E) Schools with a high number of beginning and noncredentialed teachers.

(F) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (E) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of reading and writing in a manner consistent with the standard for a comprehensive reading and writing instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on reading/language arts for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in English language

arts.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of English language arts requirements to an enrolled candidate who satisfactorily completes a High School English Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting English language arts standards.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 31. Section 99221 is added to the Education Code, to read: 99221.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School English Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 12,000 participants who either provide direct instruction in reading and writing to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school reading and writing.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of reading and writing in a manner consistent with the standard for a comprehensive reading and writing instruction program that is research-based, as described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on reading/language arts for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and

schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in English language arts.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of English language arts requirements to an enrolled candidate who satisfactorily completes a High School English Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting English language arts standards.

(f) This section shall become operative on July 1, 2006.

SEC. 32. Section 99222 of the Education Code is amended to read: 99222.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,500 participants who either provide direct instruction in mathematics to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school mathematics.

(b) (1) The institutes shall provide instruction for school teams from each participating school. The school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a high number of beginning and noncredentialed teachers.

(E) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for

advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a High School Mathematics Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 33. Section 99222 is added to the Education Code, to read: 99222.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the High School Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,500 participants who either provide direct instruction in mathematics to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. The school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a High School Mathematics Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become operative on July 1, 2006.

SEC. 34. Section 99223 of the Education Code is amended to read: 99223.

The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the Algebra Academies Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 1,000 participants who

either provide direct instruction in prealgebra and algebra to pupils in grades 7 and 8, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but are not necessarily limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a high number of beginning and noncredentialed teachers.

(E) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools that meet the criteria described in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California.

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses that are widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing instruction. Followup professional development during this time period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(h) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 35. Section 99223 is added to the Education Code, to read:
99223.

The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the Algebra Academies Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 1,000 participants who either provide direct instruction in prealgebra and algebra to pupils in grades 7 and 8, or supervise beginning teachers of algebra.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars

(\$1,000) nor more than two thousand dollars (\$2,000).

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses that are widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing instruction. Followup professional development during this time period shall occur outside of instructional time.

(g) It is the intent of the Legislature that a local education agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Academies Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(h) This section shall become operative on July 1, 2006.

SEC. 36. Section 99224 of the Education Code is amended to read: 99224.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Teams composed of a large percentage of members of their schools' mathematics departments, which may include the chair of that department.

(C) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(D) Schools with a high number of beginning and noncredentialed

teachers.

(E) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (D) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics

instruction program that is research-based, and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a High School Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 37. Section 99224 is added to the Education Code, to read: 99224.

The Regents of the University of California are requested to develop jointly with the Trustees of the California State University and the independent colleges and universities, the Algebra Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in algebra or the coursework in the two years leading to algebra to pupils enrolled in a public school in grades 6 to 12, inclusive, or supervise beginning teachers of algebra.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course and shall be supplemented, during the following school year, with no fewer than 80 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes a

High School Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become operative on July 1, 2006.

SEC. 38. Section 99225 of the Education Code is amended to read: 99225.

The Regents of the University of California are requested to develop collaboratively with the Trustees of the California State University, the independent colleges and universities, and the county offices of education, the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in elementary mathematics to pupils in grades 4 to 6, inclusive, or supervise beginning teachers of elementary mathematics.

(b) (1) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(2) Criteria and priority for selection of participating school teams shall include, but not necessarily be limited to, all of the following:

(A) Schools whose pupils' scores on the mathematics portion of the achievement test authorized by Section 60640 are at or below the 40th percentile.

(B) Schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals.

(C) Schools with a high number of beginning and noncredentialed teachers.

(D) Schools that have adopted standards-based materials approved by the State Board of Education.

(3) In any fiscal year, if funding is inadequate to accommodate the participation of all eligible school teams, first priority shall be given to schools meeting the criteria set forth in subparagraph (C) of paragraph (2).

(c) (1) The institutes shall provide instruction in the teaching of elementary mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in elementary mathematics that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Instruction that will prepare teachers as mathematics specialists and to become teacher trainers at their schools, assuming more of the responsibility for mathematics instruction.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early and continuing intervention techniques for pupils experiencing difficulty in elementary mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint

teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 40 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in elementary mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 39. Section 99225 is added to the Education Code, to read:
99225.

