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Information/Action

General Session

Approval of the October 2025 Consent Calendar

Executive Summary: The Commission will review and approve the October 2025 Consent Calendar.

Recommended Action: That the Commission approve the October 2025 Consent Calendar. After review, the Commission may approve or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Education preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs
 - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Professional Licensure

- **Goal 5.** Educators are appropriately licensed based on the preparation they completed and the services they will provide.
 - I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- **Goal 6.** Educators are of high moral character and act accordingly.
 - N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time. The following recommendations are presented for the Commission's adoption:

1. **ALAVI, Amir**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

2. **ALLEN, James Richard**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

3. **ANDERSON, Kendricks**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

4. **ARAMBULA, Manuel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

5. **ARBUCKLE, Ashley**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

6. **BARBU, Anne**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

7. **BARONE, Makayla**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty (20) days** as a result of misconduct pursuant to Education Code 44420.

8. **BATISTE, Herminia**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

9. **BEAN, Robert**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred twenty (300) days** as a result of misconduct pursuant to Education Code 44421.

10. **BENTON, Niurka**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

11. **BERLET, Ariel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

12. **BLACKWELL, Deborah**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

13. **BLUM, Michael S.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

14. **BOONE, Stephen**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

15. **BURKETT, Barret**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

16. **CASTANON JR., Daniel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

17. **CASTILLO, Julio Cesar**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

18. **CASTRO, Aster**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

19. **CLAYBURN, Leanna**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44420.

20. **COOK, Kathy Kiyoko**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

21. **COSTELLO, Trampas**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

22. **COTTER, Colleen**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

23. **COULTER, Ryan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

24. **DALEY, Cassidy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

25. **DE LA CRUZ, Daniel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

26. **DEL TORO, Salvador**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

27. **DILLON, James Martin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

28. **FABIAN, Susan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

29. **FINN, Patrick**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

30. **FLORES, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

31. **FLORES-SALAS, Edwin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. **FUSARO, Nicole**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred fifty (250) days** as a result of misconduct pursuant to Education Code 44421.

33. **GONZALEZ, Cyane**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

34. **GONZALEZ, Eduardo**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

35. **GONZALEZ, Juan Gabriel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

36. **GORDON, Tiffany**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

37. **GRAY, David Alan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

38. **HA, Phe**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

39. **HALL, Blaize**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

40. **HAMBURGER, Joel**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

41. **HARTELT, Benjamin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421.

42. **HARVEY, Veronica**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

43. **HAYAT, Hannah**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

44. **HENDRIX, Shirley**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

45. **JACKSON, Lamont**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

46. **JARMAN, Anita Renea**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

47. **JONES, Kathryn Ardelle**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

48. **KRZYZANSKI, Denee**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of eighty (80) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

49. **LABIB, Nardeen**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

50. **LAWSON, Daniel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

51. **LEE, Jacqueline**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

52. **LUQUE, Daniela**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

53. **MACKINTOSH, Kenneth**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

54. **MADERA, Cynthia Kim**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

55. **MC CRAVEY-COOPER, Stephanie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

56. **MCNEIL, Colette**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

57. **MENDEZ ELENO, Daniel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

58. **MERINO, Kevin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

59. **MITCHELL, Collin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

60. **MURILLO, John**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

61. **NEWKIRK, Aysia**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

62. **NGUYEN, Forrest**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

63. **OBATA, Yoko**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

64. **OCHOA, Ruben**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

65. **PATTON, Andrea**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

66. **PERL, Jonathan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

67. **PHELPS, Anna Virada**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

68. **PIERCE, Ryan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

69. **PROVENCIO, Luis Anthony**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

70. **RODRIGUEZ, Maximiliano**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

71. ROEMMICH (BORTHICK), Jeanna

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44420.

72. ROWLEY, Mark Nicholas

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code 44421.

73. RUTKOFF, Jared

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

74. SADLER, Natalie

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

75. SANDOVAL, Saul Eduardo

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

76. SCARFE, Katherine

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

77. SCHERF, Mary

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

78. SEAL, Dianinha

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code 44421.

79. SHELTON, Dakota Daniel

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

80. SHIM, Cameron

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code 44421.

81. SHIPPY, Richard

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

82. SLATTEN, Steven

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

83. STETLER, Kimberly

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code 44420.

84. STRAGIER, Scott

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

85. TORREANO, Kristana

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

86. TORRES, Kristine

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

87. TRAN, Thienthu Thi

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

88. WALDINGER, Larry Stephen

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

89. WATSON, Dimone

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

90. WEAVER, Tara Mechelle

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44421, and the pending application is **granted**.

91. WILLIAMS, Greg Everett

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code 44421.

92. WILLIS, Brian Joe

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

93. WINTERS, Maximiano

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code 44421.

94. ZAMBRANO, Alma

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

95. ZAPADINSKY, Drew

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

INDEFINITE SUSPENSION

96. JAMES JR., Billy Jack

The Committee of Credentials' recommends that all certification documents are **suspended indefinitely** pursuant to Education Code section 44336 and California Code of Regulations section 80309.

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **(4)** private admonitions for the Commission's approval.

CONSENT DETERMINATIONS

The following consent determinations have been recommended by the Committee of Credentials for the Commission's adoption, pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

97. **CHEUNG, Michael**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code 44421.

98. **CHRISTOPHER, John Colin**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

99. **CHRONLEY, Robert**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

100. **GARCIA, Ruben**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

101. **GIPE, Gabriel**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**, the revocation is **stayed**, and **placed on probation with terms for a period of three (3) years**.

102. **HANSEN, Jesse**

The Attorney General's Consent Determination stipulates that the Clear Administrative Services Credential is **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

103. **HOBAN, Oliver**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

104. **HSU, Franklin**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code 44421.

105. **JENKINS, Kristin**

The Attorney General's Consent Determination stipulates that **probation is extended** for one (1) additional year.

106. **KERNS, David**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

107. **MICU, Gadiel**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications will be rejected.

108. **WAYNE, Donia**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of five (5) days** as a result of misconduct pursuant to Education Code 44421.

DEFAULT DECISIONS AND ORDERS FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

109. **MAGALLANES, Alicia**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

110. **OBIE, Les**

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

111. **RAWLS, Darryl**

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

112. **SOSA, Maria Del Carmen**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

PROPOSED DECISIONS FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decisions for the Commission's adoption.

113. **ACEDO, Alexandros**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended two (2) years, the suspension is stayed, and is placed on probation for five (5) years.**

114. **BRUNNER, Williams**

The Administrative Law Judge's Proposed Decision imposes that **he is the subject of a public reproof** as a result of misconduct pursuant to Education Code section 44421.

115. **CHAMPSEE, Manish**

The Administrative Law Judge's Proposed Decision imposes that **he is the subject of a public reproof** as a result of misconduct pursuant to Education Code section 44421 and the pending application is **granted.**

116. **FUCHS, Ashleigh**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended one (1) year, the suspension is stayed, and is placed on probation for five (5) years.**

117. **ROBINSON, Kofi**

The Administrative Law Judge's Proposed Decision imposes that all pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.

118. **WOGHIREN, Anthonia**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** and all pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

FINAL DECISION AND ORDERS

The following Final Decision and Orders are presented for the Commission's adoption:

119. **ALVAREZ-IBARRA JR., Daniel**

In accordance with the provisions of Government Code section 11517, **all certification documents are revoked.**

120. **SORENSEN, Matthew**

In accordance with the provisions of Government Code section 11517, **the accusation is dismissed.**

CORRECTIONS

This item is presented for information only.

CASTILLO, Duane

At the June 26-27, 2025 meeting, the Commission adopted the correct findings and recommendation of the Committee of Credentials, stipulating that all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code section 44421. However, the description in the Consent Calendar was incorrect, and should be reflected as all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345. This Consent Calendar item is for information only.

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the October 23-24, 2025 meeting of the California Commission on Teacher Credentialing:

SELF-REVOCACTION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

E1. MANASAS, Brianna

Upon her written request, pursuant to Education Code section 44423, her certification documents are **revoked**, and she agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

E2. WEIBLE, Ryan

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law. These items are presented for information only.

E3. BARCIA, Juliet Anne

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Penal Code section 273a(b) (abuse/endanger child/willfully harm child) (1 count).

E4. CORDERO, Moises Hernandez

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288.3(a) (contact with minor for sexual offense) (one count), and 664/311.11(a) (attempted possession of child or youth pornography) (one count); for which he is required to register as a sex offender, pursuant to Penal Code section 290.

E5. DAVIS, Jonathon James

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(a) (lewd or lascivious acts

with child) (3 counts), for which he is required to register as a sex offender, pursuant to Penal Code section 290 and as a term of sentencing, he must not associate with minors or frequent places where minors congregate.

E6. GONZALEZ, Matthew Scott

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(a) (lewd or lascivious act on a child under fourteen) (one count), for which he is required to register as a sex offender, pursuant to Penal Code section 290.

E7. HERNANDEZ, Eduardo

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Code Penal Code section 261.5(c) (unlawful sexual intercourse – minor more than 3 years younger) (one count).

E8. HOLT, Jacory

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating California Penal Code section 487(a) (grand theft: over \$950.00) (1 count).

E9. KALDY, Christopher Louis

Pursuant to Education Code sections 44424 and 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 245(a)(4) (assault likely to produce great bodily injury) (1 count), and misdemeanor conviction for violating California Penal Code section 243.4(e)(1) (sexual battery) (1 count).

E10. KIDD, Martha Ann

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating California Penal Code section 459 (first degree burglary) (1 count).

E11. MA, Jacqueline

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 288(b)(1) (forcible lewd act upon child) (2 counts), 288(a) (lewd act upon a child) (1 count), 311.11(a) (possess matter depicting person under 18 in sexual conduct) (1 count); for which she is required to register as a sex offender, pursuant to Penal Code section 290.

E12. MARTIN, Jason

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating California Penal Code section 211 (Robbery) (1 count).

E13. MITCHELL, Evelyn

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating Title 18 United States Code section 01029(a)(2) (credit card fraud) (1 count).

E14. NEMECKOVA-FAIRFIELD, Alyssa K.

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating Penal Code section 273a(a) (willful child cruelty) with admitted enhancement in violation of Penal Code Section 12022.7(d) (great bodily injury) (1 count).

E15. OGDON, Katie

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 287(b)(2) (oral copulation of a person under 16) (one count).

E16. PAGE, Joseph Williams

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Title 18 United States Code section 2252A(a)(2)(A) and (b)(1) (distribution of child pornography) (one count), for which he is required to register as a sex offender.

E17. PRATER, Jason Bradley

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(A) (lewd or lascivious acts with child under 14) (2 counts); for which he is required to register as a sex offender, pursuant to Penal Code section 290.

E18. TRENT, Blake Anthony

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 647.6(a)(1) (child

molesting) (one count); for which he is required to register as a sex offender, pursuant to Penal Code section 290.

E19. VEIT, Sandra Lynn

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code section 273d(a) (corporal punishment/injury to a child) (1 count).

E20. ZUERCHER, Eric Reid

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 311.11(a)(1) (possession of sexual matter involving a person who is under the age of 18) (1 count); for which he is required to register as a sex offender, pursuant to Penal Code section 290.

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d). These items are presented for information only.

E21. DAVIS, Michael

E22. JONES, Dejaun Anthony

E23. LARA, Miguel Angel

E24. MARTINEZ, Jared Anthony

E25. PALACIOS, Jorge Alberto

E26. STEWART, Anthony Michael

TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review. These items are presented for information only.

E27. CONKLIN, Wayne Kenneth-Leo

E28. KUMAR, Aakash

Division of Licensure Enforcement Workload Report

Introduction

Updates on the Commission's Division of Licensure Enforcement (DLE) workload is presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the period of July through September 2025.

Background

The Commission's dashboards report on six key measurements in line-graph form, showing both current year numbers as well as prior year numbers for comparison purposes.

The "Total Cases" are the number of open cases within the DLE, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of September, the DLE's caseload was at 3,718.

"Cases Opened" are new cases opened during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In September, the DLE opened 592 cases.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal monthly three-day meeting. This two-step review process is required by statute. There were 87 Initial Review cases prepared in September. The DLE continues to expect this number to fluctuate as cases move through the Committee process.

