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Information/Action

General Session

Approval of the December 2025 Consent Calendar

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

Recommended Action: That the Commission approve the December 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
- **Goal 3.** California's educators reflect the diversity of the students they serve.
 - F. Administer grant programs that expand pathways to credentialing

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. **AGUINALDO, Edward**

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.

2. **ARAMBULA-DAVALOS, Jeanette**

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. **BECKMAN, Gregory**

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.

4. **BENESCHAN, Joseph**

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.

5. **BERNAL, 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.

6. **BLANTON, Dawn Marie**

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.

7. **BOLDE, William**

The pending application for Administrative Services Credential is **denied** as a result of misconduct pursuant to Education Code section 44345 and the pending application for Single Subject Teaching Credential is **granted**.

8. **BROOKE, Robert Milton**

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.

9. **BUCCI, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred forty five (145) days** as a result of misconduct pursuant to Education Code 44421.

10. **CALATAYUD, Hortencia**

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.

11. **CARLSON, Kathleen**

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**.

12. **CAROTHERS, Aaron**

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.

13. **CARRILLO, Rogelio**

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. **CASTANEDA, Hernan**

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. **CASTRO, David**

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. **CHA, Su Min**

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

17. **CHANDLER, 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.
18. **CHAVEZ, Carlos**
The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.
19. **CHU, Peter**
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
20. **CLARK, James D.**
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. **COLLINS, Cheryl**
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.
22. **CONNER, Nataly**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** and the pending application(s) are **denied** as a result of misconduct pursuant to Education Code 44421.
23. **DAVID, Aaron**
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. **DRISKILL, Samantha**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** and the pending application(s) are **granted** as a result of misconduct pursuant to Education Code 44421.
25. **DUARTE, Stacy**
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.

26. **DUONG, 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.

27. **ELLINGTON, Robin**

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 section 44420.

28. **EPROSON, Charles**

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 section 44420.

29. **ESPINOZA, Jobe**

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. **FRANKLIN, David**

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.

31. **GARCIA, Vanessa**

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. **GRATE, Justus**

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.

33. **GRAVES, Steven**

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.

34. **GRIJALVA, Sarah**

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.

35. **HICKS, Julie Ann**

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. **HOWARD, Alexandra**

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 44421.

37. **HUDSON, Robert Allen**

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.

38. **KELLY, Fei**

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

39. **KIM, Brian**

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.

40. **LABRIN, Pamela**

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.

41. **LLOYD, Joseph 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.

42. **LUCAS, Brian 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.

43. **MARES, Michael**

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 44421.

44. **MAXSON, Patricia**

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

45. **MCEVOY, Jacqueline**

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. **MCNEIL, Coline**

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.

47. **MILLER, Darrell**

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

48. **MOLINA, 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.

49. **MONTGOMERY, Donna**

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.

50. **MOORE, Gavin**

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. **MOORE, Sherman**

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

52. **MORRIS, Kyle**

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.

53. **MOSTOLES, Justin**

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.

54. **MUKHIYA, Danil**

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(s) is **granted**.

55. **MULHOLLAND, Phillip**

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

56. **NETTO, Matthew**

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. **NEWMAN, Kilton**

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.

58. **NORWOOD, Shannotta**

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

59. **NUNO JR., Victor**

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.

60. **ORTEGA, Martin Adolfo**

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.

61. **OTT, Michaela**

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.

62. **PAIVA, Fraeli**

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. PARR, Cameron

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.

64. PARRA JR., Arthur

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.

65. PARSONS, Alicia

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred fifty (150) days** as a result of misconduct pursuant to Education Code 44421.

66. PATINO-RUIZ, Sandra

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.

67. PEDROZA, Manuel Anthony

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifty (50) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted**.

68. PETERSON, Eric

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred forty (140) days** as a result of misconduct pursuant to Education Code 44421.

69. POMPEO, John

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.

70. REILEY, Annette

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, and the pending application(s) is **granted**.

71. ROUNTREE, Ricky

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.

72. **SALLY, William**

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.

73. **SANCHEZ-BRADLEY, Enedina**

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

74. **SANGHA, Rupinder**

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.

75. **SCHANER, Santiago**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifty (50) days** as a result of misconduct pursuant to Education Code 44421.

76. **SHERMAN, Thomas**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty five (35) days** as a result of misconduct pursuant to Education Code 44420.

77. **SMITH, Timothy David**

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. **SOLIS, Justin Michael**

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

79. **STEINMAN, Connie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy five (75) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code 44421.

80. **STEWART, Laura Anne**

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.

81. TAYLOR, Chelsea

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.

82. TAYLOR, Raymond

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.

83. THOMAS, Philip Bernard

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.

84. TOM, Victoria

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.

85. ULRICH, Karen

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. VAN DE BOR, Alicia

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.

87. VANG, Thao

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 44420.

88. VILLANI, John

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty (20) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code 44421.

89. VINSKI, David

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. **WATSON, Jennifer**

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.

91. **YODER, Eric**

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.

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **two** 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.

92. **BOWER, Daniel**

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.

93. **HODGE, Ryan**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421.

PROPOSED DECISIONS FOR ADOPTION

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

94. **FISHER, Melissa**

The Administrative Law Judge's Proposed Decision imposes that **the Accusation is dismissed**.

95. **MACHADO, Mario**

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.

96. **RAMIREZ, Rodolfo**

The Administrative Law Judge's Proposed Decision imposes that **the Accusation is dismissed**.

97. **WARD, Joni**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

RESCISSION

BURKETT, Barret

The Commission adopted the action at their October 23-24, 2025 meeting and all certification documents under the jurisdiction of the California Commission on Teacher Credentialing were revoked as a result of misconduct pursuant to Education Code 44421. The action of the California Commission on Teacher Credentialing is rescinded and the matter is forwarded to the Office of Attorney General for administrative hearing.

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the December 11-12, 2025, meeting of the California Commission on Teacher Credentialing:

SELF-REVOCAION 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. KELLEHER, Lucas

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.

E2. CRUZ, Carlos

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. ALLEN, Ronald James

Pursuant to Education Code section 44424, 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 245(a)(4) (assault likely to produce great bodily injury) (1 count).

E4. BADILLA, David Manuel

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 289(h) (sexual penetration/foreign object) (one count), 288.5(a) (recurring sexual conduct/under 14) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E5. BORGES, Joseph Anthony

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 311.11(A) (possession or control of child pornography) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E6. ESCARCEGA, Adam Roberto

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 288.4(B) (contacting a minor with intent to commit a sexual offense) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E7. LUNDBERG, Kyle Andrew

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his level of offense conviction for violating A.R.S. 13-3554 (attempt to commit lure minor for sex exploit) (one count), for which he is required to register as a sex offender pursuant to A.R.S. 13-3821.

E8. PRICE, David Vernon

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 288.3(a) (contact with minor for sexual offense) (one count), 288.2(a)(2) (distributing or showing pornography to minor with intent to seduce) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E9. SOLIS, Jose Favio

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his level of offense conviction for violating California Code section 243.4(d) (sexual battery for sexual arousal of restrained or institutionalized person) (one count).

E10. TISDALE, Kyri Kashif

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his level of offense conviction for violating California Code section 289(h) (sexual penetration by foreign object) (1 count), 261.5(c) (unlawful sexual intercourse-minor more than 3 years younger) (4 counts), 287(b)(1) (oral copulation of a person under 18) (2 counts); 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 individual(s) 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.

E11. **RAYA, Aaron**

E12. **OLIVAS, Elizabeth Camille**

E13. **REYNOLDS, Kevin**

TERMINATION OF AUTOMATIC SUSPENSIONS

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

E14. **SHIBAMOTO, Reizo David**

E15. **ALCARAZ-NAVARRO, Edgar Ivan**

E16. **WILSON, Jonathan Samuel**

E17. **CURRIE, Herschel**

Committee of Credentials Vacancies for FY 2026-2027

Introduction

The Commission makes appointments to the Committee of Credentials (Committee) pursuant to Education Code section 44240. This item presents information about reappointments to the Committee of Credentials.

Background

The Committee is comprised of seven members appointed by the Commission and consists of one elementary teacher, one secondary teacher, one school board member, one school administrator employee, and three public representatives. Terms of appointment of statutory Committee members shall commence on July 1, or the date of the appointment, whichever is later, and shall expire on June 30. (CTC Policy Manual section 505.) No member shall serve more than four successive two-year terms. (CTC Policy Manual section 512.)

Effective January 1, 2019, subdivision (b), subsection (2) was added to Education Code section 44240. It provides that the Commission “may also establish a substitute list of individuals qualified pursuant to subdivision (a) who have at least 12 months of prior experience serving on the committee. The commission may designate an individual on the substitute list as a short-term substitute in the temporary absence of a regular member.”

Committee of Credentials Members

The current composition of the Committee and the terms are as follows:

Name	Date First Appointed	Current Term Expires
DHYAN LAL Public Member	06-27-2025	06-30-2026
ODETTE CHRISTENSEN Public Member	08-30-2024	06-30-2026
ANNA OSIPOVA Public Member	06-27-2025	06-30-2026
EBONY BATISTE Elementary Teacher	10-14-2022	06-30-2026
SUZAN SOLOMON School Board Member	10-14-2022	06-30-2026
TAMMY PATTEN, VICE CHAIR School Administrator	11-16-2021	06-30-2027
KEVIN KUNG, CHAIR Secondary Teacher	07-01-2021	06-30-2027

Commission Action

Committee members Suzan Solomon, Odette Christensen, Dhyan Lal, and Anna Osipova are available for reappointment for a two-year term. By approval of this Consent Calendar item, the Commission reappoints all four members effective July 1, 2026 – June 30, 2028.

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 August through October 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 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 October, DLEs caseload was at 3,868.

"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 October, DLE opened 707 cases.

Note: The charts below for Total Cases and Cases Opened were updated to reflect an increase of one (1) in the SEPT totals, as a case was found to have been opened after the final reports were completed.

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 84 Initial Review cases prepared in October. DLE continues to expect this number to fluctuate as cases move through the Committee process.

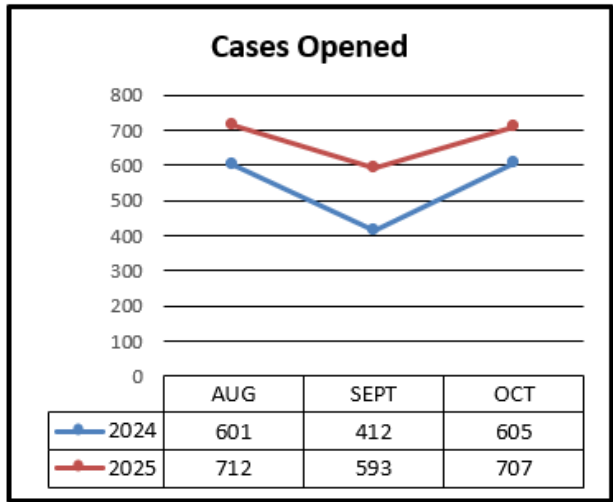
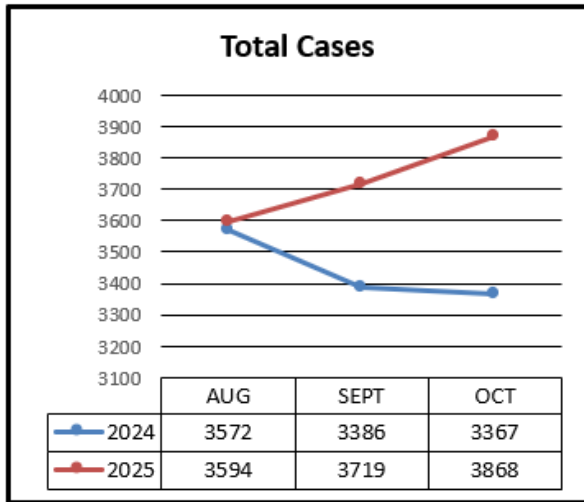
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In October, 558 cases were closed.

"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 197.

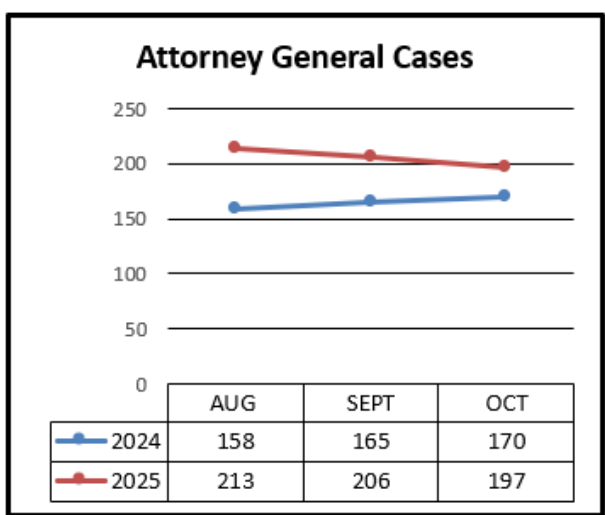
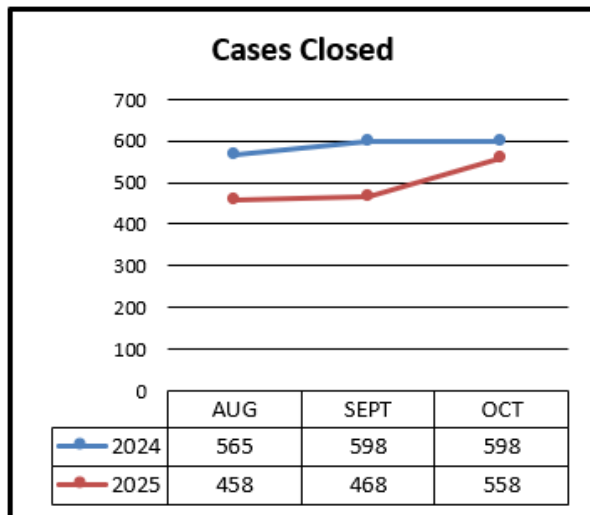
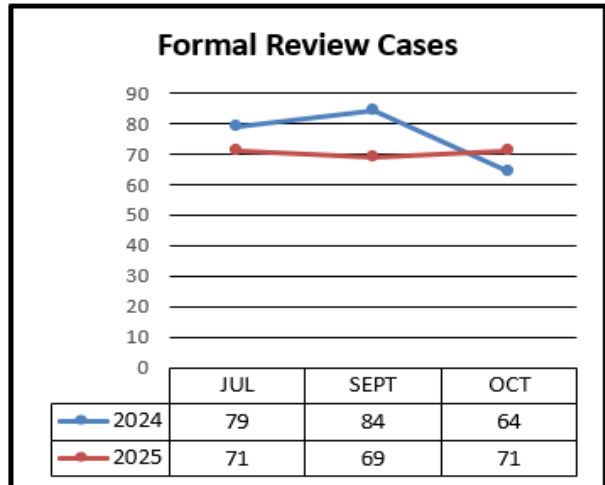
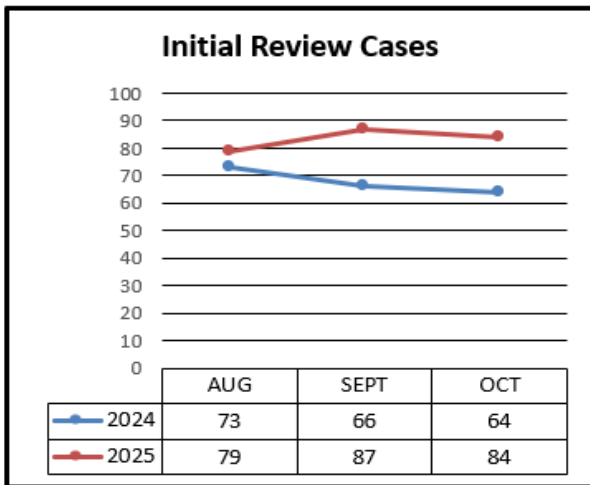
Next Steps

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

DLE Monthly Dashboard Reports – October 2025



Note: Total cases and Cases opened for Sept 2025, updated from 3,718 and 592, respectively.



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>
Kevin Capps	Downey Unified SD	Los Angeles	07/02/2025-09/30/2025
Jamie Cohen	Del Norte Unified SD	Del Norte	09/02/2025-10/06/2025
Catie Friedberg	Placerville Union SD	El Dorado	10/02/2025-10/07/2025
Carmen Glaister*	Mother Load Union SD	El Dorado	10/02/2025-10/12/2025
Cynthia Hartshorn	Riverside Unified SD	Riverside	09/01/2025-09/02/2025
Kathryn Lennertz	Perris Union High SD	Riverside	09/02/2025-09/22/2025
Salvador McBenttez	Placentia-Yorba Linda Unified SD	Orange	10/01/2025-10/16/2025
Melissa McClintock	Pasadena Unified SD	Los Angeles	09/02/2025-10/01/2025
Jacquetta Moore	Pasadena Unified SD	Los Angeles	09/02/2025-09/28/2025
Jose Moreno*	Rosemead SD	Los Angeles	10/02/2025-10/10/2025
Michael Overgaauw	Downey Unified SD	Los Angeles	07/02/2025-09/25/2025
Christopher Roberts	Nevada Joint Union High SD	Nevada	09/02/2025-09/14/2025
Crystal Schreck	Riverside Unified SD	Riverside	10/01/2025-10/12/2025
Manuel Zavala	Sweetwater Union High SD	San Diego	10/02/2025-10/02/2025

*Holds more than one credential

Initial Institutional Approval – Stage II: Eligibility Requirements for Acalanes Union High School District

Introduction

This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. The LEA, Acalanes Union High School District (AUHSD), seeks IIA in order to offer a Teacher Induction program. AUHSD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). AUHSD is located in Contra Costa County and serves students in grades 9-12. The area is ethnically, culturally, and politically diverse with each of AUHSD's communities having a strong local identity that fosters positive interactions among adults and students.

Approval of an institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval in Stage II allows an institution to move forward to Stage III in which Common Standards will be submitted for review and the institution brought before the Commission again at that time. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program preconditions and standards will occur in subsequent stages. Please see the table on page three of this item for more information about the five stages of the IIA process.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A table detailing the five stages of the IIA process is provided on page three of this item.

Acalanes Union High School District

AUHSD seeks Initial Institutional Approval to offer one program: Teacher Induction.

Summaries and excerpts of AUHSD's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) are provided in this item. AUHSD's full response is also available on the [AUHSD induction website](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Institutional Approval Process

AUHSD is seeking approval of Stage II in order to be eligible for Stage III as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	<i>Stage II – Eligibility</i>	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission’s accreditation system	<i>Ensures that institution has capacity to sponsor effective programs</i>	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	<i>Submit responses to:</i> • <i>12 Eligibility Criteria</i> • <i>Initial Program Preconditions</i> • <i>General Precondition #9</i>	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • Program Standards	Institution Must: • Collect data • Host provisional site visit
Reviewed By	Staff	<i>Staff</i>	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	<i>Commission</i>	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	<i>Eligibility:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	<i>Not Approved</i>	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage **Institutionally approved but cannot offer programs ***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission's adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- AUHSD is proposing to offer a Teacher Induction program.
- AUHSD has submitted a complete organizational chart that indicates the proposed program will be housed under the Department of Education Services.
- Molly Kerr, Coordinator of New Teacher Support, will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Molly Kerr will report to the Associate Superintendent of Education Services, John Walker. Dr. John Nickerson, Superintendent, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- AUHSD assures that the duties related to credential recommendations will be performed only by employees of AUHSD and that these individuals will take part in the Commission training related to the recommendation process.
- AUHSD has identified Shelly Hadley, Executive Assistant in Administrative Services, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided in the AUHSD Employee Annual Notifications document.
- A non-discrimination policy for the institution's **candidates** is provided in the AUHSD Induction Candidate Handbook.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- AUHSD provided a statement of assurance signed by Dr. John Nickerson, Superintendent, that states the institution:
 - a) Will comply with all preconditions,
 - b) Will submit all data reports and accreditation documents,
 - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
 - d) Will participate fully in the Commission's accreditation system and submission timelines, and

- e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Amy McNamara, Deputy Superintendent, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- AUHSD has provided a grievance process which will be accessible to all candidates and applicants in the Induction Candidate Handbook and on the program website.
- Candidates will be informed of the grievance process during the annual beginning of the year orientation.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- AUHSD's program webpage will be accessible to the public without the requirement of log in information.
- All information pertaining to the proposed program will be accessible through the program website and Induction Candidate Handbook.
- AUHSD assures that it will make public information about its mission, governance and administration, admission procedures, and information about all Commission-approved educator preparation programs.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to all documents showing their induction progress. These records will include but are not limited to candidate and mentor induction agreement forms, weekly collaborative logs, observation data, examples of curriculum and assessments, student learning data, growth goals, and the Individualized Learning Plan (ILP). All candidate records will be stored digitally, and candidates will set up a shared folder with their mentor, which will be stored on AUHSD's Google Drive. In accordance with due dates, mentors will assist candidates in publishing documentation that demonstrates professional growth in relation to their Individual Learning Plan (ILP) on Canvas (AUHSD's Learning Management System).

