
1C

Information/Action

General Session

Approval of the February 2026 Consent Calendar

Executive Summary: The Commission will review and approve the February 2026 Consent Calendar.

Recommended Action: That the Commission approve the February 2026 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

- **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
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Professional Licensure

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

Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

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

1. **AGUILERA, Miguel**

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.

2. **AGUIRRE, Irma**

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.

3. **ALARCON, Michelle**

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

4. **ALFARO, Kelvin**

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

5. **ALVARADO, Michael Alejo**

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.

6. **ARCE MARTINEZ, Ivan Osvaldo**

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

7. **ARMAND, Alison**

The Education Specialist Instruction Credential under the jurisdiction of the California Commission on Teacher Credentialing is **revoked** as a result of misconduct pursuant to Education Code section 44421.

8. **ARROYOS, Elizabeth**

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. **ARVIZU, Lilia**

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.

10. **BANAGA, Ramon**

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

11. **BARCENES, Raul**

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

12. **BARIBEAULT, Elliot**

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

13. **BARRON, Josiah**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending application(s) is **granted**.

14. **BARRON, Kaitlyn**

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. **BAUTISTA, Mauro**

All administrative credentials under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and all other credentials are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code section 44421.

16. **BEATTIE, Ambernicole**

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.

17. **BLACKSTON, 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.

18. **BLY, Harriet**

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.

19. **BREWER, Tiffany**

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

20. **BROWN, Peter**

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.

21. **BRUSS, Deborah**

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 44420.

22. **BURGESS, Christopher**

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

23. **CAREY, David L.**

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.

24. **CEILEY, Coral**

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.

25. **CHLEBEK, Peter**

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.

26. **CLEMENS, Melissa**

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.

27. **COLIO, Ana**

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

28. **CUEVAS-MACIAS, Salvador**

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

29. **DAFONTE, Humberto**

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. **DAVIES, Andrew**

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

31. **DE LA CRUZ, Daniel**

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.

32. **DE MERCADO, Michelle**

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. **DING, 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.

34. **ECKELS, Aaron**

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.

35. **EMELDI, Monica**

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.

36. **FITCH, Logan**

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

37. **FRIESEN, Dylan**

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. **GOFF, Andrew P.**

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

39. **GOMEZ, Yuliase**

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

40. **GONZALEZ, Alan Ivan**

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.

41. **GONZALEZ, Henry**

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. **HAN, Steve Jin**

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. **HART, Deion**

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.

44. **HENDERSON, Joshua**

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.

45. **HILL, Shaquille**

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. **HOFFMAN, Ronald**

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.

47. **HOLLAND, 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.

48. **HUMPHREYS, Todd**

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.

49. **IRWIN, 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.

50. **IYER, Ashwin**

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

51. **KEMPIAK, Andrew**

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.

52. **KERR, Kerrie**

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

53. **KOPENSKI, Samantha**

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(s) is **granted**.

54. **KWONG, Steven**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of five (5) days** as a result of misconduct pursuant to Education Code 44421.

55. **LESERMAN, Amy**

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

56. **LIN VASQUEZ, Kevin**

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

57. **LOPEZ, Jessica Nicole**

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.

58. **LOPEZ, Jose Luis**

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

59. **LUNA, Eduardo**

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.

60. **LUNDBERG, Shawn**

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. **MAGEE, Kevin**

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.

62. **MCKAY, Dana**

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.

63. **MEDINA, Kristina Theresa**

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

64. **MEDRIANO, Martin**

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. **MIRELES, Sebastian**

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

66. **MITCHELL, Kelsey**

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.

67. **MOE, Melissa**

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

68. **MOWREY, Kimberly**

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.

69. **MUNOZ, Andrew**

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.

70. **NALLEY, Jess**

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.

71. **NICHOLS, Brian Dennis**

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. **NISHIKAWA, Jarett**

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

73. **NOBLES, Drew Joseph**

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

74. **NORRIS, James Tyrone**

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

75. **OCAMPO, Diana**

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.

76. **OCHOA, Jessica**

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 44420.

77. **ORTIZ, Jasmin**

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

78. **PEREZ, Eric M.**

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.

79. **PEREZ, Simon**

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.

80. PRESTON, 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.

81. PULLEY, Michael L.

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.

82. RAMIREZ, Jafet

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.

83. REDDING JR., 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.

84. REINWALD, Zach

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.

85. REYES, Janneli

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.

86. RODRIGUEZ, Sean T.

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.

87. ROMERO, Yancy

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

88. SCHURMAN, James

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.

89. SIMPSON, Christopher Joseph

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

90. STOLL, Nicole

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.

