

Date of Hearing: April 30, 2025

ASSEMBLY COMMITTEE ON EDUCATION

Al Muratsuchi, Chair

AB 1454 (Rivas, Muratsuchi, Rubio) – As Introduced February 21, 2025

AS PROPOSED TO BE AMENDED

SUBJECT: Pupil literacy: administrative services credential program standards and professional development: instructional materials.

SUMMARY: Requires the California Department of Education (CDE) to identify and post on its website a list of inservice professional development programs for effective means of teaching literacy that may be used for training teachers in transitional kindergarten (TK) through 5th grade; requires, contingent upon an appropriation, the CDE to apportion funds for professional development using one of the identified programs; requires the State Board of Education (SBE) to conduct a follow-up instructional materials adoption for English language arts (ELA) and English language development (ELD); requires the Commission on Teacher Credentialing (CTC) to ensure that the program standards for the professional preparation of candidates for an administrative services credential includes preparation on how to support teachers in delivering instruction through effective means for teaching literacy. Specifically, **this bill**:

Professional development:

- 1) Requires the CDE, by September 1, 2026, to identify and post on its website a list of inservice professional development programs for effective means of teaching literacy in TK through fifth grade that may be used by school districts, county offices of education (COE), and charter schools for training certificated and classified staff who provide reading instruction, or who support any teacher who provides reading instruction.
- 2) Requires the CDE to ensure that the list includes programs offered in different modalities, including in-person and virtual formats, and that programs are interactive, provide adequate time to master the concepts being taught, and include periodic checks to demonstrate mastery of the concepts; and ensure that the programs:
 - a) Include the requirements in current law regarding evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs;
 - b) Align to the CTC's current teaching performance expectations (TPEs);
 - c) Align to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the SBE, including integrated and designated ELD instruction, oral language development, vocabulary and background knowledge, and comprehension; and
 - d) Align to the program guidelines for dyslexia.

- 3) Requires the CDE to solicit stakeholder input when developing the list of professional development programs.
- 4) Requires the CDE, from funds appropriated for this purpose, to make funding available for purposes of certificated and classified staff who provide reading instruction, or who support any teacher who provides reading instruction to students in TK to 5th grade, using the professional development programs it has identified.
- 5) Requires the Superintendent of Public Instruction (SPI) to apportion these funds to local educational agencies (LEAs), charter schools, and the state special schools for the blind and the deaf (SSS) in an equal amount per full-time equivalent certificated staff teaching grades TK through 5th grade, inclusive.
- 6) Requires these entities to expend the funds to provide opportunities for professional development for teachers of TK through fifth grade, inclusive, using one or more of the professional development programs the CDE has identified.
- 7) Permits funds apportioned for this purpose to be expended from the 2026-27 fiscal year to the 2028-29 fiscal year, inclusive.
- 8) Permits a school district, COE, charter school, or SSS that has trained teachers of TK through fifth grade using the professional development programs, if additional resources remain, to provide this training to teachers of other grades.
- 9) Permits a school district, COE, charter school, or SSS to use funds to provide professional development for professional development programs not included on the list, provided that those programs align to the criteria used to identify them.
- 10) Requires, as a condition of receiving these funds the receiving entities to, on or before September 1, 2029, report to the CDE, in a form and manner determined by the CDE, the number of teachers that received professional development and the professional development program utilized, at the district and school site level. Requires the CDE to summarize this information and submit the summary to the appropriate budget subcommittees and policy committees of the Legislature and to the Department of Finance on or before February 1, 2030.

Instructional materials:

- 11) Requires the SBE, by June 30, 2027, to adopt instructional materials for grades kindergarten through grade 8, inclusive, in ELA/ELD, pursuant to procedures for follow-up adoptions specified in existing law. Requires the SBE to ensure that these instructional materials:
 - a) Include the requirements in current law regarding evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs;
 - b) Align to the CTC's current TPEs;

- c) Align to the current ELA/ELD Framework adopted by the SBE including integrated and designated ELD instruction, oral language development, vocabulary and background knowledge, and comprehension; and
 - d) Align to the program guidelines for dyslexia; and
 - e) Incorporate the guidance required to be produced by a COE to support the follow-up adoption and subsequent implementation of ELA/ELD instructional materials by the Instructional Quality Commission (IQC) and the SBE.
- 12) Requires the SBE, upon the adoption of instructional materials, to update the state Guidance for Local Instructional Materials Adoptions (GLIMA) to reflect the criteria specified for the SBE's adoption of instructional materials. Requires LEAs to follow this guidance and the existing requirements to provide for teacher and public input in the adoption of instructional materials.
- 13) Requires LEAs that adopt instructional materials that are not on the SBE's list to certify that the materials align to the criteria specified for the SBE's adoption of instructional materials.