- The process for maintaining confidential documents will be in alignment with how AUHSD currently maintains confidential employee records. The district office is a locked facility, and all offices are inaccessible to the public. All of the candidate's electronic files and transcripts will be stored on a secured district server and access will be limited to the Deputy Superintendent of Administrative Services, the Executive Assistant of Administrative Services, the Associate Superintendent of Educational Services, and the Coordinator of New Teacher Support. Candidates may access these electronic induction documentation by contacting either the Coordinator of New Teacher Support or the Executive Assistant of Administrative Services. Candidate records will be maintained indefinitely.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- AUHSD's proposed program will deliver weekly in-person support to all candidates.
- All of the weekly in-person candidate and mentor meetings will take place at one of the five campuses in AUHSD, where the candidate is teaching. Weekly Friday subject-like team meetings will be at the candidate's school campus:
 - Acalanes Center for Independent Study
 - Acalanes High School
 - Campolindo High School
 - Los Lomas High School
 - Miramonte High School

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Dr. John Nickerson, Superintendent, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to AUHSD's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, [Eligibility Criteria 10-12](#) include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision

- Acalanes UHSD is proposing to offer a Teacher Induction program.
- AUHSD's mission is to provide an induction program that provides new teachers with the knowledge and skills to become reflective and equity-centered public school educators and leaders.
- AUHSD's guiding vision and approach to educator preparation and professional learning is grounded in the belief that with supportive mentorship, all new teachers can become equity-centered practitioners and collaborative leaders in California. AUHSD's induction program will be designed to cultivate five essential educator competencies, informed by the California Standards of the Teaching Profession, that will foster compassionate, innovative, and inclusive learning environments within our high achieving schools.
 1. Inquiry Based Learner: AUHSD believes that a teacher's learning journey is best facilitated by collaborative mentorship that uses inquiry as means of developing the best pedagogical practices and providing the foundation for career-long professional growth. Teachers will identify instructional goals and reflect upon outcomes in relationship to student learning, thereby deepening their pedagogical knowledge, skills, and reflective habits.
 2. Culturally Relevant Educator: AUHSD will help teachers design curriculum, develop teaching practices and create assessments that take into consideration the intellectual, linguistic, social, and emotional needs of all students. Teachers will acquire the professional acumen to differentiate instruction and assessments, while maintaining rigorous learning standards. AUHSD's educational philosophy is informed by the research and writings of Gloria Ladson-Billings, Zaretta Hammond, and Anthony Muhammad, who believe that culturally responsive teaching is the foundation of all student learning.
 3. Reflective Practitioner: AUHSD believes teaching is an ever changing and dynamic profession that requires educators to be reflective and resilient. The growth mindset orientation of the proposed induction program will empower teachers to experiment, adapt, and improve their ability to meet the varied learning needs of *all* their students.
 4. Collaborative Colleague: AUHSD believes that professional learning communities will foster educator growth and the best learning outcomes for students. Teachers will need opportunities to collaboratively plan curriculum, assess student learning, and develop strategies for increasing student success.
 5. Teacher Leader: AUHSD is committed to developing highly effective teacher leaders who possess the knowledge, instructional skills, reflective mindset, and resilience to drive school improvement. By acting as a collaborative colleague, a teacher leader

will contribute to a school culture where innovation, professional growth, and student success are continually prioritized.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

- AUHSD has been partnering with the Contra Costa County Office of Education (CCCOE) since 1998 to provide induction for its new teachers. AUHSD’s decision to propose its own Teacher Induction program is based upon the desire to further build upon the induction work it has been doing with CCCOE. The vision of AUHSD is to provide an induction program that is more closely aligned to AUHSD’s goal of helping secondary teachers design equity centered curriculum and utilize culturally relevant pedagogical practices to achieve better learning outcomes for all students.

AUHSD's approach to new teacher support began in 2022 with the addition of a New Teacher Support Coordinator to oversee programming within the Department of Educational Services (encompasses Curriculum & Instruction). While CCCOE continues to serve as the accredited institution for induction, AUHSD instituted a multi-pronged approach to onboarding and supporting its new teachers. Prior to the beginning of the school year, AUHSD offers a two-day summer orientation that is team-facilitated by the New Teacher Support Coordinator, the Deputy Associate Superintendent, Associate Superintendent of Education Services, and site New Teacher Mentors and site Canvas (LMS) Mentors. During the school year, at each of AUHSD’s school sites, a New Teacher Mentor is chosen to provide monthly programming and ongoing collegial support. Additionally, starting in the fall of 2024, AUHSD introduced a new level of support to help experienced educators transition to its high-achieving secondary public schools, which offer students rigorous and demanding curriculum and assessments. AUHSD’s goal is to develop and retain single subject and special education teachers. AUHSD believes that excellent teachers are not born but are cultivated by comprehensive programming and mentorship. By offering an induction program, AUHSD believes that it can raise the competencies of their secondary educators, as required by the CTSPs, and thus more effectively raise the learning outcomes of all their students.

- AUHSD has posted the third-party invitation for comments on the institution’s website where the public and all constituencies can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to AUHSD’s application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, AUHSD has provided a copy of its most recent audited budget dated June 2024 – additionally, AUHSD has provided its first and second interim budgets dated December 2024 and March 2025 as well as a copy of a proposed operations budget for its education unit.
- AUHSD has also detailed within its submission the facility resources that will be available for its candidates. These include physical and virtual locations for program meetings,

professional development workshops, and mentor training. Additionally, program participants will have access to and use Google Drive and the learning management system, Canvas.

- Additionally, within the submission, AUHSD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. AUHSD’s personnel and instructional support will consist of the following:
 - Associate Superintendent of Educational Services
 - Coordinator of New Teacher Support
 - Executive Assistant of Administrative Services
 - Induction Mentor
 - Additional Mentorship for all new teachers
 - New Teacher Mentor (one at each school site)
 - Canvas Mentor (one at each school site)
- AUHSD notes that all induction candidates will be teaching at one of the five AUHSD campuses. Candidates will be provided with an induction mentor, who is also teaching at their school site. The Coordinator of New Teacher Support will recruit, train and assist induction mentors, along with providing programmatic support to all candidates.
- In the event that AUHSD’s proposed program closes, each enrolled candidate will have the opportunity to complete the remaining induction requirements through the CCCOE Teacher Induction program, unless the candidate withdraws, is dropped or is admitted to another program. CCCOE has provided a letter to affirm that each candidate’s induction journey would continue with minimal disruptions. The Coordinator of New Teacher Support will provide individualized guidance and consultation to candidates in order to guarantee a smooth and successful transition.

Initial Program Preconditions

(1) Demonstration of Need:

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How AUHSD Meets the Precondition:

AUHSD seeks to establish its own Teacher Induction program aligned with the 2024 California Standards for the Teaching Profession (CSTPs) to better support new secondary teachers. The program’s goal will be to provide specialized mentorship that helps educators design equity-centered, culturally responsive curriculum and improve student learning outcomes.

Since 1998, AUHSD has partnered with the CCCOE for Teacher Induction, but the CCCOE program serves a broad K–12 educator pool and does not adequately meet the specific needs of high school teachers. AUHSD data show that over the past four years, about 17% of new hires required induction, some of whom the district has felt lack key pedagogical skills. Additionally, AUHSD has failed to retain approximately 30% of new hires in recent years, prompting the district to seek a more targeted approach to teacher development and retention.

With anticipated retirements bringing an average of 13 new teachers per year over the next 5–7 years, AUHSD aims to strengthen its onboarding process by adding its own induction program. Building on the district’s existing year-long onboarding program (since 2022), the proposed induction program will ensure consistent, high-quality mentorship and professional growth opportunities tailored to secondary educators.

(2) Collaboration in Program Design and Implementation:

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How AUHSD Meets the Precondition:

AUHSD’s submission provides evidence of the establishment an induction team comprised of members involved in the proposed program’s design. Team members include both institutional and local institution of higher education representatives. This working group meets quarterly and is co-facilitated by Associate Superintendent of Educational Services and the New Teacher Support Coordinator, both of whom have regularly consulted with professionals outside of AUHSD for advice and feedback. As it continues the process of Initial Institutional Approval, eventual implementation, evaluation, and continuous improvement, AUHSD will formalize an Advisory Collaborative Team by the time the program is ready to launch and become operational. It will establish quarterly meetings (in person or online) of this team, along with requiring all members to sign a memorandum of understanding for participation on the advisory team. AUHSD submission contains a sample meeting agenda for the working group.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by AUHSD and grant eligibility.

Granting eligibility would allow AUHSD to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize AUHSD to offer an educator preparation program that leads to a credential or license, such as the Teacher Induction program.

If the Commission grants eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Initial Institutional Approval – Stage II: Eligibility Requirements for Oakley Union Elementary School District

Introduction

This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. Oakley Union Elementary School District (OUESD) seeks IIA in order to offer Teacher Induction and Administrative Services Clear Induction programs. OUESD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). OUESD is a growing TK-8 district located in eastern Contra Costa County, serving approximately 5,000 students across nine schools. OUESD is recognized for its commitment to equity, innovation, and high-quality instruction, ensuring that all students have access to rigorous academic opportunities, social-emotional supports, and a safe, inclusive learning environment.

Approval of an institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval in Stage II allows an institution to move forward to Stage III in which Common Standards will be submitted for review and the institution brought before the Commission again at that time. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards will occur in subsequent stages. Please see the table on page three of this item for more information about the five stages of the IIA process.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A table detailing the five stages of the IIA process is provided on page three of this item.

Oakley Union Elementary School District

OUESD seeks Initial Institutional Approval to offer two programs:

- Teacher Induction
- Administrative Services Clear Induction

Summaries and excerpts of OUESD's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) begin on page four of this item. OUESD's full response is also available on the [OUESD Induction Programs IIA Stage II website](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Institutional Approval Process

OUESD is seeking approval of Stage II in order to be eligible for Stage III as highlighted and italicized in the chart below.

IIA Process	Stage I - Prerequisites	<i>Stage II – Eligibility</i>	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission’s accreditation system	<i>Ensures that institution has capacity to sponsor effective programs</i>	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: 3. Have legal eligibility 4. Attend Accreditation 101 with institutional team	<i>Submit responses to:</i> • <i>12 Eligibility Criteria</i> • <i>Initial Program Preconditions</i> • <i>General Precondition #9</i>	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • Program Standards	Institution Must: • Collect data • Host provisional site visit
Reviewed By	Staff	<i>Staff</i>	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	<i>Commission</i>	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	<i>Eligibility:</i> 3. <i>Grant</i> 4. <i>Deny</i>	Provisional Approval: 3. Grant 4. Deny	Program(s): 3. Approve 4. Deny	5. Grant Full Approval 6. Grant Full Approval & Remand to COA to Address Stipulations 7. Continue Provisional Status for 1 Year to Address Stipulations 8. Deny Approval
IIA Status*	Not Approved	<i>Not Approved</i>	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage **Institutionally approved but cannot offer programs ***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission's adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- OUESD is proposing to offer Teacher Induction and Administrative Services Clear Induction programs.
- OUESD has submitted a complete organizational chart that indicates the induction programs will be housed under the Human Resources Division.
- Brandy Byers, Ed.D., Director of Educator Development, will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Dr. Byers will report to Erin Roberts, Assistant Superintendent of Human Resources, who reports to Jeffrey Palmquist, Superintendent of OUESD. Erin Roberts, Assistant Superintendent of Human Resources, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- OUESD assures that the duties related to credential recommendations will be performed only by employees of OUESD and that these individuals will take part in the Commission training related to the recommendation process.
- OUESD has identified, Erin Roberts, Assistant Superintendent of Human Resources, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided on the district website and in the Board policy manual.
- A non-discrimination policy for the institution's **candidates** is provided on the district's induction programs website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- OUESD provided a statement of assurance signed by Erin Roberts, Assistant Superintendent of Human Resources, that states the institution:
 - a) Will comply with all preconditions,
 - b) Will submit all data reports and accreditation documents,
 - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
 - d) Will participate fully in the Commission's accreditation system and submission timelines, and

- e) In the event the program closes, OUESD will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Brandy Byers, Director of Educator Development, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- OUESD has provided a grievance process which will be accessible to all candidates and applicants in the Educator Preparation Program Handbook and program websites.
- Candidates will be informed of the grievance process during initial program orientation and periodic reminders in regular communications with candidates.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- OUESD's webpage will be accessible to the public without the requirement of log in information.
- OUESD will include the mission, governance, administration and admission procedures on their program website.
- Information will be made available through the program website and communications and/or meetings with key constituencies, such as the OUESD Board of Trustees, district leaders and site administrators, and local community and higher education partners.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their transcripts and program documents through the Human Resources office for the purpose of verifying academic units and program completion.
- Candidate records will be maintained and stored in the OUESD Human Resources office to ensure confidentiality and accessibility. Candidates may request their records from the Human Resources office, including electronic transcripts.
- Candidate records will be stored securely in locked cabinets and on password-protected drives that are not accessible by the public. OUESD will conduct regular audits of paper and digital records to ensure compliance with security protocols. Staff who have access to candidate records will receive regular training on confidentiality, privacy policies, and security best practices.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- OUESD proposes a hybrid delivery model with both in-person and remote coaching. Mentors and candidates meet face-to-face whenever feasible and can also use Microsoft Teams for virtual coaching conversations, observation debriefs, and feedback sessions.
- The primary location for in-person sessions and meetings will be the OUESD Central Office located in Oakley, CA.
- OUESD does not plan to include any outside organizations to provide direct educational services to candidates. All coaching, mentoring, and professional development activities will be facilitated by internal district staff.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Erin Roberts, Assistant Superintendent of Human Resources, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to OUESD's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, [Eligibility Criteria 10-12](#) include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision

- The mission of OUESD's educator preparation programs is "to provide comprehensive, job-embedded support to new teachers, administrators, counselors, and leaders, fostering their professional growth and ensuring they meet the highest standards of practice." The vision of OUESD is "to cultivate a community of highly skilled, passionate, and diverse educators, counselors, and leaders who are committed to enhancing student success, promoting educational equity, and leading with integrity."
- OUESD's mission and vision for educator preparation are aligned with California's adopted state standards and frameworks for TK-12 education. Both the California Standards for the Teaching Profession (CSTP) and the California Professional Standards for Educational Leaders (CPSEL) serve as the foundation for their educator preparation programs, ensuring that candidates are prepared to meet the diverse needs of California's students. OUESD is committed to student-centered learning, equity and inclusivity, and ongoing professional growth.
- OUESD's programs will emphasize culturally responsive teaching and leadership. Programs will focus on meeting the needs of English learners, special education and inclusive practices, and addressing socioeconomic and environmental factors on student learning. For future administrators, the induction program will focus on leadership practices that promote equity and inclusion at the school and district levels, including data-driven instruction and accountability.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

- OUESD has a long-standing commitment to preparing and supporting educators in California through various residency and intern programs, professional development programs, and specialized certifications. Partnerships with institutions exemplify OUESD's commitment to "grow-your-own" educators:
 - OUESD has 23 active partnership agreements with institutions to support interns, student teachers, and specialized placements, including high-need credential areas such as special education, counseling, and social work.
 - OUESD has been actively involved in the development and implementation of a Teacher Residency program in collaboration with the Residency@TCSJ program at Teachers College of San Joaquin (TCSJ) to build a pipeline of educators who are prepared to thrive in OUESD classrooms from day one. OUESD collaborated with TCSJ faculty to co-design learning experiences and ensure that coursework is aligned with district priorities, instructional frameworks, and student needs.
 - OUESD partners with University of Massachusetts (UMASS) Global to provide a Counselor Residency Program. Through this program, residents are embedded in an OUESD school for a year-long clinical residency.

- OUESD partners with University of California San Diego Extended Studies, California State University Fullerton, and San Diego State University to expand opportunities for teachers to earn advanced Reading and Literacy credentials.
- OUESD has posted the third-party invitation for comments on OUESD’s [website](#) where the public and all constituencies can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to the institution’s application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, OUESD has provided a copy of its most recent audited budget dated June 2024 as well as a copy of a proposed operations budget for its education unit.
- OUESD has also detailed within its submission the facility resources that will be available for its candidates. These include high-quality facilities to support the implementation of the proposed programs, including nine school campuses and three district office buildings equipped with modern resources. OUESD utilizes a districtwide Google Workspace for Education platform with Google Classroom serving as the central digital hub for induction-related communication, resources, and documentation. Candidates can use this platform to access reflection tools, submit evidence of growth, receive feedback from mentors, and collaborate with peers.
- Additionally, within the submission, OUESD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. OUESD’s personnel and instructional support will consist of the following:
 1. Mentor teachers
 2. Administrative coaches
- For the purposes of job-embedded fieldwork, OUESD serves approximately 5,000 students across nine TK-8 schools that represent a wide range of learning environments, community demographics, and instructional models. The schools include one dual immersion (Spanish) program and two with state preschool programs onsite.

Initial Program Preconditions

(1) Demonstration of Need:

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How OUESD Meets the Precondition:

OUESD notes that, as a growing TK-8 district, OUESD employs 70 teachers who are in induction or pre-induction status (out of a total of 251 teachers), including those serving on intern credentials, Provisional Intern Permits (PIPs), and Short-Term Staff Permits (STSPs). Providing a locally operated induction program ensures that teacher support is contextualized to OUESD's instructional priorities, curriculum, and community needs, increasing retention and instructional quality.

Projected enrollment remains stable at 5,204 students for 2025-26 and 2026-27, with a slight increase to 5,226 students in 2027-28, and a modest rise to 5,265 students in 2028-29. Over the next five years, the district anticipates the potential retirement of 55 certificated staff members. Current shortages in specific areas include educators working under substandard credentials in special education, middle school classrooms, multiple subject classrooms, and dual language immersion.

OUESD's certificated management team represents a diverse blend of site-based leaders, central-office directors, and specialized student-support staff. A significant factor driving the need for the Administrator Induction Program is that six certificated managers are currently enrolled in external programs that require travel, scheduling accommodation, and tuition payments outside of the district. Additionally, two certificated managers are serving under a credential waiver while they complete required coursework. By hosting their own program, OUESD would be able to provide targeted coaching and mentoring grounded in the OUESD context, reduce the financial burden of external providers, and build a sustainable pipeline of leaders who are familiar with OUESD's students, families, and organizational culture.

(2) Collaboration in Program Design and Implementation:

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How OUESD Meets the Precondition:

OUESD established a partnership with UMass Global, The Residency Lab, and Teachers College of San Joaquin to explore two interconnected apprenticeship models: teacher apprenticeship, a residency-to-induction pathway, and principal apprenticeship, a pathway for candidates to earn a Preliminary Administrative Services Credential through UMass Global and continue into district-based induction. The OUESD leadership team and partners engaged in three intensive design sessions in spring 2025 to design the programs. The proposed Teacher Induction and Administrator Induction programs would build on this foundational work, and OUESD would continue to collaborate with institution of higher education partners to further design and implement the programs.

Within the district, the design and development of OUESD's Teacher and Administrator Induction Programs are the result of a collaborative process that involves key constituencies such as district leaders with expertise in educator development, human resources, instructional leadership, and program implementation. Other stakeholders include a district mentor teacher and representative of the teachers' union. The collaborative design process included:

- Conducting a needs analysis of current educators requiring induction support
 - Reviewing and aligning program elements with district instructional priorities and equity initiatives
 - Establishing clear structures for mentor and coach recruitment and support
- Designing processes for Individual Learning Plan (ILP) development, coaching cycles, and professional learning
- Creating systems for continuous improvement and constituency feedback

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Oakley Union Elementary School District and grant eligibility.

Granting eligibility would allow Oakley Union Elementary School District to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize Oakley Union Elementary School District to offer an educator preparation program that leads to a credential or license, such as the proposed Teacher Induction and Administrative Services Clear Induction programs.

If the Commission grants eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.

Proposed Amendments to Title 5 Regulations Pertaining to Requirements and Authorization for Initial Institutional Approval

Introduction

This agenda item presents proposed regulations for the Eligibility Requirements for the Initial Institutional Approval (IIA) process for inclusion within the following section of Title 5 of the California Code of Regulations (CCR): §80700. Initial Institutional Approval.

Background

California Education Code section 44372(c) gives the Commission the authority to accredit institutions that seek to offer programs that lead to a credential to serve as an educator in California public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of applicant institutions. As a result, a five-stage IIA process was adopted in 2016 with the intention of creating a rigorous system for approving institutions that have not previously been approved by the Commission to operate educator preparation licensure programs in California. Determining Eligibility is Stage II of this process.

The proposed regulations are presented in [Appendix A](#).

Staff Recommendation

Staff recommends approval of the proposed regulations as shown in [Appendix A](#). If approved by the Commission, staff will begin the 45-day public comment period, and, if no credible or objectionable comments are submitted during that period, staff is recommending that the Commission authorizes staff to submit the final statement of reasons to the Office of Administrative Law including making non substantive changes to the regulation text, that may be necessary, but do not alter the requirements, rights, responsibilities, conditions, or prescriptions contained in the original text, without approval or consideration.

Appendix A

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text proposed to be added is underlined.

TITLE 5. EDUCATION DIVISION 8. COMMISSION ON TEACHER CREDENTIALING CHAPTER 5. Approved Programs

ARTICLE 4. Initial Institutional and Program Approval

Section 80700. Initial Institutional Approval Eligibility Requirements

- (a) Prerequisite - Educational institutions not currently approved by the Commission for Initial Institutional Approval (IIA) seeking to offer educator preparation programs must complete the following application requirements. Pursuant to Education Code 44372 (c), the Commission shall determine if an institution has met all eligibility requirements.
- (1) For institutions of higher education: The institution must be accredited by the Western Association of Schools and Colleges: Senior College and University Commission (WSCUC) or another of the following regional accrediting associations: Middle States Association of Colleges and Schools (MSA)/Commission on Higher Education (MSCHE); Northwest Commission on Colleges and Universities (NWCCU); Higher Learning Commission (HLC); New England Commission of Higher Education (NECHE); Southern Association of Colleges and Schools/Commission on Colleges (SACS-COC).
- (2) For public schools, school districts, or county offices of education: The institution must be a public school, school district or county office of education and have received approval of sponsorship from the agency's governing board, documented by governing board minutes.
- (b) Prior to acceptance of an application for Initial Institutional Approval (IIA), institutional personnel must attend an initial consultation meeting with Commission staff.
- (c) Eligibility Requirements: To be considered for Initial Institutional Approval, prospective institutions must meet all eligibility criteria listed below.
- (1) Criterion 1: Responsibility and Authority
- (A) An institution must identify the lines of authority and responsibility for all prospective educator preparation programs within the institution.
- (B) An institution must provide assurance in writing to the Commission that only the person(s) employed by the program sponsor will recommend individuals to the Commission for a credential or authorization.
- (2) Criterion 2: Lawful Practices
- (A) A program of professional preparation must be proposed and operated by an entity that makes all personnel decisions regarding employment, retention, or promotion of employees without unlawful discrimination.
- (B) The entity must make all decisions regarding the admission, retention, and graduation of students without unlawful discrimination.

(3) Criterion 3: Commission Assurances and Compliance

(A) The institution must provide an assurance in writing for each of the following:

1. The institution shall comply with all relevant statutory, regulatory, and Commission requirements for program(s) the institution would like to propose.
2. All Commission-required reports including, but not limited to, data reports and accreditation documents, will be submitted by the Commission-approved entity for all educator preparation programs.
3. The institution will cooperate in an evaluation of the program by an external team or monitoring of the program by one or more Commission staff members.
4. The institution will participate fully in the Commission's accreditation system and adhere to submission timelines.
5. Once a candidate is accepted and enrolled in an educator preparation program, the institution must offer the approved program until the candidate completes the program or is admitted to another Commission approved program.

(4) Criterion 4: Requests for Data

(A) An institution must identify a qualified officer responsible for reporting and responding to all data requests from the Commission.

(5) Criterion 5: Grievance Process

(A) An institution must have a clearly defined process identified for handling all candidate grievances in a fair and timely manner.

(B) An institution must make its grievance process readily accessible for all applicants and candidates.

(6) Criterion 6: Communication and Information

(A) An institution must provide a plan to the Commission for communicating and informing the public about the institution and the educator preparation programs it intends to offer.