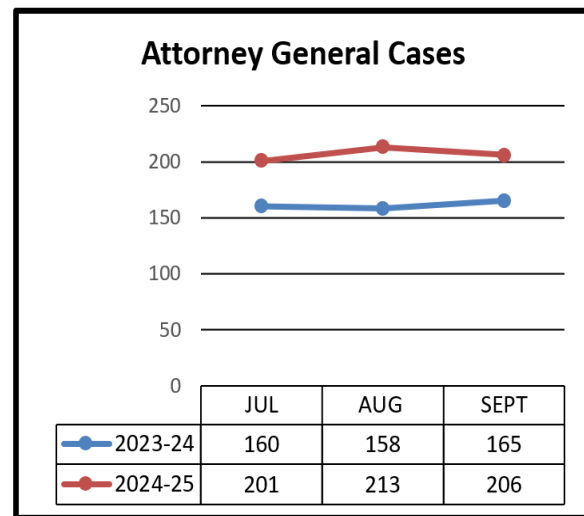
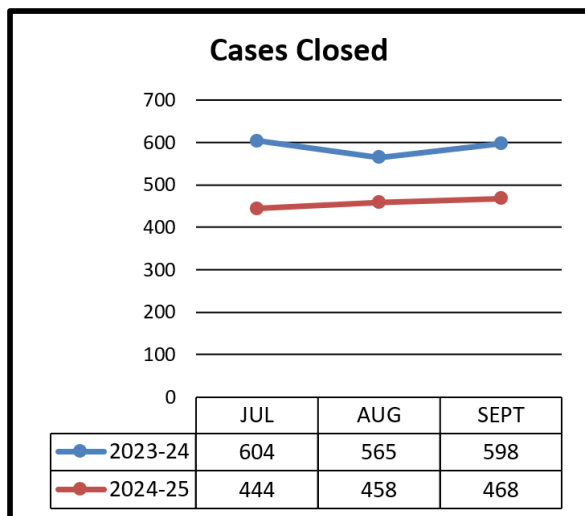
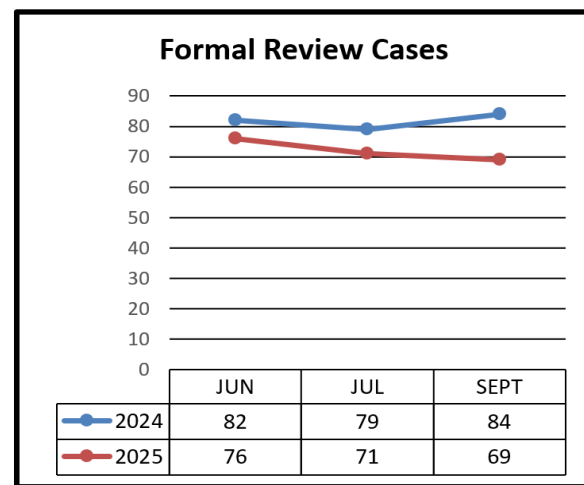
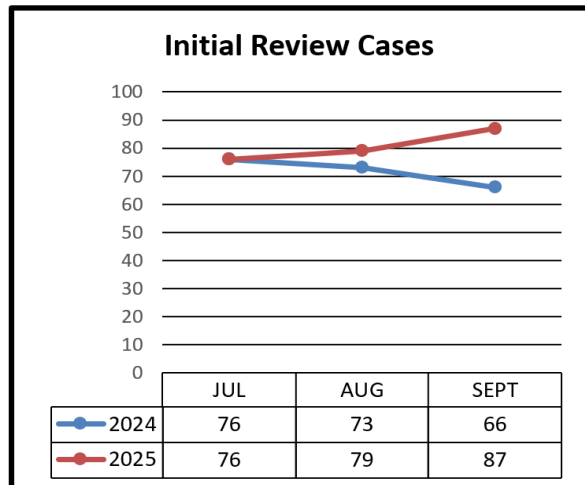
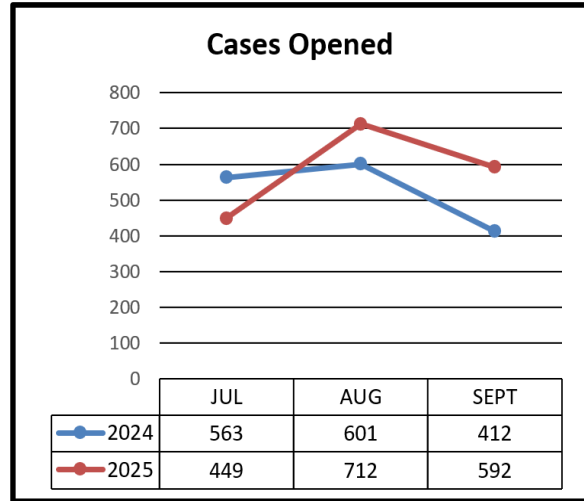
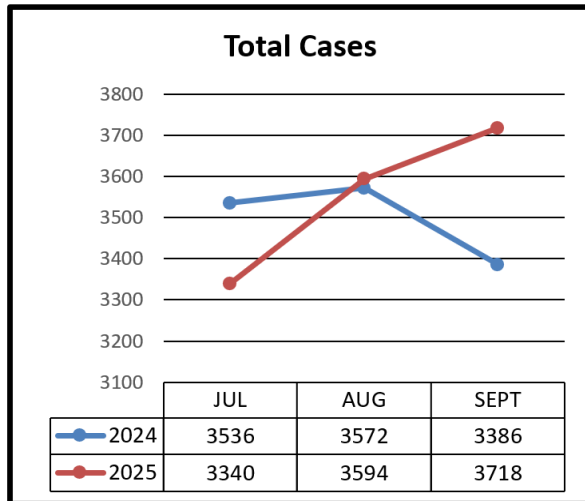
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In September, 468 cases were closed.

"AG Cases" refers to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented in these hearings by the Office of the Attorney General (AG). The number of cases where the AG represents the Commission is shown in the last graph. The number of cases currently at the administrative hearing stage is 206.

Next Steps

The DLE is committed to work that is critical to public service and the Commission's mission. The DLE continues to maintain a steady case production, while at the same time ensuring quality case preparation for the Committee.

Division Monthly Dashboard Reports – September 2025



Division of Licensure Enforcement Annual Workload Report

Introduction

The Division of Licensure Enforcement provides a biannual workload report to the Legislature, Commissioners and the public pursuant to the Budget Act of 2024-25. Enclosed is the Commission on Teacher Credentialing's report on the status of the Division of Licensure Enforcement Workload.



CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

DIVISION OF LICENSURE ENFORCEMENT

ANNUAL WORKLOAD REPORT

2024 - 2025

650 Bannon Street, Sacramento, CA 95811 (916) 322-6253

<https://www.ctc.ca.gov>

Office of the Executive Director

October 1, 2025

The Honorable Scott Wiener
Chair, Senate Budget Committee
1021 O Street, Ste. 8620
Sacramento, CA 95814

The Honorable Roger Niello
Vice Chair, Senate Budget Committee
1021 O Street, Ste. 7110
Sacramento, CA 95814

Gabriel Petek
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Vice Chair, Assembly Budget Committee
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California Department of Finance
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PROVISIONAL REPORT, PER BUDGET ACT OF 2025, ITEM 6360-001-0407, PROVISION 4

Pursuant to the Budget Act of 2024-25, enclosed is the Commission on Teacher Credentialing's (Commission) biannual report on the status of the Division of Licensure Enforcement Workload, due on October 1, 2025.

The Division of Licensure Enforcement (Division) experienced an increase in overall casework during fiscal year 2024-25 but continues to address educator misconduct workload in a timely manner. These milestones are reflected in the data and include the average time it takes to open a case, which increased from 20 days to 30 days. The average time it takes for the Division to take its first action on a case, by requesting investigatory records, has been increased from eight (8) days to nine (9) days. The average total time for a case to process, from the initial report of misconduct to the effective date of adverse action, increased from 368 days to 409 days. The Educator Discipline Timeliness table contained in the Annual Workload Report details processing time for each step in the discipline process for the past three fiscal years. Also included for reference are the Division's Annual and Monthly Workload Reports. This report in addition to the Monthly Workload Report will be presented at the Commission's October 2025 meeting.

If you have any questions regarding this report, please contact Jonathon Howard, Office of Government Relations Manager, at Jonathon.Howard@ctc.ca.gov

cc:

Edgar Cabral, Deputy Legislative Analyst, Legislative Analyst's Office

Jackie Barocio, Fiscal & Policy Analyst, Legislative Analyst Office

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SUMMARY

The Division of Licensure Enforcement provides an annual workload report to the Commissioners and the public. The annual workload report covers the entire fiscal year and has been appended to this document. The report provides updated information for the last two months to cover the period requested in the annual budget's provisional language.



TIMELINESS OF ACTION ON CASES

The Division continues auditing the timeliness of casework. Staff extracted thirty (30) random cases completed during the 2024-25 fiscal year. Staff use a rigorous sample using only cases completed by both the Committee and Commission. The milestone comparisons from the past three fiscal years are included.

EFFECTS OF DELAY OF DOCUMENTS; OUTSIDE COMMISSION CONTROL

The timeliness of when a case is addressed is most affected during the document procurement stage, which is largely outside of the Commission's control. Delays occur at this stage of the process relative to the time staff must wait for cases to be prosecuted and/or documents to be received from local courts, law enforcement and other agencies. Commission staff is diligent in making timely requests for these records but is subject to the delays of these outside entities. The average time it took for investigatory records to be received increased from 134 days to 169 days this past fiscal year, compared to FY 2023-24.

PROBATION CASES

The Commission had an average of 58 probation cases in the past six months, from January through June 2025. Currently, there is (1) case pending probation violation with the Office of Attorney General, with 17 cases submitted between January and June of 2025. Three (3) probation cases resulted in the stay being lifted and the credential(s) being revoked, and two (2) cases are pending review by the Commission.

REPORT TYPE	2020-21	2021-22	2022-23	2023-24	2024-25	JULY 2025	AUG. 2025
APPLICATION	374	598	528	494	407	47	110
APPLICATION W/ RAP	1682	2417	2820	2843	2591	164	311
RAP SHEET	843	1057	1269	1325	1388	151	120
SCHOOL DISTRICT/ OFFICE OF ED	274	433	609	669	712	52	101
OTHER	129	147	136	176	105	0	2
ARRESTING AGENCY	0	1	1	1	1	0	0
AFFIDAVIT/COMPLAINT	140	201	211	183	211	34	66
BREACH OF CONTRACT	34	96	138	134	118	1	2
STATE TEST MISCONDUCT	0	0	1	0	0	0	0
SUBPOENA	16	44	27	83	92	0	0
TOTAL	3492	4994	5740	5908	5625	449	712

*Subpoena cases are no longer counted as Division workload, effective April 2025.

BACKGROUND

In addition to administering the laws and rules governing the issuance of credentials and approving educator preparation programs, the Commission on Teacher Credentialing (Commission) enforces professional conduct standards. To ensure a high level of public confidence in California teachers and other credentialed public-school employees, the Division of Licensure Enforcement (Division) monitors the moral fitness and professional conduct of credential applicants and holders. The Commission has authority to discipline an applicant or holder for fitness related misconduct.

Disciplinary action may be taken based on the applicant’s or holder’s immoral or unprofessional conduct, evident unfitness for service, refusal to obey laws regulating certificated duties, unjustified refusal to perform under an employment contract, addiction to intoxicating beverages or controlled substances, commission of any act of moral turpitude, or intentional fraud or deceit in an application.

The Division collects information concerning alleged misconduct and presents the information to the Committee of Credentials (Committee). The seven members of the Committee are appointed by the Commission to review alleged misconduct. The Committee includes three credential holders employed in public schools (one elementary teacher, one secondary teacher, and one administrator), one school board member, and three public members. The Committee meets once each month, for three days, at the Commission’s office in Sacramento. It has the legal authority to close an investigation where the evidence does not support the allegations or to recommend discipline where the evidence shows probable cause to believe the allegations. All disciplinary recommendations made by the Committee are subject to appeal by the credential applicant or holder and final approval by the Commission.

The Division obtains jurisdiction to initiate an investigation of misconduct and/or moral fitness when it receives information including, but not limited to, the following: a report of an employment action taken by an employing school district as a result of misconduct or while allegations of misconduct are pending; a complaint made under penalty of perjury by someone with firsthand knowledge of misconduct; a report of criminal convictions from the Department of Justice (DOJ); or from self-disclosure on an application for a credential.

DIVISION WORKLOAD

In FY 2024-25, the fiscal year began with 3,536 cases and decreased slightly, before ending the fiscal year at 3,335 cases. The Division’s monthly caseload totals have increased and average 3,316 cases, for an average increase of 140 cases for the fiscal year.

TOTAL CASELOAD BY MONTH

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	AVE
2020-21	2568	2526	2410	2402	2289	2287	2210	2177	2097	2110	2018	2027	2260
2021-22	2058	2118	2103	2201	2220	2438	2403	2431	2423	2529	2685	2681	2358
2022-23	2605	2689	2862	2794	2723	2898	2921	2942	3017	3139	2967	3074	2886
2023-24	3067	3119	3001	2932	2876	2880	3347	3347	3378	3457	3342	3557	3192
2024-25	3536	3572	3386	3367	3103	3014	3141	3311	3344	3317	3364	3335	3316

NUMBER OF CASES OPENED

In FY 2024-25 the Division opened 5,625 cases or an average of 469 cases per month, which meets the average range of 400–500 cases opened per month. In comparison to the previous four fiscal years, the Division opened an average of 5,033 cases per fiscal year or an average of 419 cases per month.

WHERE DID THE CASES COME FROM?

The Division receives reports of misconduct from several sources including applicants who self-disclose, school district reports, records of arrest and prosecution (RAP sheets) from DOJ, and complaints from the public.

Breach of Contract cases continue to decrease slowly since the highest reported number of 138 cases in FY 2022-23 to 118 cases reported out of 5,625 cases opened in FY 2024-25.

NEW CASES OPENED BY REPORT TYPE

REPORT TYPE	2019-20	2020-21	2021-22	2022-23	2023-24
APPLICATION	374	598	528	494	407
APPLICATION W/ RAP	1682	2417	2820	2843	2591
RAP SHEET	843	1057	1269	1325	1388
SCHOOL DISTRICT/OFFICE OF ED	274	433	609	669	712
OTHER (LICENSING AGENCIES)	129	147	136	176	105
ARRESTING AGENCY	0	1	1	1	1
AFFIDAVIT/COMPLAINT	140	201	211	183	211
BREACH OF CONTRACT	34	96	138	134	118
STATE TEST MISCONDUCT	0	0	1	0	0
SUBPOENA	16	44	27	83	92
TOTAL	3492	4994	5740	5908	5625*

* Subpoena cases are no longer counted as Division workload, effective April 2025.

WHAT WAS THE CREDENTIAL STATUS OF PERSONS REPORTED (DESIGNATION) TO THE COMMISSION?

New cases opened by designation indicate whether an individual under review is a new or current applicant and/or whether the person holds or held a valid credential.