Credentialing of administrators to support literacy instruction

- 14) Requires the CTC, by September 1, 2027, to ensure that the program standards for the professional preparation of candidates for a preliminary services credential with a specialization in administrative services meet all of the following criteria:
- a) Includes preparation on how to support teachers in delivering instruction through effective means for teaching literacy including the requirements in current law regarding evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics, and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs;
 - b) Align to the CTC's current TPEs;
 - c) Align to the current ELA/ELD Framework adopted by the SBE, including integrated and designated ELD instruction, oral language development, vocabulary and background knowledge, and comprehension; and
 - d) Align to the program guidelines for dyslexia.
- 15) Requires the CTC, by September 1, 2029, to certify that all professional preparation programs and internships for candidates for a preliminary services credential with a specialization in administrative services meet all of the following criteria:
- a) Include the requirements in current law regarding evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs;

- b) Align to the CTC's current TPEs;
 - c) Align to the current ELA/ELD Framework adopted by the SBE including integrated and designated ELD instruction, oral language development, vocabulary and background knowledge, and comprehension; and
 - d) Align to the program guidelines for dyslexia.
- 16) Makes the Act subject to an appropriation for its purposes in the Budget Act or another statute.

EXISTING LAW:

- 1) Establishes the minimum requirements for the preliminary multiple or single subject teaching credential and education specialist teaching credential, including the study of effective means of teaching literacy, including, but not limited to, satisfactory completion of comprehensive reading instruction that is research based, and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. (Education Code (EC) 44259)
- 2) Requires that the study of effective means of teaching literacy be in accordance with the CTC's standards of program quality and effectiveness and current teaching performance expectations, be aligned to the current ELA/ELD Framework adopted by the SBE, and incorporate the program guidelines for dyslexia. (EC 44259)
- 3) Requires this to include, commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:
 - 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;
 - e) Guided practice in a clinical setting; and
 - f) Defines "direct, systematic, explicit phonics" to mean phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to a) to e) above. (EC 44259)
- 4) Requires the SBE to adopt basic instructional materials for use in kindergarten through 8th grade. (EC 60200)

- 5) Requires the SBE to adopt at least five basic instructional materials for all applicable grade levels in each of the following subject areas:
 - a) Language arts, including, but not limited to, spelling, reading, and ELD;
 - b) Mathematics;
 - c) Science;
 - d) Social science;
 - e) Bilingual or bicultural subjects; and
 - f) Any other subject, discipline, or interdisciplinary areas for which the SBE determines the adoption of instructional materials to be necessary or desirable. (EC 60200)
- 6) Requires the SBE, in reviewing and adopting or recommending for adoption submitted basic instructional materials, to ensure that the submitted basic instructional materials:
 - a) Are consistent with the criteria and the standards of quality prescribed in the SBE's adopted curriculum framework;
 - b) Comply with the SBE's guidelines for social content;
 - c) Are factually accurate and incorporate principles of instruction reflective of current and confirmed research;
 - d) Are aligned to the content standards adopted by the SBE in the subject area and the grade level or levels for which they are submitted;
 - e) Do not contain materials, including illustrations, that provide unnecessary exposure to a commercial brand name, product, or corporate or company logo; and
 - f) Meet other criteria as established by the state board as being necessary. (EC 60200)
- 7) Establishes procedures for the adoption of instructional materials for grades K-8 by the SBE. (EC 60200)
- 8) Authorizes a process for conducting a follow-up adoption of instructional materials, and defines it as one other than the primary adoption. (EC 60277)
- 9) States that a local educational agency may use instructional materials that are aligned with the state academic content standards, including instructional materials that have not been adopted by the SBE. (EC 60210)
- 10) Requires LEAs, if they choose to use instructional materials that have not been adopted by the SBE, to ensure that a majority of the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials. (EC 60210)