(B) The institution must create and maintain a secure, easily accessible website that includes information about the institution and all approved educator preparation programs.

(C) The institution must provide assurance in writing to the Commission that it will make public information about all of its Commission approved educator preparation programs, the mission of the institution, its governance and administration, and its admission procedures.

(7) Criterion 7: Student Records Management, Access, and Security

(A) An institution must demonstrate that it will maintain and retain candidate records and provide verification that:

1. Candidates have access to and are provided with transcripts and/or other documents to verify academic units and program completion.
2. Candidate records, including paper or electronic versions, are maintained at the main institutional site or at a central location.
3. Candidate records are kept in a secure manner either in locked rooms or depositories or on a secure server located in a room not accessible by the public.

(8) Criterion 8: Disclosure

(A) Institutions must disclose information regarding:

1. Delivery model(s) which include online, in person, or hybrid instruction for all programs it will propose.
 2. All locations of proposed educator preparation programs including satellite campuses.
 3. All outside organizations, including individuals not formally employed by the institution seeking IIA, who will be providing any direct educational service, including the type of service that will be provided, as part of the proposed program.
- (9) Criterion 9: Veracity in all Claims and Documentation Submitted
- (A) The institutional leadership must provide an assurance signed by institutional leadership attesting to the veracity of all statements and documentation submitted to the Commission.
 - (B) Evidence of a lack of veracity is cause for denial of Initial Institutional Approval.
- (10) Criterion 10: Mission and Vision
- (A) The institution and education leadership must provide a mission and vision for educator preparation that reflects commitment to adopted state PK-12 student academic standards and frameworks adopted by the California State Board of Education.
- (11) Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation
- (A) Institutions seeking IIA must disclose:
 1. Its experience in sponsoring one or more educator preparation programs leading to licensure.
 2. Its participation as a partner in an educator preparation program and/or program focused on PK-12 public education.
 - (B) The Commission may consider any additional public information regarding the history of prior experience and effectiveness of the institution and its programs in educator preparation.
- (12) Criterion 12: Capacity and Resources
- (A) An institution must submit to the Commission a capacity and resources plan that provides information about how it will sustain the educator preparation program(s) during a two to four-year provisional period.

Credits

NOTE: Authority cited: Section 44372(c), Education Code.

Update on the 2021 California Classified School Employee Teacher Credentialing Program

Introduction

This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2025 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program as required by statute (Education Code §44393(f)).

Background

The 2021-22 state budget appropriated \$125 million one-time funds, available for five years through June 30, 2026, to expand the previous California Classified School Employees Teacher Credentialing Program (Classified Grant). The Classified Grant provides grants to TK-12 local educational agencies (LEAs) to recruit and support non-certificated school employees to become certificated classroom teachers. This 2025 state report includes information on the 2021 Classified Grant Program and reflects the second year of program participant data. The report includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees. All Round One (June 2022), Round Two (January 2023), Round Three (July 2023), Round Four (December 2023), Round Five (April 2024), Round Six (December 2024) and Round 7 (March 2025) LEAs successfully submitted the annual data reporting requirements.

As with the earlier Classified Grant Program, eligible applicants are local education agencies (school districts, county offices of education, or charter schools) interested in securing grant funding to recruit and support classified staff who already hold an associate or higher degree to complete a bachelor's degree and earn a California teaching credential. The program is designed to address the state's teacher shortages in math, science, special education, and bilingual education, and provide those classified school employees who are familiar with and already working in school settings an opportunity and incentive to complete their undergraduate education and teacher preparation to become a credentialed California teacher.

Per authorizing legislation, the 2021 Classified Grant funds increased the annual grant award per participant from \$4,000 to \$4,800 (for up to five years), capped program administration costs to ten percent of the grant award, and required program completers to complete one school year of classroom instruction in the school district, charter school, or county office of education for each year that the participant received assistance for books, fees, and tuition while attending an institution of higher education (IHE) under the Classified Grant Program. The local education agencies (LEAs) that successfully applied to this competitive grant program use these funds to support tuition, fees, books, other related services for participating classified staff, and use up to ten percent of this funding for program administration purposes.

Staff Recommendation

Staff recommends that the Commission approve the 2025 Annual Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Next Steps

Commission staff will continue to implement the renewed rounds of California Classified School Employee Teacher Credentialing Program and present annual data reports at future Commission meetings. The Commission will submit the 2025 Annual Report of the Classified Grant Program to the Legislature no later than January 1, 2026.

Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program

December 2025

Introduction

Education Code §44393(f) requires the Commission on Teacher Credentialing (Commission) to annually report to the Legislature regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include, but not limited to, the following:

- The number of classified school employees recruited.
- The academic progress of the classified school employees recruited.
- The number of classified school employees recruited who are subsequently employed as teachers in the public schools.
- The degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education.
- The ethnic and racial composition of the participants in the program.

Background

The 2021-22 state budget appropriated \$125 million one-time funds to expand the previous California Classified School Employees Teacher Credentialing Program (Classified Grant). The 2021 Classified Grant provides grants to TK-12 local educational agencies (LEAs) to recruit and support non-certificated school employees to become certificated classroom teachers. Per authorizing legislation, the 2021 Classified Grant funds increased the annual grant award per participant from \$4,000 to \$4,800, for up to five years. The local education agencies (LEAs) that successfully applied to this competitive grant program use these funds to support tuition, fees, books, and related services for participating classified staff; grantees may also use up to ten percent of this funding for program administration purposes.

For the 2024-25 reporting cycle, the Commission supported grantees through various mechanisms:

- The Commission hosted regular forums (i.e., office hours) for grant leads and other LEA staff to ask questions and share best practices with the Commission and the broader Classified Grant community. Ten sessions were hosted during the 2024-25 fiscal year. After each office hours session, questions and their respective answers are published on the Classified Grant webpage and disseminated to all grantees.
- The Commission provided ongoing technical assistance to Classified Grant programs both individually and as a group to support program implementation.
- The Commission maintained a "Program Management Guide" on the [Classified Grant webpage](#) under "Resources for Funded Classified Grant Program Grantees" that includes reporting requirements, rules, procedures, and allowable expenses. This guide helps

ensure continuity during management changes and clarifies that participants can receive Classified Grant Program funds in addition to other financial aid sources.

- The Commission will award Round Eight grants in December 2025, continuing to expand support for LEAs in developing their classified staff into credentialed teachers, and if there are remaining grant funds, a last round of an RFA will be released in December 2025.

The 2025 annual report reflects data collected in the 2024-25 academic year and includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees. All Round One (June 2022), Round Two (January 2023), Round Three (July 2023), Round Four (December 2023), Round Five (April 2024), Round Six (December 2024), and Round Seven (March 2025) LEAs successfully submitted the annual data reporting requirements.

2024-25 Annual Data Report on the 2021 Classified Grant Program

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of April 2025, one hundred and eleven local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling \$112,025,561. Following the initial award of \$56,057,600 to forty LEAs in Round One (June 2022) and \$34,003,200 to thirty-four LEAs in Round Two (January 2023), the Commission awarded three additional rounds in the 2023-24 academic year. Round Three, awarded in July 2023, provided \$1,800,000 to seven LEAs. Round Four, awarded in December 2023, allocated \$5,616,000 to eleven LEAs, and Round Five, awarded in April 2024, provided \$940,762 to four LEAs. An additional two rounds of funding were awarded during the 2024-25 academic year. In December of 2024, eight LEAs were allocated \$6,720,000 in Round Six. Round Seven, awarded in March 2025, allocated \$6,960,000 to seven LEAs. With \$12,974,438 in grant funds remaining, the Commission published the RFA for Round Eight in September 2025, with awards to be announced December 12, 2025. A final RFA for the Classified Grant will be published December 15, 2025, with awards announced March 16, 2026 should any funds remain after Round 8. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Summary of Classified Grant Award, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	June 27, 2022	40	\$56,057,600	\$68,840,000
Two	January 27, 2023	34	\$34,003,200	\$34,939,200
Three	July 14, 2023	7	\$1,800,000	\$33,139,200
Four	December 22, 2023	11	\$5,616,000	\$27,595,200
Five	April 26, 2024	4	\$940,762	\$26,654,438
Six	December 6, 2024	8	\$6,720,000	\$19,934,438
Seven	March 28, 2025	7	\$6,960,000	\$12,974,438
	Totals	111	\$112,025,561	\$12,974,438

All three types of eligible LEAs, school districts, county offices of education, and charter schools, were awarded Classified Grants. Table 2 provides a breakdown of the running total number of

LEAs and the number of total awarded slots, per type of LEA. While county offices of education (COEs) were 31 percent of awarded grantees, COEs were awarded 64 percent of participant slots.

Table 2: Number of Grantees and Number of Awarded Slots, per type of LEA

Type of LEA	# of LEAs	% of LEAs	# of Awarded Slots	% of Awarded Slots
School District	55	49.55%	2004	29.76%
County Office of Education	30	27.03%	4331	64.32%
Charter School	26	23.42%	399	5.93%

Table 3 summarizes, by grant round, the annual awarded participant slots and the number of participants enrolled in 2022-23, 2023-24, and 2024-25. Note that several rounds were awarded after earlier reporting years and some cells are marked “N/A” depending on when grant funds were awarded and the ability to enroll participants based on the timing. Specifically, Rounds One and Two report across all three years; Rounds Three and Four have no 2022-23 data; Round Five has no 2022-23 or 2023-24 data but reports 101 enrollees in 2024-25; and new Rounds Six and Seven first report enrollment in 2024-25 (195 and 24, respectively). In aggregate, enrollment increased from 2,034 (2022-23) to 3,032 (2023-24) and 4,063 (2024-25), with 6,734 participant slots awarded across all rounds. The complete list of grant recipients by round, the LEAs’ annual awarded slots, the number of participants enrolled in the 2024-25 year can be viewed in [Appendix A](#).

Table 3: Summary of Number of Participant Slots Awarded Annually and Number of Participants Enrolled in 2022-23, 2023-24, and 2024-25

Round	# of Participant Slots Awarded	# of Participants Enrolled, 2022-23	# of Participants Enrolled, 2023-24	# of Participants Enrolled, 2024-25
One	2925	1603	1953	2237
Two	1771	431	970	1268
Three	125	N/A*	42	56
Four	390	N/A	67	182
Five	98	N/A	N/A	101
Six	700	N/A	N/A	195
Seven	725	N/A	N/A	24**
Totals	6734	2034	3032	4063

*Note: “N/A” indicates that a grant round was awarded after the specified year and, as a result, did not have participant enrollment data available for reporting.

**Note: Round Seven grantees received their award notification on March 28, 2025, which may have impacted their enrollment for the 2024-25 year.

The 2024-25 fiscal year shows continued growth in program enrollment across rounds. Round One, first awarded in June 2022, increased from 1,953 participants in 2023-24 to 2,237 in 2024-25, reflecting an almost 15 percent increase. Round Two grew from 970 to 1,268 participants, reflecting a 31 percent increase. Among more recently awarded rounds, Rounds Three and Four expanded from 42 to 56 participants and from 67 to 182 participants, respectively. Rounds Five, Six, and Seven launched their first enrollment during the 2024-25 fiscal year: Round Five enrolled 101 participants, Round Six enrolled 195 participants, and Round Seven enrolled 24 participants. As noted in the table above, Round Seven grantees received their award notification on March 28, 2025 with three months remaining in the fiscal year. In aggregate, total enrollment rose from 3,032 participants in 2023-24 to 4,063 participants in 2024-25, a 34 percent increase.

Summary of All Classified School Employee Teacher Credentialing Program Participants

The following data in the state report reflects the annual data regarding enrolled participants and participants that completed the grant program and earned a preliminary credential. Legislation allocates grant funds for at least 5,208 participants, assuming all participants are funded at the maximum \$4,800 per year, across five years.

Table 4 shows that paraprofessionals remain the largest group at program entry and among completers, though their portion of the total population dipped slightly year over year. In 2024-25, paraprofessionals comprised 77 percent of participants and 77 percent of completers, compared with 80 percent of participants and 82 percent of completers in 2023-24. “Other classified” staff grew as a share of both participants and completers, rising to 18 percent of participants and 18 percent of completers in 2024-25, up from 13 percent and 12 percent the prior year. Office/clerical staff remained a smaller proportion: 5 percent of participants and 4 percent of completers in 2024-25. These patterns suggest continued strong recruitment and completion among paraprofessionals alongside expanding participation from other classified roles.

Table 4: Participant and Completer Classified Position at Program Enrollment

Classified Position	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Participants, 2024-25 (n= 4063)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 820)
Paraprofessional	1671 (81.00%)	2433 (80.24%)	3111 (76.57%)	41 (80.39%)	202 (82.11%)	403 (77.06%)	646 (78.78%)
Office/Clerical	155 (7.51%)	202 (6.66%)	204 (5.02%)	2 (3.92%)	14 (5.69%)	22 (4.21%)	38 (4.63%)
Other Classified	237 (11.49%)	397 (13.09%)	748 (18.41%)	8 (15.69%)	30 (12.20%)	98 (18.74%)	136 (16.59%)

Partnerships Between LEAs and Institutions of Higher Education (IHEs)

Grantees are required to submit articulation agreements and signed partnership agreements to receive grant funds for participants enrolled in any institution of higher education (IHE), meaning California Community Colleges (CCC), the California State University (CSU), the University of California (UC), and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program. [Appendix B](#) lists the LEAs' approved IHE partners, in the following order: public institution (CCC, CSU, and UC), private institution, and any additional Commission-approved programs that were not previously listed (i.e., LEAs and out-of-state private institutions with Commission-approved programs).

In 2024-25 grantee annual report narratives, collaboration with IHEs continued to be a core success driver. Roughly 32 percent of grantees explicitly highlighted partnership benefits, most often citing academic advising/admissions support (13%), flexible online/hybrid options (13%), tuition discounts or fee relief (5%), clear points of contact/liaisons (6%), and smoother articulation/credit transfer (5%) as factors contributing to success. The following are direct quotes from grantees describing the successes of their IHE partnerships:

- *“Each year, more participants are choosing programs that offer flexible modalities... [one IHE] offered a 15% tuition reduction, which is greatly appreciated.”*
- *“The established partnership with IHEs through our residency has provided aligned coursework, coaching, and targeted seminars that ensure participants are well-prepared for the classroom.”*
- *“In Year 3, our collaboration with [IHE] has matured into regular advising touchpoints and cohort-based supports, giving participants consistent coaching and wraparound support while they pursue credentialing.”*

At the same time, about 28 percent of grantees reported IHE-related challenges. The most frequent issues were alignment of timelines/enrollment cycles (11%), IHE staff turnover affecting continuity (8%), articulation/MOUs and transfer credit hurdles (7%), and billing/reimbursement or lack of direct billing (4%).

Tables 5a, 5b, and 5c summarize the different types of IHE and LEA programs in which participants were actively enrolled. Note that enrollment numbers between the fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential. Table 5a provides a breakdown of participants' type of enrollment, by California Community College (CCC), Bachelor of Arts or Bachelor of Science (BA/BS), or Commission-approved credential program. In 2024–25, credential program enrollment accounted for roughly two-thirds of active enrollments (66%), up from 44 percent in 2023–24, while BA/BS represented a smaller share, 28% of enrollments in 2024-25 versus 31 percent in 2023-24. Community college enrollment declined from 16 percent in 2023-24 to 6 percent in 2024-25, reflecting movement of participants into upper-division and credential stages as cohorts progressed. Note: 10.71 percent of participants were enrolled in an Internal LEA Support Program in 2022-23, an option that was only available during the first year of the Classified Grant.

Table 5a: Type of Program Enrollment

Type of Enrollment	Enrollment, 2022-23 (n= 2063*)	Enrollment, 2023-24 (n= 3276*)	Enrollment, 2024-25 (n= 4147*)
CCC Program	376 (18.23%)	494 (16.29%)	247 (5.96%)
BA/BS Program	287 (13.91%)	938 (30.84%)	1142 (27.54%)
Credential Program	1179 (57.15%)	1844 (44.03%)	2758 (66.51%)

Note: enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential.

Table 5b provides a breakdown of the participants pursuing a BA/BS degree. While CSUs continue to enroll the majority of BA/BA participants, their share decreased from 67 percent to 63 percent, and private IHE enrollment increased from 32 percent to 36 percent.

Table 5b: Type of IHE Participants Pursuing a BA/BS Degree Enrolled

Type of Institution	Participants, 2022-23 (n= 287)	Participants, 2023-24 (n= 935)	Participants, 2024-25 (n= 1142)
California State University (CSU)	211 (73.52%)	625 (66.84%)	723 (63.31%)
University of California (UC)	4 (1.39%)	7 (0.75%)	8 (0.70%)
Private	72 (25.09%)	303 (32.41%)	411 (35.99%)

Table 5c provides a breakdown of the types of credential programs participants are enrolled in.

Across credential programs, public institutions collectively (CSU, UC, district, county office of education, charter) continued to enroll the majority of credential program participants at 64 percent, an increase from 57 percent in the previous year. Enrollment at credential programs though county offices of education increased from 15 percent in 2023-24 to 24 percent in 2024-25.

Table 5c: Type of Commission-approved Credential Program Participants Enrolled

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)	Participants, 2024-25 (n= 2758)
California State University (CSU)	312 (26.46%)	530 (28.74%)	750 (27.19%)
University of California (UC)	9 (0.76%)	7 (0.38%)	12 (0.44%)
Private, California-based	397 (33.67%)	665 (36.06%)	910 (32.99%)
Private, Out-of-State	86 (7.29%)	133 (7.21%)	82 (2.97%)

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)	Participants, 2024-25 (n= 2758)
County Office of Education	192 (16.28%)	278 (15.08%)	670 (24.29%)
District	180 (15.27%)	222 (12.04%)	315 (11.42%)
Charter	3 (0.25%)	9 (0.49%)	19 (0.69%)

Academic Standing of the Participants

Programs reported participants’ education level at entry and completers’ education level at entry. The distribution among all participants remained broadly stable but shifted modestly toward bachelor’s holders in 2024-25: 36 percent entered with an AA/60 units, down from approximately 40 percent in prior years, while 62 percent entered with a BA/BS, up from 58 percent. A small number of participants reported graduate degrees at entry: three percent with MA/MS and less than one percent with doctorate degrees. Among completers, the profile continued to diversify. While the majority still entered with a BA/BS (86%), the share of completers who began with an AA/60 units rose again, from two percent in 2022-23 to six percent in 2023-24 to 12 percent in 2024-25, indicating continued movement of associate-level entrants through BA completion and into credential programs. MA/MS entrants represented two percent of completers and a small number of completers had entered with a doctorate. Overall, these patterns suggest maturing pipelines that are increasingly supporting classified staff to advance toward completion.

Table 6a: Education Level at the Start of the Grant Program

Education Level	Participants, 2024-25 (n= 4063*)	Total Participants (n= 9158)	Completers, 2024-25 (n= 523)	Total Completers (n= 820)
AA/60 units	1444 (35.54%)	3484 (38.04%)	62 (11.85%)	78 (9.51%)
BA/BS	2506 (61.68%)	5477 (59.81%)	450 (86.04%)	721 (87.93%)
MA/MS	106 (2.61%)	179 (1.95%)	9 (1.72%)	19 (2.32%)
Doctorate	7 (0.17%)	18 (0.20%)	2 (0.38%)	2 (0.24%)

Note: enrollment numbers between fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential.

Table 6b highlights the academic standing of participants after each program year, showing progress in 2024-25. The percentage of participants earning their BA/BS degree remained stable at 8 percent, while those earning their preliminary credential increased from three percent in 2022-23 to 8 percent in 2023-24 and 13 percent in 2024-25. The percentage of participants not making progress towards their BA/BS remained stable (1%), suggesting improved retention and support systems in the 2024-25 year. While the majority of participants (63%) made academic progress without earning a degree or credential, this represents a

decrease from the previous year (73% in 2022-23 and 65% in 2023-24) likely due to the increased completion rates. The percentage of participants not making progress towards their preliminary credential slightly decreased to around 15 percent.

Table 6b: Academic Standing at Fiscal Year End

Academic Standing	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Participants, 2024-25 (n= 4063)
Number of participants that earned their BA/BS degree	44 (2.13%)	229 (7.55%)	324 (7.97%)
Number of participants who did NOT make progress towards their BA/BS degree	71 (3.44%)	47 (1.55%)	44 (1.08%)
Number of participants that earned their preliminary credential	51 (2.47%)	246 (8.15%)	523 (12.87%)
Number of participants who did NOT make progress towards their preliminary credential	403 (19.53%)	547 (18.04%)	626 (15.41%)
Number of participants that made academic progress but did not earn a BA/BS or credential	1494 (72.42%)	1963 (64.71%)	2546 (62.66%)

Program Completion

Completion data in the state report reflects substantial growth in program completers from 51 (2%) in 2022-23 to 246 (8%) in 2023-24 to 523 (13%) in 2024-25. Grantees collected detailed data regarding the type of preliminary credential earned, employment outcomes, and reasons for program exits. Table 7a shows the distribution of credentials earned. In 2024-25, Multiple Subject credentials, including those with Bilingual Authorization, increased from 35 percent in 2023-24 to 50 percent of completers and also reflect the most common credential type across all program years.

Table 7a: Preliminary Credentials Earned

Preliminary Credentials Earned	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 811)
Multiple Subject	10 (19.61%)	71 (28.86%)	204 (39.01%)	285 (34.76%)
Multiple Subject w/Bilingual Authorization	1 (1.96%)	14 (5.69%)	57 (10.90%)	72 (8.78%)
Single Subject-English	2 (3.92%)	6 (2.44%)	16 (3.06%)	24 (2.93%)
Single Subject-Language other than English	1 (1.96%)	1 (0.41%)	7 (1.34%)	9 (1.10%)
Single Subject-Mathematics	3 (5.88%)	9 (3.66%)	17 (3.25%)	29 (3.54%)
Single Subject-Science	3 (5.88%)	8 (3.25%)	9 (1.72%)	20 (2.44%)
Single Subject-Other	3 (5.88%)	25 (10.16%)	30 (5.74%)	58 (7.07%)

Preliminary Credentials Earned	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 811)
Special Education-Mild to Moderate Support Needs	21 (41.48%)	83 (33.74%)	129 (24.67%)	233 (28.41%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0%)	1 (0.41%)	2 (0.38%)	3 (0.37%)
Special Education-Extensive Support Needs	2 (3.92%)	21 (8.54%)	38 (7.27%)	61 (7.44%)
Special Education-Early Childhood	5 (9.80%)	7 (2.85%)	14 (2.68%)	26 (3.17%)

Tables 7b and 7c reflect employment outcomes for program completers as of June 30, 2025. The percentage of completers committed to teaching with their LEA decreased slightly from 56 percent in 2023-24 to 53 percent in 2024-25. Of those completers employed with their grantee LEA, 98 percent are teaching in locally defined shortage areas, and 81 percent are teaching at schools with high unduplicated pupil counts. For completers who are not teaching within their grantee LEA, position availability continues to be a barrier: 48 percent of 2024-25 completers who changed or transferred out of their grantee LEA after earning their preliminary credential were unable to secure positions at their grantee LEA due to lack of openings, although this represents a decrease from 68 percent the previous year.