DESIGNATION CATEGORY	2020-21	2021-22	2022-23	2023-24	2024-25	5 YR TREND +/- %
APPLICANTS	312	426	463	408	607	+95%
APPLICANTS/HOLDERS	154	189	378	351	299	+94%
FIRST TIME APPLICANTS	1589	2356	2485	2548	2075	+31%
HOLDERS	1437	2023	2414	2601	2644	+84%
TOTAL	3492	4994	5740	5908	5625	+61%

Applicant: Subsequent application for credential(s) after an initial application may have been rejected or denied by the Division and a credential has never been held.

Applicant/Holder: Applying for new credential(s), held or holds credential(s)

First Time Applicant: Initial credential application

Holder: Held or holds credential(s)

WHAT TYPES OF MISCONDUCT WERE ALLEGED?

The types of misconduct listed are in general categories based on the severity of the misconduct being reviewed by the Committee of Credentials. For example, a single event where the misconduct was driving under the influence (DUI), with an accident where a child was present/harmed, this misconduct case would be classified as Child Crimes Non-Sexual.

Unfortunately, crimes against children, both sexual and non-sexual, continue to increase, with dramatic increases over 100% in both categories from FY 2020-21.

NEW CASES OPENED BY TYPE OF MISCONDUCT

MISCONDUCT TYPE	2020-21	2021-22	2022-23	2023-24	2024-25	5 YR TREND +/- %
CHILD CRIME SEXUAL	185	247	308	307	385	+ 108%
CHILD CRIME NON-SEXUAL	209	292	404	450	430	+ 106%
SERIOUS CRIMES/ FELONIES	790	1001	1144	1196	1109	+ 41%
ADULT CRIME SEXUAL	44	53	65	71	58	+ 32%
ALCOHOL	1352	1993	2212	2175	2023	+ 50%
OTHER CRIMES	800	1221	1400	1502	1409	+ 76%
DRUGS	112	187	207	207	211	+ 88%
TOTAL	3492	4994	5740	5908	5625	+ 61%

CHILD CRIME
SEXUAL



CHILD CRIME
NON-SEXUAL



SERIOUS CRIMES/
FELONIES



HOW MANY CASES WERE REVIEWED BY THE COMMITTEE OF CREDENTIALS?

In FY 2024-25, the Division completed 916 initial review cases; however, the number of cases ready to proceed to initial review is expected to increase as the growing number of cases opened allows the workload pipeline to increase.

Due to the complicated nature of the Division casework, and the varied types of misconduct, the initial review totals will vary. The goal is to present 90 cases at initial review each month; however, the average for FY 2024-25 was 76, a decrease of 10 cases from last FY's average of 86 cases. This decrease was due primarily to vacant positions.

INITIAL REVIEW CASES

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	93	90	92	89	92	90	90	93	88	89	86	82	1074
2021-22	82	73	67	60	69	66	66	74	71	72	70	83	851
2022-23	82	75	71	88	96	90	91	94	94	92	88	90	1051
2023-24	86	82	93	88	75	77	88	90	87	90	89	88	1033
2024-25	89	73	66	64	67	80	83	82	78	78	80	76	916

The number of initial review cases directly impacts the number of formal review cases placed on the agenda for Committee review. Formal review is the second stage in the review process of those cases not closed during initial review. At the formal review stage, an individual can request an opportunity to appear and answer questions before the Committee members.

FORMAL REVIEW CASES

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	82	82	98	944	67	63	77	66	70	66	68	56	889
2021-22	51	60	74	70	62	61	66	63	65	72	70	72	786
2022-23	58	67	70	60	54	60	76	60	70	84	81	82	824
2023-24	78	81	79	71	84	79	66	70	73	76	71	77	905
2024-25	82	79	84	64	59	59	58	74	77	82	70	71	859

COMMITTEE CONSENT CALENDAR

Below is the number of Consent Calendar cases presented to the Committee during the **past five fiscal years**.

The Division expects the Consent Calendar annual average of cases to increase, as the overall number of educator applications continue to rise due to the highly publicized teacher shortage. The Committee reviewed an average of 120 cases per month on the Consent Calendar in 2024-25, in addition to the initial and formal review cases listed above, 916 and 859, respectively. The Division does expect this number to fluctuate but expects to meet or exceed the current goal of 120 cases presented to the Committee on the Consent Calendar each month for FY 2025-26.

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	84	94	74	69	103	45	59	41	58	53	59	60	799
2021-22	77	61	85	89	80	42	89	78	70	83	41	96	891
2022-23	81	81	95	177	116	79	80	93	107	53	162	120	1244
2023-24	89	95	80	88	59	52	80	67	71	111	135	94	1021
2024-25	163	173	222	148	137	112	102	41	64	114	75	94	1445

HOW MANY CASES WERE CLOSED BY THE COMMISSION'S DELEGATION TO STAFF?

In 2012 and 2013, the Commission adopted policies that delegated authority to staff to close cases that met very specific criteria. For example, the Commission adopted a policy that allowed staff to close cases that involved a single alcohol-related offense that did not impact children or schools. Staff closed the third highest number of these cases over the past five years, a total of 1,205 cases in FY 2024-25 based on this delegation, as shown in the table below:

SINGLE ALCOHOL OFFENSE

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	85	69	82	64	42	73	38	77	42	81	50	78	781
2021-22	60	100	89	97	63	117	116	63	70	97	89	115	1076
2022-23	71	104	115	119	148	108	111	90	108	132	118	117	1342
2023-24	77	143	63	43	44	71	126	84	325	112	47	157	1292
2024-25	107	132	111	139	47	47	104	106	70	114	136	92	1205

NO JURISDICTION FOR FORMAL REVIEW

As shown in the table below, no jurisdiction cases involve cases where the Commission is unable to obtain "formal jurisdiction." By law, the Committee must have both initial and formal jurisdiction before the Committee can make a recommendation for discipline. These types of cases typically involve an arrest with no charges filed or an arrest with charges dismissed. Based on this delegation, staff closed 839 cases in FY 2024-25.

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	38	78	49	62	53	60	23	49	56	35	43	35	581
2021-22	48	47	55	45	34	40	50	41	41	45	32	44	522
2022-23	40	79	68	74	83	55	73	52	101	38	83	61	807
2023-24	56	89	63	50	57	40	90	89	64	66	64	82	810
2024-25	77	100	99	66	47	59	61	62	60	69	71	68	839

SPECIFIED VEHICLE CODE VIOLATIONS

Specified Vehicle Code Violation cases involve specific misdemeanors under the Vehicle Code. Violations of this type include driving without a license and driving on a suspended license. The exceptions to this policy include when the violation involves a child, school property, or adverse publicity impacting the local community. Staff closed 93 cases in FY 2024-25 based on the Commission's Vehicle Code delegation, as shown in the table below:

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	3	5	4	5	1	3	0	3	4	3	2	4	37
2021-22	3	7	7	6	5	6	9	3	4	3	7	4	64
2022-23	5	2	9	8	12	12	8	9	9	6	10	12	102
2023-24	3	6	2	1	2	2	9	3	15	4	0	10	57
2024-25	6	10	7	10	2	4	9	5	14	14	6	6	93

EXPIRED CREDENTIALS

Expired credential cases involve cases where the educator no longer holds a valid credential and has no application(s) pending. Cases of this type are flagged in the database and reviewed if the individual submits a new application. The expired credential policy contains four exceptions: allegations of sexual misconduct, crimes against children, reports filed by school districts, and actions taken by other licensing agencies. Below are the number of cases closed based on the Commission's expired credential policy:

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2020-21	7	10	9	6	9	11	4	14	12	14	10	7	113
2021-22	10	5	7	7	6	6	7	8	6	8	2	5	77
2022-23	6	5	10	7	6	8	29	9	9	7	14	11	121
2023-24	7	7	3	13	12	11	14	10	14	6	10	12	119
2024-25	11	9	16	10	14	40	7	7	5	3	5	3	130

ADVERSE ACTIONS

Adverse actions fall into two categories, mandatory and discretionary. Mandatory actions are actions required by statute. A criminal conviction for a specified sex offense, drug offense or certain other specified crime requires the Commission to mandatorily revoke all credentials, and/or mandatorily deny any pending application. Mandatory actions are placed on the Commission's Consent Calendar as an informational item at the next scheduled Commission meeting.

MANDATORY ACTIONS

ACTION TYPE	2020-21	2021-22	2022-23	2023-24	2023-24
MANDATORY REVOCATION	70	92	87	90	86
MANDATORY DENIAL	35	38	41	28	32
TOTAL	105	130	128	118	118

DISCRETIONARY ACTIONS

Discretionary decisions are actions taken following an order by the Commission in cases where the Committee recommended an adverse action. The Committee's recommendation may be accepted by the credential holder or applicant, or it may be appealed. On appeal, an administrative hearing is held before final action is taken by the Commission. A comparison of the number of discretionary adverse actions is shown in the table below:

ACTION TYPE	2020-21	2021-22	2022-23	2023-24	2024-25
REVOCATION	248	243	217	302	296
DENIAL	60	63	54	87	72
SUSPENSIONS	323	175	235	294	268
PRIVATE ADMONITION	0	6	23	15	19
PUBLIC REPROVAL	61	41	41	36	21
TOTAL	601	529	571	734	676

The total number of adverse actions increased by 153 based on FY 2023-24, as shown below:

ADVERSE ACTIONS	2020-21	2021-22	2022-23	2023-24	2024-25
MANDATORY ACTIONS	105	130	128	118	118
DISCRETIONARY DECISIONS	601	529	571	734	676
TOTAL	706	659	699	852	794

REQUESTS FOR AN ADMINISTRATIVE HEARING

At the formal review stage, the Committee may close its investigation or make a recommendation for adverse action. The person under review for misconduct is provided with notice of the recommendation and has the right to request an administrative hearing.

If the person requests an administrative hearing, the Commission is represented by the Office of the Attorney General (OAG) and the matter is heard by an Administrative Law Judge (ALJ) who issues a Proposed Decision to the Commission. The Commission can adopt the Proposed Decision, reduce the penalty, or reject the Proposed Decision and call for the transcript. After reviewing the transcript, the Commission can adopt the Proposed Decision or issue its own decision. The average number of open cases assigned to OAG for representation has remained steady over the last four (4) fiscal years with an annual average of 157 cases assigned to OAG. The average number of cases in 2024-25 of 171 cases reflects a steady case average of 171 matching last fiscal year's numbers, as shown in the table below:

OPEN CASES ASSIGNED TO OAG

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	AVE
2020-21	143	134	134	141	136	154	150	151	159	170	165	162	150
2021-22	158	164	160	155	159	163	158	162	163	158	151	143	158
2022-23	141	152	145	143	143	143	141	140	148	160	161	167	149
2023-24	173	171	164	171	148	179	179	180	184	169	152	148	171
2024-25	160	157	165	170	168	182	171	174	182	171	179	167	171

The OAG adjudicates the Commission's cases by administrative hearing, default, withdrawal by the educator, settlement, or declining to prosecute. The table below summarizes the OAG's adjudication of cases for the Commission in FY 2024-25.

OAG ADJUDICATION OF CASES

ADMINISTRATIVE ADJUDICATIVE	2020-21	2021-22	2022-23	2023-24	2024-25
DECLINE TO PROSECUTE	10	6	19	20	27
CONSENT DETERMINATION	66	52	36	61	36
DECEASED	0	0	1	0	1
PROPOSED ALJ DECISIONS	28	45	41	49	30
DEFAULT DECISION	14	7	8	19	15
WITHDRAW ADMIN HEARING	7	15	8	2	7
WITHDRAW SOI/ACC	4	1	2	3	2
RECALLED	1	1	0	0	0
OTHER	N/A	8	0	0	2
TOTAL	130	135	115	154	120

DEPUTY ATTORNEY GENERAL (DAG) REQUESTS

To measure the timeliness of its cases, the Division selects 30 random cases completed during the fiscal year. Compared to last fiscal year, 2023-2024, and indicated in the chart below, the average time it took to open a case in FY 2024-25, increased from 20 to 30 days. This increase was expected due to the increase in total cases. The average time it took for the Division to take its first action also increased slightly from eight (8) to nine (9) days. The total average time for a case to process from the initial report of misconduct through a fully adjudicated case increased from 368 to 409 days, primarily due to the increase in the average number of days to open a case of 30 calendar days. The chart shown below details all the milestones from the past three fiscal years.

2024-2025	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
BEGIN BALANCE	5	6	6	6	9	7	6	3	5	9	11	11
REQUESTS	4	3	4	6	4	1	1	5	7	7	7	5
COMPLETED	3	3	4	3	6	2	4	3	3	5	7	7
END BALANCE	6	6	6	9	7	6	3	5	9	11	11	9



REINSTATEMENT OF A PREVIOUSLY REVOKED CREDENTIAL

The Commission hears Petitions for Reinstatement, as required by the Administrative Procedures Act, in Closed Session to determine whether petitioners whose credentials were revoked are now fit to hold a credential. In a Petition for Reinstatement, the petitioner has the burden of proof to show that he or she has rehabilitated from the misconduct that led to the revocation.