- 11) Requires each district board to provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials. (EC 60002)
- 12) Establishes the minimum requirements for the preliminary services credential with a specialization in administrative services. (EC 44270)

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. The author states, “AB 1454 builds on California’s efforts to support teaching children to read by requiring the state to adopt instructional materials in English language arts/English language development and identify effective professional development programs that reinforce evidence-based instruction. This bill will also help principals support teachers in delivering effective literacy instruction by updating their preparation standards. AB 1454 provides a meaningful approach to addressing early literacy and ensures California educators have the tools they need to support our youngest readers.”

Key provisions of this bill. This bill is intended to improve literacy instruction in California schools. The bill:

- Requires the CDE to identify a list of professional development programs for effective means of teaching literacy, primarily focused on educators who teach reading in transitional kindergarten through 5th grade;
- Establishes a program, subject to an appropriation, to provide funding for LEAs to train teachers using the programs identified by the CDE;
- Requires the SBE to conduct a follow-up instructional materials adoption in ELA/ELD and requires LEAs that adopt instructional materials that are not on the SBE’s list to certify that the materials align to the SBE’s criteria for adoption; and
- Requires the CTC to update administrator preparation standards to include training on supporting effective literacy instruction.

Prior to the pandemic, ELA achievement in California was improving, and reading scores were approaching the national average. Scores declined during the pandemic, and recovery remains slow. The achievement of California students in ELA, and reading specifically, has been of concern for many years. To understand California’s progress in this area, it’s helpful to look at both the state’s ELA scores and reading scores on the National Assessment of Educational Progress (NAEP). The state’s assessment in ELA is administered in grades 3 through 8 and 11, and the NAEP assessment in reading is administered in grades 4 and 8. It is also important to look at achievement by student subgroup, to understand gaps in achievement.

California’s assessment in ELA measures students’ progress in reading, writing, listening and speaking, and language. As of the 2023-24 school year, 43% of 3rd grade students, and 47% of all students in tested grades, are meeting or exceeding standards in ELA. As shown in Figure 1, produced by Policy Analysis for California Education (PACE), overall ELA scores had been

improving gradually prior to the COVID-19 pandemic, though half of all students were not meeting state standards. Since the pandemic, growth in ELA scores has been essentially flat.

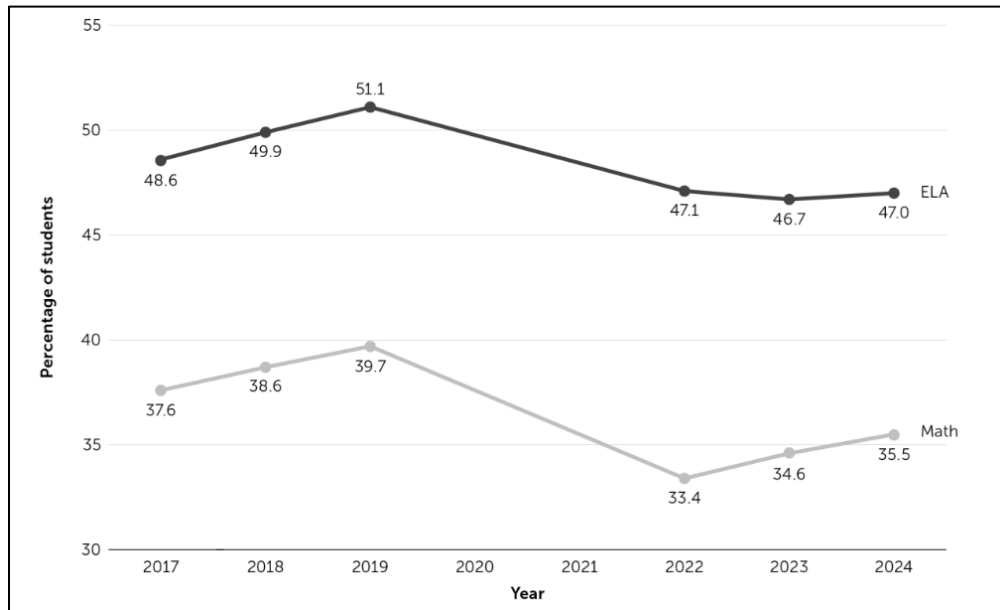


Figure 1: Percentage of Students (grades 3-8, 11) Meeting or Exceeding Standards in ELA and Mathematics (PACE, 2025)