91. SWADER, 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 sections 44421 and 44345.

92. TORALEZ, Rudy

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.

93. TRANG, Hong An

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

94. VAZQUEZ, Elidia

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.

95. WEST, Molly Elizabeth

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.

96. WHITE, Ashley

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.

97. WILES, Katherine

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

98. **WILLIAMS, Adriene**

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.

99. **WILLIS, Brody**

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.

100. **WINTERSTEIN, 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.

101. **YU, Lindsey**

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.

102. **YUNGMAN, Kelly**

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.

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **two (2)** private admonition(s) 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.

103. **CORONADO, Jesse**

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

104. **FIXEL, Jeffrey**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

105. **LONG, Dolores**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

106. **LOPEZ, Gerardo**

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

107. **ROCHE, Lindsay**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

108. **VALLE, Nora**

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

DEFAULT DECISION AND ORDER FOR ADOPTION

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

109. **BAUGHMAN, Rahni**

In accordance with the default provisions of Government Code section 11520, his credentials are **suspended for a period of three hundred sixty four (364) days**.

PROPOSED DECISIONS FOR ADOPTION

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

110. **CABELLO, Erik Martin**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

111. **COOLEY, Kristi Nicole**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

112. **DAVIS-FLOYD, Alexander**

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

113. **FLORENCE, Eugene**

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

114. **GOEKEN, Kenneth Joseph**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code section 44421.

115. **KIRKMAN, Radhika Devi**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of one (year), the suspension is stayed, and is placed on a three (3) year probation with terms**.

116. **LOONEY, Jake Ryan**

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

117. **MARTIN, Scott Reed**

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

118. **PARAGAS, Rene Paul**

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

119. **RADCLIFFE-PEREZ, Monica Sue**

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

120. **SANFORD, Marcus**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

121. **WEAVER, Daniel James**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked, the revocation is stayed, and is placed on a three (3) year probation with terms**.

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the February 12-13, 2026, 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. YBARRA, Richard Ray

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.

E2. BLACKWELL TAYLOR, Rebekah Artelia

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Penal Code section 287(b)(1) (act of oral copulation with another person who is under 18 years of age) (1 count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

E3. CADILLI, Michael

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 664-647.6(a)(2) (attempt to child molest) (one count), for which he is required to register as a sex offender pursuant to Penal Code section 290.

E4. CARRILLO, Juan Humberto

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 647.6(a)(1) (annoy/etc child under 18 yrs) (1 count), for which he is required to register as a sex offender pursuant to Penal Code section 290.

E5. CHARMING, Prince William Penn

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 sections 288.2(a)(2) (distributing pornography to minor with intent to engage in sexual conduct) (1 count), 288.3(a) (contacting a minor with intent to commit specified offense) (1 count).

E6. EASTMAN, Jeffrey James

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 288(c) (lewd & lascivious acts w/ child 14/15) (1 count).

E7. GARCIA, Yesenia

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Penal Code section 287 (b)(1) (act of oral copulation with another person who is under 18 years of age (2 counts). for which she is required to register as a sex offender pursuant to Penal Code section 290.

E8. PARRA, Michael Joseph

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 287(b)(1) (act of oral copulation with another person who is under 18 years of age) (one count), 261.5(c) (unlawful sexual intercourse with a minor who is more than three years younger) (one count), for which he is required to register as a sex offender pursuant to Penal Code section 290.

E9. PEREZ, Marc Henry

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 261.5(d) (unlawful sexual intercourse with a minor who is under 16 years of age) (one count).

E10. PUBILL JR, Eduardo

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288.4(b) (meeting minor for lewd purposes) (one count) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E11. REYES, Estevan

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(c)(1) (lewd act upon a child – age 14 or 15) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E12. SINGFIELD, Billy Joe

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 261.5(C) (unlawful sexual intercourse with a minor who is more than three years younger) (one count), for which he is required to not associate with any unrelated minor, unless accompanied by a responsible adult approved by the probation officer.

E13. VALLADARES, Enrique Jr

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(A) (lewd act with child under 14) (3 counts); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E14. YONEDA, Mika Marie

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code section 261.5(d) (unlawful sexual intercourse with a minor who is under 16 years of age) (5 counts); for which she 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.

E15. DOCABO, Descartes Valles

E16. LITTLE, Michele Anne

E17. GONZALEZ, Carlos

E18. HERDAN, Lance

E19. **VEGA, George**

E20. **RUIZ, Alex**

E21. **VIRK, Manpreet Singh**

E22. **PHILLIPS, Gregory Van**

E23. **POPPER, Steve Paul Perry**

E24. **STAATS, Bambi Michelle**

E25. **MEZA, Carlos Alberto**

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.