Table 7b: Summary of Completers Teaching within the Grantee LEA

Completer Teaching Information	Completers, 2022-23 (n= 27)	Completers, 2023-24 (n= 138)	Completers, 2024-25 (n= 269)	Total Completers (n= 434)
Meets the LEA's teacher shortage needs	27 (100%)	133 (96.38%)	265 (98.51%)	425 (97.93%)
Teaching at an LEA with a high unduplicated pupil count (>50%)	24 (88.89%)	111 (80.43%)	218 (81.04%)	353 (81.34%)
Teaching position by grade level (TK)	2 (7.41%)	13 (9.42%)	42 (15.22%)	57 (12.93%)
Teaching position by grade level (K-5 th)	14 (51.85%)	69 (50.00%)	162 (58.70%)	245 (55.56%)
Teaching position by grade level (6 th -8 th)	4 (14.81%)	28 (20.29%)	28 (10.14%)	60 (13.61%)
Teaching position by grade level (9 th -12 th)	6 (22.22%)	28 (20.29%)	44 (15.94%)	78 (17.69%)
Completer not placed at time of reporting	1 (3.70%)	0 (0%)	0 (0%)	0 (0.0%)

Note: percentages will not add up to a hundred percent. The table reflects multiple data points and not all completers were placed at the time of reporting.

Table 7c: Reasons Completers Changed or Transferred LEAs

Reason for LEA Change or Transfer	Completers, 2022-23 (n= 24)	Completers, 2023-24 (n= 108)	Completers, 2024-25 (n= 247)	Total Completers, (n= 379)
LEA chose not to hire participant	1 (4.17%)	8 (7.41%)	12 (4.86%)	21 (5.54%)
Position not available at LEA	10 (41.67%)	73 (67.59%)	118 (47.77%)	201 (53.03%)
Chose to leave the grantee LEA	5 (20.83%)	9 (8.33%)	7 (2.83%)	21 (5.54%)
Moved	1 (4.17%)	4 (3.70%)	8 (3.24%)	13 (3.43%)
Personal	1 (4.17%)	10 (9.26%)	50 (20.24%)	61 (16.09%)
Completer is teaching at an LEA within the COE (COE programs only)	6 (25.00%)	4 (3.70%)	52 (21.05%)	62 (16.36%)

Additional data collected in the annual reports provides insight into program attrition. The data in table 7d summarizes early exit reasons reported by participants who left the Classified Grant program before earning their preliminary credential. In 2024-25, 385 participants (9%) exited the Classified Grant program before earning a preliminary credential, a decrease from 13% in the prior year. Personal reasons remain the dominant factor for early exits in 2024-25 (42%).

Table 7d: Reasons Participants Exited Early

Early Exit Reasons	Participants, 2022-23 (n= 65)	Participants, 2023-24 (n= 588)	Participants, 2024-25 (n= 385)	Total Participants (n= 1038)
Changed career plans	8 (12.31%)	44 (7.48%)	20 (5.19%)	72 (6.94%)
Financial	3 (4.62%)	6 (1.02%)	14 (3.64%)	23 (2.22%)
Moved	0 (0.00%)	4 (0.68%)	4 (1.04%)	8 (0.77%)
No longer employed by LEA	10 (15.38%)	33 (5.61%)	32 (8.31%)	75 (7.23%)
Personal	5 (7.69%)	386 (65.65%)	163 (42.34%)	554 (53.37%)
Other	39 (60.00%)	115 (19.56%)	152 (39.48%)	306 (29.48%)

Ethnic/Racial Composition and Gender Identification of the Participants and Completers

Grantees reported the participants' self-identified ethnic and racial compositions and gender identity. The data in table 8a breaks down demographics across total participants, program completers, completers teaching with their grantee LEA, and early exits by self-identified ethnicity/race. Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean,

Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian. In 2024-25, participants of color (including Hispanic/Latinx, Asian, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and those identifying as two or more races) represented 73 percent of all participants, a slight increase from 72 percent in 2023-24. Hispanic/Latinx participants comprised the largest group of participants at 51.91 percent. Among program completers, educators of color represented 69 percent of completers, up from 58 percent of completers in 2023-2024. Educators of color also comprised 64 percent of completers teaching with their grantee LEA, an increase from 54.34 percent in 2023-24.

In narrative responses from 2024-25, 16 percent of grantees specifically highlighted success in recruiting diverse participants as a program strength. Several compelling narratives emerged about the impact of this diversity:

- *“We maintained a long history of community partnerships with organizations and universities to recruit candidates who reflect our students.”*
- *“Coordinated info sessions and clearer pathways have increased access for underrepresented staff.”*

Table 8b provides a detailed breakdown of completers by credential area and self-identified ethnicity/race. Hispanic/Latinx completers represented 9 percent of Special Education- Mild to Moderate Support needs and 18 percent of Multiple Subject credentials. When examining specific credential areas, educators of color comprised the majority of completers in several areas. For example, in Multiple Subject, which had the highest number of completers, educators of color earned 133 credentials.

Overall, 97 percent of participants reported their gender identity; reporting this information to the Commission is voluntary for participants in the program. Gender distribution remained stable across years and categories. In 2024-25, the overall proportion of participants who identify as female decreased slightly from 82 percent to 81 percent, while male participation remained increased slightly from 15% to 16%.

Table 8a: Ethnic/Racial Composition of Participants

Race/Ethnicity	Total Participants, 2024-25 (n= 4063)	Total Participants, all years (n= 9158)	Completers, 2024-25 (n= 523)	Completers, all years (n=820)	Completers Teaching with LEA, 2024-25 (n= 276)	Completers Teaching with LEA, all years (n= 441)	Early Exit, 2024-25 (n= 385)	Early Exit, all years (n= 1038)
American Indian or Alaska Native	40 (0.98%)	99 (1.08%)	6 (1.15%)	7 (0.85%)	3 (1.09%)	4 (0.91%)	5 (1.30%)	14 (1.35%)
Asian	329 (8.10%)	653 (7.13%)	42 (8.03%)	62 (7.56%)	14 (5.07%)	20 (4.54%)	13 (3.38%)	51 (4.91%)
Black or African American	240 (5.91%)	567 (6.19%)	24 (4.59%)	36 (4.39%)	14 (5.07%)	22 (4.99%)	31 (8.05%)	78 (7.51%)
Hispanic/Latinx (of any race)	2085 (51.32%)	4548 (49.66%)	245 (46.85%)	370 (45.12%)	116 (42.03%)	178 (40.55%)	188 (48.83%)	495 (47.69%)
Native Hawaiian or Pacific Islander	16 (0.39%)	40 (0.44%)	1 (0.19%)	2 (0.24%)	0 (0.00%)	1 (0.23%)	2 (0.52%)	6 (0.58%)
White	839 (20.65%)	1994 (21.77%)	143 (27.34%)	248 (30.24%)	86 (31.16%)	152 (34.47%)	83 (21.56%)	244 (23.51%)
Two or more races	248 (6.10%)	562 (6.14%)	41 (7.84%)	54 (6.59%)	30 (10.87%)	40 (9.07%)	16 (4.16%)	45 (4.34%)
Decline to state Race/Ethnicity	266 (6.55%)	695 (7.59%)	21 (4.02%)	41 (5.00%)	13 (4.71%)	24 (5.44%)	47 (12.21%)	105 (10.12%)

Table 8c: Ethnic/Racial Composition of Program Completers, by Credential Area

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Multiple Subject	2 (0.38%)	16 (3.06%)	5 (0.96%)	93 (17.78%)	0 (0.00%)	65 (12.43%)	17 (3.25%)	6 (1.15%)
Multiple Subject w/Bilingual Authorization	0 (0.00%)	0 (0.00%)	0 (0.00%)	42 (8.03%)	0 (0.00%)	6 (1.15%)	6 (1.15%)	3 (0.57%)
Single Subject-English	0 (0.00%)	1 (0.19%)	0 (0.00%)	8 (1.53%)	0 (0.00%)	2 (0.38%)	4 (0.76%)	1 (0.19%)
Single Subject-Language other than English	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (1.15%)	0 (0.00%)	0 (0.00%)	1 (0.19%)	0 (0.00%)
Single Subject-Mathematics	0 (0.00%)	1 (0.19%)	0 (0.00%)	8 (1.53%)	0 (0.00%)	5 (0.96%)	2 (0.38%)	1 (0.19%)
Single Subject-Science	0 (0.00%)	2 (0.38%)	0 (0.00%)	5 (0.96%)	0 (0.00%)	1 (0.19%)	0 (0.00%)	1 (0.19%)
Single Subject-Other	0 (0.00%)	3 (0.57%)	1 (0.19%)	12 (2.29%)	0 (0.00%)	9 (1.72%)	1 (0.19%)	4 (0.76%)
Special Education-Mild to Moderate Support Needs	4 (0.76%)	14 (2.68%)	9 (1.72%)	47 (8.99%)	1 (0.19%)	45 (8.60%)	6 (1.15%)	3 (0.57%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0.00%)	1 (0.19%)	0 (0.00%)	1 (0.19%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Special Education-Extensive Support Needs	0 (0.00%)	5 (0.96%)	6 (1.15%)	14 (2.68%)	0 (0.00%)	9 (1.72%)	3 (0.57%)	1 (0.19%)
Special Education-Early Childhood	0 (0.00%)	0 (0.00%)	2 (0.38%)	9 (1.72%)	0 (0.00%)	1 (0.19%)	1 (0.19%)	1 (0.19%)
Total, 2024-25 (N= 523)	6 (1.15%)	43 (8.22%)	23 (4.40%)	245 (46.85%)	1 (0.19%)	143 (27.34%)	41 (7.84%)	21 (4.02%)
Total, All Years (N= 820)	7 (0.85%)	63 (7.68%)	35 (4.27%)	372 (45.37%)	2 (0.24%)	245 (29.88%)	55 (6.71%)	41 (5.00%)

Program Funding

For each Round of grant funding, table 9a provides the annual grant award, the total amount expended, and the percentage expended. The 2024-25 fiscal year data continues to demonstrate significant increases in grant expenditures across implementing rounds, reflecting programs' progression beyond initial implementation challenges. In 2024-25, nearly 50 percent of annual grant funds were expended across all rounds, staying consistent with the expenditure rate in 2023-24 (50%) up from 33 percent across all rounds in 2022-23. The total annual grant award across all rounds was \$32,273,580.95, with total expenditures totaling \$15,908,019.39. Round One programs, awarded in June 2022, increased their expenditure rate to 62 percent in 2024-25 from 40 percent in 2022-23 and 56 percent in 2023-24. Round Two programs, awarded in January 2023, showed the most substantial growth, increasing to 62 percent in 2024-25 from 23 percent in 2022-23 to 51 percent expenditure rate in 2023-24. This marked improvement in spending rates appears connected to programs overcoming initial implementation hurdles; in their 2022-23 grantees narrative responses, 23 percent of grantees across Rounds One and Two reported that program recruitment and implementation started late and found the timing of the grant award challenging. Round Three grantees, awarded in July 2023, increased their expenditure rate from 23 percent in 2023-24 to 38 percent in 2024-25 and Round Four programs, awarded in December 2023, increased their expenditure rate from 8 percent in 2023-24 to 23 percent in 2024-25. In their first year of implementation, Round Five grantees utilized 70 percent of their annual grant award in 2024-25. Rounds Six and Seven, most recently awarded, show early implementation spending patterns at 27 percent and 3 percent respectively, following similar trends to early Round One and Two expenditure rates.

Table 9a: Annual Grant Award Expenditure per Round

Round	Annual Grant Award	Total Expended, 2022-23	Total Expended, 2023-24	Total Expended, 2024-25
One	\$14,014,400.00	\$5,552,383.64 (39.62%)	\$7,782,457.95 (55.53%)	\$8,619,625.68 (61.51%)
Two	\$8,500,800.00	\$1,963,788.44 (23.10%)	\$4,343,201.59 (51.09%)	\$5,268,604.11 (61.98%)
Three	\$600,000.00	N/A	\$137,860.22 (22.98%)	\$225,755.99 (37.63%)
Four	\$1,872,000.00	N/A	\$155,979.21 (8.33%)	\$435,827.31 (23.28%)
Five	\$470,380.95	N/A	N/A	\$328,914.30 (69.93%)
Six	\$3,360,000.00	N/A	N/A	\$914,092.00 (27.21%)
Seven	\$3,480,000.00	N/A	N/A	\$115,200.00 (3.31%)
Total	\$32,273,580.95	\$7,516,172.08	\$12,419,498.97	\$15,908,019.39

Programs reported that grant funds disbursed were expended across the following budget categories:

- Recruitment activities (that are not included in program administration or release time)
- Collaboration activities with IHE partners (that are not included in program administration or release time)
- Release time for participants
- IHE tuition (including books, other college/university fees)
- Exams and credential fees
- Living stipends for participants
- Other support for participants (e.g., mentoring, advising, professional development)
- Program administration costs (ten percent maximum)

Table 9b further breaks down the total annual expenditures by approved budget categories for 2024-25. Note that, during program implementation, grantees can make changes across approved budget categories to meet the needs of participants if the total of individual changes across all participants remains under 10% of the total grant budget; changes exceeding 10 percent require formal budget change requests. In 2024-25, spending was concentrated in Living Stipends for Participants and IHE Tuition, Fees, and Books, which together accounted for most dollars expended. Living Stipends for Participant totaled \$7.41M, reflecting category utilization of 46 percent and 47 percent of overall expenditures. IHE tuition/fees/books totaled \$4.98M, reflecting category utilization of 48 percent and 31 percent of all spending. Other Support Services for Participants showed the strongest within-category drawdown at 65 percent, followed by Program Administration at 56 percent. Smaller categories reflected more modest drawdowns to date: Collaboration Activities with IHEs (35%), Release Time (38%), Participant Recruitment Activities (14%), and Examination/Credential Fees (8 %). These patterns indicate continued prioritization of direct participant supports such as living stipends and tuition

Table 9b: Annual Grant Award Expenditures by Budget Categories, 2024-25

Budget Categories	Annual Grant Award	Expended	% Expended, per Category	% Expended, total
Participant Recruitment Activities	\$268,213.85 (0.81%)	\$37,796.79	14.09%	0.24%
Collaboration Activities with IHEs	\$447,850.00 (1.35%)	\$158,422.75	35.37%	1.00%
Release Time	\$221,740.00 (0.69%)	\$83,680.00	37.91%	0.53%
IHE Tuition, Fees, Books	\$10,589,156.04 (32.81%)	\$4,983,330.78	47.45%	31.33%
Examination/ Credential Fees	\$442,165.00 (1.37%)	\$33,950.48	8.10%	0.21%
Living Stipends for Participants	\$15,117,796.00 (46.84%)	\$7,413,922.73	46.07%	46.60%

Budget Categories	Annual Grant Award	Expended	% Expended, per Category	% Expended, total
Other Support Services for Participants	\$2,763,225.32 (8.56%)	\$1,813,386.99	65.11%	11.40%
Program Administration	\$2,423,434.74 (7.51%)	\$1,383,528.87	56.39%	8.70%
TOTAL	\$32,273,580.95	\$15,908,019.39	N/A	49.33%

Grantee narrative responses in 2024-25 continue to flag funding and operational capacity as meaningful constraints. When asked about challenges to program implementation, about eight percent of grantees explicitly said available funds were insufficient to meet participant needs, while a much larger share of grantees (42%) pointed to administrative capacity/costs (workload, staffing, paperwork) as ongoing barriers. Financial frictions tied to clinical/student-teaching realities surfaced for 16 percent of grantees (e.g., balancing work, coursework, and unpaid clinical time). Thirteen percent of grantees described shifting dollars toward living stipends to address near-term financial pressures. The following are direct quotes from grantees regarding budget-related challenges:

- *“The main challenge is that our participants are working adults balancing coursework and clinical hours... the grant does not cover all tuition and expenses.”*
- *“One of the most significant challenges this year has been administrative capacity... it has delayed some outreach and recruitment activities.”*
- *“The largest challenge in the 24–25 school year was the timeline for reimbursements... requests doubled due to additional participants.”*
- *“Financial challenges continue to be a major obstacle, particularly for candidates without access to flexible schedules or additional supports.”*

Program Narratives

In addition to reporting participant data, grantees submit annual narratives reflecting on the following:

- the degree to which the program is meeting LEA's teacher shortage needs,
- program successes and challenges,
- the impact of LEA's collaboration with IHE partner(s),
- any lessons learned.

Note that some of the grantees' narrative responses were integrated into previous sections of this report. The following section highlights additional program narrative responses.

Program successes centered heavily on participant recruitment and support systems. About 43 percent of grantees reported success with recruitment/filling slots through targeted outreach, information sessions, and streamlined intake processes. Another 27 percent highlighted mentoring, advising, coaching, PD, and cohort supports as key strengths. Efforts to recruit diverse candidates were noted by 16 percent of grantees, and flexible/online modalities by 13.1%. The following are direct narratives from grantees:

- *“Our greatest success continues to be the positive impact on classified staff—they feel seen, supported, and valued, which reinforces that they are a vital part of our educational community.”*
- *“This program has been motivational and inclusive, providing a clear pathway and financial support for tuition and books to classified employees who wish to participate.”*
- *“The Classified Grant provides participants with mentoring, advising, and cohort supports that help them persist; they feel better prepared and more likely to remain in the teaching profession.”*
- *“Several key strategies contributed to our success this year—targeted outreach, clear messaging about pathways, and encouraging more staff to participate.”*

Grantees continued to face several challenges in 2024-25. Some of the biggest challenges reported were staffing & capacity (reported by 45%), IHE partnership & timing (articulation/MOUs, admissions/enrollment cycles; 26%), and student-teaching/clinical finances (lost wages, unpaid time; 16%). A smaller share noted implementation/recruitment timing constraints (8%).

Lessons learned from the 2024-25 implementation year emphasized several key recommendations that could benefit future grantees. Current grantees emphasized fiscal/administrative collaboration in 20 percent of responses and building durable support structures in 15% of responses. The following are direct narratives from grantees:

- *“One of the key lessons learned is the need to partner closely with business services/HR to streamline reimbursements and build the infrastructure required to administer the program effectively.”*
- *“Individualized support through regular check-ins, mentoring, and cohort meetings continues to keep candidates engaged who might otherwise not see a pathway.”*
- *“One key lesson learned is the importance of regular, proactive communication—clarifying how the program runs, expectations, timing of disbursements, etc.”*

Summary and Conclusion

The 2025 annual state report reflects significant growth in the third year of the 2021 California Classified School Employee Teacher Credentialing Program. Local education agencies increased their support from 3,032 participants to 4,063 participants, demonstrating substantial program expansion. The program showed remarkable growth in completion rates, with 523 participants earning their preliminary teaching credential in 2024-25 compared to 246 in the previous year.

Among completers teaching with their grantee LEA, 99 percent are teaching in locally defined shortage areas, and 81 percent are teaching at LEAs with high unduplicated pupil counts, demonstrating the program's continued success in addressing high-need areas. The program also maintained its commitment to diversity, with participants of color representing 67 percent of all participants in 2024-25. Paraprofessionals continued to represent the majority of participants (77%) and completers (77%), showing strong participation from classroom support staff.

Budget data compiled from the annual reports in July 2025 shows that LEAs are effectively utilizing grant funds, with total expenditures increasing from \$12.4M in 2023-24 to \$15.9M in 2024-25. Grantees reported enhanced collaboration with IHE partners, though some continued

to face challenges with articulation agreements and enrollment timing. The program demonstrated particular success in providing comprehensive support systems, with many LEAs implementing cohort models, individualized advising, and targeted professional development.

In conclusion, LEAs have shown substantial progress in the third year of the grant program, with marked increases in enrollment, completion rates, and fund utilization. Through continued expansion and refinement of support systems, the program is effectively supporting the recruitment and development of classified school employees into teaching careers, particularly in addressing local teacher shortages and increasing workforce diversity.