During FY 2024-25, the Commission granted six (6) and denied 28 petitions as shown below:

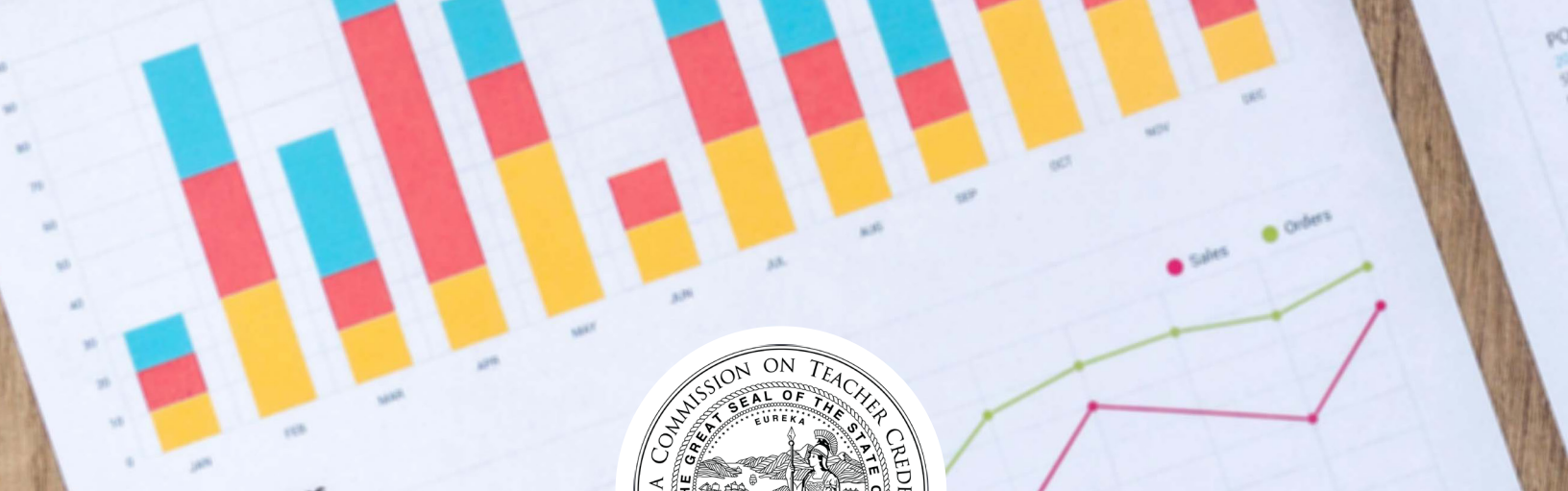
FISCAL YEAR	GRANT	DENY	TOTAL
2020-21	18	17	35
2021-22	12	22	34
2022-23	7	19	26
2023-24	9	14	23
2024-25	6	28	34

TIMELINESS OF ACTION ON CASES

To measure the timeliness of its cases, the Division selects 30 random cases completed during the fiscal year. Compared to last fiscal year, 2022-23, and indicated in the chart below, the average time it took to open a case in FY 2024-25, increased from seven (7) to 30 days. This increase was expected due to the increase in total cases. The average time it took for the Division to take its first action on a case decreased from 12 days to nine (9) days. The total average time for a case to process from the initial report of misconduct through a fully adjudicated case increased from 368 to 409 days, primarily due to the increase in the average number of days to open a case of 30 calendar days. The chart shown below details all the milestones from the past three fiscal years.

EDUCATOR TIMELINESS OF ACTION ON CASES

PROCESS TYPE	22-23 AVG DAYS	23-24 AVG DAYS	24-25 AVG DAYS	PROCESS DESCRIPTION
CASE OPENED	7	20	30	This represents the average time it takes Commission staff to open an investigatory case once an initial report of misconduct is received.
DOCUMENT PROCUREMENT	12	8	9	This represents the average time it takes for Commission staff to request investigatory records from applicable entities.
ISSUANCE OF LETTER OF INQUIRY	152	134	169	This represents the average time it takes to issue the Letter of Inquiry, after investigatory records have been obtained, and informs the educator/applicant that he/she is scheduled for Initial Review by the Committee of Credentials (COC).
ISSUANCE OF THE NOTICE OF FORMAL REVIEW	79	71	82	This represents the average time it takes to issue the Notice of Formal Review after the Letter of Inquiry was sent, informing the educator/applicant that the COC has pursued its investigation to Formal Review.
ISSUANCE OF THE COMMITTEE RECOMMENDATION	59	63	63	This represents the average time it takes from the issuance of the Notice of Formal Review to the issuance of the Notice of COC Recommendation, should the COC recommend an adverse action to the Commission.
COMMISSION REVIEW AND ADOPTION OF ADVERSE ACTION	349	368	409	This represents the average time it takes from an initial report of misconduct received by the Commission to the effective date of the adverse action. The case has now been fully adjudicated.



CONCLUSION

THE DIVISION OF LICENSURE ENFORCEMENT (DIVISION), CONTINUED TO PROCESS CASELOAD IN A TIMELY MANNER IN FY 2024-25.

While the information provided in this report shows an overall increase in workload, the factors include the return of California school children to classrooms across the State, and the increase in overall applications to the Commission. The continued publicity both locally and nationwide regarding teacher shortages is reflected in the tables above. The Division also expects increased totals in all areas of workload due to the growth needed of Pre-K and TK educators over the next few school years, as children ages three (3) to six (6) begin their educational preparation for kindergarten.

The Division expects the number of initial review cases presented to the Committee to return to a consistent number of cases this fiscal year, and the general goal of 90 per month. Management continues to anticipate the overall caseload will increase and fluctuate during peak times of the school year, in line with historical trends of educator application submissions and when student classes are in session.

Commission staff are pleased to report that The Division continues to fulfill its statutory responsibilities of protecting the safety of school children and the due process rights of California educators.

Validation of Service Rendered Without A Credential

The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036.

<i>Name</i>	<i>School District/Charter</i>	<i>County</i>	<i>Period of Services</i>
Rosemary Aja	San Jacinto Unified SD	Riverside	08/02/2025-08/18/2025
Lacey Andrews	Banning Unified SD	Riverside	07/01/2025-08/11/2025
Katherine Angel*	Julian Union SD	San Diego	07/01/2025-07/22/2025
Irma Armendariz	Paramount Unified SD	Los Angeles	09/01/2025-09/29/2025
Shari Ashley	La Mesa – Spring Valley SD	San Diego	07/01/2025-07/15/2025
Kathleen Badeaux	Carlsbad Unified SD	San Diego	08/01/2025-08/19/2025
Maria Barajas	Merced City SD	Merced	08/07/2025-08/20/2025
Shannon Bartol	La Mesa - Spring Valley SD	San Diego	07/01/2025-07/16/2025
Jenna Chavez	Parlier Unified SD	Fresno	08/01/2025-08/05/2025
Sarah Chop	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Matthew Cipolla	Saddleback Valley Unified SD	Orange	07/01/2025-08/18/2025
Nelline Consalvo	Paramount Unified SD	Los Angeles	09/01/2025-09/29/2025
Melissa Contreras	Sanger Unified SD	Fresno	09/01/2025-09/24/2025
Vicky Cornell*	Saddleback Valley Unified SD	Orange	08/01/2025-08/18/2025
Jennifer Determan-Lewis	Sanger Unified SD	Fresno	09/01/2025-09/24/2025
Celeste Dolezal	Franklin McKinley SD	Santa Clara	09/02/2025-09/03/2025
Russell Duren	Irvine Unified SD	Orange	09/01/2025-09/17/2025
Ernesto Estrada	Pomona Unified SD	Los Angeles	09/02/2025-09/08/2025
Martha Farrell Michalack	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Jacqueline Figueroa*	Centinela Valley Unified High SD	Los Angeles	09/02/2025-09/02/2025
Lauren Fiorucci	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Loni Gallo	Saddleback Valley Unified SD	Orange	08/01/2025-08/18/2025
Maria Garcia	Fullerton SD	Orange	09/01/2025-09/17/2025
Stephanie Gassett	Sanger Unified SD	Fresno	09/01/2025-09/24/2025
Carri Geiger	Saddleback Valley Unified SD	Orange	07/01/2025-08/18/2025
Maria de Jesus Gonzalez	Livingston Union SD	Merced	07/01/2025-08/20/2025
Mark Gutierrez	Merced Union High SD	Merced	08/02/2025-08/11/2025
Ashley Hagstrom	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Denise Hickman	Merced Union High SD	Merced	08/02/2025-08/11/2025
Jamie Hugues	Paramount Unified SD	Los Angeles	09/01/2025-09/29/2025
Jonathan Jobe	Nuview Union SD	Riverside	09/02/2025-09/21/2025
Stephen Jones	Lake Elsinore Unified SD	Riverside	07/01/2025-08/13/2025
Stan Kanawyer	Kings Canyon Unified SD	Fresno	09/02/2025-09/29/2025
Mandy Kelly	Saddleback Valley Unified SD	Orange	09/01/2025-09/18/2025
Laurie Lacourse	Temecula Valley Unified SD	Riverside	07/02/2025-07/23/2025
Chelsea Landin	San Jacinto Unified SD	Riverside	08/02/2025-08/17/2025
Elizandra Lopez	Paramount Unified SD	Los Angeles	09/01/2025-09/29/2025
Anthony Lucas	Santa Monica-Malibu Unified SD	Los Angeles	09/02/2025-09/28/2025

<i>Name</i>	<i>School District/Charter</i>	<i>County</i>	<i>Period of Services</i>
Cynthia Macias	Pasadena Unified SD	Los Angeles	08/01/2025-08/27/2025
Kali Madison	La Mesa – Spring Valley SD	San Diego	07/01/2025-07/24/2025
Crystal Mandel	Saddleback Valley Unified SD	Orange	08/01/2025-08/18/2025
Stephen Mendoza	Beaumont Unified SD	Riverside	08/02/2025-08/03/2025
Corey Mesa	Le Grand Union High SD	Merced	06/02/2025-06/05/2025
Nichole Michael	Carlsbad Unified SD	San Diego	09/01/2025-09/16/2025
Brandon Miller	Saddleback Valley Unified SD	Orange	07/01/2025-08/18/2025
Paul Mount	Alvord Unified SD	Riverside	08/02/2025-08/20/2025
Elizabeth Mrsich	Alvord Unified SD	Riverside	07/02/2025-07/16/2025
Luis Oliveros	Garden Grove Unified SD	Orange	08/01/2025-08/14/2025
Sang Phan	Central Unified SD	Fresno	08/02/2025-08/24/2025
Kathleen Ridlon	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Corrinna Rivera	Sanger Unified SD	Fresno	09/01/2025-09/08/2025
Alexandra Rozario	Pasadena Unified	Los Angeles	07/02/2025-08/28/2025
Eric Samson	Placentia-Yorba Linda SD	Orange	09/01/2025-09/17/2025
Tracy Saunders	Solana Beach SD	San Diego	09/01/2025-09/08/2025
Amber Smith	Irvine Unified SD	Orange	08/01/2025-08/21/2025
Samantha Squieri	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Christine Stuckey-Simmons	Saddleback Valley Unified SD	Orange	09/01/2025-09/18/2025
Lisa Sumner	Sanger Unified SD	Fresno	09/01/2025-09/24/2025
Elizabeth Tambini	Tustin Unified SD	Orange	08/01/2025-08/21/2025
Jodine Tolentino-Layba	San Jacinto Unified SD	Riverside	07/02/2025-08/17/2025
Isabella Wasaznik	Fullerton SD	Orange	09/01/2025-09/21/2025
Lilian Wu-Koba	Paramount Unified SD	Los Angeles	09/01/2025-09/29/2025
Ashley Yonan	Saddleback Valley Unified SD	Orange	06/01/2025-08/18/2025
Adriana Zamora	Tustin Unified SD	Orange	08/01/2025-08/21/2025

*Holds more than one credential

Programs Recommended for Literacy Certification in Accordance with SB 488 (Chap. 678, Stats. 2021)

Introduction

This agenda item presents for Commission action programs that have successfully completed the review process established by the Commission for literacy certification pursuant to SB 488 (Chap. 678, Stats. 2021).

Background

SB 488 made several changes to the Education Code that required that the Commission revise and update the teacher preparation program standards for literacy instruction, develop a literacy performance assessment that would replace the Reading Instruction Competence Assessment beginning July 1, 2025, and certify that all Multiple Subject and Education Specialist teacher preparation programs be certified that they adhere to 44259 (b)(4)(A) and (B), including the following:

*Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), 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. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current **English Language Arts/English Language Development (ELA/ELD) Framework** adopted by the state board, and shall incorporate the program **guidelines for dyslexia** developed pursuant to Section 56335. The study of reading shall meet the following requirements:*

- (i) The study of organized, systematic, explicit instruction skills including phonemic awareness, direct systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques
- (v) Guided practice in a clinical setting

In December 2024, the Commission approved a process for certifying Multiple Subject and Education Specialist teacher preparation programs, as required by statute. That agenda item is presented here: [December 2024 Commission Agenda Item](#). This process included a review of each program by a team of two or more external literacy educators to ensure that the program complies with the requirements of 44259(b)(4)(A) and (B). The submission requirements for institutions were based upon those aspects of Program Standard 7 and Teaching Performance

Expectation (TPE) 7 as they relate specifically to 44259 (b)(4)(A) and (B). For more information on this detailed process, please see the December 2024 Commission agenda linked above.

Programs Recommended for Literacy Certification

Education Code 44320.3 (b) requires that

*Before requiring successful passage of the teaching performance assessment for the preliminary multiple subject teaching credential and the preliminary education specialist credential pursuant to subdivision (a), **the commission shall certify** that all of the teacher education programs approved by the commission pursuant to Section 44227 provide instruction in the knowledge, skills, and abilities required in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Section 44259.*

The programs and pathways in the table below have been reviewed by a team of reviewers in accordance with the processes outlined in the December 2024 agenda item and have been determined to meet all aspects of 44259(b)(A) and (B). These programs are being recommended for certification by the Commission as prescribed by Education Code Section 44320.3 above. Included below are the name of the institution, the specific credential program, the types of pathways in which the program is offered – all of which have been reviewed – and the URL where the documents may be accessed, as well as any passwords or access codes that may be needed. If no password or access code is listed, none is needed.