With respect to reading, over the course of roughly 25 years California had been closing the gap with the national average. As shown in Figures 2 and 3, scores on the NAEP for 4th and 8th grades through the 2023-24 school year had grown steadily relative to the national average since 1998. In 2022, 8th grade reading scores met the national average for the first time. Like all states, reading proficiency fell as a result of the COVID-19 pandemic. In 2024, 29% of 4th-graders and 28% of 8th graders were proficient in reading as measured by the NAEP.

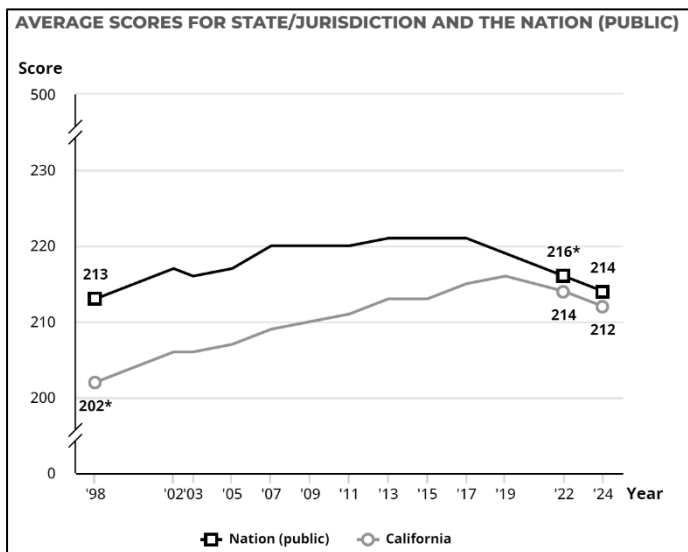


Figure 2: 4th Grade Reading (NAEP, 2025)

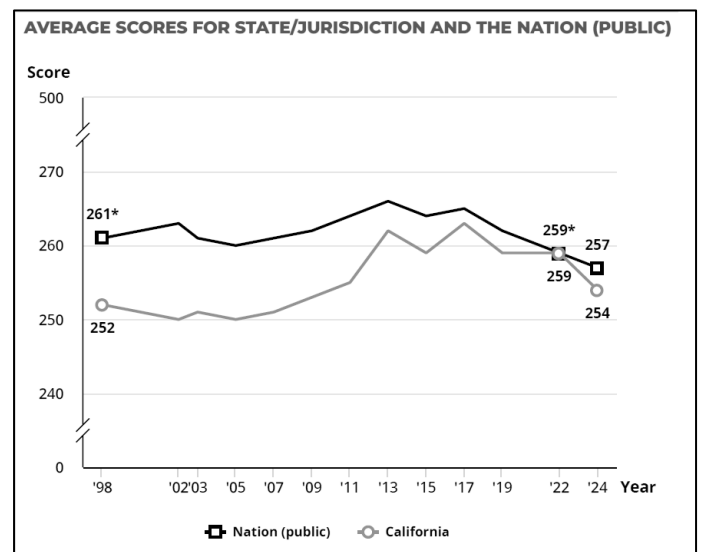


Figure 3: 8th Grade Reading (NAEP, 2025)

According to the Education Recovery Scorecard, a project of Stanford and Harvard Universities, California ranked 18th in recovery in reading between 2019 and 2024.

Achievement gaps in ELA are significant and widening. Students' achievement in ELA varies significantly by racial/ethnic and other student characteristics.

In 2023-24, the following percentages of 3rd graders met or exceeded standards in ELA, by race/ethnicity:

- Asian: 67%
- Filipino: 64%
- White: 57%
- Two or more races: 56%
- Native Hawaiian/Pacific Islander: 34%
- Hispanic/Latino: 32%
- American Indian/Alaska Native: 30%
- Black/African American: 28%

Similarly, a significant gap exists between students by income, disability, and other factors. The percentage of 3rd grade students meeting or exceeding standards in ELA in the 2023-24 school year is shown below:

- Students who are low-income: 33%
- Students experiencing homelessness: 22%
- Students who are English learners: 15%
- Students in foster care: 21%
- Students with disabilities: 19%

A 2025 analysis by the Public Policy Institute of California (PPIC) of state ELA and mathematics scores for all grades indicates that these achievement gaps started before the pandemic and have since accelerated.