E26. **SANCHEZ, Carl Jess**

E27. **CRNICH, Nathan Andrew**

E28. **BANKSTON, Lamont Maurice**

Division of Licensure Enforcement Workload Report

Introduction

Updates on the Commission's Division of Licensure Enforcement (DLE) workload are presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the period of October through December 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 December, DLEs caseload was at 3,754.

"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 December, DLE opened 372 cases.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal monthly three-day meeting. This two-step review process is required by statute. There were 83 Initial Review cases prepared in December. DLE continues to expect this number to fluctuate as cases move through the Committee process.

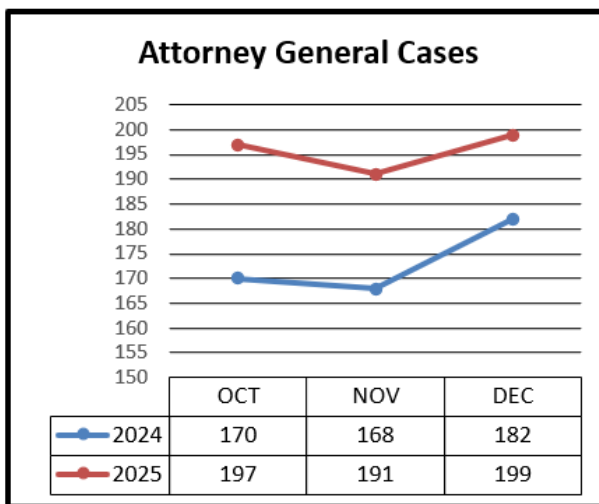
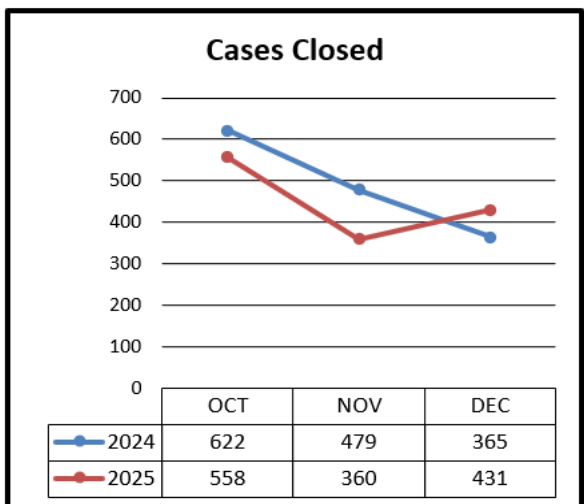
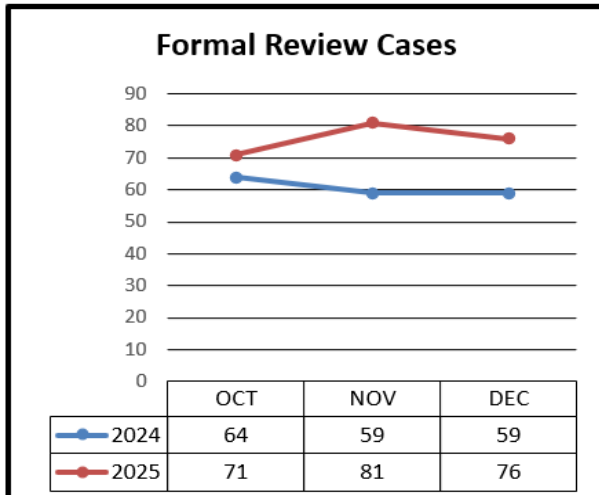
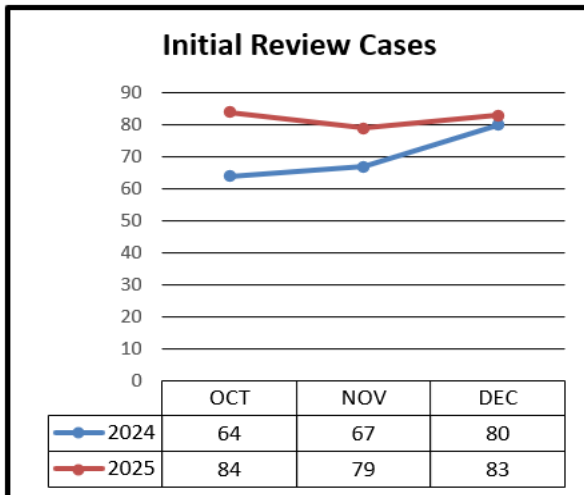
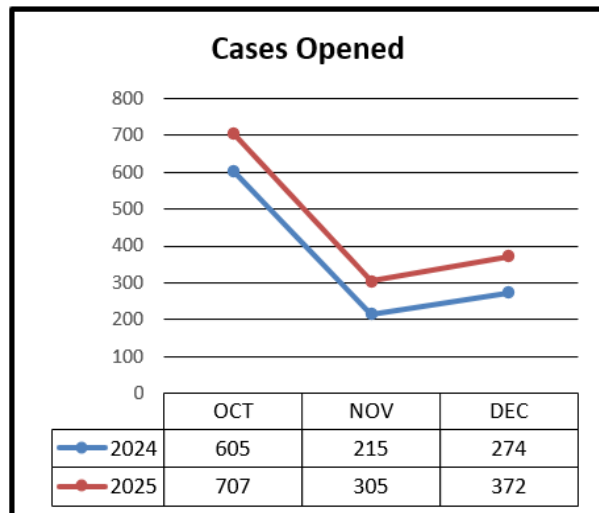
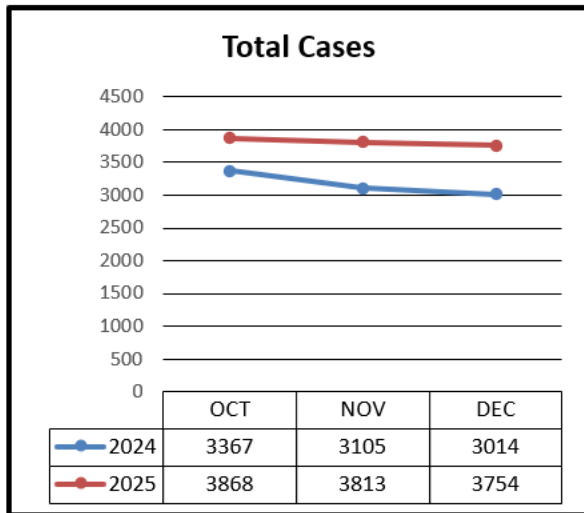
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In December, 431 cases were closed.