Institution	Program	Pathways	URL with password (if applicable)
California Lutheran University	Education Specialist: Deaf and Hard of Hearing	Traditional Student Teaching Intern	Cal Lutheran SB 488 Literacy Instruction
California State Polytechnic University, Humboldt	Multiple Subject	Traditional Student Teaching Intern Integrated Undergraduate Pathway	CalPoly Humboldt SB 488
California State Polytechnic University, Humboldt	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Residency	CalPoly Humboldt SB 488
California State Polytechnic University, Humboldt	Education Specialist: Moderate to Severe Support Needs	Traditional Student Teaching	CalPoly Humboldt SB 488
California State University, Los Angeles	Multiple Subjects	Traditional Student Teaching Intern	Literacy TPE Certification Launchpad Cal State LA

Institution	Program	Pathways	URL with password (if applicable)
California State University, San Bernardino	Education Specialist: Early Childhood Special Education	Traditional Student Teaching Intern	CTC Accreditation Launchpad
Los Angeles County Office of Education	Education Specialist: Early Childhood Special Education	Intern	LACOE EPU Accreditation Site 19-26 - Home Username: lausd_admin Password: di2024
National University	Multiple Subjects	Traditional Student Teaching Intern Residency MS with Bilingual Added Authorization	SCOE Literacy Certification National University
National University	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern Residency	SCOE Literacy Certification National University
National University	Education Specialist: Extensive Support Needs	Traditional Student Teaching Residency Intern	SCOE Literacy Certification National University
Notre Dame de Namur	Multiple Subjects	Traditional Student Teaching Intern	Protected: CTC Documents - Notre Dame de Namur University Password: ndnu_ctc_
Notre Dame de Namur	Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern	Protected: CTC Documents - Notre Dame de Namur University Password: ndnu_ctc_
Notre Dame de Namur	Education Specialist: Extensive Support Needs	Traditional Student Teaching Intern	Protected: CTC Documents - Notre Dame de Namur University Password: ndnu_ctc_
University of California, San Diego	Multiple Subjects	Traditional Student Teaching	UCSD CTC Accreditation - SB488 Literacy
University of California, San Diego	Education Specialist: Deaf and Hard-of-Hearing	Traditional Student Teaching	UCSD CTC Accreditation - SB488 Literacy
University of Phoenix	Multiple Subjects	Traditional pathways Graduate: MA/MS Integrated Undergraduate	University of Phoenix Literacy Certification Username/Account: Accreditation.Reviewer@phoenix.edu Password: Rev1ewer22! Note: You will have to sign out of any Sharepoint account or use an "In Private" or

Institution	Program	Pathways	URL with password (if applicable)
			"Incognito" browser to be able to sign in.
University of Southern California	Education Specialist: Mild to Moderate Support Needs	Dual pathway with Single Subject	USC Literacy Certification
Western Governor's University	Multiple Subjects	Traditional Student Teaching	California - Approved Pathway - WGU Knowledge Center

Institutions Not Yet Certified

In keeping with the action taken by the Commission at its [August 2025 Commission meeting](#), any institutions with programs that are not certified by the October 2025 Commission meeting will be referred to the Committee on Accreditation (COA), whereby stipulations will be placed on the institution and its accreditation status will be changed to *Accreditation with Probationary Stipulations*. A list of these institutions and programs will be made available in the Agenda Insert to this item prior to the Commission meeting.

If, between the date of the Commission meeting and the COA meeting on October 30, 2025, reviewers determine that the remaining uncertified programs at an institution are aligned, the institution would not be recommended for stipulations. Any institution that is given Probationary Stipulations at the October 30, 2025 COA meeting and is subsequently determined to be aligned with the requirements of SB 488 will be brought before the Commission at the December 2025 meeting for certification and to the COA at the next available meeting to remove the stipulations and revert its accreditation status.

Staff Recommendation

Staff recommends that the Commission, in accordance with the process approved by the Commission at its December 2024 meeting, certifies the programs listed in the table above. Additionally, that the Commission refer to the COA any institution listed on the agenda insert (available before the Commission meeting) with one or more programs that have not yet been deemed to be aligned with the requirements of SB 488 where stipulations and an accreditation status of Probationary Accreditation will be applied.

Senate Bill 1263 Report to Legislature

Introduction

The Commission on Teacher Credentialing submits the following report pursuant to Education Code section 44320.4, enacted by Senate Bill 1263 (Newman, 2024). This report fulfills the requirement to update the Legislature on progress made to review and strengthen California's Teaching Performance Assessment (TPA) system and includes the Commission's adopted implementation plan for these efforts.

Over the past year, the Commission convened a statewide workgroup of educators, assessment experts, and preparation program leaders to review the design and implementation of the state's TPAs. The workgroup met eight times between September 2024 and April 2025 and produced twenty-three recommendations addressing assessment design, program integration, and system accountability. The Commission formally adopted these recommendations in June 2025 as the foundation for implementation.

In August 2025, the Commission approved the comprehensive Implementation Plan that is included in this report. The plan translates the adopted recommendations into a multi-year sequence of actions organized around three project areas: redesigning the performance assessment system, strengthening program implementation and integration, and developing Commission supports for the field. The plan sets clear milestones through 2028 for updating performance assessment design standards, revising program and accreditation requirements, piloting a redesigned assessment platform, and ensuring affordability and accessibility for candidates.

Together, the adopted recommendations and implementation plan advance the goals of Senate Bill 1263 by improving the validity, equity, and instructional value of California's teaching performance assessments while maintaining rigorous expectations for candidate readiness and program quality. The Commission remains committed to transparent reporting and will continue to provide annual updates through October 2028 on progress achieved and actions taken to implement these reforms.

Implementation Plan for Commission-Adopted Recommendations from the Workgroup to Review the Design and Implementation of Teaching Performance Assessments

Introduction

Senate Bill 1263 (Newman) directed the Commission to review California’s teaching performance assessment and broader educator preparation systems. In June 2025, the Commission adopted recommendations from the RDI-TPA Workgroup as the foundation for the next phase of this work. This item presents a proposed implementation plan organized around three core components: redesigning the performance assessment system, strengthening program implementation and integration, and developing Commission supports for the field.

Background

Since 2008, California has required teaching candidates to complete a program that includes a Commission-approved performance assessment for initial licensure, grounding educator preparation in observable teaching aligned to the California Standards for the Teaching Profession. The system matured, as the state transitioned from a single assessment model to multiple approved options, strengthened alignment to coursework and clinical practice, and began implementation of performance assessment into accreditation and continuous improvement processes.

In 2014, the Commission adopted a five-part accountability framework to support high-quality educator preparation in California. The framework includes: (1) streamlined, outcomes-focused program standards; (2) valid and reliable performance assessments; (3) consistent outcomes measures, including surveys of program completers and employers; (4) accreditation processes that prioritize evidence over narrative; and (5) public transparency through accessible, comparable data. These components are interdependent and designed to work together as a coherent system. Within this structure, the teaching performance assessment was to function as a central mechanism for verifying candidate competence, strengthening program quality, and informing both accreditation and public reporting.

Over time, implementation of the performance assessment drifted from the original framework and intent. Candidates increasingly experienced the TPA as a time-intensive requirement that felt separate from their preparation. Faculty reported challenges embedding the assessment effectively in coursework, and programs felt a disconnect with accreditation activities. The added cost and frequency of candidate retakes sustained real concerns about equity and access. These dynamics diminished the TPA’s value as a formative tool and limited its effectiveness as a source of evidence for candidate and program growth.

The current moment presents a distinct set of challenges for educator preparation. Rising student needs, staffing shortages, and greater demands on teacher adaptability are reshaping

classroom conditions. Generative artificial intelligence is altering the teaching and learning landscape in ways still emerging. Economic pressures on educators and students alike have intensified, with classrooms often becoming the venue for challenging behaviors linked to increased disparity and trauma. In this context, the performance assessment must serve as a meaningful vehicle for contextualized candidate development, a source of clear, reliable evidence of readiness, and a tool to inform growth during induction.

Senate Bill 1263 (Newman) reaffirmed California’s use of performance assessment as both a condition of licensure and an accountability tool to ensure educator preparation programs deliver value commensurate with the investment made by candidates. The law directed the Commission to examine and improve the design, implementation, and use of the current system, including convening a workgroup to develop recommendations that support high-quality, accessible, and educative preparation. In June 2025, the Commission adopted the recommendations of the RDI-TPA Workgroup and directed staff to return with a phased implementation plan.

Item Organization

This proposed implementation plan is organized into five sections. The Legal Foundation outlines statutory requirements for the teaching performance assessment, including design expectations, implementation conditions, and accountability functions. It also defines the roles of the Commission and educator preparation programs. The Project Areas section organizes the adopted RDI-TPA recommendations into a structure that supports implementation across three areas of work: assessment design, program implementation, and Commission supports. This section also provides detailed implementation strategies for each area. The Phased Implementation Plan presents a sequenced timeline of major deliverables across four phases. The Risk and Mitigation Strategies section identifies key risks and outlines actions to support successful implementation. The item concludes with a summary and the requested action.

Legal Foundation for Performance Assessments

California’s requirement for a teaching performance assessment is established in Education Code section 44259, which provides that candidates for a preliminary credential must demonstrate the ability to teach through a performance-based assessment. This requirement is further developed in Education Code section 44320.2 ([Appendix A](#)), which defines design expectations for the assessment, assigns responsibilities to educator preparation programs, and outlines obligations of the Commission.

Education Code section 44320.2 subdivision (b) requires that performance assessments be aligned with the California Standards for the Teaching Profession ([Appendix B](#)) and applied consistently across similar preparation programs. Subdivision (b) also states that assessments must be embedded in preparation programs to the maximum feasible extent and must provide formative information to candidates, faculty, and supervisors to support the development of teaching knowledge, skills, and abilities. Results must be used to inform credential recommendations and the development of individual induction plans. In addition, subdivision

(f) authorizes the use of a secondary passing standard in combination with other evidence of candidate competence.

Preparation programs are required to implement a teaching performance assessment that meets these standards. Under subdivision (b), programs may adopt an assessment developed and approved by the Commission or develop their own model for Commission approval. Subdivision (c) requires that assessments be administered during the regular duration of the candidate's preparation program. Programs are also responsible for orienting candidates and educational partners to the structure and expectations of the selected model and for using assessment results to support credential decisions.

The Commission is responsible for ensuring the quality, fairness, and integrity of the performance assessment system. Under subdivision (d), the Commission must convene an expert advisory panel, composed of at least one-third classroom teachers, to advise on assessment design, performance standards, and developmental scoring scales. Subdivision (e) requires the Commission to establish and maintain standards for assessment content, assessor training, administration, and review; conduct analyses of validity and reliability; identify and address sources of bias; and collect and report individual and aggregated results. Subdivision (e) also directs the Commission to revise its accreditation systems as needed to ensure that programs provide adequate opportunities for candidates to demonstrate the required competencies.

In addition, subdivision (e) requires the Commission to report the number of programs with low pass rates and support those programs in implementing evidence-based strategies to assist candidates. The statute prohibits charging candidates for these supports, reinforcing the expectation that both programs and the state share responsibility for candidate success.

Together, these provisions establish a clear statutory framework for a performance assessment system that serves both formative and accountability functions. Education Code section 44320.2 positions performance assessment as an embedded learning process, a source of actionable data, and a safeguard for preparation quality. The RDI-TPA Workgroup recommendations adopted by the Commission in June 2025 were developed with direct reference to these statutory obligations and are intended to ensure that the system continues to serve candidates, programs, and the public with integrity and purpose.

The following table summarizes the specific provisions of Education Code section 44320.2 for ease of reference. Requirements are organized by entity to reflect the division of responsibilities across the assessment system.

Table 1. Education Code Section 44320.2 Quick Reference Guide

Educator Preparation Programs Must:
• Include teaching performance assessment aligned with CSTP and state content standards (b)(1) • Choose between Commission-developed or own locally developed assessment (b)(1)

- Orient candidates and educational partners to structure and expectations of the assessment (c)
- Administer assessment during the regular term/duration of candidate's preparation program (c)
- Use Commission-reported performance assessment results to serve as basis for individual induction plans (b)(5)
- Use Commission-reported performance assessment results as one basis for credential recommendations (b)(4)

The Commission Must:

Assessment Development and Standards

- Convene expert panel (at least 1/3 classroom teachers) to advise on design, content, administration, scoring (d)(1)
- Design, develop, and implement assessment standards and assessor training program (d)(2)
- Establish review panel to examine other assessment options against Commission standards (d)(3)
- Establish appropriate performance standards (d)(5)

Quality Assurance

- Initially and periodically analyze validity and reliability (d)(4)
- Analyze sources of bias and act promptly to eliminate discovered bias (d)(6)
- Ensure state-approved assessments are consistently applied across similar programs (e)(1)

Implementation Requirements

- Implement without increasing number of required assessments (c)
- Ensure assessment during normal term/duration of preparation program (c)
- Ensure assessment is aligned with CSTP and meets Commission administration standards (e)(1)
- Ensure assessments are ongoing and blended into preparation program to maximum feasible extent (b)(2)
- Provide formative assessment information to improve teaching knowledge, skills, abilities (b)(3)

Data and Accountability

- Collect, analyze, and report individual and aggregated results (d)(7)
- Use aggregated results as one source of program quality information (e)(2)
- Report number of programs with low pass rates (e)(3)
- Assist low-performing programs with evidence-based strategies (no fees to candidates for instructional supports) (e)(3)
- Examine and revise accreditation system as necessary to ensure preparation opportunities (e)(4)
- Maintain secondary passing standard (used with other evidence of candidate performance) (f)

Project Areas and RDI-TPA Recommendations Clusters

The SB 1263 implementation plan is organized into three project areas. The first area focuses on the redesign of California’s teaching performance assessment, including revisions to assessment tasks, rubrics, and overall design to improve alignment with preparation practice, candidate experience, and statutory requirements. The second addresses preparation program implementation, including review and potential revision of Program Standards, Common Standards, and accreditation processes to integrate the revised assessment system. The third centers on Commission supports for the field, including candidate surveys, programmatic resources, accountability structures for low pass rates, and strategies to improve financial accessibility for candidates.