As shown in Figure 4, students scoring at the 10th percentile are now scoring significantly lower than those at the 10th percentile in 2019, and that this divergence from higher performing students began as far back as 2017.

The PPIC notes that this trend is a reversal from the prior decade. They state that “from 2003 to the early 2010s, students with scores in the bottom 10th percentile saw substantially more progress averaged across all grades and

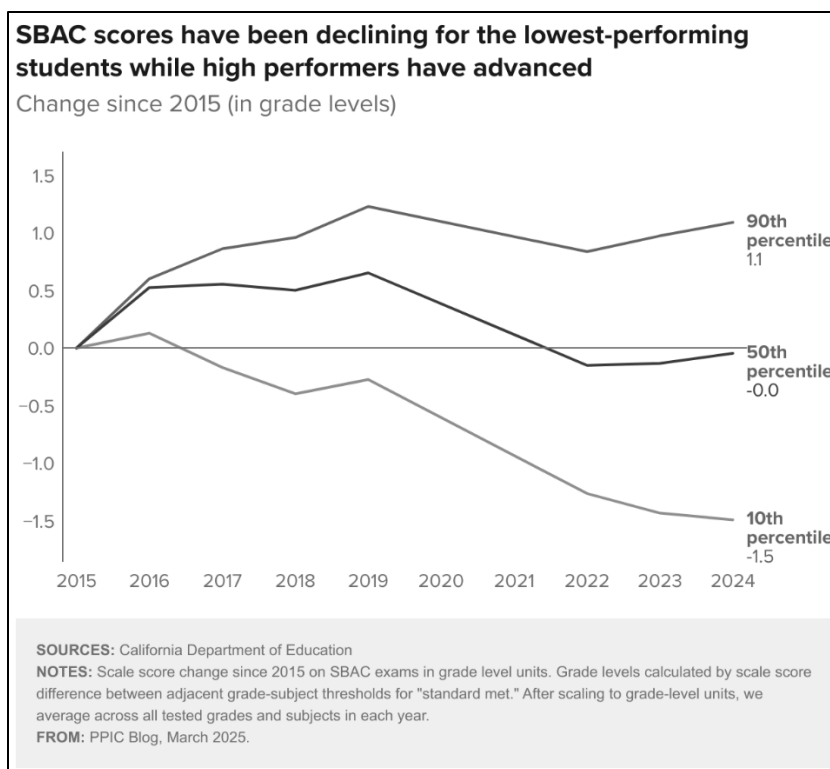


Figure 4: SBAC scores for ELA and Math in grades 3-8, 11 (PPIC, 2025)

subjects: their scores rose nearly a full grade level, compared to two-thirds of a grade for students near the median and about half a grade for those in the 90th percentile.” The current data indicate substantial progress for high-performing students and decline for those with the lowest scores over the last ten years.

California has undertaken numerous literacy initiatives in recent years. The Legislature and Governor have authorized and funded numerous literacy initiatives and reforms in recent years. They include:

- Revised Literacy TPEs, Literacy Teaching Performance Assessment (TPA), and Preparation Program Standards. SB 488 (Rubio), Chapter 678, Statutes of 2021 required the CTC to update their Multiple Subject, Single Subject in English, and Education Specialist literacy program standards for the preparation of teacher candidates and the corresponding TPEs. This bill also required the CTC to review teacher preparation programs and certify that they are providing instruction according to the updated standards and TPEs and to develop a new literacy TPA to replace the Reading Instruction Competence Assessment (RICA). The CTC extended these requirements to the new PK-3 Early Childhood Education Specialist instruction credential.
- Universal Screening for Risk of Reading Difficulties: The SBE developed a list of approved screeners for reading difficulties, and LEAs must adopt an approved screener and begin universal screening of kindergarten through grade 2 students in the 2025–26 school year. The Governor’s Budget for 2025-26 proposes \$40 million for educator training related to implementation of the screener.
- Literacy Coaches and Reading Specialist Grant Program: \$500 million to employ and prepare literacy coaches and specialists, provide targeted literacy support to students, or provide literacy-focused professional development for educators, among other literacy-focused initiatives. The Governor’s Budget for 2025-26 proposes another \$235 million for this purpose.
- State Literacy Plan. California was awarded a federal grant of \$38 million in 2019 to develop and implement a comprehensive literacy plan that aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers. The plan, described below, was completed in 2021.
- State Literacy Roadmap. \$1 million was appropriated to the CDE for a Literacy Roadmap to help educators apply the state’s curriculum framework to classroom instruction, navigate the resources and professional development opportunities available to implement effective literacy instruction, and improve literacy outcomes for all pupils with a focus on equity.
- Early Literacy Support Block Grant and Expert Lead in Literacy (*Ella T. v. State of California* settlement). \$50 million to support intervention in 75 schools with the highest percentage of students in 3rd grade scoring at the lowest achievement standard level on the state ELA assessment.
- Expert Lead in Literacy. \$3 million for an Expert Lead in Literacy within the California Statewide System of Support (SoS) to support grantees to build statewide professional

learning networks and provide technical assistance to increase statewide capacity in implementing effective literacy instruction. Sacramento COE was selected as the lead.

- Reading and Literacy Supplementary Authorization Incentive Grant Program: \$15 million for grant awards of up to \$2,500 per participating teacher to support credentialed teachers in adding a Reading and Literacy Added Authorization (RLAA) or a Reading and Literacy Leadership Specialist (RLLS) credential through a CTC-approved program. The Governor's Budget for 2025-26 proposes an increase in award per teacher.
- Reading Instruction and Intervention Grant. \$10 million for the Reading Instruction and Intervention (RII) Grant Program to generate and disseminate professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills.
- California Dyslexia Initiative. \$4 million for the Sacramento COE to partner with University of California, San Francisco (UCSF) to build capacity and resources across California's educational systems to address the needs of struggling readers and students with dyslexia. The initiative also supported a statewide literacy campaign which provided training to support students with dyslexia.
- UCSF Dyslexia Center. \$15.2 million to support dyslexia research and augment a dyslexia and early intervention pilot program, and \$5 million to expand pilot sites for LEAs to use dyslexia screening tools and assessments. Funds were available until June 30, 2024.
- Literacy Coaches and Reading Specialists Educator Training. \$25 million to the Sacramento COE to develop training for educators to become literacy coaches and reading specialists. Under this grant, Sacramento COE partnered with the Napa COE and other regional hubs.
- Block grants for professional development. \$1.5 billion and \$3.3 billion block grants across two budgets could be used for educator professional development on a variety of subjects.
- Biliteracy initiatives. Multiple programs to support the bilingual teacher workforce, expansion of dual immersion programs, and implementation of the California EL Roadmap.

In addition, the Governor's Budget for 2025-26 proposes:

- Student Support and Discretionary Block Grant. \$1.8 billion proposed as one-time funding authorized through 2028-29 for a variety of uses, including implementation of the literacy roadmap.
- Statewide Literacy Network. \$25 million proposed for the California Collaborative for Educational Excellence (CCEE), in consultation with the CDE, to bring together all literacy leads and SoS partners to better integrate and align literacy efforts with the ELD/ELA Framework, California Dyslexia Guidelines, English Learner Roadmap, and Literacy Roadmap.

- Literacy Coaches and Reading Specialist Grant Program: As noted above, \$235 million to expand this program.

State recently adopted the California Comprehensive State Literacy Plan. In 2019, the CDE was awarded \$37.5 million through the federal Comprehensive Literacy State Development (CLSD) grant program. \$36 million of the CLSD funds were to be allocated as subgrants to 11 COEs representing administrative regions of the state, and the balance of the funds supported CDE activities.

The goals of this initiative were to expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years. Project objectives included:

- Aligning local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the project;
- Developing and implementing an evidence-based, comprehensive State Literacy Plan that aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students, birth through grade twelve; and
- Building local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California's most vulnerable children.