Appendix A

Table 1: Round One Classified Grant Recipients – Awarded June 2022, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Berkeley Unified School District	\$48,000.00	\$59,443.95	12	15*
Clovis Unified School District	\$192,000.00	\$155,001.79	40	35
Davis Joint Unified School District	\$648,000.00	\$263,993.66	135	82
Dinuba Unified School District	\$96,000.00	\$7,200.00	20	2
Fresno Unified School District	\$144,000.00	\$139,200.00	30	30
Garden Grove Unified School District	\$432,000.00	\$220,418.61	90	66
Glenn County Office of Education	\$144,000.00	\$37,379.31	30	10
Hawthorne School District	\$172,800.00	\$38,400.00	36	10
Huntington Beach Union High School District	\$96,000.00	\$23,715.72	20	7
Kern County Office of Education	\$360,000.00	\$222,000.00	75	47
Lighthouse Community Public Schools	\$48,000.00	\$48,000.00	10	0
Long Beach Unified School District	\$96,000.00	\$26,063.35	20	18
Los Angeles County Office of Education	\$240,000.00	\$155,949.56	50	46
Los Angeles Unified School District	\$480,000.00	\$57,271.14	100	89
Madera Unified School District	\$120,000.00	\$10,800.00	25	7
Merced County Office of Education	\$80,000.00	\$31,805.53	20	13
Modesto City Schools	\$129,600.00	\$43,834.00	27	16
Moreno Valley Unified School District	\$120,000.00	\$18,610.98	25	5
Oakland Unified School District	\$240,000.00	\$158,013.71	50	45
Orange County Department of Education	\$2,880,000.00	\$2,682,500.00	600	639*
Pajaro Valley Unified School District	\$48,000.00	\$3,138.52	10	2
Placer County Office of Education	\$408,000.00	\$288,376.50	85	78
Pomona Unified School District	\$144,000.00	\$68,026.05	30	16
Riverside County Office of Education	\$960,000.00	\$639,091.25	200	235*

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Sacramento County Office of Education	\$720,000.00	\$635,958.00	150	145
San Bernardino County Superintendent of Schools	\$960,000.00	\$1,275,360.00	200	277*
San Diego Unified School District	\$96,000.00	\$19,200.00	20	4
San Francisco Unified School District	\$120,000.00	\$42,470.01	25	12
San Juan Unified School District	\$120,000.00	\$52,800.00	25	12
San Mateo County Office of Education	\$240,000.00	\$60,014.74	50	18
San Mateo Union High School District	\$288,000.00	\$48,000.00	60	11
Santa Ana Unified School District	\$288,000.00	\$147,986.70	60	35
Santa Barbara County Education Office	\$144,000.00	\$67,200.00	30	14
Santa Clara County Office of Education	\$1,200,000.00	\$441,800.00	250	92
Santa Maria Bonita School District	\$552,000.00	\$233,792.97	115	54
Torrance Unified School District	\$240,000.00	\$14,429.13	50	6
Ventura County Office of Education	\$240,000.00	\$35,775.70	50	8
Visalia Unified School District	\$168,000.00	\$0.00	35	0
West Contra Costa Unified School District	\$120,000.00	\$71,481.31	25	18
Yuba City Unified School District	\$192,000.00	\$75,123.49	40	18
Totals	\$14,014,400.00	\$8,619,625.68	2925	2237

** Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.*

Table 2: Round Two Classified Grant Recipients – Awarded January 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Acalanes Union High School District	\$38,400.00	\$0.00	8	0
Alhambra Unified School District	\$144,000.00	\$26,308.93	30	7
Allegiance STEAM Academy	\$48,000.00	\$0.00	10	0
Alpha Jose Hernandez	\$28,800.00	\$14,400.00	6	3
Alternatives in Action High School	\$28,800.00	\$12,960.00	6	3
American Indian Public Charter School II	\$115,200.00	\$9,600.00	24	2
ARISE High School	\$96,000.00	\$38,400.00	20	16
Butte County Office of Education	\$2,880,000.00	\$2,757,188.00	600	636*
Caliber Beta Academy	\$76,800.00	\$4,800.00	16	1
Castro Valley Unified School District	\$24,000.00	\$24,000.00	5	5
Citizens of the World Charter School Silver Lake	\$96,000.00	\$72,000.00	20	15
Coalinga-Huron Unified School District	\$96,000.00	\$20,212.00	20	6
Multicultural Learning Center	\$9,600.00	\$4,800.00	2	2
Fairfield-Suisun Unified School District	\$96,000.00	\$7,626.75	20	10
Fontana Unified School District	\$72,000.00	\$26,703.00	15	9
Inglewood Unified School District	\$57,600.00	\$0.00	12	0
Larchmont Charter School	\$38,400.00	\$24,000.00	8	5
Lighthouse Charter School	\$38,400.00	\$12,214.92	8	4
Long Beach Unified School District	\$48,000.00	\$27,659.41	10	9
Long Valley Charter School	\$19,200.00	\$12,000.00	4	3
Los Angeles County Office of Education	\$360,000.00	\$237,518.20	75	64
Math and Science College Preparatory	\$168,000.00	\$43,200.00	35	10
Montebello Unified School District	\$480,000.00	\$89,569.75	100	27
Oxford Day Academy	\$57,600.00	\$9,600.00	12	2
Pleasanton Unified School District	\$72,000.00	\$33,393.76	15	10

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Plumas Charter School	\$24,000.00	\$18,081.00	5	5
Redondo Beach Unified School District	\$57,600.00	\$42,138.39	12	12
San Diego County Office of Education	\$480,000.00	\$343,247.94	100	76
San Luis Obispo County Office of Education	\$192,000.00	\$119,632.38	40	34
Santa Clara County Office of Education	\$1,200,000.00	\$777,599.36	250	164
Siskiyou County Office of Education	\$552,000.00	\$89,350.00	115	23
Sonoma County Office of Education	\$480,000.00	\$253,509.32	100	80
Trinity County Office of Education	\$86,400.00	\$44,891.00	18	10
William S. Hart Union High School District	\$240,000.00	\$72,000.00	50	15
Totals	\$8,500,800.00	\$5,268,604.11	1771	1268

* Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.

Table 3: Round Three Classified Grant Recipients – Awarded July 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Community School for Creative Education	\$38,400.00	\$9,600.00	8	2
Covina-Valley Unified School District	\$158,400.00	\$24,000.00	33	6
Lancaster Elementary School District	\$48,000.00	\$47,183.00	10	10
Modoc Joint Unified School District	\$48,000.00	\$0.00	10	1
San Francisco Unified School District	\$76,800.00	\$17,562.99	16	5
Sycamore Creek Community Charter	\$38,400.00	\$4,320.00	8	1
Tracy Unified School District	\$192,000.00	\$123,090.00	40	31
Totals	\$600,000	\$225,755.99	125	56

Table 4: Round Four Classified Grant Recipients – Awarded December 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Calaveras County Office of Education	\$254,400.00	\$14,400.00	53	3
Los Angeles Unified School District	\$480,000.00	\$84,455.07	100	92
Norwalk- La Mirada Unified School District	\$120,000.00	\$50,376.76	25	15
Oakley Union Elementary School District	\$96,000.00	\$17,120.00	20	4
Pittsburg Unified School District	\$144,000.00	\$41,018.16	30	9
Plumas Charter School	\$9,600.00	\$0.00	2	0
Redding Elementary School District	\$144,000.00	\$7,500.00	30	6
River Springs Charter School	\$96,000.00	\$29,400.00	20	7
Santa Cruz County Office of Education	\$192,000.00	\$143,557.32	40	36
Shasta County Office of Education	\$240,000.00	\$24,000.00	50	5
Vallejo City Unified School District	\$96,000.00	\$24,000.00	20	5
Totals	\$1,872,000.00	\$435,827.31	390	182

Table 5: Round Five Classified Grant Recipients – Awarded April 2024, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Cox Academy	\$48,000.00	\$19,200.00	10	4
Del Norte Unified School District	\$62,400.00	\$14,400.00	13	3
Sacramento County Office of Education	\$288,000.00	\$247,327.00	60	84*
San Joaquin County Office of Education	\$71,980.95	\$47,987.30	15	10
Totals	\$470,380.95	\$328,914.30	98	101

* Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.

Table 6: Round Six Classified Grant Recipients – Awarded December 2024, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Aspire Titan Academy	\$163,200.00	\$0.00	34	0
Butte County Office of Education	\$1,920,000.00	\$232,492.00	400	53
KIPP Bridge Academy	\$436,800.00	\$0.00	91	0
KIPP Illuminar Academy	\$96,000.00	\$43,200.00	20	9
Ocean Charter School	\$19,200.00	\$19,200.00	4	4
Plumas Charter School	\$28,800.00	\$0.00	6	0
San Bernardino County Superintendent of Schools	\$600,000.00	\$600,000.00	125	125
San Rafael City Schools	\$96,000.00	\$19,200.00	20	4
Totals	\$3,360,000.00	\$914,092.00	700	195

Table 7: Round Seven Classified Grant Recipients – Awarded March 2025, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Alameda County Office of Education	\$960,000.00	\$96,000.00	200	20
Brentwood Union School District	\$312,000.00	\$0.00	65	0
Fresno Unified School District	\$144,000.00	\$0.00	30	0
Los Angeles Unified School District	\$480,000.00	\$0.00	100	0
Lighthouse Community Charter School	\$48,000.00	\$0.00	10	0
Orange County Department of Education	\$1,440,000.00	\$0.00	300	0
Palo Alto Unified School District	\$96,000.00	\$19,200.00	20	4
Totals	\$3,480,000.00	\$115,200.00	725	24

Appendix B

LEA and IHE Partnerships

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Acalanes Union High School District	CSU East Bay; Dominican University, St. Mary's College, University of Massachusetts Global
Alameda County Office of Education	Reach University; Alder Graduate School of Education, Alternatives in Action, San Diego County Office of Education, Santa Clara Office of Education
Alhambra Unified School District	Cal State LA
Allegiance STEAM Academy	University of Redlands
Alpha Jose Hernandez	San José State; National University, Santa Clara University
Alternatives in Action High School	Reach University; Alternatives in Action
American Indian Public Charter School II	Reach University; Alternatives in Action
ARISE High School	CSU East Bay; Reach University; Alternatives in Action
Aspire Titan Academy	Alder Graduate School of Education
Berkeley Unified School District	CSU East Bay, San Francisco State University; National University, St. Mary's College, University of Massachusetts Global
Butte County Office of Education	Butte-Glenn Community College, Cerritos Community College, Chaffey Community College, College of the Desert, College of the Sequoias, College of the Siskiyous, Columbia College, Cypress College, El Camino College, Feather River College, Fresno City College, Mendocino College, Porterville College, Southwestern College; Cal Poly Pomona, CalState TEACH, CSU Bakersfield, Chico State, Fresno State, Cal State Fullerton, CSU Channel Islands, CSU Monterey Bay, CSU Los Angeles, Sacramento State, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, San Jose State, Sonoma State; Azusa Pacific, Fresno Pacific University, California Baptist University Hope International University, Loyola Marymount University, National University, University of Massachusetts Global, University of La Verne; Western Governors University
Calaveras County Office of Education	Reach University; Alternatives in Action
Caliber Beta Academy	Alder Graduate School of Education
Castro Valley Unified School District	CSU East Bay
Citizens of the World Charter School Silver Lake	Cal State LA; Summit Preparatory Charter High School
Clovis Unified School District	Fresno State
Coalinga-Huron Unified School District	Fresno State; University of Massachusetts Global; Western Governors University

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Community School for Creative Education	Reach University; Alternatives in Action
Covina-Valley Unified School District	Cal Poly Pomona, CSU Los Angeles; Azusa Pacific University
Cox Academy	CSU East Bay; Reach University; Alder Graduate School of Education, Alternatives in Action, CalState TEACH
Davis Joint Unified School District	Sacramento State; UC Davis; National University, Sacramento County Office of Education, Sonoma County Office of Education, University of Massachusetts Global
Del Norte Unified School District	College of the Redwoods; Cal Poly Humboldt; Reach University; CalState TEACH, National University, Western Governors University
Dinuba Unified School District	Fresno State
Fairfield-Suisun Unified School District	University of Massachusetts Global
Fontana Unified School District	CSU San Bernardino; University of Redlands
Fresno Unified School District	Fresno State; Fresno Pacific University; National University, Tulare County Office of Education
Garden Grove Unified School District	Whittier College; CSU Channel Islands, CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; UC Irvine; Chapman University, Hope International University, National University, Vanguard University
Glenn County Office of Education	Chico State
Hawthorne School District	CSU Dominguez Hills
Huntington Beach Union High School District	Cal State Fullerton, CSU Long Beach; National University
Inglewood Unified School District	CSU Dominguez Hills
Kern County Office of Education	CSU Bakersfield; Point Loma Nazarene University, University of La Verne; CalState TEACH
KIPP Bridge Academy	San Jose State University; Alder Graduate of Education, Alternatives in Action
KIPP Illuminar Academy	Alder Graduate School of Education
Lancaster Elementary School District	CSU Bakersfield; University of Massachusetts Global
Larchmont Charter School	CSUN; Loyola Marymount University
Lighthouse Charter School	Cal State East Bay; Reach University; Alder Graduate School of Education, Alternatives in Action
Lighthouse Community Public Schools	CSU East Bay; Reach University; Alder Graduate of Education
Long Beach Unified School District	CSU Long Beach, CSU Dominguez Hills
Long Valley Charter School	Lassen Community College; National University, Reach University; Alternatives in Action, CalState TEACH, Western Governors University

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Los Angeles County Office of Education	Cerritos Community College, East Los Angeles College, Mt. San Antonio Community College, Pasadena City, Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach, Cal State LA, CSUN; Azusa Pacific, Los Angeles Pacific University, National University, Pacific Oaks College, University of La Verne; Alder Graduate School of Education, Los Angeles County Office of Education
Los Angeles Unified School District	Cal State LA, CSU Long Beach, CSU Northridge, CSUN; Los Angeles Unified School District
Madera Unified School District	Fresno State
Math and Science College Preparatory	San José State; Loyola Marymount University; Summit Preparatory Charter High School
Merced County Office of Education	Stanislaus State; Fresno Pacific University, University of Massachusetts Global; Merced County Office of Education
Modesto City Schools	CSU Stanislaus
Modoc Joint Unified School District	CSU Stanislaus
Montebello Unified School District	Cal State LA
Moreno Valley Unified School District	CSU San Bernardino; University of Massachusetts Global
Multicultural Learning Center	CSU Northridge
Norwalk- La Mirada Unified School District	CSU Long Beach
Oakland Unified School District	Peralta Community College District; CSU East Bay, CSU Fresno; Dominican University, EDvance College, National University, Notre Dame de Namur, Pacific Oaks College, Reach University, St. Mary’s College, University of Massachusetts Global, University of San Francisco; Alder Graduate School of Education, Alternatives in Action, CalState TEACH
Oakley Union Elementary School District	National University, University of Massachusetts Global; Teachers College of San Joaquin, Santa Clara County Office of Education
Ocean Charter School	CSU North Beach; National University
Orange County Department of Education	Barstow Community College, Butte-Glenn Community College, Cerritos Community College, Cerro Coso Community College, Chaffey College, Coastline College, College of the Desert, College of the Siskiyous, Cypress College, El Camino College, Feather River College, Fullerton College, Golden West College, Grossmont College, Long Beach Community College, Mendocino College, Mira Costa College, Palomar College, Saddleback College, San Diego Mesa College, San Diego Miramar College, Santa Ana College, Santiago Canyon College, Southwestern College; Humboldt State, Cal Poly San Luis Obispo, Cal Poly Pomona, CSU Channel Island, Chico State, CSU Dominguez Hills, Fresno State,

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
	Cal State Fullerton, CSU Long Beach, Cal State LA, CSU Northridge, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, Sonoma State; UC Irvine, University of San Diego Division of Extended Studies; Alliant International University, Azusa Pacific University, California Baptist University, California Lutheran College, Chapman University, Concordia University Irvine, Fresno Pacific University, Hope International University, Humphreys University, Los Angeles Pacific University, Mount Saint Mary's University, National University, Pacific Oaks University, Point Loma Nazarene University, United States University, University of La Verne, University of Redlands, University of Massachusetts Global, Vanguard College; CalState TEACH, San Diego County Office of Education, University of San Diego Division of Extended Studies, Western Governors University
Oxford Day Academy	Reach University; Alternatives in Action
Pajaro Valley Unified School District	CSU Monterey Bay
Palo Alto Unified School District	San Jose State University
Pittsburg Unified School District	Alder Graduate School of Education
Placer County Office of Education	University of Massachusetts Global; Placer County Office of Education
Pleasanton Unified School District	Cal Poly Humboldt, CSU East Bay, San Jose State University; National University
Plumas Charter School	National University; CalState TEACH, University of Massachusetts Global
Pomona Unified School District	Cal Poly Pomona; University of La Verne
Redding Elementary School District	Reach University; Alternatives in Action
Redondo Beach Unified School District	CSU Dominguez Hills
Riverside County Office of Education	CSU San Bernardino; University of Massachusetts Global; Riverside County Office of Education, Western Governors University
Sacramento County Office of Education	Pacific Oaks College, University of Massachusetts Global; Davis Joint Unified School District, Sacramento County Office of Education
San Bernardino County Superintendent of Schools	Feather River College, College of the Siskiyous, Mendocino College; CSU Chico, CSU East Bay, CSU Long Beach, Cal Poly Pomona, CSU San Bernardino, Cal State Fullerton, CSUN; UC Riverside; Azusa Pacific University, California Baptist University, Claremont Graduate University, La Sierra University, Mount St. Mary's, National University, Pacific Oaks College, University of La Verne, University of Massachusetts Global, University of Redlands, University of Southern California; Alder Graduate School of Education, Riverside County Office of Education, Western Governors University

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
San Diego County Office of Education	Grossmont College; CSU San Marcos, San Diego State; National University, Point Loma Nazarene University, Reach University; Alternatives in Action, High Tech High, University of Massachusetts Global, Western Governors University; San Diego County Office of Education
San Diego Unified School District	University of La Verne
San Francisco Unified School District	City College of San Francisco; San Francisco State University; National University, University of San Francisco; CalState TEACH
San Joaquin County Office of Education	Reach University; Alternatives in Action, Teachers College of San Joaquin
San Juan Unified School District	Alder Graduate School of Education
San Luis Obispo County Office of Education	Cuesta College; Cal Poly San Luis Obispo; University of Massachusetts Global; CalState TEACH
San Mateo County Office of Education	Fresno State, San Francisco State University; Alliant University, Notre Dame De Namur University; Western Governors University
San Mateo Union High School District	San José State; Summit Preparatory Charter High School
San Rafael City Schools	Alder Graduate School of Education
Santa Ana Unified School District	Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; Alliant International University, Azusa Pacific University, Chapman University, Concordia University Irvine, Hope International University, National University, Point Loma Nazarene University, University of Massachusetts Global, Vanguard University; Western Governors University
Santa Barbara County Education Office	Sacramento State, UC Santa Barbara; University of Massachusetts Global
Santa Clara County Office of Education	San José State; National University, Reach University, Santa Clara University; Alternatives in Action, San Diego County Office of Education, Santa Clara County Office of Education, Teachers College of San Joaquin
Santa Cruz County Office of Education	CSU Chico, CSU Monterey Bay, CSU East Bay, San Jose State University; UC Santa Cruz; University of La Verne; CalState TEACH, Santa Clara County Office of Education, University of Massachusetts Global
Santa Maria Bonita School District	Hancock College; California Baptist University, California Lutheran University, Los Angeles Pacific University, National University, University of Massachusetts Global; CalState TEACH
Shasta County Office of Education	National University, Reach University, Simpson University, Alternatives in Action
Siskiyou County Office of Education	Chico State; California Baptist University, Reach University, National University, Alternatives in Action, CalState TEACH

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Sonoma County Office of Education	Santa Rosa Junior College; Humboldt State, Sonoma State; National University, Reach University, University of Massachusetts Global; Kings County Office of Education, Sonoma County Office of Education
Sycamore Creek Community Charter	Reach University; Alternatives in Action
Torrance Unified School District	CSU Dominguez Hills, CSU Long Beach; Alder Graduate School of Education
Tracy Unified School District	Reach University; Alternatives in Action, Teachers College of San Joaquin
Trinity County Office of Education	Chico State, Humboldt State; National University, Simpson University; CalState TEACH, Davis Joint Unified School District, Lake County Office of Education
Vallejo City Unified School District	Reach University; Alternatives in Action
Ventura County Office of Education	CSU Channel Islands, CSUN; California Lutheran University, National University, University of La Verne, University of Massachusetts Global
Visalia Unified School District	Fresno Pacific University, National University, University of Massachusetts Global; Tulare County Office of Education
West Contra Costa Unified School District	CSU East Bay; Dominican University
William S. Hart Union High School District	CSUN; University of Massachusetts Global
Yuba City Unified School District	Sierra College, Yuba Community College; Chico State, Sacramento State; National University, Pacific Oaks College, University of Massachusetts Global

Update on the 2022 Integrated Undergraduate Teacher Preparation Grants

Introduction

This agenda item provides an update on the 2022 Integrated Undergraduate Teacher Preparation Grants (Integrated Grants) and presents the 2025 Annual Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants as required by statute (Education Code §44259.1). This is the second annual report presenting Integrated Grantee data.

Background

In the 2016-17 fiscal year, the Legislature approved \$10 million the Integrated Undergraduate Teacher Preparation Grants (Integrated Grants). The [final report](#) to the Commission was presented June 2021.

The 2022-23 Committee on Budget, Education Finance: Education Omnibus Budget Trailer Bill, AB 181, authorized the Commission to allocate \$20 million in one-time grants to regionally accredited institutions of higher education (IHEs) for four-year integrated teacher preparation programs, including student teaching, and/or to adapt an existing Commission-approved five-year integrated teacher preparation program to a four-year program. These grants support the planning for, creation of, or expansion of four-year integrated programs of professional preparation that produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten and/or that partner with a California community college to create an integrated program of professional preparation. This 2025 state report includes information on the 2022 Integrated Grants Program and reflects the first two years of program data collected for 2023-24 and the 2024-25 fiscal year.

Integrated Grants program funding was divided into two program types: Integrated Planning Grants and Integrated Implementation/Expansion Grants. Integrated Planning Grants were funded up to \$250,000, and Integrated Implementation/Expansion Grants were funded up to \$500,000 in one-time grant funds. Grantees must provide program and outcome data for at least five years after receiving the grant, through the 2027-28 fiscal year. The report includes information on both Integrated Planning and Integrated Implementation/Expansion Grants, and addresses the following topics: grantee information, California Community College partnerships, implementation progress, credentials issued, candidate demographics, program expenditures, and direct narratives from grantees.

Staff Recommendation

Staff recommends that the Commission approve the 2025 Annual Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants for transmittal to the Legislature.

Next Steps

Commission staff will continue to support the current Integrated Planning grantees and Integrated Implementation/Expansion grantees and present annual data reports at future Commission meetings. The Commission will submit the 2025 Annual Report of the Integrated Undergraduate Teacher Preparation Grant Program to the Legislature no later than December 31, 2025.

Report to the Legislature on the 2022 Integrated Undergraduate Teacher Preparation Grants Program

Introduction

Authorizing legislation requires the Commission on Teacher Credentialing (Commission) to annually report to the Legislature regarding the 2022 Integrated Undergraduate Teacher Preparation Grants Program. Grantees must report program and outcome data for at least five years after receiving the grant. The reported information includes, but is not limited to, the following:

- The program design and features.
- Effective practices in program design and implementation.
- The number of graduates.
- The number and type of credentials earned.
- The time taken to earn a degree and credential.
- The progress of community college partnerships and institutions relative to the following assurances:
 - A commitment to implement a planned integrated program of professional preparation.
 - The recruitment and retention of candidates for educator shortage areas.
 - Coordination with existing sources of candidate support, such as the Golden State Teacher Grant Program established pursuant to Article 5.1 (commencing with Section 69617) of Chapter 2 of Part 42 of Division 5 of Title 3, and other forms of financial aid.
 - A demonstrated commitment to expand enrollment in, and access to, teacher preparation programs, including enrollment in programs of integrated professional preparation.

Background

In the 2016-17 fiscal year, the Legislature approved \$10 million the Integrated Undergraduate Teacher Preparation Grants (Integrated Grants). The [final report](#) to the Commission was presented June 2021.