"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 199.

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 – December 2025



Note: The chart above for Cases Closed was updated to reflect correct totals for October 2024 from 598, to 622.

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>
Gregory Bekker	Geyserville Unified SD	Sonoma	03/01/2025-08/17/2025
Anthony Blount	Murrieta Valley Unified SD	Riverside	01/02/2026-01/07/2026
Brianne Carson	Perris Union High SD	Riverside	01/02/2026-01/19/2026
Donald Cherchia	Perris Union High SD	Riverside	01/02/2026-01/19/2026
Kendra Deboer	Ocean View SD	Orange	01/01/2026-01/20/2026
Lisa Demarquez	Cambria SD	Santa Clara	09/01/2025-12/06/2025
Elizabeth Edgar	Ukiah Unified SD	Mendocino	11/18/2025-11/24/2025
Timothy Erickson	Merced Union High SD	Merced	12/02/2025-12/15/2025
Katherine Gentilucci	Riverside County Office of Education	Riverside	11/02/2025-11/17/2025
Dolores Gentry	Merced Union High SD	Merced	10/02/2025-10/08/2025
Patricia Goheen	Irvine Unified SD	Orange	09/01/2025-09/16/2025
Calvin Her	Merced City SD	Merced	08/07/2025-08/19/2025
Grace Herron	Merced City SD	Merced	08/07/2025-08/18/2025
Gregory Hicks*	Los Banos Unified SD	Merced	06/01/2025-07/01/2025
Suzanna Humpal	Merced City SD	Merced	08/07/2025-08/19/2025
Derek Hutchinson	Mendocino Unified SD	Mendocino	11/01/2025-11/23/2025
Charles Kemp Jr.	Perris Union High SD	Riverside	01/02/2026-01/19/2026
Tristan Kennedy	Oceanside Unified SD	San Diego	11/01/2025-11/04/2025
Eva Kissell	Inglewood Unified SD	Los Angeles	12/01/2025-12/09/2025
Leticia Kiwan*	Twin Rivers Unified SD	Sacramento	11/01/2025-11/19/2025
Jennifer Larocque	Jefferson Elementary SD	San Mateo	10/01/2025-10/31/2025
Diana Luu	Lakeside Union SD	San Diego	11/01/2025-11/05/2025
Elena Nunez	Perris Union High SD	Riverside	01/02/2026-01/19/2026
Lisa Palomino*	Saddleback Valley Unified SD	Orange	12/01/2025-12/18/2025
Areliia Perez-Curiel	Merced City SD	Merced	11/01/2025-11/14/2025
Paul Phillips	Livingston Union SD	Merced	11/02/2025-11/10/2025
Amy Plansky	Murrieta Valley Unified SD	Riverside	11/01/2025-11/03/2025
Steven Richard	Merced Union High SD	Merced	08/02/2025-08/11/2025
Richard Rodriguez*	Whittier Union High SD	Los Angeles	11/01/2025-11/18/2025
Antoinette Sargis	Merced Union SD	Merced	08/07/2025-08/19/2025
Lidia Silveira	Merced Union SD	Merced	09/01/2025-09/19/2025
Karina Soares	Merced Union SD	Merced	09/01/2025-09/22/2025
Lisa Taormina*	Los Altos SD	Santa Clara	10/01/2025-10/24/2025
Stephanie Wagner	McSwain SD	Merced	08/11/2025-08/18/2025
Meghan Wethers	Murrieta Valley Unified SD	Riverside	11/01/2025-11/03/2025
Robert Zavala	Kerman Unified SD	Fresno	12/01/2025-12/07/2025