Each project area includes clusters of related recommendations from the RDI-TPA Workgroup, organized as coherent packages of work for Commission staff to carry forward. As directed by the Commission in June 2025, these recommendations inform the development of a phased implementation plan. Staff will implement the recommendations as guiding principles, translating them into updated standards, assessment and platform specifications, and procedural improvements consistent with statutory requirements and Commission authority. This structure enables effective sequencing, identifies cross-program implementation dependencies, and supports coherent development across assessment, preparation programs, and support systems. In subsequent sections of this item, these clusters are translated into a work breakdown structure that is mapped to a phased implementation timeline. Alignment tables for each project area appear in the sections that follow and illustrate how selected recommendations inform the scope and focus of implementation. The full text of the recommendations is provided in [Appendix C](#).

Table 2. Project Area 1 Performance Assessment Design

Project Area 1: Performance Assessment Design
<i>Assessment/Platform Design</i> 1C – Expand flexibility and multiple modalities for candidate evidence 1B – Redesign PA structure for clarity, UDL alignment, and smaller segments 1A – Embed asset-based, inclusive teaching in PA tasks
<i>Feedback Systems</i> 3B – Require individualized formative feedback throughout PA process 1D – Require individualized, rubric-specific, asset-based scorer feedback 1E – Require prompt candidate notification for technical condition codes 5A – Create a candidate survey on PA experience
<i>Cost Control</i> 1F – Ensure the PA is financially accessible 4B – PA upgrade costs not passed to candidates

Project Area 1: Performance Assessment Design

Assessment/Platform Design

Project Area 1 focuses on the comprehensive redesign of California's performance assessment system to fulfill the requirements of Education Code section 44320.2 and strengthen its instructional value for candidates and utility for preparation programs.

The redesigned assessment is expected to emphasize inclusive and asset-based teaching practices (Recommendation 1A). Candidates would demonstrate the ability to draw on students' strengths, prior knowledge, and community contexts to support learning.

The revised structure also calls for supporting multiple modalities for evidence submission (Recommendation 1C) to better reflect diverse instructional contexts. Tasks are expected to be reorganized into smaller, manageable segments embedded throughout coursework and clinical experiences, in alignment with Universal Design for Learning principles and intended to reduce duplication and improve usability (Recommendation 1B).

A secure statewide platform will support submission, feedback, scoring, and data reporting for all approved assessments. Together, these changes aim to align the assessment more closely with the instructional realities of preparation programs, reducing friction and enabling meaningful integration.

Feedback Systems

The redesign also calls for strengthened feedback systems to support the assessment's educative function. Preparation programs would provide candidates with ongoing, individualized feedback throughout the performance assessment process (Recommendation 3B), using an asset-based approach aligned to rubric criteria (Recommendation 1D).

The performance assessment platform could also include features that notify candidates of technical issues that prevent submission, reducing delays and minimizing resubmission burden (Recommendation 1E). In parallel, a statewide candidate survey is proposed to gather data on preparation experiences and the perceived formative value of the assessment (Recommendation 5A).

The goal is to ensure the assessment provides timely, relevant information that helps candidates improve, helps programs adapt, and helps the system function more efficiently.

Cost Controls

Affordability remains a core design principle. The implementation plan calls for minimizing direct costs to candidates wherever possible (Recommendation 1F) and avoiding the transfer of platform development or maintenance expenses to users (Recommendation 4B).

While the staff cannot commit to the feasibility of a no-cost model at this stage, staff will engage broadly with preparation programs and stakeholders and conduct targeted market research to explore viable cost structures. These efforts will inform decisions to ensure the assessment system remains financially accessible while still being of sufficient quality to

support embedding within coursework, formative use by candidates and programs, and continuous improvement across the system.

Table 3. Project Area 2 Accountability and Support for the Field

Project Area 2: Program Implementation
<i>Embedding</i> 3A – Embed PA tasks in coursework and clinical practice 2B – Require orientation for all educational partners on adopted PA model 3B – Require individualized formative feedback throughout PA process 4A – Require local scoring methods that align with improvement needs 3F – Require educator analysis of candidate PA responses 3H – Require program monitoring of PA embedding and local scoring outcomes <i>Program Implementation Oversight</i> 3G – Emphasize use of PA data in Common Standard 4 3D – Include PA as an assessment in each program matrix for accreditation 3C – Require documentation on how programs will support non-passing candidates 3I – Require support tailored for intern pathway candidates 3E – Use PA results to inform IDP and ILP goals

Embedding

Education Code section 44320.2(e) requires that performance assessment results inform licensure decisions, guide induction planning, support accreditation review, and that results be reported publicly as part of a statewide program accountability system.

Implementation calls for re-embedding performance assessment tasks within coursework and clinical practice (Recommendation 3A). This shift is foundational to restoring the assessment’s instructional relevance and will likely require a reset in how programs approach the use of performance assessments.

To support this shift, the plan calls for structured orientations for faculty, supervisors, and educational partners to build shared understanding of the revised model (Recommendation 2B). It also affirms expectations for individualized formative feedback throughout the assessment process (Recommendation 3B) and the use of local scoring methods that align with each program’s internal improvement goals (Recommendation 4A).

Programs would be expected to monitor the implementation and outcomes of embedded and locally scored assessments as part of their ongoing improvement efforts (Recommendation 3H). Faculty who support candidates would review candidate submissions as part of their regular responsibilities, using that analysis to strengthen instruction and inform program design (Recommendation 3F).

Program Implementation Oversight

The Commission will explore updating Common Standard 4 to clarify expectations for the use of assessment data in continuous improvement (Recommendation 3G) and require inclusion of assessment tasks within program matrices submitted for accreditation review (Recommendation 3D).

Programs will be required to document structured support systems for candidates who do not pass on their initial attempt (Recommendation 3C) and provide tailored assistance for candidates in intern pathways (Recommendation 3I).

Assessment results will inform both preservice Individual Development Plans and induction-based Individual Learning Plans (Recommendation 3E), establishing a coherent connection across the educator preparation continuum. These recommendations provide a framework for reinforcing program oversight through clearer standards, enhanced documentation, and alignment of assessment data with candidate support and continuous improvement.

Table 4. Project Area 3 Accountability and Support for the Field

Project Area 3: Accountability and Support for the Field
<i>Supports for the Field: Current and Future PA Models</i> 2D – Develop a preservice-to-induction continuum of practice 2C – Initiate statewide learning and feedback loops for PA Supplemental – Convene expert group to study AI impact on PA 3J – Establish criteria for identifying lower performing programs <i>Supports for the Field: Future PA Model</i> 2B – Develop orientation for all educational partners on adopted PA model 2A – Provide exemplar materials to support program familiarity with PA

Project Area 3: Accountability and Support for the Field

Supports for the Field: Current and Future PA Models

The third project area establishes the tools, structures, and resources the Commission will provide to ensure effective implementation of the revised teaching performance assessment system. It also includes the development of the system of support and improvement for programs with low candidate performance assessment pass rates.

As assessment design and program expectations are updated, preparation programs will require coherent guidance, shared materials, and accessible infrastructure to integrate the assessment meaningfully into coursework and clinical practice. This project area builds the operational bridge between policy and practice, ensuring implementation is supported at both the program and candidate levels and that reforms are sustainable over time.

The Commission recently released a comprehensive Continuum of Teaching Practice that integrates the Teaching Performance Expectations (TPEs) and the California Standards for the

Teaching Profession (CSTPs), providing a shared reference point for candidate growth and evaluation (Recommendation 2D).

To support broader engagement with the field, statewide convenings will be held to facilitate shared learning, multi-directional feedback, and a common understanding of system goals (Recommendation 2C). Early in 2026, an expert advisory group will examine the role of artificial intelligence in the future of performance assessment design and implementation, with findings expected to inform the revision of assessment design standards and specifications (Supplemental Recommendation).

Supports for the Field: Future PA Model

The Commission will develop a suite of implementation resources to support program and faculty readiness. These include annotated exemplars of candidate submissions across credential areas (Recommendation 2A), orientation materials for faculty and educational partners (Recommendation 2B), and guidance on integrating tasks and rubrics into existing program structures.

Training modules, exemplar workflows, and technical documentation will also be developed to assist faculty, mentors, and supervisors in embedding assessment activities into instructional practice. These resources will also be supportive of other entities interested in developing their own performance assessment model.

The supports provided by the Commission will also function to support educator preparation programs with persistently low pass rates (Recommendation 3J). Consistent with Education Code section 44320.2, the Commission holds a critical responsibility to establish clear criteria for identifying lower performing educator preparation programs, including analyzing pass rates and disaggregated outcomes for specific candidate populations.

Recommendation 3J calls for the Commission to address these findings through accreditation and continuous improvement processes, ensuring targeted support and oversight for programs needing intervention. This dual focus on accountability and support serves not only to uphold program quality but also to safeguard the substantial investment candidates make in their preparation. Maintaining rigorous standards and fostering program improvement will be central to sustaining confidence in the licensure system and advancing equitable access to the teaching profession.

Phased Implementation Plan

The project areas provide a throughline from concept to execution. They group related recommendations into coherent work streams in performance assessment design, program implementation, and Commission supports so that policy goals, statutory requirements, and operational steps remain connected. The project areas also help organize the work internally, as they align roughly with different areas of responsibility across Commission divisions and teams. Within each project area, the recommendations have been translated into concrete actions and sequenced in the Work Breakdown Structure (WBS) to define deliverables, dependencies, and decision points. This organization is carried forward into the phased development plan. The phases describe how these actions will be staged over time, showing how standards, specifications, program requirements, and field supports will be built, tested,

and refined in a deliberate sequence leading to full statewide implementation. The complete chronological WBS is available in [Appendix D](#).

Table 5. Phase 1: Foundational Design and Early Alignment (Q3 2025–Q1 2026)

WBS	Qtr.	Yr	Short Description
1.1	Q3	2025	Staff prepares updated PA Design Standards revisions
3.1	Q3	2025	Staff plans statewide Meredith Fellows PA conference and AI preconference
1.2	Q4	2025	Expert Panel reviews updated PA Design Standards revisions
2.1	Q4	2025	Staff begin drafting Program and Common Standards revisions
3.2	Q4	2025	Staff develops low performing program identification criteria/support system

Phase 1: Foundational Design and Early Alignment (Q3 2025–Q1 2026)

The initial phase focuses on establishing the foundational standards, specifications, and planning tools necessary to implement statutory requirements. Division of Research Evaluation and Assessment (DREA) will prepare proposed revisions to the Performance Assessment Design Standards in alignment with statute and the RDI-TPA recommendations (WBS 1.1). These standards, once adopted, will govern the design, implementation, and approval of any performance assessment submitted to the Commission, establishing a common set of requirements across all sponsors. They will translate requirements such as formative feedback, alignment to the CSTPs, and bias reduction into updated expectations for model sponsors. The Expert Panel, which includes classroom teachers as specified in law, will review the proposed standards in Q4 2025 (WBS 1.2), with revisions brought to the Commission for review and possible adoption in Q1 2026 (WBS 1.3)

Concurrently, the Professional Services Division (PSD) will begin drafting revisions to the Program and Common Standards to ensure structural alignment between program expectations and the revised assessment system (WBS 2.1). These updates form the basis for future accreditation revisions and will carry forward the policy shift toward deeper integration of assessment into coursework and clinical practice. DREA and PSD will jointly develop the framework for identifying and supporting lower performing programs (WBS 3.2). This framework will define clear, data-informed thresholds using candidate performance, program improvement data, and implementation indicators. It will be designed to support continuous improvement while ensuring that candidates receive quality preparation for their investment of time and money.

Field engagement will begin in this phase. DREA will coordinate the 2026 Meredith Fellows Conference and a targeted AI preconference (WBS 3.1) to introduce the direction of the revised assessment system, gather feedback on design priorities, and establish the learning loops necessary to support the system over time. Staff will also provide updates through Commission communications, webinars, and appearances at regional preparation program convenings to ensure broad awareness and early input.

Table 6. Phase 2: Task, Content, and Platform Specification (Q1–Q3 2026)

WBS	Qtr.	Yr	Short Description
1.3	Q1	2026	Info/Action item: Revised Performance Assessment Design Standards
1.4	Q1	2026	Staff develops initial task, content, and platform specifications
1.5	Q1	2026	Expert Panel reviews initial task, content, and platform specifications
3.3	Q1	2026	Staff holds statewide Meredith Fellows PA conference and AI preconference
3.4	Q1	2026	Panel reviews low performing program identification criteria/support system
1.6	Q2	2026	Info/Action item: Initial Task, Content, and Platform specifications
1.7	Q2	2026	Staff initiates PA development research and cost models based on specifications
2.2	Q2	2026	Expert Panel reviews draft Program and Common Standards revisions
3.5	Q2	2026	Staff plans PA resource development for program pilot implementation
1.8	Q3	2026	Info/Action item: PA Development Pathway Recommendation
2.3	Q3	2026	Info/Action Item: Program and Common Standards revisions
3.6	Q3	2026	Info/Action Item: Low performing program identification criteria/support system
1.9	Q3	2026	PA and platform minimum viable product begin development and user testing

Phase 2: Task, Content, and Platform Specification (Q1–Q3 2026)

This phase translates the adopted design standards into task, content, and platform specifications that will guide assessment development, define candidate expectations, and establish the technical requirements for implementation. Task specifications will describe the pedagogical actions candidates must demonstrate, aligned to the CSTPs, and identify the types of artifacts they must submit. Content specifications will elaborate on these expectations by differentiating requirements by credential area and explicitly connecting them to the State Board-adopted K–12 content standards. Platform specifications will define the functional and technical requirements needed to support submission, scoring, formative use, and system usability. Together, these specifications will form the blueprint for procurement, development, and field use.