After months of development and revisions based on stakeholder feedback, the SBE adopted the final California Comprehensive State Literacy Plan on March 17, 2021. The purpose of the State Literacy Plan is to align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers in providing literacy instruction to students. The plan is intended to support continuous improvement of state and local literacy programs by:

- Connecting essential literacy guidance from state guidance documents to support comprehensive and integrated implementation of high-quality literacy programs at state and local levels;
- Focusing on the age/grade band goals for literacy achievement established by the California Common Core State Standards in ELA/Literacy and the ELA/ELD Framework;
- Reporting current disaggregated literacy achievement data and literacy needs assessment results to all stakeholders to evaluate the outcomes the current system is producing; and
- Using the continuous improvement process to identify statewide literacy priorities, solidify state-level activities for the CLSD grant, and serve as a model for local literacy plans.

As part of the development of this plan, the state convened a State Literacy Team, a diverse group of stakeholders with experience in literacy education. The State Literacy Team conducted a Statewide Literacy Needs Assessment and developed the following Statewide Literacy Priorities, by grade span:

Birth to Age Five Literacy Priorities:

- Support early childhood education (ECE) programs in creating literacy-rich environments and experiences, and support the quality of ECE programs and their capacity to support early language and literacy skills; and
- Increase parenting support by increasing parental knowledge, skills, and confidence through parenting curriculum and literacy activities with special attention to access and equity for all.

Transitional Kindergarten to Grade Five Statewide Literacy Priorities:

- Build teacher capacity for Tier 1 foundational skills and reading comprehension, including best first reading and writing instruction;
- Build school capacity for effective literacy and comprehensive ELD for English learners, including opportunities to develop biliteracy and primary language instruction whenever possible;
- Build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia; and
- Increase sustainable, high-quality professional learning systems, including literacy coaching models.

Grades Six to Grade Twelve Statewide Literacy Priorities:

- Build teacher capacity across disciplines for literacy instruction;
- Increase asset-based teaching in schools, including culturally and linguistically responsive and sustaining pedagogies;
- Build school capacity for effective literacy and comprehensive ELD for English learners, including opportunities to develop biliteracy and primary language instruction whenever possible; and
- Build school capacity for effective literacy instruction for students with disabilities.

Related legislation. AB 1121 (Rubio) of the 2026-26 Session would require the CDE to develop and submit a list of recommended professional development and training programs in literacy and reading for approval by the SBE, and requires specified educators to complete this professional development; require the SBE to adopt instructional materials in ELA, ELD and reading and requires that, once materials have been adopted, LEAs use those materials unless granted a waiver by the SBE.

AB 1194 (Muratsuchi) of the 2025-26 Session would require the CDE to identify and post on its website a list of inservice professional development programs for effective means of teaching literacy that may be used for training teachers; requires the CTC to ensure that the program standards for the professional preparation of candidates for a administrative services credential includes preparation on how to support teachers in delivering instruction through effective means

for teaching literacy; and requires the CTC to certify that all preparation programs for administrative services include this content.

AB 2222 (Rubio) of the 2023-24 Session would have established a definition of the “science of reading,” required that teachers of TK to 5th grade receive professional development in literacy, required the SBE to adopt new instructional materials in ELA/ELD, and made changes to teacher preparation and program accreditation in literacy, among other changes. This bill was held in the Assembly Education Committee.

SB 488 (Rubio), Chapter 678, Statutes of 2021, requires the CTC to ensure, by July 1, 2025, that an approved TPA for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, revises the definition of literacy instruction for purposes of teacher preparation and requires the CTC to ensure that its standards for program quality and effectiveness align to this definition, and provides an alternate means of meeting the current reading instruction competence assessment (RICA) for some credential candidates affected by COVID-19 test center closures.

SB 614 (Rubio) of the 2019-20 Session would have repealed the RICA on January 1, 2025, and directed the CTC to ensure, by July 1, 2024, that all TPAs assessed candidates for multiple subject credentials and education specialist credentials for competency in reading instruction. This bill was held in the Assembly Appropriations Committee.

AB 1684 (Maienschein) of the 2019-20 Session would have established an ongoing program for the purpose of building a love of reading in schools, families, and communities, and establishes the Literacy Academy for California Educators as a statewide professional learning infrastructure to support educators in teaching reading and literacy across grades and across the content areas. This bill was held in the Senate Education Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

None on this version of the bill

Opposition

None on this version of the bill

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