*Holds more than one credential

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

Introduction

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

Background

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

*Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and **evidence-based** means of teaching foundational reading skills in **print concepts, phonological awareness, phonics and word recognition, and fluency** to all pupils, including **tiered supports** for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current **English Language Arts/English Language Development (ELA/ELD) Framework** adopted by the state board, and shall incorporate the program **guidelines for dyslexia** developed pursuant to Section 56335. The study of reading shall meet the following requirements:*

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

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

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

Programs Recommended for Literacy Certification

Education Code 44320.3 (b) requires that

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

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

Institution	Program	Pathways	URL with password (if applicable)
CSU Dominguez Hills	Early Childhood Special Education	Traditional Student Teaching Intern	CSUDH CTC Accreditation
Los Angeles Pacific University	Preliminary Multiple Subjects	Traditional Student Teaching Intern	SB 488 Literacy Certification (2024) Username: sb488reviewer Password: SB488Reviewer!2024

Recommendation

Staff recommend 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.

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the Child Development Permit

Introduction

This agenda item presents clarification to proposed amendments to Title 5 of the California Code of Regulations pertaining to the Child Development Permit.

Background

The proposed levels of the CDP matrix were approved in [February of 2025](#) and continue to reflect a career ladder and lattice for early childhood educators. The Commission approved and adopted the changes to the Child Development Permit structure and requirements in [December 2025](#). Staff were notified by constituents in late 2025 that the field experience requirement as written might be misinterpreted. Staff met with constituents to better understand the issue and are subsequently suggesting updating the proposed amendments to Title 5 of the California Code of Regulations (CCR), §§80107, 80112, 80113, 80114, and 80115 to provide better clarity.

Amendments were made by staff pertaining to the Early Childhood Educator 2 and above levels to state that the supervised clinical (field) experience within an Early Childhood Education (ECE) setting is not a separate requirement in addition to the degree program. The language has been updated to reflect this change. The text changes include the change in wording from “degreed program” to “degree program.” A clarifying sentence was also added associated with the requirement for supervised clinical (field) experience that states that the minimum of three semester units and 100 hours within an ECE setting can be a part of the 24 ECE/CD and not in addition to. The change was made in each of the levels: Early Childhood Educator 2, Early Childhood Educator 3, Early Childhood Administrator 1 and Early Childhood Administrator 2. The updated language can be found in [Appendix A](#).

Additionally, amendments to Title 5, CCR, §80107 related to the reduced fee provision for early permit upgrades (referred to as “early renewal”) were not captured in the December 2025 item due to internal issues with version control. When the updated Child Development Permit matrix requirements are adopted in regulations, the option to upgrade currently held Child Development Permits will no longer be available, and as such Title 5, CCR, §80105(f) will no longer be applicable. Utilization of the reduced fee for early renewal is represented in a small percentage, between 4-5%, of the Child Development Permits issued by the Commission within the last 5 years. The updated language can be found in Appendix A.

Staff Recommendation

Staff recommend that the Commission approve the proposed amendments to Title 5 of the CCR and promulgate regulations consistent with previous Commission action (December 2025) to adopt the proposed updates to the Child Development Permit structure and requirements. 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 authorize staff to submit the final statement of reasons to the Office of Administrative Law including making any necessary, non-substantive changes to the regulation text that do not alter the requirements, rights, responsibilities, conditions, or prescriptions contained in the original text, without approval or consideration.

Appendix A

Proposed Amendments to Title 5 CCR, sections 80107, 80112, 80113, 80114, and 80115

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~striketrough~~ type. Text proposed to be amended by Commission action is shown in double underline for additions and ~~double striketrough~~ for deletions.

§ 80107. Application Procedure and Date of Issuance of a Permit.