DREA will develop the initial specifications (WBS 1.4) for review by the Expert Panel in Q1 2026 (WBS 1.5) and bring them to the Commission for consideration in Q2 2026 (WBS 1.6). Staff will also develop cost models and conduct research to assess the implications of the specifications for candidate experience, program implementation, and platform scalability (WBS 1.7). PSD will continue refinement of the Program and Common Standards (WBS 2.2), leading to Commission review and possible adoption in Q3 2026 (WBS 2.3).

Program accountability work will move forward as the proposed criteria and support system for identifying and assisting lower performing programs undergo stakeholder review (WBS 3.4) and

Commission action (WBS 3.6). To prepare for piloting, staff will begin developing assessment resources such as handbooks, rubrics, training modules, and supervisor guidance for program implementation (WBS 3.5).

Field engagement will continue with the Meredith Fellows Conference in Q1 2027 along with webinars and regional meetings with preparation programs. These forums will allow the field to respond to draft specifications, surface program-specific considerations, and clarify technical and operational questions, while helping programs plan for the development and piloting stages that follow.

Table 7. Phase 3: Development, Piloting, and Capacity Building (Q4 2026–Q4 2027)

WBS	Qtr.	Yr	Short Description
2.4	Q4	2026	Staff begin drafting updates to matrices and accreditation processes
2.5	Q1	2027	Expert Panel reviews updates to matrices and accreditation processes
2.6	Q1	2027	Info/Action Item: Updates to matrices and accreditation processes
3.7	Q1	2027	Staff completes initial PA resource development for pilot program implementation
3.8	Q1	2027	Staff holds statewide Meredith Fellows PA conference
1.10	Q2	2027	PA and platform minimum viable product are piloted with select programs
1.11	Q4	2027	Expert Panel reviews PA pilot results, platform roadmap, recommends refinements
1.12	Q4	2027	Info/Action item: PA pilot results, platform roadmap, recommends refinements
3.9	Q4	2027	Staff plans PA resource development for program field test implementation

Phase 3: Development, Piloting, and Capacity Building (Q4 2026–Q4 2027)

With specifications and standards in place, the Commission will move into the development of the performance assessment system and digital platform using a minimum viable product approach. DREA will lead the design and build of the assessment and platform, ensuring that core features reflect the adopted task, content, and platform specifications. A select group of preparation programs and candidates will participate in pilots beginning in Q2 2027 (WBS 1.10). These pilots will test functionality, scoring reliability, usability, and alignment with program workflows. Structured feedback from pilot participants will inform refinements to the assessment, platform, and support materials.

To prepare for and support pilot participation, staff will complete development of candidate-facing materials, scoring tools, and training resources (WBS 3.7), and will begin work on additional implementation supports for the 2028 field test, including calibration tools and contextualized guidance (WBS 3.9). The 2027 Meredith Fellows Conference will focus on previewing information about the evolving design of performance assessments, sharing early support resources developed by the DREA team, and deepening engagement with preparation program faculty, supervisors, and mentors (WBS 3.8).

In parallel, PSD will update accreditation tools to ensure alignment with the revised assessment system. Staff will draft revisions to matrices and site visit protocols in Q4 2026 (WBS 2.4), with Expert Panel review in Q1 2027 (WBS 2.5) and Commission consideration in Q1 2027 (WBS 2.6). These updates will prepare accreditation reviewers to evaluate how well programs integrate the new assessment model into coursework and clinical practice and will reinforce the link between candidate readiness and program quality.

Field engagement will remain a priority. In addition to the Meredith Fellows Conference, staff will provide updates through webinars, targeted technical assistance sessions, and participation in regional preparation program convenings. These activities will ensure that programs have the information, tools, and lead time needed to integrate the revised assessment and platform into their local systems ahead of the 2028 field test.

Table 8. Phase 4: Statewide Implementation and Accountability Launch (Q1–July 2028)

WBS	Qtr.	Yr	Short Description
1.13	Q1	2028	PA and platform refinements are implemented; feature development prioritized
3.10	Q1	2028	Staff completes PA resource development for field test implementation
1.14	July	2028	Adopted recommendations fully implemented and field test begins
2.7	July	2028	Implement revised system of accreditation/program continuous improvement
3.11	July	2028	Implement revised system of accreditation/program continuous improvement

Phase 4: Statewide Implementation and Accountability Launch (Q1–July 2028)

The final phase transitions the system from pilot use to full-scale statewide implementation. Following the Expert Panel’s review of pilot results and the platform roadmap in Q4 2027 (WBS 1.11), staff will bring final refinements to the Commission for consideration and action (WBS 1.12). DREA will oversee completion of feature development and platform adjustments in Q1 2028 (WBS 1.13), ensuring functionality, scoring processes, and usability are fully aligned with adopted specifications. Concurrently, program and candidate resources needed for the field test will be finalized (WBS 3.10), providing consistent tools and guidance across all preparation programs.

Beginning in July 2028, the revised performance assessment system will be fully operational for all candidates entering educator preparation programs (WBS 1.14). At the same time, PSD will implement the updated accreditation and continuous improvement system (WBS 2.7 and 3.11), applying revised standards, protocols, and performance indicators aligned to the new assessment model. Candidate results will be used to inform licensure decisions, support the development of individual induction plans, and strengthen program accountability, consistent with Education Code section 44320.2(e).

Implementation in this phase is designed to safeguard candidate protections and ensure a smooth statewide transition. Staff will continue to provide programs with targeted technical

assistance, structured training, and responsive feedback channels to address emerging needs. These supports will help maintain consistency in application, reinforce equitable access to high-quality preparation, and uphold the state’s responsibility to protect the public interest in the quality of the educator workforce.

Risk and Mitigation Strategies

Implementation of SB 1263 spans policy reform, technical development, and field engagement over multiple years. This scope creates inherent risks that, if unmanaged, could compromise timelines, quality, or credibility. The primary risk areas are internal capacity, vendor reliability, financial sustainability, platform dependency, and field readiness. Each is addressed through targeted strategies that are embedded in the work breakdown structure, linked to statutory responsibilities under Education Code section 44320.2, and designed to protect both the state’s policy goals and the value of investment in this system.

Table 9: Abbreviated Risk Register

Risk Area	Summary	Mitigation
Internal Capacity	Staffing and coordination gaps could delay or fragment implementation.	PSD and DREA maintain scoped roles, synchronized timelines, and cross-divisional checkpoints; targeted external contracts supplement capacity.
Vendor Reliability	Platform delays or usability issues could disrupt rollout.	Agile development with short cycles, early pilot testing, and phased minimum viable product (MVP) release in 2027.
Financial Sustainability	Unstable funding could compromise development and operations.	Model multiple funding strategies early; evaluate for public stewardship, candidate affordability, and long-term viability before commitments.
Platform Dependency	Vendor lock-in may limit flexibility and increase long-term costs.	Contracts retain public ownership of content and architecture; modular design and milestone-based agreements include off-ramps.
Field Readiness	Programs may resist or struggle with implementation.	Align tasks with coursework, provide scoring tools, and maintain structured technical assistance.

Internal Capacity

Staffing and coordination demands remain a sustained challenge, even with the positions allocated to the Commission under SB 1263. The scope of work spans multiple years and requires alignment across policy, technology, and field engagement. Risks include staff turnover, limited internal bandwidth, and competing priorities that could delay deliverables or fragment implementation. To address this, PSD and DREA will maintain clearly scoped roles and synchronized timelines, supported by cross-divisional checkpoints in the work breakdown structure. Targeted external contracts will supplement internal capacity, and the Chief Deputy will provide project oversight in collaboration with DREA and PSD Directors. Retention of institutional knowledge and continuity of value over time will be supported through documentation, process mapping, and structured knowledge transfer.

Vendor Collaboration and Delivery

The success of the digital platform introduces technical risks tied to reliability, scalability, and usability. Delays or failures could disrupt implementation. To mitigate this, the Commission is using an agile development approach, advancing the platform in short, testable cycles that integrate feedback from early pilots. This structure allows the Commission to identify and address problems before full rollout. A minimum viable product will be piloted in 2027 to validate core functions before statewide launch. Platform specifications will be shaped by the revised standards and informed by insights from the Artificial Intelligence and Educator Readiness Forum.

Financial Sustainability

Financial viability is another central concern. Development, scoring, and ongoing support will require stable funding. Risks arise if projected resources do not materialize or if operating costs exceed expectations. Early modeling of multiple funding strategies that include state appropriations, cost recovery mechanisms, philanthropic support, and hybrid models will be conducted to evaluate long-term sustainability and affordability for candidates. No commitments will be made without reviewing cost projections against operational requirements and candidate affordability.

Platform Dependency

Overreliance on proprietary systems poses risks to adaptability and cost control. To prevent platform lock-in and protect the public interest, contracts will be structured to retain public ownership of assessment content, platform architecture, and user interface specifications. Source code and documentation will be licensed for Commission use to ensure continuity of operations regardless of vendor changes. Contract provisions will include performance milestones, termination clauses, and requirements for modular system design so components can be updated or replaced without disrupting the entire system. This approach preserves public control over essential functions, safeguards against excessive future costs, and ensures that the system can evolve in response to changes in policy, technology, and educator preparation needs.

Field Readiness

Successful implementation depends on program readiness and adoption. Educator preparation programs operate under staffing and budget constraints and will struggle if new requirements are misaligned with established practice. The revised system should be intentionally structured to align with existing program practices, reducing friction by embedding assessment tasks within coursework and clinical experiences and linking them clearly to accreditation requirements. This alignment should not be additive and must be clearly visible in program documentation.

To ensure quality implementation, programs must equip faculty, supervisors, and mentors to use scoring rubrics for formative purposes, providing actionable, improvement-focused feedback that supports candidate growth. This can be supported through professional learning developed by the Commission to engage these audiences with rubrics and annotated exemplars. This balance between embedded learning and structured feedback reinforces both the educative value of the assessment and its role in accountability.

The revised system should make clear where performance assessment takes place within the candidate experience and how it aligns with instructional activity. Assessment tasks should be embedded in coursework and clinical practice and supported by faculty in their existing roles. This approach allows programs to receive credit for performance assessment-related instruction and avoids shifting summative scoring responsibilities to local faculty. Final scoring for licensure and accountability purposes should remain with trained, calibrated assessors who are independent of the candidate's program. Faculty may opt to participate in scoring if they complete the required training, though this role remains distinct from their work supporting candidates within the program. This structure preserves scoring integrity while ensuring performance assessment remains grounded in the candidate's actual preparation.

Ongoing Monitoring

Ongoing engagement will be maintained through conferences, webinars, and program outreach. Training materials, exemplars, and feedback channels will help programs integrate the revised system and ensure candidates receive quality preparation for their investment of time and money. Risks will be monitored across all phases, with mitigation strategies adapted to maintain alignment between policy intent, instructional value, and operational feasibility.

Conclusion

The implementation plan presented here advances the coherent system first envisioned by the Commission in 2014 built on five interconnected components: clear standards, valid assessments, measurable outcomes, structured accreditation, and public transparency. SB 1263 reaffirms and updates that vision by directing the Commission to deliver a redesigned performance assessment system that supports candidate learning, informs program accountability, and aligns with licensure and accreditation requirements.

This plan provides a deliberate, phased approach to meeting those statutory responsibilities. Sequenced work across assessment design, program expectations, and Commission supports allows early decisions to inform later stages, reduces disruption to programs and candidates, and maintains steady progress toward full implementation. PSD and DREA will lead distinct but coordinated workstreams, supported by aligned timelines, targeted contracts, and cross-divisional oversight.

Field engagement is built into every phase to ensure that design and implementation reflect the realities of preparation programs, faculty, and candidates. Risks have been analyzed and addressed through embedded mitigation strategies, and financial sustainability is being evaluated in parallel with system development. Every stage of the plan is designed to preserve long-term value for the state by producing tools, resources, and infrastructure that remain usable across credential areas and future assessment cycles.

By connecting this work to its original policy foundation, aligning it with current statute, and sequencing it to balance feasibility with ambition, the Commission is positioned to deliver a performance assessment system that strengthens preparation, reinforces accountability, and meets the needs of California's educator workforce and the students they serve. This is a system built not only to launch successfully in 2028, but to sustain its relevance and credibility for years to come.

Staff Recommendation

That the Commission review, provide feedback, and if appropriate, approve the proposed Senate Bill 1263 Implementation Plan.

Next Steps

If adopted, staff will proceed with implementation as outlined.

Appendix A

Education Code Sections 44320.2 and 44320.4

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) Commencing July 1, 2008, 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 by the state board. 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.

(c) 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. A candidate shall be assessed during the normal term or duration of the preparation program of the candidate.

(d) Subject to the availability of funds in the annual Budget Act, the commission shall perform all of 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. At least 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) 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.

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

(5) Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section.

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

(7) 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.

(8) 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.

(9) 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. The commission shall report the number of programs with low pass rates and assist these programs to use evidence-based strategies to support candidates to pass the assessment for all administrations of the assessment. There shall be no fees to candidates for these instructional supports.

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs. The commission shall ensure that any approved performance assessment is compliant with this section and meets the commission standards for administration. 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 educational 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 teaching knowledge, skill, and ability of the candidate.

(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. The commission shall maintain a secondary passing standard for the teaching performance assessment that may be used, with consideration of other evidence of the candidate's performance related to the California Standards for the Teaching Profession, for a program sponsor's recommendation of a candidate to the commission for a teaching credential.

(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 individual induction plan of the new teacher pursuant to Section 44279.2.

(f) It is the intent of the Legislature that assessments in accordance with paragraphs (1) and (2) of subdivision (b), including the administrative costs of the commission, be fully funded.

44320.4.