The 2022-23 Committee on Budget, Education Finance: Education Omnibus Budget Trailer Bill, AB 181, authorized the Commission to allocate \$20 million in one-time grants to regionally accredited institutions of higher education (IHEs) for four-year integrated teacher preparation programs, including student teaching, and/or to adapt an existing Commission-approved five-year integrated teacher preparation program to a four-year program. These grants support the planning for, creation of, or expansion of four-year integrated programs of professional preparation that produce teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten and/or that partner with a California community

college to create an integrated program of professional preparation. Integrated Grants program funding was divided into two program types - Integrated *Planning* Grants and Integrated *Implementation/Expansion* Grants. Integrated Planning Grants were funded up to \$250,000, and Integrated Implementation/Expansion Grants were funded up to \$500,000 in one-time grant funds.

Grantees must provide program and outcome data for at least five years after receiving the grant, through the 2027-28 fiscal year. This 2025 state report includes information on the 2022 Integrated Grants Program and reflects the second year of program data collected for the 2024-25 fiscal year. The report includes information on both Integrated Planning and Integrated Implementation/Expansion Grants, and addresses the following topics: grantee information, California Community College partnerships, implementation progress, credentials issued, candidate demographics, program expenditures, and direct narratives from grantees. To support annual data collection, the Commission staff hosted three forums (i.e., office hours) for grant managers, and any additional staff, to ask the Commission and the broader Integrated Grant community questions and to share best practices. All IHEs successfully submitted the annual data reporting requirements.

Year 2 Annual Data Report on the 2022 Integrated Grants Program

In November 2022, the Commission published the first Request for Application (RFA) for the Integrated Grants Program. Following a competitive RFA process, in March 2023, the Commission conditionally funded 20 Integrated Planning Grants and 15 Integrated Implementation/Expansion Grants to Institutions of Higher Education. Round One awarded a total of \$12,171,019.40. With \$7,828,980.55 grant funds remaining, the Commission published Round Two of the Integrated Grants RFA in March 2023 and awarded six Integrated Planning Grants and three Integrated Implementation/Expansion Grants in May 2023. In total after Round One and Round Two awards, the Commission funded 26 Integrated Planning Grants for a total of \$6,175,077.87 and 18 Integrated Implementation/Expansion grants for a total of \$8,675,848.58, for a combined total of \$14,850,926.45 in one-time grant awards.

Table 1 shows the summary of grant awards and grant funds, per type of Integrated Grant Program. Appendices A and B provide a complete list of each grantee, the total grant award, 2024-25 expenditures, and the amount of grant funds remaining for the Planning Grant and Implementation/Expansion Grant, respectively. The Integrated Grant funds are one-time awards, and all grantees must expend grant funds by the end of the two-year liquidation period that follows the grant end date of June 30, 2025.

Table 1: Summary of Integrated Grants Award, per grant type

Type	Total Grantees	Total Funding
Planning	26	\$6,175,077.87
Implementation/Expansion	18	\$8,675,848.58
Totals	44	\$14,850,926.45

Eligible regionally accredited institutions awarded include California State Universities, private institutions, and Universities of California. Table 2 provides a breakdown of the type of institutions of higher education (IHEs) that were awarded for both types of Integrated Grants

Programs. The percentage of the type of IHE represented differs between Planning Grants and Implementation/Expansion Grants. Overall, private IHEs were awarded the most Integrated Grants.

Table 2: Type of IHE Awarded, per grant type

Type of IHE	Planning (n=26)	Implementation/Expansion (n=18)	Total (n=44)
California State University	34.62%	50%	40.91%
Private	65.38%	38.89%	54.55%
University of California	0%	11.11%	4.55%

IHE grantees are planning, implementing, or expanding one or more credential program focus areas. Per credential focus area, IHE grantees reported whether it was a new program area being implemented as an integrated program, a program being adapted from a five-year program to an integrated four-year program, expanding the size of the program, or adding new community college partners to support an integrated program. Table 3 summarizes the type of planning and implementation across both Integrated Grant type at the time of the grant award. Most Integrated Planning grantees reported planning a new credential program focus area (66.67%), which was the least common planning type for Implementation/Expansion Grants (8.51%). In Table 3, “Adding Community College Partner(s)” indicates that the grantees’ sole focus is to plan with California Community College partners to developed integrated pathways. The zero percent noted for Planning grantees does not suggest that IHEs are not planning with CCCs. At the time of the grant application process, grantees submitted partnership agreements with current CCC partners, and throughout the project period, grantees may continue to plan and partner with current and/or new community college partners.

Table 3: Type of Program Planning and Implementation, per grant type

Type of Program Planning and Implementation	Planning (n=26)	Implementation/Expansion (n=18)
New Program	66.67%	8.51%
Adapting form a 5-year to a 4-year Program	16.67%	19.15%
Program Expansion	16.67%	61.70%
Adding Community College Partner(s)	0.00%*	10.64%

*Indicates the grant focus, not that there are zero CCC partners. See Table 5 for more information.

Table 4 below provides a breakdown, per Integrated Grant type, of the program focus areas that grantees explored in the second year of the grant program. Grantees applied to one or more program focus areas, so the total number of program focus areas in Table 4 is larger than the total number of grantees. Note that Single Subject Science in Table 4 includes Biological Science, Chemistry, Geosciences, and Physics. PK-3 Early Childhood Education (ECE) Specialist Instruction Credential was the most common program focus area for Integrated Planning Grants (29.41%). For Integrated Implementation/Expansion Grants, Education Specialist (Mild to Moderate and Extensive Support Needs) was the most common program focus area

(33.33%). For a complete list of program focus area(s) per grantee and the type of program planning and implementation, see [Appendices C](#) and [D](#).

Table 4: Program Focus Area, by Grant Program Area

Program Focus Area	Planning (n=34)	Implementation/Expansion (n=48)
Multiple Subject	5.88%	14.58%
Multiple Subject with kindergarten and/or transitional kindergarten focus	0%	2.08%
Multiple Subject with Bilingual Authorization	0%	20.83%
Single Subject: Science	11.76%	12.5%
Single Subject: Mathematics	2.94%	12.5%
Education Specialist: Mild to Moderate and Extensive Support Needs	14.7%	33.33%
Education Specialist with Bilingual Authorization	8.82%	0%
Education Specialist: Early Childhood Special Education	26.47%	4.17%
PK-3 Early Childhood Education (ECE) Specialist Instruction Credential*	29.41%	0%

**There were no Commission approved PK-3 Early Childhood Specialist Instruction Credential programs at the time the implementation and expansion grant RFA was issued.*

Partnerships Between Institutions of Higher Education (IHEs) and California Community Colleges

Authorizing legislation for the Integrated Grants Program supports IHEs that are interested in creating an integrated program of professional preparation with California Community College (CCC) and/or California Community College District partners. Integrated Grant Planning and Implementation/Expansion grantees using grant funds to implement integrated pathways with CCC partners are required to submit signed partnership agreements confirming planning and implementation timelines, and budgets included in the application. Grantees submitted partnership agreements with the initial grant application and grantees have submitted additional partnership agreements throughout Years One and Two of the grant program. Grantees may continue to submit partnership agreements through the project period. Table 5 provides a breakdown, by program type, showing the percentage of grantees that have at least one CCC or CCC District partner, followed by the total number of CCC and CCC District partners. Table 5 includes all grantees that are collaborating with CCCs, and expands on the information provided in Table 3, which only reflects the number of grantees that are solely focused on planning with CCC partners. Across both program types, close to 70 percent of grantees have at least one CCC partner as of the second year of the grant program. While the percentages in Table 5 remain the same, the number of CCC partners has increased for grantees. Appendices C and D provide a complete list of each grantee and CCC partner(s) across both grant types. A majority of Planning grantees and Implementation/Expansion grantees reported that their partnerships with community colleges focused on transfer pipelines, dual enrollment, and recruitment of teacher candidates. There are some grantees for both grants that reported no community college collaboration at all, indicating uneven engagement across institutions. In

particular, the Planning grant recipients place less emphasis on community colleges with most responses centered on school district partnerships. Where the partnerships do exist, they directly support recruitment and transfer pipelines, helping to address teacher shortages by drawing students from community colleges into teacher preparation programs. One grantee with an Implementation/Expansion grant reported *“Partnerships with community colleges increased awareness and created a clearer transfer route, though formal articulation documents are still being drafted.”*

Table 5: California Community College Partners, by Grant Program Type

Program Implementation Status	Planning (n=26)	Implementation/Expansion (n=18)
At least one CCC or CCC District Partner	69.23%	72.22%
Total number of CCC Partners	44	63
Total number of CCC District Partners	3	1

Collaboration with community colleges and local education agencies (LEAs) emerged as a hallmark of success. Community college partners contributed to transfer pathways, articulation agreements, and curriculum design. LEAs partnered in program design, clinical placements, and pipeline development from high schools to teacher preparation. The following are direct comments from Planning grantees describing the positive impact of their partnerships:

1. *“Our nascent but promising work with high school Career and Technical Education programs in ECE, particularly the exciting prospect of a 2+2 program with the Santa Ana Unified School District, is another testament to our innovative recruitment approach.”*
2. *“We have successfully created articulation agreements with three partner community colleges...laying the groundwork for seamless transfer pathways for students.”*

Grantees emphasized the importance of strong pipelines from community colleges and school districts. Multiple campuses developed articulation agreements, dual enrollment opportunities, and collaborative advising with community college partners. Programs also created new agreements with school districts, ensuring clinical placement opportunities and recruitment into teacher preparation with one institution noting: *“We experienced an increase in the number of community college transfer students, indicating that our outreach efforts and newly strengthened partnerships...are beginning to pay off.”*

Several campuses successfully expanded flexible on-ramps into teaching, allowing students to explore teaching without committing immediately to a credential program. Internships, early coursework, and cross-enrollment at universities offered students multiple opportunities to engage with the profession. Online tutoring, hybrid courses, and targeted internships further increased accessibility.

Program Implementation Progress

Program implementation and candidate completion data in the state report reflects the second year (2024-25) data that was submitted at the end of June 2025. Table 6 provides an updated implementation status for each Integrated Grant program type as of the end of the 2024-25 academic year across all the program focus areas listed in Table 4. Note that Appendix C reflects the estimated implementation date Planning grantees indicated on the initial planning grant

applications, which may have changed for grantees in the first planning year. The majority of IHE Planning grantees plan to enroll candidates in the 2025-26 academic year, while the majority of the Implementation and Expansion grantees have programs in progress (39.58%) or were implemented in the Fall of 2024 (41.67%). Close to 28 percent of Planning grantees will continue planning efforts in the 2025-26 academic year, and only four percent of Implementation/Expansion grantees will continue to plan before enrolling candidates.

In an open-ended narrative response asking about successes of the Integrated Program, grantee responses reflect substantial progress across recruitment, curriculum development, institutionalization, and partnerships. Collectively, these successes demonstrate that the Planning Grants are achieving their purpose of laying the groundwork for integrated teacher preparation pathways in California.

Institutions reported measurable gains in student recruitment and enrollment as a direct result of the Planning Grant. Internal and external recruitment strategies yielded new student cohorts across BA and post-baccalaureate programs. Some institutions exceeded their targets and provided scholarships to attract and retain candidates. One grantee shared: *“Thanks to our enormous effort for recruiting and advertising the teaching preparation program for PK-3 credential we can meet our goal for recruitment for B.A. 2025-2026 and exceed the goal for post-bacc.”*

Another major success of the Planning Grants has been the completion of new course designs, revised sequences, and alignment of Teaching Performance Expectations (TPEs) to coursework. Programs embedded student teaching into undergraduate pathways and developed specialized tracks in bilingual education, STEM, biology, and special education. The following quotes from grant recipients highlight the successes:

1. *“Final development of a PK3 Credential Program of Study done in consultation with interdisciplinary university and community college faculty.”*
2. *“We completed the design and approval process of five new Liberal Studies courses and nine new Special Education courses for the SPED-ITEP pathway.”*

Responses from the Integrated Implementation and Expansion Grants also indicate successes that led to substantial progress in modernizing curricula, increasing student enrollment, strengthening retention, and building sustainable pipelines into the teaching profession. These successes reflect a strong return on state investment and position the integrated teacher preparation model as a viable and scalable solution to California’s teacher shortage.

A major success across institutions has been the comprehensive redesign of Liberal Studies and related teacher preparation programs. Campuses aligned coursework with current Teaching Performance Expectations (TPEs) and strategically reduced unit counts to accelerate time-to-degree. Several programs now allow students to complete a bachelor’s degree and credential in four years, increasing accessibility and reducing costs. As one program indicated *“We successfully reduced the IBC program’s unit count from 116 to 91 units, enabling students to complete the Integrated Bachelor’s Degree and Teaching Credential within four years.”*

These streamlined pathways ensure that students graduate both degree- and credential-eligible, strengthening California’s teacher workforce.

Recruitment efforts funded by the grant yielded measurable gains. Multiple campuses reported exponential increases in participation, particularly in bilingual and special education pathways. Some programs achieved growth rates of 200–300% compared to the prior year. High school outreach, community college pipelines, and dual enrollment agreements were critical contributors. One grantee shared that *“Since receiving the grant, the number of undergraduates pursuing a BA in Liberal Studies with a bilingual authorization has grown exponentially from zero to nearly 20.”*

Institutions restructured advising systems and deployed financial supports to improve retention and completion. Several campuses disbursed large amounts of grant-funded scholarships, some exceeding \$100,000, to help students persist. Academic supports, including tutoring, exam preparation for RICA and edTPA, and dedicated advising, were implemented to address known barriers. Program sustainability has been strengthened through new faculty hires, expanded advising capacity, and cross-departmental collaboration. Many campuses reported hiring tenure-track faculty and professional staff to oversee outreach, advising, and program logistics. Institutionalization of the integrated pathways in university catalogs and advising systems reflects long-term commitment.

Table 6: Program Implementation Status, by Grant Program Type

Program Implementation Status	Planning (n=36*)	Implementation/Expansion (n=47*)
Did Not Implement in 2024-25	27.78%	4.17%
Plan to Enroll Candidates 2025-26	41.67%	10.42%
Program In-Progress	13.89%	39.58%
Implemented Fall 2024-25	11.11%	41.67%
Implemented Spring 2024-25	5.56%	4.17%

*The total numbers reflect the total program focus areas, not the total grant program. See Table 4 for more information.

Grantees were also asked about the challenges they faced with the implementation of the grant. Both Planning and Implementation/Expansion grantees faced systemic barriers: slow and complex approval processes, curriculum integration challenges, financial aid inequities, recruitment and retention difficulties, and administrative/staffing shortages. Grantees emphasized the difficulty of creating and revising curricula to embed Teacher Performance Expectations (TPEs) throughout program design. The process was described as time-intensive, iterative, and resource-heavy, requiring extensive faculty coordination and repeated adjustments in response to CTC feedback. Grantees across both programs faced bureaucratic bottlenecks in approval processes, including delays with CTC Initial Program Review, CSU Chancellor’s Office approvals, and federal Title IV authorization. These delays slowed the ability to launch programs and restricted students’ access to financial aid. In addition, both groups identified retention as a concern, particularly for first-generation students, who often needed additional advising and financial support to persist. A majority of the grant recipients shared that a challenge was the ineligibility of integrated students for Pell Grants and other federal aid. This restriction reduced enrollment, especially among low-income and transfer students, and made programs at private institutions less accessible. Both sets of grantees reported staffing instability, including turnover in key positions and limited faculty capacity to manage added

workload. Some external challenges reported by both groups included statewide enrollment declines, budget instability, and inconsistent K–12 hiring capacity.

In addition to the shared challenges, each respective grant program experienced unique challenges. The Planning Grant recipients shared challenges that come with being at the front end of development, and their primary struggles were tied to initial program design and approval. Several institutions faced faculty resistance or disagreements over program rigor and structure, delaying curricular approvals. Some campuses reported limited faculty expertise in Special Education or PK-3 credentialing, which slowed pathway development. Because many programs were not yet fully launched, Planning grantees highlighted concerns over whether sufficient student interest and institutional support existed to sustain programs once implemented.

The challenges that were unique to Implementation/ Expansion grantees included those tied to the rigor and accelerated pace of integrated pathways. Candidates balancing part-time work with heavy course loads often fell behind or missed credential application deadlines. While Planning grantees focused on early partnership-building, Implementation/ Expansion grantees confronted the day-to-day challenges of advising transfer students through complex articulation agreements and program requirements. Several Implementation/ Expansion grantees reported that as enrollment expanded, challenges emerged around placement capacity, faculty load, and maintaining program quality at scale.

While Planning Grantees and Implementation/Expansion Grantees faced similar systemic challenges, their unique contexts shaped the specific obstacles they encountered. Planning grantees struggled primarily with early-stage approvals, faculty alignment, and program viability, while Implementation & Expansion grantees contended with student retention, transfer pathways, and scaling pressures.

Program Completion

Completion data in the state report reflects candidates in Implementation/Expansion Grant programs, and the total credentials earned during the second year of the Planning grant. Table 7 provides a summary of candidates' progress, by credential area, indicating the number of integrated candidates with junior class standing (minimum of 60 semester units), senior class standing (minimum 90 semester units), other candidates, candidates that dropped out or left the program, and candidates that earned their undergraduate degree and credential. Note that the percentages in Table 7 are calculated by credential area and the completer data percentages are calculated using the total number of completers, not the total number of candidates across each credential area. Some of the reported "other" candidate standing circumstances include enrolling candidates with freshman and sophomore standing, community college students supported by the grant, and candidates that have earned their undergraduate degree, but are still working on completing credential assessments (i.e., TPA, RICA). While Single Subject Science (Biological Sciences, Chemistry, Geoscience, and Physics combined, 49.81%) and Single Subject Mathematics (29.26%) were the two largest groups of candidates, Multiple Subject without Bilingual Authorization and Mild to Moderate Support Needs preliminary credentials were the two largest groups of credentials earned (30.43% and 21.74%, respectively).

Table 7: Candidate Progress, by Credential Area

Credential Area	Total Candidates (n=1193)	Junior Class Standing (n=699)	Senior Class Standing (n=320)	Other Candidates (n=163)	Dropped or Left Program (n=11)	Credentials Earned (n=115)
Multiple Subject	90 (7.54%)	35 (5.01%)	46 (14.38%)	5 (3.07%)	4 (36.36%)	19 (16.52%)
Multiple Subject with Bilingual Authorization	182 (6.31%)	89 (12.73%)	88 (27.50%)	0 (0.00%)	5 (45.45%)	35 (30.43%)
Single Subject- Mathematics	246 (29.26%)	162 (23.18%)	48 (15.0%)	36 (22.09%)	0 (0.00%)	20 (17.39%)
Single Subject- Science	462 (49.81%)	299 (42.78%)	74 (23.13%)	88 (53.99%)	1 (9.09%)	9 (7.83%)
Mild to Moderate Support Needs	190 (15.93%)	102 (14.59%)	53 (16.56%)	3 (1.84%)	1 (9.09%)	26 (22.61%)
Extensive Support Needs	23 (2.52%)	12 (1.72%)	11 (3.44%)	0 (0.00%)	0 (0.00%)	6 (5.22%)

Ethnic/Racial Composition and Gender Identification of Candidates and Completers

Integrated grantees reported candidates' self-identified ethnic/racial composition and gender identity. The data in Tables 8 and 9 break down the demographics of the total Integrated Grantee candidates and program completers. Note that the total numbers reported are less than those reported in Table 7, as some candidates and completers are working on or have earned more than one credential. Additionally, note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian.

In narrative responses describing how the Integrated program is meeting local teacher shortages, planning grantees report that the new pathways directly target regional shortages, especially early childhood, bilingual, and hard to staff PK-3 roles. Many are forging LEA MOUs and building flexible, online hybrid options to reach working paraprofessionals. While most are early in the pipeline build-out, they emphasize strong alignment with district needs and equitable access for place bound candidates. Responses from institutions that received the Implementation /Expansion grant reported redesigning curricula to shorten time to credential or added authorizations to respond to district demand. Both Planning and Implementation/Expansion grantees report widespread, layered recruitment paired with high-touch retention have resulted in an increase in enrollment. In the 2024-25 year, there were 1218 candidates and 115 completers across the two grants. Combined the programs experienced a 55% increase in enrollment and an 80% increase in the number of completers.

Table 8: Ethnic/Racial Composition of Candidates and Program Completers

Race/Ethnicity	Total Candidates (n= 1218)	Completers (n= 115)
American Indian or Alaska Native	3 (0.25%)	0 (0%)

Race/Ethnicity	Total Candidates (n= 1218)	Completers (n= 115)
Asian	208 (17.08%)	12 (10.43%)
Black or African American	40 (3.28%)	3 (2.61%)
Hispanic/Latinx (of any race)	654 (53.69%)	74 (64.35%)
Native Hawaiian or Pacific Islander	2 (0.16%)	1 (.87%)
White	170 (13.96%)	18 (15.65%)
Two or more races	57 (4.68%)	3 (2.61%)
Decline to state Race/Ethnicity	84 (6.9%)	4 (3.48%)

Overall, 93 percent of candidates reported their gender identity; reporting this information to the Commission is voluntary for candidates in the program. Female candidates were the largest group (72.17%), followed by male candidates (23.81%).

Table 9: Gender Identity of Candidates and Program Completers

Gender Identity	Total Candidates (n=)1218	Completers (n=115)
Female	879 (72.17%)	98 (85.22%)
Male	290 (23.81%)	13 (11.3%)
Nonbinary	9 (0.74%)	1 (0.87%)
Decline to state	40 (3.28%)	3 (2.61%)

In narrative responses, Integrated grantees detailed their progress and strategies implemented to recruit and retain a candidate pool. Among the various approaches described, grantees emphasized the critical role of leveraging partnerships with community colleges in their marketing materials. The following are direct narratives from grantees:

- *“A key focus of our recruitment has been community colleges across the region, hosting information sessions, creating tailored advising guides, and building clear transfer maps so candidates can complete credentialing and contribute to the local educational workforce.”*
- *“We actively participated in Early Childhood conferences, met individually with prospective candidates, and developed program overviews and FAQs to help potential applicants, especially working paraprofessionals, plan their pathway this academic year.”*

- *“Recruitment development efforts included coordinated outreach with our partner colleges, dedicated web pages, and a credential flyer to promote the 2+2 pathway for future students.”*

Program Funding

Both Integrated Grant program types were funded as one-time grant awards in the 2022-23 fiscal year. Grantees have a two-year liquidation period to expend grant funds through June 30, 2025. Grantees will continue to report annual implementation and candidate progress after grant funds have been expended through the 2027-28 academic year. Table 10 provides the total grant award, the total amount expended in the 2024-25 fiscal year, the percentage expended, and the total amount of remaining funds. After the first year of expenditures, close to 27 percent of planning grantees expended half or more of awarded funds, while none of the implementation/expansion grantees expended half or more of awarded funds. During the second fiscal year (2024-25) 77 percent of grant funds have been expended.