(a) Submission of Application. Each applicant for a Child Development Permit as defined in Section 80105, of any type, or for any renewal thereof shall submit an application to the Commission on Teacher Credentialing, ~~or to the Office of the County or District Superintendent of Schools of the county in which the applicant is employed.~~

(b) Application Form. An application for a Child Development Permit as defined in Section 80105, of any type, shall be submitted on the application ~~form~~ as defined in Section 80001, Application for Credential Authorizing Public School Service (form 4104, rev XX), furnished by the Commission on Teacher Credentialing and shall be accompanied by all of the following:

- (1) ~~If the applicant does not already have fingerprint clearance on file with the Commission, the permit application must include duplicate personal identification cards as specified in Section 80442 and form Application for Character and Identification Clearance (form 41-CIC, rev 9-95). Fingerprint clearance as specified in Section 80442.~~
- (2) The fees for issuance as specified in Section 80487~~(a)~~.
- (3) Official transcripts listing required college and university course work appropriate to the permit requested.
- ~~(4) Verification of training completed through Commission approved non-college based training, if appropriate to the permit requested.~~
- ~~(45) For each permit requiring experience, the application shall be accompanied by original letters, from authorized persons having knowledge of the facts, verifying the dates and nature of the experience claimed.~~

(c) Date of Issuance. If all requirements for a permit are met by the date an application is filed, the permit will be issued with that date as of that date, and ~~that date will be the date of issuance. If further requirements are needed, then the applicant must complete remaining requirements and submit a new application and supporting materials, as provided in subsection (b). then the date of issuance will be the date on which all necessary requirements have been met.~~

(d) No Renewal of Expired Permit. An expired permit shall not be renewed. Reissuance of an expired permit requires submission of an application pursuant to subsection (b), including verification that all renewal requirements have been satisfied. ~~However, if an applicant with an~~

expired permit meets all of the renewal requirements and submits an application and fee, the permit shall be reissued as of the date of filing.

~~(c) Failure to Meet Renewal Requirements. In the event the holder of a permit fails to meet the renewal requirements for that permit he/she will be required to meet any new requirements that have been adopted subsequent to the initial date of issuance, unless an extension is granted pursuant to Section 80523.~~

~~(f) Reduced Fee for Early Renewal. When a Permit holder completes all of the requirements for a higher level of the Child Development Permit within three years of the date of initial issuance, he/she may submit an application for renewal and the original unexpired permit and pay half the renewal fee.~~

Credits

Note: Authority cited: Section 8370, and 44225(g), Education Code. Reference: Sections ~~8362, 8363 and~~ 44252(a) and 44340, Education Code.

§ 80112. Child Development Teacher Permit, Early Childhood Educator 2.

~~(a) Requirements. Each applicant for a Child Development Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:~~

~~(1) All of the following:~~

~~(A) Completion of twenty four semester units of course work in early childhood education/child development including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family, relations; programs/curriculum. Either of the following may be used to partially meet the 24-semester units requirements:~~

~~1. A two- or three-semester unit supervised field work course, including both the field and course work components, may be used toward the required 24 early childhood education/child development semester units, but the same field work course may not be used to meet the experience requirement listed in Section 80112(a)(1)(B).~~

~~2. Successful completion of the Child Development Associate (CDA) Credential, which may be used for nine semester units of credit toward the required 24 semester units.~~

~~(B) Completion of 175 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years.~~

~~(C) Completion of sixteen diversified semester units in general education (i.e., at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts).~~

~~(2) Completion of an associate degree or higher in early childhood education or child development or a related field, with a three (3)-semester unit supervised field experience in an early childhood education setting.~~

~~(3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.~~

~~(b) An individual may apply for this permit with a "School-Age Emphasis" by completing half of his/her units in school-age coursework.~~

~~(c) Term and Renewal. The Child Development Teacher Permit shall be issued for five years and renewed for successive five year periods upon submission of:~~

~~(1) an application for renewal;~~

~~(2) required fees; and~~

~~(3) verification of completion of 105 hours of professional growth.~~

~~(d) Authorization:~~

~~(1) A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.~~

~~(2) The Child Development Teacher Permit With School-age Emphasis authorizes the holder to provide all of the services authorized for the Child Development Teacher Permit holder as well as provide services in the care, development, and instruction of children in before-school, after-school and other school-age child care programs.~~

(a) Early Childhood Educator 2 Requirements. The minimum requirements for the issuance of an Early Childhood Educator 2 shall include submission of an application as provided in Section 80107, in addition to one of the following options:

(1) Completion of an associate degree or higher in early childhood education (ECE) or child development (CD), or a degree program, that includes at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision; and

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement.

Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(2) Completion of an associate degree or higher in a subject area other than ECE/CD and at least 24 semester units in ECE/CD coursework as provided in section 80105 in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision; and

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement.

Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program

Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(b) Early Childhood Educator 2 Provisional Certification Requirements. The minimum requirements for the issuance of a Provisional Certification shall include all of the following:

- (1) completion of a minimum of 24 semester units in ECE/CD coursework, as provided in section 80105; and
- (2) verification of employer sponsorship and employment in a role requiring this level of certification.

(c) Term and Renewal. The term and renewal for the Early Childhood Educator 2 and Early Childhood Educator 2 Provisional Certification shall be as follows:

- (1) The Early Childhood Educator 2 shall be issued for five years and renewed for successive five-year periods upon submission of:
 - (A) an application form for renewal as defined in Section 80001;
 - (B) the fee for issuance as specified in Section 80487; and
 - (C) verification of completion of 105 hours of professional growth as defined in section 80105.
- (2) The Early Childhood Educator 2 Provisional Certification shall be issued for two years, with an option to extend for an additional year. The Early Childhood Educator 2 Provisional Certification shall be reissued for an additional one-year period upon submission of:
 - (A) an application form for renewal as defined in Section 80001;
 - (B) the fee for issuance as specified in Section 80487; and
 - (C) official transcripts showing completion of 24 semester units of associate degree applicable coursework since the initial issuance of the Early Childhood Educator 2 Provisional Certification.

(d) Authorization. The Early Childhood Educator 2 and Early Childhood Educator 2 Provisional Certification authorize the holder to be the teacher of record in an early learning child development program and provide guidance and supervision to an Early Childhood Educator 1 permit holder. Instructional services may include, but shall not be limited to, development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Note: Authority cited: Sections ~~8363~~8337, ~~8370~~8370, and 44225(d), and 44225(q), Education Code. Reference: Sections ~~8363~~8337 and ~~8370~~8370, Education Code.

§ 80113. ~~Child Development Master Teacher Permit~~ Early Childhood Educator 3.

~~(a) Requirements. Each applicant for a Child Development Master Teacher Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:~~

~~(1) All of the following:~~

~~(A) Completion of twenty four semester units of course work in early childhood education/child development including at least one course in each of the following core areas: child/human growth and development; child, family and community, or child and family, relations; programs/curriculum. Either of the following may be used to partially meet the required units:~~

~~1. A two or three semester unit supervised field work course, including both the field and course work components, may be used toward the required 24 early childhood education/child development semester units, but the same field work course may not be used to meet the experience requirement listed in Section 80113(a)(1)(E).~~

~~2. Successful completion of the Child Development Associate (CDA) Credential, which may be used for nine semester units of credit toward the required 24 semester units.~~

~~(B) Completion of sixteen diversified semester units in general education (i.e., at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts).~~

~~(C) Completion of six (6) additional semester units in an area of specialization which may include but is not limited to the following:~~

~~1. Infant and toddler care;~~

~~2. Bilingual and bicultural development;~~

~~3. Children with exceptional needs;~~

~~4. Preschool programming;~~

~~5. Parent/teacher relations;~~

~~6. Child health; and~~

~~7. Specific areas of developmentally appropriate curriculum.~~

~~(D) Completion of two (2) semester units of adult supervision coursework.~~

~~(E) Completion of 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years.~~

~~(2) Completion of a baccalaureate degree or higher with twelve (12) or more semester units of early childhood education or child development coursework, and a three (3) unit supervised field experience in an early childhood education setting.~~

~~(3) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.~~

~~(b) An individual may apply for this permit with a "School Age Emphasis" by completing half of his/her units in school age coursework.~~

~~(c) Term and Renewal. The Child Development Master Teacher Permit shall be issued for five years and renewed for five year periods upon submission of the following:~~

~~(1) an application for renewal,~~

~~(2) required fees, and~~

~~(3) verification of completion of 105 hours of professional growth.~~

~~(d) Authorization.~~

~~(1) A Child Development Master Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise a Child Development Permit Teacher, a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide. A Child Development Master Teacher Permit also authorizes the holder to serve as a coordinator of curriculum and staff development in a child care and development program.~~

~~(2) The Child Development Master Teacher Permit With School-age Emphasis authorizes the holder to provide all of the services authorized for the Child Development Master Teacher Permit holder as well as provide services in the care, development, and instruction of children in before-school, after-school and other school-age child care programs.~~

(a) Early Childhood Educator 3 Requirements. The minimum requirements for the issuance of an Early Childhood Educator 3 shall include submission of an application as provided in Section 80107, in addition to one of the following options:

(1) Completion of a bachelor's degree or higher in ECE/CD, or a degree program, that includes at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision; and

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(2) Completion of a bachelor's degree or higher in a subject area other than ECE/CD and 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision; and

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(3) Possession of a valid PK-3 Early Childhood Education Specialist Instruction Credential and a minimum of two semester units of coursework in adult supervision.