The Regents of the University of California are requested to develop collaboratively with the Trustees of the California State University, the independent colleges and universities, and the county offices of education, the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,000 participants who either provide direct instruction in elementary mathematics to pupils in grades 4 to 6, inclusive, or supervise beginning teachers of elementary mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. These school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of elementary mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based, and shall include all of the following components:

(A) Instruction in elementary mathematics that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Instruction that will prepare teachers as mathematics specialists and to become teacher trainers at their schools, assuming more of the responsibility for mathematics instruction.

(C) Ongoing diagnostic techniques that inform teaching and assessment.

(D) Early and continuing intervention techniques for pupils experiencing difficulty in elementary mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally accredited program offered through instructor-led, interactive online courses. In order to maximize access to teachers and administrators who may be precluded from participating in an onsite institute due to geographical, physical, or time constraints, each institute shall be required to accommodate at least 5 percent of the participants through state-approved instructor-led, interactive online courses. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours nor more than 120 hours during the summer or during an intersession break or an equivalent instructor-led, online course, and shall be supplemented, during the following school year, with no fewer than 40 additional hours nor more than 120 additional hours of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in elementary mathematics.

(e) It is the intent of the Legislature that a local educational agency or postsecondary institution that offers an accredited program of professional preparation consider providing partial and proportional credit toward satisfaction of mathematics course requirements to an enrolled candidate who satisfactorily completes an Algebra Professional Development Institute if the institute has been certified by the Commission on Teacher Credentialing as meeting mathematics standards.

(f) This section shall become operative on July 1, 2006.

SEC. 40. Section 99226 of the Education Code is amended to read: 99226.

(a) This article shall apply to the University of California only during periods for which the Legislature has appropriated funds therefor in the annual Budget Act and the Regents of the University of California have accepted the funds.

(b) This article shall not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(c) The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the institutes described in this article, to be administered by the University of California, in partnership with the California State University and with private, independent universities in California.

(d) Each participant who satisfactorily completes an institute authorized by this article shall receive a stipend commensurate with the duration of the institute, of not less than one thousand dollars

(\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California. However, in making this determination, the University of California may not exceed the amount provided in the Budget Act for stipends for each of the institutes authorized by this article and must serve at each institute the number of participants specified pursuant to this section.

(e) Commencing July 2001, and each fiscal year thereafter, the number of participants receiving instruction through each of these institutes shall be designated in the annual Budget Act.

(f) These institutes shall be developed in accordance with all of the criteria specified in each section, as described therein.

(g) Notwithstanding any other provision of law, on a case-by-case basis, and subject to the concurrence of the State Board of Education that priorities for service to high-need schools are met, the University of California and the programs authorized pursuant to Sections 99220 through 99226, inclusive, may serve prekindergarten teachers, kindergarten teachers, and teachers of grades 1 to 12, inclusive, in participating school districts with programs in reading or mathematics when the average of the reading or mathematics portions of the achievement test authorized pursuant to Section 60640 is at or below the priority level for service in schools otherwise served by the California Professional Development Institutes.

(h) This section shall become inoperative on July 1, 2006, and, as of January 1, 2007, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2007, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 41. Section 99226 is added to the Education Code, to read: 99226.

(a) This article applies to the University of California only during periods for which the Legislature has appropriated funds therefor in the annual Budget Act for the professional development block grant established pursuant to Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(b) This article does not apply to the University of California unless and until the Regents of the University of California act, by resolution, to make it applicable.

(c) The Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the institutes described in this article, to be administered by the University of California, in partnership with the California State University and with private, independent universities in California.

(d) Each participant who satisfactorily completes an institute authorized by this article shall receive a stipend commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000), as determined by the University of California.

(e) These institutes shall be developed in accordance with all of the criteria specified in each section, as described therein.

(f) Notwithstanding any other provision of law, on a case-by-case basis, and subject to the concurrence of the State Board of Education that priorities for service to high-need schools are met, the University of California and the programs authorized pursuant to Sections 99220 through 99226, inclusive, may serve prekindergarten teachers, kindergarten teachers, and teachers of grades 1 to 12, inclusive, in participating school districts with programs in reading or mathematics when the average of the reading or mathematics portions of the achievement test authorized pursuant to Section 60640 is at or below the priority level for service in schools otherwise

served by the California Professional Development Institutes.

(g) This section shall become operative on July 1, 2006.

SEC. 42. Section 99227 of the Education Code is repealed.

SEC. 43. Sections 19, 20, 24, and 42 of this act shall become operative on July 1, 2006.