Table 10: 2023-24 Grant Award Expenditure, per grant type

Type	Grant Award	Total Expended	% Expended	Remaining Funds
Planning	\$6,175,077.87	\$4,800,726.89	77.74%	\$1,374,350.98
Implementation/Expansion	\$8,675,848.58	\$6,677,617.00	76.97%	\$1,998,231.58
Total	\$14,850,926.45	\$11,478,343.89	77.29%	\$3,372,582.56

Integrated grantees reported that disbursed grant funds were expended across the following approved budget categories:

- Administration costs
- Coordination with California Community College(s) IHE personnel: Salaries
- Developing recruitment strategies for the integrated program
- IHE faculty/personnel: Release time for course redesign and/or creating summer courses for students in a four-year integrated program
- IHE faculty/personnel: Salaries
- IHE faculty/personnel: Stipends
- IHE faculty/personnel: Stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors
- IHE faculty/personnel: Travel
- Integrated program consultant
- Other costs

Tables 11 and 12 further break down the total annual expenditures by approved budget categories across each Integrated Grant program type, Planning Grants and Implementation/Expansion Grants, respectively. For each budget category, the total grant award amount is listed and the percentage each budget category represents from the total grant award amount. Tables 11 and 12 also shows the amount expended per budget category, the percentage expended from the total grant award, and the percentage expended within each budget category. The column, “% Expended, from Total Category Budget,” reflects the percentage of funds that were expended from the total amount budgeted across each category. Note that Integrated grantees must expend funds from budget categories approved

in the grant application for the specific program approved. Grantees must receive Commission approval for any budget changes that exceed 10 percent of the total grant award.

The amount of funding allocated to budget categories and the percent expended differed between the two types of Integrated Grant programs. However, the three smallest budgeted categories and expenditures were similar across both grants: stipends for program coordinators to collaborate with subject matter professors and pedagogy professors, travel costs for faculty and personnel, and integrated program consultants.

For Planning Grants, release time for IHE faculty and/or personnel to support integrated course redesign and/or creating summer courses for students in a four-year integrated program (22.86% of total grant funds) and other costs (17.31% of total grant funds) were the two largest budget categories. However, for year 2, release time (22.86%) and IHE faculty/personnel stipends (14.74%) were the two categories with the highest total expenditures for the second year of planning. While expenditures for Planning Grants generally mirrored expenditures across each budget category ($\pm 7\%$), the percentage expended within each budget category differed more, with recruitment strategies expending the least amount of the total budgeted at eight percent, and stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors expending close to 55 percent of what was budgeted. For Implementation/Expansion Grants, expenditures did not mirror budgets as closely as Planning Grants ($\pm 17\%$). Other costs (26.3%) and developing recruitment strategies (19.24%) were the two largest budget categories, however salaries for faculty and personnel (32.88%) and release time for course redesign and/or creating integrated summer courses (16.92%) were the largest expenditures in year 1. Lastly, salaries (54.21%) and stipends (44.29%) for program coordinators were the two categories that expended the most funds from what was initially budgeted.

Table 11: Planning Grant Award Expenditures by Budget Categories

Budget Categories	Total Grant Amount	% of Total Grant Award	Expended	% Expended, from Total Expenditures	% Expended, from Total Category Budget
Administration Costs	\$969,813.00	15.71%	\$857,625.83	16.16%	38.27%
Coordination with CCC(s): Salaries	\$281,134.00	4.55%	\$227,265.98	4.39%	35.88%
Recruitment Strategies	\$283,037.00	4.58%	\$99,365.12	1.01%	8.16%
Release Time	\$1,411,376.35	22.86%	\$1,160,728.60	27.13%	44.15%
Faculty/Personnel Salaries	\$897,944.00	14.54%	\$881,106.81	19.03%	48.69%
Faculty/Personnel Stipends	\$784,056.00	12.70%	\$626,266.77	14.96%	43.83%
Program Coordinator Stipends	\$157,698.00	2.55%	\$111,949.86	3.77%	54.88%
Travel	\$75,693.00	1.23%	\$35,669.18	0.46%	13.82%

Budget Categories	Total Grant Amount	% of Total Grant Award	Expended	% Expended, from Total Expenditures	% Expended, from Total Category Budget
Integrated Program Consultant	\$245,500.00	3.98%	\$151,674.81	1.85%	17.30%
Other	\$1,068,826.52	17.31%	\$649,173.88	11.26%	24.19%

Table 12: Implementation/Expansion Grant Award Expenditures by Budget Categories

Budget Categories	Total Grant Amount	% of Total Grant Award	Expended	% Expended, from Total Expenditures	% Expended, from Total Category Budget
Administration Costs	\$942,637.00	10.87%	\$753,741.52	11.24%	27.22%
Coordination with CCC(s): Salaries	\$307,321.23	3.54%	\$263,340.42	3.98%	29.58%
Recruitment Strategies	\$1,669,309.00	19.24%	\$1,343,890.15	15.09%	20.64%
Release Time	\$1,533,464.79	17.68%	\$964,143.08	16.92%	25.19%
Faculty/Personnel Salaries	\$1,385,122.80	15.97%	\$1,476,800.13	32.88%	54.21%
Faculty/Personnel Stipends	\$319,250.00	3.68%	\$146,797.67	3.19%	22.85%
Program Coordinator Stipends	\$109,691.53	1.26%	\$105,880.13	2.16%	44.293%
Travel	\$77,268.00	0.89%	\$42,746.66	0.06%	1.72%
Integrated Program Consultant	\$49,441.00	0.57%	\$32,799.04	0.35%	16.01%
Other	\$2,282,343.23	26.31%	\$1,548,678.00	14.13%	14.14%

Program Narratives

In addition to reporting updated implementation timelines, CCC partnership information, annual expenditures, and candidate data, Integrated grantees submitted annual narratives reflecting on the following:

- the program’s candidate recruitment progress,
- program successes and challenges,
- the degree to which the program is meeting the local teacher shortage needs,
- the impact of LEA’s collaboration with CCC partner(s) and any partnerships supporting the creation, impletion, or expansion of integrated programs,
- efforts to coordinate with existing sources of candidate support, such as the Golden State Teacher Grant Program and other forms of financial aid, and
- any lessons learned.

Note that these qualitative insights have been integrated throughout the report to provide context and depth to the quantitative findings. The following section highlights additional key

insights related to program successes, challenges, and lessons learned, as shared by grantees in their narratives.

Across both the Planning and the Implementation/ Expansion grantees, internal collaboration paired with community college and LEA partnerships drove design, recruitment and placements. Many build or deepened MOUs, shared advising, and fieldwork pipelines. The programs intentionally targeted bilingual/dual language, special education and STEM (math/science), adding authorizations, dual pathways, or multi-subject science coverage. Many institutions simplified requirements or reduced the number of units and time, while aligning coursework to the TPEs and new literacy standards. Both programs offered cohort models, success coaches, peer mentors, targeted workshops, and funds to provide a high level of candidate support. Recruitment efforts focused on meeting potential candidates where they are with campus visits and cross- enrollment pilots at universities followed up with consistent counselor outreach. While Planning grantees experienced success with building infrastructure, implementation and expansion grantees scaled what was working experiencing enrollment growth in priority pathways such as bilingual and special education.

Challenges experienced by both include Pell ineligibility for some integrated pathways; volatility/limits in state grants such as the Golden State Teacher Grant; and confusion when stacking BA + credential + bilingual/dual pathways. Other challenges included slow curriculum approvals; multi-unit coordination; credential application timing, while sustained support is still needed for CALTPA/RICA/CSET. There is still a shortage of bilingual/SPED supervisors and mentor teachers. Many of the candidates who are working, parenting, or are transfer students need flexible, paid experiences to persist.

The successes and challenges are captured in the direct narratives from grantees:

1. *“We reduced the integrated program from 116 to 91 units, enabling four-year completion of the bachelor’s plus credential.”*
2. *“A change in financial aid eligibility for integrated pathways reduced the pool of candidates who could continue without additional funding.”*
3. *“A major success has been our cross-department collaboration to align coursework and clinical experiences with the ECE-TPEs; this foundational work is strengthening quality and coherence.”*
4. *“We formalized an MOU with a county office and local districts to create a seamless route from AA to BA to credential, with evening/online coursework to retain educators in their communities.”*

In the summary narratives, grantees also shared valuable lessons learned that may benefit future Integrated Program grantees. In addition to the importance of accounting for the timing of approval processes that was highlighted in the “Program Implementation Progress” section of this report, two additional key insights emerged:

1. *Grantees emphasized the importance of starting articulation early, building advising guides with concrete milestones; designing flexible course scheduling for working adults; and planning for administrative capacity (approvals, communications, and data-sharing).*
2. *Grantees underscored the significance of providing multiple on-ramps and flexibility to increase recruitment and retention. Cross-unit coordination for advising, curriculum, and*

financial aid must be built early and maintained. In addition, high-touch support improves persistence of candidates accompanied with early outreach to community college and LEA partners.

Summary and Conclusion

The 2025 annual state report reflects the second year of the 2022 Integrated Undergraduate Teacher Preparation Grants Program planning and implementation through the 2024-25 academic year. All grantees reported progress planning and/or implementing grant programs, including 72 percent of grantees developing partnerships with California Community Colleges. In the first year, 115 candidates earned their undergraduate degree and preliminary credential in the second year of the grant program to address the teacher shortage, of which 35 were Multiple Subject with Bilingual authorizations and 30 were an Education Specialist credential for either a Mild to Moderate Support Needs or Extensive Support Needs. Over 75 percent of candidates and completers belong to an underrepresented ethnic/racial group. Grantees will continue to plan and/or recruit integrated candidates to complete their undergraduate education and preliminary certification. Commission staff will continue to provide technical assistance and host office hour sessions in 2025-26 to support program planning and implementation and annual data collection.

Appendix A

Planning Grant: Total Grant Award, 2024-25 Expenditures, and Remaining Funds

Institution of Higher Education (IHE)	Total Grant Award	2024-25 Expenditures	% Expended	Remaining Grant Funds
Azusa Pacific University	\$249,948.00	\$126,182.80	50.48%	\$44,097.73
Biola University	\$250,000.00	\$57,965.50	23.19%	\$149,582.34
Cal Poly San Luis Obispo	\$250,000.00	\$71,349.51	28.54%	\$151,587.28
California Baptist University	\$249,999.00	\$43,262.29	17.30%	\$87,050.42
Chapman University	\$249,106.00	\$140,325.85	56.33%	\$12,306.25
CSU Channel Islands	\$249,942.00	\$86,713.75	34.69%	\$19,508.26
CSU Fresno	\$249,950.00	\$115,178.27	46.08%	\$89,307.59
CSU Long Beach	\$250,000.00	\$14,685.00	5.87%	\$142,318.96
CSU Long Beach	\$250,000.00	\$83,152.10	33.26%	\$46,475.99
CSU Monterey Bay	\$250,000.00	\$97,908.20	39.16%	\$98,256.63
EDvance College	\$250,000.00	\$155,753.00	62.30%	\$0.00
Fresno Pacific University	\$249,995.00	\$55,951.00	22.38%	\$62,485.00
Humphreys University	\$131,392.00	\$11,415.00	8.69%	\$38,400.00
Humphreys University	\$104,536.00	\$8,315.00	7.95%	\$28,200.00
Jessup University	\$244,900.00	\$153,013.00	62.48%	\$0.00
Loyola Marymount University	\$250,000.00	\$164,572.32	65.83%	\$13,091.75
Mount Saint Mary's University	\$249,910.87	\$150,227.08	60.11%	\$3,046.79
San Francisco State University	\$240,240.00	\$176,990.06	73.67%	\$49,846.81
San Jose State University	\$250,000.00	\$111,807.77	44.72%	\$28,792.78
Simpson University	\$233,570.00	\$74,039.16	31.70%	\$42,521.80
Sonoma State University	\$249,629.00	\$126,455.72	50.66%	\$17,840.43
University of San Diego	\$240,795.00	\$115,501.00	47.97%	\$0.00
University of San Diego	\$250,000.00	\$134,361.55	53.74%	\$39,296.22
University of Southern California	\$249,864.00	\$21,263.00	8.51%	\$210,338.00
Vanguard University	\$233,099.00	\$78,101.98	33.51%	\$0.00
Vanguard University	\$248,202.00	\$128,946.01	51.95%	\$0.00

Appendix B

Implementation/Expansion Grant: Total Grant Award, 2024-25 Expenditures, and Remaining Funds

Institution of Higher Education (IHE)	Total Grant Award	2024-25 Expenditures	% Expended	Remaining Grant Funds
Azusa Pacific University	\$499,938.00	\$165,030.14	33.01%	\$213,063.08
Biola University	\$500,000.00	\$301,035.00	60.21%	\$19,652.03
Cal Poly Pomona	\$500,000.00	\$231,798.29	46.36%	\$103,599.51
Cal State LA	\$500,000.00	\$382,674.82	76.53%	\$2,709.53
California Lutheran University	\$500,000.00	\$239,145.68	47.83%	\$17,198.19
CSU Dominguez Hills	\$499,999.00	\$122,822.02	24.56%	\$296,444.19
CSU Long Beach	\$500,000.00	\$245,786.12	49.16%	\$93,777.81
CSU Northridge	\$500,000.00	\$302,333.00	60.47%	\$106,230.33
CSU Northridge	\$330,000.00	\$209,007.00	63.34%	\$35,389.18
CSU San Bernardino	\$499,996.58	\$330,908.23	66.18%	\$132,801.93
Fresno Pacific University	\$499,055.00	\$284,947.82	57.10%	\$115,296.51
Fresno State University	\$499,864.00	\$212,738.18	42.56%	\$213,292.96
Loyola Marymount University	\$500,000.00	\$249,282.57	49.86%	\$132,744.65
Saint Mary's College	\$491,478.00	\$214,560.88	43.66%	\$105,144.45
San Diego State University	\$499,975.00	\$180,219.00	36.05%	\$117,272.00
UC Berkeley	\$499,888.00	\$353,164.13	70.65%	\$19,563.42
UC Irvine	\$487,358.00	\$258,894.69	53.12%	\$97,036.38
University of Redlands	\$368,297.00	\$110,073.57	29.89%	\$177,015.43

Appendix C

Planning Grant: Program Focus Area(s), Community College Partner(s), and Estimated Implementation Year

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
Azusa Pacific University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Barstow Community College • Victor Valley College 	Fall 2024-25
Biola University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2023-24
Cal Poly San Luis Obispo	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2026-27
California Baptist University	<ul style="list-style-type: none"> • Bilingual Education Specialist-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2024-25
Chapman University	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-N • Extensive Support Needs-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
CSU Channel Islands	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-E • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Ventura County Community College District 	Fall 2025-26
CSU Fresno	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-A • Extensive Support Needs-A 	<ul style="list-style-type: none"> • College of the Sequoias 	Fall 2025-26
CSU Long Beach	<ul style="list-style-type: none"> • Multiple Subject-A • Early Childhood Education Specialist-N 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
CSU Long Beach	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-A • Extensive Support Needs-A 	<ul style="list-style-type: none"> • Cerritos College • Golden West College 	Fall 2024-25
CSU Monterey Bay	<ul style="list-style-type: none"> • Single Subject- Biological Sciences- A 	<ul style="list-style-type: none"> • Cabrillo College • Hartnell College • Monterey Peninsula College 	Fall 2024-25
EDvance College	<ul style="list-style-type: none"> • Bilingual Education Specialist-N • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Berkeley City College, • Los Medanos College 	Fall 2024-25

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
Fresno Pacific University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • College of the Sequoias • Fresno City College • Reedley College 	Spring 2025-26
Humphreys University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • No CCC Partner 	Spring 2024-25
Humphreys University	<ul style="list-style-type: none"> • Multiple Subject-N 	<ul style="list-style-type: none"> • No CCC Partner 	Spring 2023-24
Jessup University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Sierra Joint Community College District • Yuba College 	Fall 2024-25
Loyola Marymount University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Los Angeles Mission College 	Fall 2025-26
Mount Saint Mary's University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Los Angeles Southwest College 	Fall 2024-25
San Francisco State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • City College of San Francisco • Los Medanos College • Skyline College • Diablo Valley College 	Fall 2024-25
San Jose State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • West Valley College 	Fall 2025-26
Simpson University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Shasta College 	Fall 2024-25
Sonoma State University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Santa Rosa Junior College 	Fall 2025-26
University of San Diego	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • San Diego City College • San Diego Mesa College • San Diego Miramar College 	Fall 2024-25
University of San Diego	<ul style="list-style-type: none"> • Education Specialist with Bilingual Authorization-E • Multiple Subject-E 	<ul style="list-style-type: none"> • San Diego City College • San Diego Mesa College 	Fall 2024-25

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, E, I, N) *	Community College Partner(s)	Estimated Implementation Year
	<ul style="list-style-type: none"> • Single Subject-Biological Science-E • Single Subject-Chemistry-E • Single Subject-Mathematics-E 	<ul style="list-style-type: none"> • San Diego Miramar College 	
University of Southern California	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-N • PK-3 Early Childhood Education-N • Single Subject Science (Biological Science, Chemistry, Geosciences, Physics)-N • Single Subject-Mathematics • Single Subject- Music • Single Subject- Dance • Single Subject- Theater 	<ul style="list-style-type: none"> • No CCC Partner 	Fall 2025-26
Vanguard University	<ul style="list-style-type: none"> • PK-3 Early Childhood Education-N 	<ul style="list-style-type: none"> • Fullerton College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College 	Fall 2024-25
Vanguard University	<ul style="list-style-type: none"> • Mild to Moderate support Needs-N 	<ul style="list-style-type: none"> • Fullerton College • Coastline Community College 	Fall 2025-26

*A= Adapt from a 5-year to 4-year program, E= Expansion, I= Implementation, N= New program

Appendix D

Implementation/Expansion Grants: Program Focus Area(s) and Type of Planning, Community College Partner(s)*

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, C, E, I, N) *	Community College Partner(s)
Azusa Pacific University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-N • Single Subject Science-E • Single Subject Math-E • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • No CCC Partner
Biola University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-A 	<ul style="list-style-type: none"> • No CCC Partner
Cal Poly Pomona	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • Chaffey College • Citrus College • Mt. San Antonio College
Cal State LA	<ul style="list-style-type: none"> • • Multiple Subject with Bilingual Authorization-E 	<ul style="list-style-type: none"> • East Los Angeles College • Los Angeles City College • Pasadena City College • Rio Hondo College
California Lutheran University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E • Mild to Moderate Support Needs-E • Early Childhood Education Specialist with Bilingual Authorization-E 	<ul style="list-style-type: none"> • No CCC Partner
CSU Dominguez Hills	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-C • Mild to Moderate Support Needs-I • Early Childhood Education Specialist-E 	<ul style="list-style-type: none"> • Cerritos College • East Los Angeles College • El Camino College • Long Beach City College • Los Angeles Harbor College
CSU Long Beach	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-N • Extensive Support Needs-N 	<ul style="list-style-type: none"> • Cerritos College • Golden West College
CSU Northridge	<ul style="list-style-type: none"> • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • No CCC Partner
CSU Northridge	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-E 	<ul style="list-style-type: none"> • No CCC Partner

Institution of Higher Education (IHE)	Program Focus Area(s)- Type of Planning (A, C, E, I, N) *	Community College Partner(s)
CSU San Bernardino	<ul style="list-style-type: none"> • Multiple Subject with Bilingual Authorization-C 	<ul style="list-style-type: none"> • San Bernardino Community College District
Fresno Pacific University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-A • Multiple Subject with Bilingual Authorization-A • Single Subject Science-A • Single Subject Mathematics-A • Mild to Moderate Support Needs-A • Extensive Support Needs-A 	<ul style="list-style-type: none"> • Clovis Community College • College of the Sequoias • Fresno City College • Reedley College
Fresno State University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E 	<ul style="list-style-type: none"> • Fresno City College • Clovis Community College
Loyola Marymount University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Mild to Moderate Support Needs-E 	<ul style="list-style-type: none"> • El Camino College • Pasadena City College • Santa Monica College
Saint Mary's College	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-C • Multiple Subject with Bilingual Authorization-C • Single Subject Science-A • Single Subject Mathematics-A • Mild to Moderate Support Needs-C 	<ul style="list-style-type: none"> • Diablo Valley College • Merritt College • Los Medanos College
San Diego State University	<ul style="list-style-type: none"> • Multiple Subject (TK/K)-E • Multiple Subject with Bilingual Authorization-E • Mild to Moderate Support Needs-E • Extensive Support Needs-E 	<ul style="list-style-type: none"> • Southwestern College
UC Berkeley	<ul style="list-style-type: none"> • Single Subject Science-E • Single Subject Mathematics-E 	<ul style="list-style-type: none"> • Berkeley City College • College of Marin • Diablo Valley College • Laney College
UC Irvine	<ul style="list-style-type: none"> • Single Subject Science-E • Single Subject Mathematics-E 	<ul style="list-style-type: none"> • Irvine Valley College • Mt. San Antonio College • Orange Coast College • Santa Ana College • Santiago Canyon College
University of Redlands	<ul style="list-style-type: none"> • Single Subject Science-A • Single Subject Mathematics-A 	<ul style="list-style-type: none"> • Crafton Hills College

*A= Adapt from a 5-year to 4-year program, C= Adding Community College Partners, E= Expansion, I= Implementation, N= New program

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 State University, San Bernardino	Preliminary Multiple Subject with Concurrent Bilingual Added Authorization	Traditional Student Teaching Intern	CTC Accreditation Launchpad
University of Redlands	Preliminary Multiple Subject	Traditional Student Teaching Intern Residency Dual Credential with Education Specialist: Mild to Moderate Support Needs	University of Redlands Literacy Instruction Certification 2024
	Preliminary Education Specialist: Mild to Moderate Support Needs	Traditional Student Teaching Intern Residency Dual Credential with Multiple Subjects	University of Redlands Literacy Instruction Certification 2024

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.

Update on RDI-TPA Interim Action Progress

Introduction

Senate Bill 1263 (Newman) required the Commission to form a workgroup to review the design and implementation of the teaching performance assessment required by Education Code 44320.2. The RDI-TPA Workgroup (Workgroup) began meeting in September 2024, and its final set of recommendations were presented to the Commission in June 2025 ([Agenda Item 3F: Final Recommendations of the Workgroup to Review the Design and Implementation of the Teaching Performance Assessment and Update on Interim Actions](#)).

In February 2025, as part of the presentation of the Workgroup's Initial Recommendations ([Agenda Item 4A](#)), the Workgroup recommended a set of six Interim Actions based on the initial recommendations to be taken immediately, with a seventh recommendation that progress on addressing the Interim Actions be reported on to the Commission regularly. The Commission adopted the proposed Interim Actions, and updates were provided in April ([Agenda Item 3C](#)) and June ([Agenda Item 3F](#)).