(a) To ensure the teaching performance assessments described in Sections 44320.2 and 44320.3 are valid and authentic, formative in nature, embedded in preparation, and inform program improvement through the accreditation system, the commission shall convene a workgroup to assess current design and implementation of the state's current teaching performance assessments.

(b) The commission shall select classroom teachers, teacher educators, and performance assessment experts to form the workgroup described in subdivision (a). At least one-third of the workgroup members shall be classroom teachers in California public schools. The commission shall not appoint any person to the workgroup with a financial interest in any teacher licensure assessment. The commission shall consult with statewide labor organizations and other representative organizations for recommendations of workgroup members.

(c) The workgroup shall develop recommendations to be presented to the commission by March 1, 2025, and the commission shall vote to adopt a set of recommendations by July 1, 2025. Adopted recommendations shall be implemented by July 1, 2028. At a minimum, the recommendations from the workgroup shall include:

(1) An analysis of any modifications needed to current assessments to ensure they are valid and authentic to the work of teaching, reasonable to implement in the wide range of classroom settings across the state, and appropriate for beginning teachers.

(2) Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates.

(3) Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion.

(4) Recommendations to strengthen the accreditation system to ensure programs embed the assessment in coursework and clinical work, offer sufficient clinical and pedagogical support, and support candidates to pass the assessment.

(5) Recommendations for how programs can engage in local scoring of the assessment to inform program improvement.

(d) Notwithstanding Section 10231.5 of the Government Code, the commission shall report to the Legislature annually, beginning on October 15, 2025, and through October 15, 2028, and in compliance with Section 9795 of the Government Code, on the progress of the workgroup in making its recommendations and actions taken by the commission to implement the recommendations it adopts.

(e) Meetings of the workgroup are subject to the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

Appendix B

The 2024 California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Appendix C

Final Recommendations from the RDI-TPA Workgroup

1A – asset-based, inclusive teaching in TPA tasks

The RDI-TPA Workgroup recommends that culturally responsive/sustaining and equity-focused pedagogy be centered within the TPA tasks by:

- Requiring candidates frame their work through a culturally responsive/sustaining lens.
- Requiring candidates to design and deliver equitable learning opportunities that address systemic/institutional barriers to ensure accessibility for a diverse range of student populations, including multilingual learners, students with exceptional/different abilities, and historically marginalized groups.
- Requiring candidates to demonstrate asset-based pedagogical approaches that value and build upon students' strengths, experiences, and community assets/knowledge as central to their teaching practices.
- Requiring candidates to disaggregate and analyze student data (e.g., by race/ethnicity, language proficiency, and exceptional needs) to inform instructional practice to provide a high-quality educational experience.

1B – Redesign TPA structure for clarity, UDL alignment, and smaller segments

The RDI-TPA Workgroup recommends that the TPA structure be redesigned to align with Universal Design for Learning principles. The TPA structure shall be adjusted in at least the following ways:

- Eliminate duplicative activities.
- Incorporate contextualized, real-world teaching scenarios.
- Streamline and redesign rubrics to be asset-based.
- Chunk the assessment submissions into multiple, smaller segments that are embedded throughout the entirety of a credential program (and not treated as a final, summative assessment).
- Require TPA segments to be assigned, evaluated, and submitted during coursework.
- Improve instructions in the TPA tool (not just a separate handbook) to mitigate candidate confusion.
- Embed live links to the rubric within the TPA tool.
- Ensure appropriateness for credential candidates.
- Maintain the secondary passing standard with the revised exam structure to align with current practice adopted by the CTC.

1C – Expand flexibility and multiple modalities for candidate evidence

The RDI-TPA Workgroup recommends that the candidate's demonstration of practice in the TPA be redesigned to align with Universal Design for Learning principles. The TPA exam shall be adjusted to:

- Expand flexibility for candidates to ensure authenticity by accommodating for variability in scope, sequence, and site-based instructional styles.
- Expand and/or ensure opportunities for candidates to submit evidence using multiple modalities (audio, visual, written) and to submit multiple forms of evidence.
- Allow coursework to be utilized as part of the final submission.

1D – Require individualized, rubric-specific, asset-based scorer feedback

The RDI-TPA Workgroup recommends that TPA scorers provide individualized, asset-based, and actionable rubric-specific feedback that highlights the exact criteria met and not met. The group also recommends that feedback be individualized in order to identify for candidates how criteria were met by the provided evidence. In order to provide such feedback, the RDI-TPA Workgroup recommends that scorer calibration include:

- A focus on prioritizing the evaluation of candidate knowledge (what they CAN do), utilizing an asset-based approach rubric.
- Deepening scorer knowledge of the specific competencies and contexts they are assessing, including areas such as culturally responsive teaching and ethnic studies.

1E – Require prompt candidate notification for technical condition codes

The RDI-TPA Workgroup recommends that candidates are notified within a week of submission if they receive a technical condition code. If candidates re-submit within a week of notification, their TPA can be scored within the same scoring window and without incurring additional costs.

1F – Ensure the TPA is free or financially accessible

The RDI-TPA Workgroup recommends the TPA be free or financially accessible to candidates. This may be accomplished through systems such as a loan, grant, stipend, voucher, or other option, without increasing the cost to the candidate.

2A – Provide exemplar materials to support program familiarity with TPA

The RDI-TPA Workgroup recommends that the following be added to Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness 1(g):

The TPA model sponsor must provide additional materials to programs, including passing examples for each credential area for all sections of the assessment, examples of common condition code issues, and examples of both successful/non successful responses, in order to help all educators involved in the preparation of credential candidates become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics.

2B – Require orientation for all educational partners on adopted TPA model

The RDI-TPA Workgroup recommends that programs provide an orientation for all educational partners working with teacher candidates to become familiar with the adopted TPA model, including its tasks, rubrics, and evidence requirements.

2C – Create statewide learning and feedback loops for TPA

The RDI-TPA Workgroup recommends that the CTC support educator preparation communities to engage in the performance assessment by, at least:

- Convening regular statewide gatherings of the entire preparation community (e.g., teacher preparation program faculty, assessment designers, LEA administrators, mentor teachers, candidates, scorers, etc.) to engage in multi-directional feedback and collaborative learning that informs teacher preparation programs, LEAs, and the assessment itself.
- Collecting exemplary practices for embedding the TPA from preparation programs and regularly sharing these practices with programs.
- Collecting resources such as both passing and non-passing samples for each credential submission-type for program and participant use.

2D – Develop a preservice-to-induction continuum of practice

The RDI-TPA Workgroup recommends that the CTC develop a continuum of practice from preservice through in-service that integrates Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs). This continuum should align preservice training, Teaching Performance Assessments (TPAs), and induction expectations to clarify teacher development and support a smooth transition into the profession.

3A – Embed TPA tasks in coursework and clinical practice

The RDI-TPA Workgroup recommends that Program Standards include the requirement for programs to embed the TPA tasks in coursework and clinical practice.

3B – Require individualized formative feedback throughout TPA process

The RDI-TPA Workgroup recommends adding to Program Standards the requirement that programs provide candidates individualized and timely feedback throughout the TPA process prior to submission. This includes feedback on both pedagogy and submission criteria in order to ensure the process is formative and educative. As part of embedding the TPA in fieldwork and coursework, candidates will receive and implement feedback on their teaching and be assessed on the implemented feedback. All candidates must be supported with reflective activities based on the feedback they receive, regardless of whether they pass or fail the TPA. Therefore, the group also recommends that current guidelines for acceptable support be revised to ensure the entire TPA process is formative and educative.

3C – Require documentation on how programs will support non-passing candidates

The RDI-TPA Workgroup recommends adjusting Program Standards to require institutions to submit documentation on how they will support credential candidates that have not successfully completed the TPA. The effectiveness of support must be addressed through the accreditation process, possibly resulting in findings or stipulations in the accreditation decision.

3D – Include TPA as an assessment in each program matrix for accreditation

The RDI-TPA Workgroup recommends that the TPA be an included assessment in each program matrix for accreditation. The data must be addressed through the accreditation process through the COA, possibly resulting in findings or stipulations in the accreditation decision.

3E – Use TPA results to inform IDP and ILP goals

The RDI-TPA Workgroup recommends that Preliminary Program Standards and Induction Program Standards be revised to require the use of information from the TPA to inform the development of IDP goals at the end of preservice and ILP goals during induction.

3F – Require educator analysis of candidate TPA responses

The RDI-TPA Workgroup recommends that Program Standards include a requirement that a program's teacher educators who support candidates engage in analyzing candidate level responses to the TPA in order to better understand and support candidate performance, as a central component of continuous improvement and accreditation.

3G – Emphasize use of TPA data in Common Standard 4

The RDI-TPA Workgroup recommends that the CTC adopt new language related to Common Standard 4 (continuous improvement) to emphasize the use of TPA data across all programs.

3H – Require program monitoring of TPA embedding and local scoring outcomes

The RDI-TPA Workgroup recommends that programs monitor and evaluate outcomes from embedding the TPA in coursework and clinical practice and engaging in local scoring/analysis. Programs would then use insights from these processes to inform and improve instructional design and support strategies, as stipulated in Common Standard 4 (Continuous Improvement).

3I – Require support tailored for intern pathway candidates

The RDI-TPA Workgroup recommends that Program Standards be updated to include required forms of support specific to the needs of candidates in intern pathways.

3J – Establish criteria for identifying lower performing programs

The RDI-TPA Workgroup recommends that the CTC should establish criteria for identifying lower performing programs (including TPA pass rates and fail rates for specific student populations). These data must be addressed through the accreditation process through the COA, possibly resulting in findings or stipulations in the accreditation decision.

4A – Require local scoring methods that align with improvement needs

The RDI-TPA Workgroup recommends that Multiple Subject, Single Subject, and Education Specialist Program Standard 5 and PK3 Early Childhood Specialist Standard 6 include a requirement that programs' teacher educators who support candidates engage in a method of local scoring that aligns to program improvement needs and candidate needs for support.

4B – Prohibit passing additional costs to candidates for local scoring

The RDI-TPA Workgroup recommends that additional costs related to changes to the assessment and/or local scoring not be passed on to the candidates.

5A – Create a candidate survey on TPA experience

The RDI-TPA Workgroup recommends that the CTC distribute a survey to be completed upon submission of a teaching performance assessment that includes items regarding:

- The formative nature of the TPA.
- If the TPA was embedded in coursework.

- If the TPA was duplicative in coursework.
- If the TPA is appropriate for beginning teachers.
- Other relevant items about the candidate experience.

Supplemental – Convene expert group to study AI impact on TPA

The RDI-TPA Workgroup recommends that a separate expert group be created to study AI and the impact of AI on the TPA.

Appendix D

Complete Proposed Senate Bill 1263 Implementation Plan

Phase	WBS	Qtr.	Yr.	Short Description
Phase 1	1.1	Q3	2025	Staff prepares updated PA Design Standards revisions
Phase 1	3.1	Q3	2025	Staff plans statewide Meredith Fellows PA conference and AI preconference
Phase 1	1.2	Q4	2025	Expert Panel reviews updated PA Design Standards revisions
Phase 1	2.1	Q4	2025	Staff begin drafting Program and Common Standards revisions
Phase 1	3.2	Q4	2025	Staff develops low performing program id criteria and system of support
Phase 2	1.3	Q1	2026	Info/Action item: Revised Performance Assessment Design Standards
Phase 2	1.4	Q1	2026	Staff develops initial task, content, and platform specifications
Phase 2	1.5	Q1	2026	Expert Panel initial task, content, and platform specifications
Phase 2	3.3	Q1	2026	Staff holds statewide Meredith Fellows PA conference and AI preconference
Phase 2	3.4	Q1	2026	Panel reviews low performing program id criteria and system of support
Phase 2	1.6	Q2	2026	Info/Action item: Initial Task, Content, and Platform specifications
Phase 2	1.7	Q2	2026	Staff initiates PA development research and cost models based on specs
Phase 2	2.2	Q2	2026	Expert Panel reviews draft Program and Common Standards revisions
Phase 2	3.5	Q2	2026	Staff plans PA resource development for program pilot implementation
Phase 2	1.8	Q3	2026	Info/Action item: PA Development Pathway Recommendation
Phase 2	2.3	Q3	2026	Info/Action Item: Program and Common Standards revisions
Phase 2	3.6	Q3	2026	Info/Action Item: Low performing program id criteria/system of support
Phase 2	1.9	Q3	2026	PA and platform minimum viable product begin development and user testing
Phase 3	2.4	Q4	2026	Staff begin drafting updates to matrices and accreditation processes
Phase 3	2.5	Q1	2027	Expert Panel reviews updates to matrices and accreditation processes
Phase 3	2.6	Q1	2027	Info/Action Item: Updates to matrices and accreditation processes
Phase 3	3.7	Q1	2027	Staff completes initial resource development for pilot implementation
Phase 3	3.8	Q1	2027	Staff holds statewide Meredith Fellows PA conference
Phase 3	1.10	Q2	2027	PA and platform minimum viable product are piloted with select programs
Phase 3	1.11	Q4	2027	Expert Panel reviews PA pilot results, platform roadmap, refinements
Phase 3	1.12	Q4	2027	Info/Action item: PA pilot results, platform roadmap, refinements
Phase 3	3.9	Q4	2027	Staff plans PA resource development for program field test implementation

Phase	WBS	Qtr.	Yr.	Short Description
Phase 4	1.13	Q1	2028	PA and platform refinements implemented; feature development prioritized
Phase 4	3.10	Q1	2028	Staff completes PA resource development for field test implementation
Phase 4	1.14	July	2028	Adopted recommendations fully implemented and field test begins
Phase 4	2.7	July	2028	Implement revised system of accreditation/program continuous improvement
Phase 4	3.11	July	2028	Implement revised system of accreditation/program continuous improvement