

**Assembly Bill No. 121**  
**CHAPTER 8**

*Excerpted language from Assembly Bill 121 (Education Omnibus Trailer Bill) on teacher training in effective means for teaching literacy.*

*(Complete copy of [AB 121](#))*

**SEC. 15.** Section 33319.6 is added to the Education Code, immediately following Section 33319.5, to read:

**33319.6.** (a) No later than September 30, 2026, the state board shall approve and the department shall post on its internet website criteria and guidance for the selection or development of inservice professional development programs for effective means of teaching literacy in transitional kindergarten, kindergarten, and grades 1 to 5, inclusive, with a list of inservice professional development programs that have been deemed to meet those criteria. Professional development programs that meet the criteria and guidance may be used by local educational agencies for training certificated and classified staff who provide literacy instruction or who support any teacher who provides literacy instruction. The list shall include programs offered in different modalities, including in-person and virtual formats, and the criteria and guidance shall ensure that programs follow the precepts of effective professional development; are content focused, interactive, and collaborative; provide models of effective practice, coaching, and opportunities for feedback and reflection; provide adequate time to master the concepts being taught; and include periodic checks to demonstrate mastery of the concepts. The criteria and guidance shall also ensure that the programs meet all of the following criteria:

- (1) Include the requirements described in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259 and evidence-based means of teaching foundational reading skills, which shall include explicit and systematic instruction in print concepts, phonological awareness, phonics and word recognition, and fluency, attending to oral language development, vocabulary and background knowledge, and comprehension, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.
- (2) Align to the Commission on Teacher Credentialing's current teaching performance expectations as specified in Section 44259.7.

(3) Align to the English Language Arts/English Language Development (ELA/ELD) Framework, including integrated and designated English language development instruction adopted by the state board.

(4) Align to the program guidelines for dyslexia developed pursuant to Section 56335.

(b) The state board and department shall solicit interest holder input when developing the criteria, guidance, and list of professional development programs pursuant to subdivision (a).

(c) (1) (A) The department shall make funding available for purposes of training certificated and classified staff who provide literacy instruction, or who support any teacher who provides literacy instruction, to pupils in transitional kindergarten, kindergarten, or any of grades 1 to 5, inclusive, using the professional development programs that meet the criteria and guidance approved pursuant to subdivision (a). The Superintendent shall apportion these funds to local educational agencies in an equal amount per full-time equivalent certificated staff who teach pupils in transitional kindergarten, kindergarten, or any of grades 1 to 5, inclusive.

(B) A local educational agency may expend the funds received pursuant to this subdivision from the 2026–27 fiscal year to the 2029–30 fiscal year, inclusive. A local educational agency shall ensure that teachers and all other certificated employees complete training offered pursuant to this section on paid time during the employees’ regular work hours or designated professional development hours unless otherwise negotiated and mutually agreed upon with the employees’ exclusive representative.

(2) (A) (i) If a local educational agency is apportioned funds pursuant to subparagraph (A) of paragraph (1), those funds shall be used to provide opportunities for professional development for teachers who teach pupils in transitional kindergarten, kindergarten, or any of grades 1 to 5, inclusive, who have not passed the literacy performance assessment pursuant to Section 44320.3 or have not already received training in a pre service or inservice program that aligns to the criteria specified in paragraphs (1) to (4), inclusive, of subdivision (a) and the criteria and guidance approved pursuant to subdivision (a), using one or more of the professional development programs approved pursuant to subdivision (a), except as provided in clause (ii).

(ii) Notwithstanding clause (i), if a local educational agency is apportioned funds pursuant to subparagraph (A) of paragraph (1), those funds may be used to provide opportunities for professional development using a professional development program not approved pursuant to subdivision (a), provided that the program aligns to the criteria specified in paragraphs (1) to (4), inclusive, of subdivision (a) and the criteria and guidance approved pursuant to subdivision (a).

(B) If there are remaining funds after complying with subparagraph (A), a local educational agency may provide opportunities for professional development for teachers who teach pupils in grades other than transitional kindergarten, kindergarten, or any of grades 1 to 5, inclusive, as well as opportunities for additional professional development for teachers who teach pupils in transitional kindergarten, kindergarten, or any of grades 1 to 5, inclusive, who have passed the literacy performance assessment pursuant to Section 44320.3 or already received training in a pre service or inservice program that aligns to the criteria specified in paragraphs (1) to (4), inclusive, of subdivision (a) and the criteria and guidance approved pursuant to subdivision (a).

(3) As a condition of receiving funds apportioned pursuant to this subdivision, a local educational agency shall, on or before September 1, 2029, report to the department, in a form and manner determined by the department, the number of teachers that received professional development and which professional development program was used at the local educational agency and school site level.

(4) The department shall summarize the information reported pursuant to paragraph (3) and shall submit the summary to the appropriate budget subcommittees and policy committees of the Legislature, in compliance with Section 9795 of the Government Code, and to the Department of Finance on or before February 1, 2030.

(d) For purposes of this section, “local educational agency” means a school district, county office of education, charter school, or state special school.