This agenda item provides an additional update on the progress made to address each Interim Action.

Background

In August 2024, the Commission [adopted a charge](#) directing a workgroup to review the design and implementation of Commission Teaching Performance Assessments, in anticipation of the passage of [Senate Bill 1263](#). The Governor subsequently signed the bill, activating the new statute that matched the Workgroup charge.

The RDI-TPA Workgroup, composed of 24 members evenly divided among classroom teachers, teacher educators, and performance assessment experts, met eight times between September 2024 and April 2025. As directed in Education Code section 44320.4, the Workgroup engaged first in an inquiry of the legislation that informed the development of the TPA and the current approved TPA models. Based on their learning, the Workgroup utilized an iterative process to develop a set of recommendations that aligned with the five focal areas identified in 44320.4:

1. 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. [44320.4(c)(1)]
2. Recommendations for how programs might embed the assessments into coursework and clinical work to avoid duplicative work for candidates. [44320.4(c)(2)]
3. 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. [44320.4(c)(4)]
4. Recommendations for how programs can engage in local scoring of the assessment to inform program improvement. [44320.4(c)(5)]

5. Suggested questions for program completer surveys to understand candidate experience of programmatic support for assessment completion. [44320.4(c)(3)]

The final set of recommendations were presented to the Commission in June 2025 and then used by staff to develop an implementation plan based on the recommendations. The implementation plan was presented to and approved by the Commission at its August 2025 meeting ([Agenda Item 3B](#)).

As the Workgroup engaged in its inquiry into the TPAs, concerns with the current TPA administration and results reporting processes began to surface. The Workgroup believed these concerns required immediate action and developed a set of Interim Actions staff could act on immediately. The set included six specific actions to address concerns raised by the Workgroup, with a seventh action that directed staff to report on progress made. The Interim Actions were presented to and approved by the Commission in February 2025 ([Agenda Item 4A](#)).

Progress on the Interim Actions was presented to the Commission in April ([Agenda Item 3C](#)) and June ([Agenda Item 3F](#)). Commission staff have continued to make progress in addressing the Interim Actions. This item presents an update on that progress.

Interim Action 1: Eliminate Content-Based Condition Codes

A common challenge with the TPA expressed by both candidates and programs was the frequent assignment of content-based condition codes. These were typically assigned when an element was determined to be missing from a submission, and the submission was then determined to be un-scorable. Condition codes were commonly assigned when the appropriate content and/or English Language Development Standards were not cited. When a candidate received a content-based condition code, their submission was automatically returned, requiring them to fix the problem and then resubmit. Resubmission required paying the registration fee a second time.

The first approved Interim Action required updating the TPAs as necessary to eliminate the use of content-based condition codes.

Progress Made

CalTPA: As reported in June, following the approval of the Interim Actions, the Commission's Performance Assessment Team reviewed the existing condition code system for the CalTPA and proposed revisions to consolidate codes, update policies, and revise rubrics to maximize scoring opportunities. The Performance Assessment Team then worked with Evaluation Systems (Pearson) to revise the condition code system. The revised system, implemented in May for the existing versions of the assessments, minimizes the number of condition codes assigned and emphasizes scoring submissions using the available evidence.

The CalTPA and Education Specialist CalTPA models for each credential area were revised prior to the 2025-26 academic year, with new versions releases in fall 2025. In the new versions, all content-based condition codes have been eliminated. Elements that were previously addressed through condition codes, such as citation of appropriate standards, are now addressed through the rubrics. For example, the Multiple Subject Math Cycle Rubric 1.1 for Step 1 Plan include the

following language under the Level 1 score point description, “Candidate’s lesson plan contains inaccuracies in math content **or** does not use grade level strand(s)/standard(s).”

edTPA: edTPA does still utilize condition codes within its scoring system, though the majority of these are for technical issues. Commission staff will continue to work with edTPA to revise its scoring system for California submissions to reduce the number of condition codes.

Fresno Assessment of Student Teachers (FAST): FAST does not utilize condition codes within its scoring of candidate submissions.

Interim Action 2: Free Candidate Resubmissions for Technical Issues

In addition to being assigned content-based condition codes, candidate submissions could also be assigned technical condition codes for instances when a submitted template was unreadable or a video or audio file could not be played. Technical condition codes were also assigned if a candidate edited their video.

Like the content-based condition codes, receipt of a technical condition code necessitated a resubmission and additional payment of the full registration fee.

Interim Action 2 called for allowing candidates assigned a technical condition code to resubmit their materials at no additional charge.

Progress Made

Beginning in spring 2025, candidates are now allowed to edit video submissions for the CalTPA and edTPA to ensure the necessary content is included, thereby eliminating the assignment of this technical condition code.

For the CalTPA, Education Specialist (EdSp) CalTPA, and CalAPA, the overall number of technical condition codes has also been significantly reduced to ensure that submissions are only returned to candidates when they are truly un-scorable. Assessors are also now explicitly instructed to make every effort to score what is submitted.

For the first submission window for the Version 1 CalTPA in fall 2025, less than one percent (8) of the 762 submissions received a condition code. In contrast, seven percent of submissions received condition codes during the same scoring window in 2024. Similarly, no EdSp CalTPA submissions received condition codes in the first fall 2025 submission window, while 10% did during the same window in fall 2024. The same trend holds for CalAPA submissions: of the 735 submissions received in fall 2025, only 1.6% (12) received condition codes, versus 4.2% of submissions in fall 2024.

On any version of the CalTPA, Education Specialist CalTPA, and CalAPA, candidates who receive either a condition code or a non-passing score receive a voucher for \$50 off the resubmission, meaning they now pay \$100 rather than \$150 to resubmit.

Interim Action 3: Clarify Acceptable Support Practices

Although Multiple Subject/Single Subject and Education Specialist Program Standard 5 and PK-3 Early Childhood Specialist Instruction Program Standard 6 details the types of support programs are required to provide to candidates on the TPA, many programs report uncertainties on what types of support are allowable. Similarly, candidates have reported through survey responses that their programs did not provide the necessary levels of support to help them be successful.

Interim Action 3 required Commission staff to provide updated guidance to programs about what constitutes acceptable support.

Progress Made

On April 8, 2025, [Program Sponsor Alert \(PSA\) 25-05](#), Clarifying Acceptable Supports for Candidates on Teaching Performance Assessments, was issued to preparation programs and posted on the Commission's website. The PSA reiterates relevant language from Program Standards about required candidate support for the TPA and includes examples of acceptable supports, including what it could look like to embed TPA support in coursework and clinical practice, for programs to consider implementing.

For the CalTPA in particular, the Commission Performance Assessment Team led a Digging Deeper webinar in March for CalTPA programs focused on acceptable supports for candidates. The webinar featured representatives from two programs sharing their best practices. Additionally, in fall 2025, staff have led multiple sessions for faculty and CalTPA coordinators on topics including program guides and candidate supports; coaching and mentoring teachers and leaders; and using video commentary to reflect and improve practice.

The Performance Assessment Team has also begun monthly Professional Learning Communities (PLC) for faculty to provide a structured space for faculty to ask questions and share best practices for supporting candidates with one another. Based on frequent questions received, the November PLC session focused on supporting candidates with the technical aspects of their submissions (i.e. recording their instruction, preparing videos) and included support from Commission Information Technology staff.

Commission staff also provided guidance to programs at the California Council on Teacher Education and to California State University representatives to the Center for the Advancement of Reading and Writing on expected and acceptable supports.

Interim Action 4: Standardize Data Collection and Metrics

Previously, Evaluation Systems (Pearson), the Commission's contractor for the CalTPA and the model sponsor for edTPA, excluded submissions that had received technical or content-based condition codes when reporting TPA results to the Commission. In doing so, a candidate who submitted an assessment and had it returned, requiring a subsequent submission, was not included in the overall pass rates. The result, in some instances, was a significant overcount in the overall passing rate for each scoring window.

Interim Action 4 required a standardization of the Commission's system for collecting and reporting TPA outcome data and the establishment of clear metrics to inform policy decisions and support improvements in preparation programs.

Progress Made

Commission staff worked with Evaluation Systems to ensure that TPA data reported to the Commission includes all submissions results: those that pass, those that do not pass, and those that receive condition codes. Within the Commission's TPA data reporting system, submissions that receive either a technical or a content-based condition code are considered non-passing.

Using the submission results provided, Commission staff have developed Performance Assessment (PA) data dashboard within the Accreditation Data System that includes overall pass rates, first-time pass rates, average number of attempts, and average length of time a candidate takes to pass the assessment. The dashboards allow the results to be seen in aggregate form by TPA model for the state or disaggregated by institution and credential program.

Interim Action 5: Notification of Secondary Passing Standard

At its December 2023 meeting ([Agenda Item 2D](#)), the Commission adopted a secondary passing standard for the CalTPA and edTPA. The secondary passing standard allows a candidate whose score falls within one Standard Error of Measurement of the passing standard to request that their program provide an evaluation of their coursework and clinical practice evaluations to determine if they demonstrated proficiency on the Teaching Performance Expectations (TPE) not met in their TPA submission. If the program determines the candidate has demonstrated proficiency, the program can still recommend the candidate for a credential.

Interim Action 5 required the development of a system to simultaneously notify both the candidate and their preparation program with clear information about the process for demonstrating proficiency through the secondary passing standard when a candidate's score falls within the secondary passing standard range.

Progress Made

Initially, the Commission Performance Assessment Team revised the notification sent to CalTPA and edTPA candidates whose scores fall within the secondary passing range by Evaluation Systems (Pearson). The updated notification provides specific details for candidates about the secondary passing standard and outlines next steps. The revised language was first distributed with the March 13, 2025 score reports to both candidates and their program TPA coordinators.

Next, Commission staff developed new language that provides specific guidance to both candidates and programs about actions to take when a candidate receives a score that falls within the secondary passing standard. This language is now posted on the [Commission's website](#) on the Performance Assessment page and provides clarity for both candidates and programs on their responsibilities and actions to take when a candidate's TPA score falls within the secondary passing standard.

The notification sent to CalTPA and edTPA candidates whose scores fall within the secondary passing standard has now been revised to direct them to information provided on the Commission's website.

Interim Action 6: Notify Programs of TPA Pass Rates and Improvement Strategies

Historically, like the results reported to the Commission, the TPA results programs received did not include submissions that received technical or content-based condition codes. Consequently, many programs believed their candidates were more successful than they were. Additionally, the programs may not have been aware of additional supports their candidates needed to ensure they did not receive a condition code on their submission.

Interim Action 6 requires issuing a notification to programs identifying their TPA first-time pass rates, based on both scorable and non-scorable submissions, and providing evidence-based recommendations for strengthening candidate supports and guidance to reduce/eliminate candidate condition codes.

Progress Made

As stated above, staff have developed a PA data dashboard within the Accreditation Data System that provides results on all models of the TPA and APA. Results include overall pass rates, first-time pass rates, average number of attempts, and average length of time a candidate takes to pass the assessment and can be viewed in aggregate form or can be disaggregated by institution and credential program. The PA dashboard is now available for programs and accreditation site visit teams in the accreditation data system.

In late fall 2025, Commission staff sent a letter to institutions informing them of the availability of the updated PA data dashboard. The letter also included information about resources available to support the embedding of the performance assessments into programs.

Commission Performance Assessment staff are continuing to develop and provide resources for programs to strengthen candidate supports and reduce the number of submissions that receive condition codes. These supports and resources include the development of monthly Professional Learning Communities for programs to allow program representatives to ask questions of one another and share supports; Digging Deeper sessions with topics targeted to supporting candidates; and bi-weekly office hours for programs and candidates to ask questions about the performance assessments.

Interim Action 7: Report in Interim Action Implementation Progress

The Interim Actions and the progress on their implementation were reported to RDI-TPA Workgroup members at the group's February, March, and April meetings. Progress on the implementation of the Interim Actions was also presented to the Commission at its April ([Agenda Item 3C](#)) and June ([Agenda Item 3E](#)) meetings. Staff will continue to report on implementation progress during future performance assessment items before the Commission.

Staff Recommendation

Staff recommends that the Commission receive the report of progress made on the RDI-TPA Workgroup's recommended Interim Actions and direct staff to continue reporting to the Commission as additional progress is made.

Next Steps

Upon direction from the Commission, staff will continue making progress on the RDI-TPA Workgroup's recommended Interims Action while also continuing to implement the plan based on the workgroup's final recommendations, adopted by the Commission in August 2025 ([Agenda Item 3B](#)).

Request to Postpone Performance Assessment Standard Settings

Introduction

This agenda item presents a proposal to delay the standard settings for the Version 1 (V1) CalTPA and Education Specialist CalTPA models and the revised Fresno Assessment of Student Teachers (FAST) 3.0 for Multiple Subjects and FAST for Education Specialist from spring 2026 to spring 2027. This delay would allow for additional revisions to the assessments based on findings from year one of implementation. This item also proposes retaining the approved preliminary passing standards and secondary passing standards for each assessment for a second year.

Background

Education Code §44320.2 requires that all teacher preparation programs approved by the Commission include a teaching performance assessment (TPA) aligned with the California Standards for the Teaching Profession. The Commission currently has three approved TPA models that can be used by programs: the California Teaching Performance Assessment (CalTPA), the edTPA, and the Fresno Assessment of Student Teachers (FAST).

Senate Bill 488 (2021) required that TPAs for Multiple Subjects and Education Specialist candidates be revised to include a literacy performance assessment (LPA) that would assess a candidate's ability to effectively teach literacy as specified in Education Code §44259, as a replacement for the Reading Instruction Competence Assessment (RICA). SB 488 further stipulated that the LPA had to be approved for operational administration by July 1, 2025. When the PK-3 Early Childhood Specialist Instruction credential was approved, it, too, required the development of a TPA and LPA.

Additionally, while the TPA requirement for Education Specialist Mild-to-Moderate (MM) and Extensive Support Needs (ESN) candidates went into effect July 1, 2022, the Commission opted to delay the requirement for candidates pursuing credentials in the Education Specialist low-incidence areas of Early Childhood Special Education (ECSE), Deaf and Hard-of-Hearing (DHH), and Visual Impairments (VI) to July 1, 2025 ([Agenda Item 2H](#), December 2022). This requirement necessitated the development of TPAs for each of the low-incidence credential areas.

In response to SB 488, each Commission-approved TPA model developed, piloted, and field tested an LPA. At its June 2025 meeting ([Agenda Item 3D](#)), the Commission approved the operational administration of each model's Literacy Performance Assessment and established preliminary passing standards and secondary passing standards for each. Additionally, the Commission approved revised and newly developed versions of the California Teaching Performance Assessment (CalTPA) and established preliminary passing standards and secondary passing standards for each.

CalTPA and Education Specialist CalTPA

The first step of implementing SB 488 was the development of a Literacy Program Standard and Teaching Performance Expectation, followed by the development of a LPA for the Multiple Subject and Education Specialist (MM and ESN) credentials. Once both had been established, staff promptly convened a work group and carried out pilot and field testing of CalTPA and Education Specialist CalTPA (EdSp CalTPA) Literacy Cycle. Simultaneously, staff were responsible for developing teaching performance assessments for (a) the Education Specialist Low-Incidence credential areas, ECSE, DHH, and VI, and (b) the newly approved PK-3 credential. This meant that staff developed, piloted, and field tested TPAs for seven credential areas between 2023 and 2025.

As this work was being carried out, Senate Bill 1263 (2024) was signed into law, mandating the formation of a workgroup to review the design and implementation of the teaching performance assessment (RDI-TPA Workgroup). Staff worked to integrate both findings from the field tests and preliminary recommendations from the workgroup into their revisions of the TPA tasks, rubrics, and guides as much as possible. Additionally, staff realized that findings from the field tests for both the LPAs and the PK-3, ECSE, VI, and DHH assessments should be integrated into the existing MS and ES-MM and ESN math cycles and the Single Subject (SS) and World Language (WL) Cycles One and Two, and so made those revisions as well in order to strengthen the entire assessment system.

As a result, in late spring 2025, staff worked to revise all cycles for the nine credential-specific versions of the CalTPA and EdSp CalTPA. To align with the contracted vendor's timeline for materials to be available for programs in fall 2025, revisions to all assessment tasks, templates, rubrics, and guides were required to be made by early June. The Commission approved the revised versions for operational use at its June 2025 meeting ([Agenda Item 3D](#)).

CalTPA and EdSp CalTPA Approved Preliminary Passing Standard

Following the approval of the CalTPA PK-3, MS, SS, WL and EdSp CalTPA MMSN, ESN, ECSE, DHH and VI, the Commission also adopted a preliminary minimum passing standard of 16 points and a secondary passing standard of 14 points, with no side conditions, for all assessments to be applied during the initial year of operation ([Agenda Item 3E](#)). The expectation was that data from the initial year of operation would be gathered, and formal standard settings would be held for each assessment in spring 2026.

CalTPA and EdSp CalTPA V1 Implementation and Proposed Delay in Standard Setting

The V1 CalTPA for MS, PK-3, SS, and WL and EdSp CalTPA for MM, ESN, VI, DHH, and ECSE officially launched in September 2025, when materials were made available to programs. The scoring window opened for candidates to submit materials on October 9, 2025.

During the initial phase of implementation of the assessments, staff have had ongoing communication with program faculty supporting candidates with the V1 assessments through Orientation Sessions, Digging Deeper webinars, monthly Professional Learning Communities, and bi-weekly office hours. Additionally, as staff have prepared for webinars and developed resources for programs, they have had time and space to engage in a critical review of the

assessments that was not feasible in late spring given the compressed timeline for concluding the field tests and preparing the materials for each credential area for production.

Based on the feedback from programs and their own critical review, staff have identified multiple revisions to be made to improve the assessments and anticipate making those revisions in spring 2026. Updated versions would be administered to candidates beginning in fall 2026. However, if standard settings are held on the V1 assessments in spring 2026 as planned, making any revisions would negate the recommendations of the standard setting committees, as the revised assessments would no longer align with the assessments used to set the standards and would, potentially, lead to different results for candidates.

Instead, to inform proposed revisions in a more strategic way, staff propose gathering comprehensive feedback on the V1 assessments through surveys administered to candidates, program coordinators, faculty, cooperating teachers/mentors, and assessors. These surveys would collect additional input on the performance assessment components, rubrics, and templates. Commission staff will analyze rubric-level data from the 2025-26 academic year across the scoring windows.

Staff will use the findings from the surveys, their analyses of the V1 results, and their own observations of the first year of administration to revise V1 assessment materials. Revisions will include updates to assessment guides, templates, and rubrics to clarify expectations and the incorporation of additional examples, supporting improved implementation and understanding by candidates and programs. The Version 2 (V2) TPAs would be administered beginning in fall 2026, and the standard settings would be held spring 2027.

Fresno Assessment of Student Teachers (FAST)

Similar to the CalTPA, following the directives of SB 488, Fresno State revised its current versions of the Fresno Assessment of Student Teachers (FAST) for Multiple Subjects and FAST Education Specialist for Mild-to-Moderate Support Needs (FAST ES: MMSN) and Extensive Support Need (FAST ES: ESN) candidates to align with updated performance assessment design standards.

The FAST 3.0 for MS candidates that integrates a literacy performance assessment was approved by the Commission in August 2024 for field testing. Following the model developed for the MS version, the FAST ES: MM and FAST ES: ESN were also revised and then approved for field testing in December 2024. Both assessments were approved for operational administration in June 2025 ([Agenda Item 3D](#)), with standard settings to be held in spring 2026.

In August 2025 ([Agenda Item 3A](#)), the Commission approved a version of FAST for the PK-3 Early Childhood Specialist Instruction credential, to be field tested during the 2025-26 academic year.

FAST Approved Preliminary Passing Standard

For all versions of FAST, the Commission approved a preliminary passing standard of a minimum score of 2 on all rubrics, with no scores of 1, for each task, the Site Visitation Project and the Teaching Sample Project.

FAST LPA Implementation and Proposed Delay in Standard Setting

In summer 2025, based on feedback from all partners, Fresno State faculty revised the FAST 3.0 for MS and the FAST ES: MM and ESN to better reflect desired goals of the program and to better align the rubrics with the project components. Notable changes included encouraging candidates to be more intentional making connections to students' cultural identities through instructions and rubric language; revising rubric language to include alignment between focal instructional areas and activities chosen by candidates, ensuring the candidates are intentionally choosing activities and strategies to support growth in specific literacy skills; and adding language to planning documents to prompt candidates to reflect specifically on their instruction of each skill.

During the calibration sessions held with program faculty and coaches in fall 2025, additional adjustments to the assessments have been requested, including changes to the language on the foundational skills and meaning making skills rubrics.

Based on the preliminary findings from the LPA, Fresno State faculty have also made programmatic revisions to better support candidates, specifically in their preparation to teach literacy foundational skills. Candidates placed in sixth through eighth grade classrooms have had more difficulty translating what foundational literacy skill instruction looks like in their setting than candidates in lower grade placements. Similarly, ES candidates in MMSN contexts have had a very different experience developing their students' literacy knowledge and skills than candidates placed in an ESN placement. Faculty are considering additional modifications to the assessments to better support candidates in these varied placements.

Fresno State faculty propose gathering additional feedback from mentors, district partners, coaches, faculty, and candidates through surveys in late fall 2025 and spring 2026, in addition to analyzing sample submissions and overall results to determine what additional changes may need to be made to the FAST materials and rubrics. Additionally, faculty will consider the results from the PK-3 field test.

Changes to the FAST models would be made in late spring and summer 2026, with revised versions administered to candidates beginning in fall 2026. Fresno State faculty would then collect data from the fall 2026 and spring 2027 administrations and conduct a formal standard setting in spring 2027.

Staff Recommendation

Staff recommend postponing formal standard setting for the CalTPA, EdSp CalTPA, and for FAST to spring 2027.

Staff recommend that the minimum preliminary passing standards for all models of the CalTPA, EdSp CalTPA, and FAST, adopted by the Commission in June 2025, be maintained through June 2027.

Finally, staff recommend the Commission direct each model sponsor to present a report on the Year One implementation of each TPA, including passing rates, number of condition codes issued, and changes to be made for the next version, to the Commission at its June 2026 meeting.

Next Steps

Upon approval of the request to postpone the performance assessment standard settings:

- Each TPA model will issue a notice to the field informing them of the change and post a notification on the appropriate website.
- Each model will administer surveys to constituent groups to gather additional feedback on the V1 assessments and use the data to make appropriate revisions.
- Each model will present a report to the Commission in June 2026 that provides data on Year 1 implementation and revisions for V2.
- Each model will hold formal standard settings in spring 2027.