(4) Possession of a valid Multiple Subject Teaching Credential in addition to completion of all of the following:

(A) a minimum of 24 semester units in ECE/CD coursework as provided in section 80105;

(B) a minimum of two semester units of coursework in adult supervision; and

(C) Multiple Subject Clinical Practice within an ECE setting, as defined in section 80105, or one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107.

(b) Term and Renewal. The Early Childhood Educator 3 shall be issued for five years and renewed for successive five-year periods upon submission of:

(1) an application form for renewal as defined in Section 80001;

(2) the fee for issuance as specified in Section 80487; and

(3) verification of completion of 105 hours of professional growth as defined in section 80105.

(c) Authorization. The Early Childhood Educator 3 authorizes the holder to provide care, development, and instruction of children in an early learning child development program and provide guidance, mentoring, and supervision to Early Childhood Educator 1 and Early Childhood Educator 2 permit holders. The holder may also serve as coordinator of curriculum, and staff development at a site or program level, under the supervision of an Early Childhood Administrator 2. Instructional services may include, but shall not be limited to, development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Note: Authority cited: Sections ~~8363, 8370~~ 8337, and 44225(d), and 44225(g), Education Code. Reference: Sections ~~8363 and 8370~~ 8337, Education Code.

§ 80114. Child Development Site Supervisor Permit Early Childhood Administrator 1.

~~(a) Requirements. Each applicant for a Child Development Site Supervisor Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following:~~

~~(1) All of the following:~~

~~(A) Completion of an associate degree or 60 semester units, with at least twenty four (24) units of early childhood education or child development, including the core courses of child and/or human development; child, family and community; and programs and curriculum.~~

~~(B) Completion of six (6) additional semester units of coursework in the administration and supervision of child care and development programs. These six units must include at least two different courses. One course shall be introductory and one course shall be advanced, or they must be courses of different topical content.~~

~~(C) Completion of two (2) semester units of adult supervision coursework.~~

~~(D) Completion of 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years. Experience must include at least 100 days of supervising adults in a child care and development program.~~

~~(2) Completion of a baccalaureate degree or higher with twelve (12) or more semester units of early childhood education or child development coursework, and a three (3) unit supervised field experience in an early childhood education setting.~~

~~(3) An Administrative Services credential authorizing services in public schools in California, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.~~

~~(4) A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in a self-contained classroom or a secondary teaching credential in home economics, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.~~

~~(5) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.~~

~~(b) An individual may apply for this permit with a "School Age Emphasis" by completing half of his/her units in school age coursework.~~

~~(c) Term and Renewal. The Child Development Site Supervisor Permit shall be issued for five years and renewed for successive five year periods upon submission of:~~

~~(1) an application for renewal;~~

~~(2) required fees; and~~

~~(3) verification of completion of 105 hours of professional growth.~~

~~(d) Authorization.~~

~~(1) A Child Development Site Supervisor Permit authorizes the holder to supervise a child care and development program operating at a single site, provide service in the care, development, and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development in a child care and development program.~~

~~(2) The Child Development Site Supervisor Permit With School age Emphasis authorizes the holder to provide all of the services authorized for the Child Development Site Supervisor Permit holder as well as provide services in the care, development, and instruction of children in before school, after school and other school age child care programs.~~

(a) Early Childhood Administrator 1 Requirements. The minimum requirements for the issuance of an Early Childhood Administrator 1 shall include submission of an application as provided in Section 80107, in addition to one of the following options:

(1) Completion of an associate degree or higher in early childhood education (ECE) or child development (CD), or a degree program, that includes at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision;

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(C) a minimum of six semester units of coursework in ECE administration;

(D) One year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer as specified in section 80107; and

(E) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

(2) Completion of an associate degree or higher in a subject area other than ECE/CD and at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision;

(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(C) a minimum of six semester units of coursework in ECE administration;

(D) one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that be verified by an employer, as specified in section 80107; and

(E) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

(b) Term and Renewal. The Early Childhood Administrator 1 shall be issued for five years and renewed for successive five-year periods upon submission of:

- (1) an application form for renewal as defined in Section 80001;
- (2) the fee for issuance as specified in Section 80487; and
- (3) verification of completion of 105 hours of professional growth as defined in section 80105.

(c) Authorization. The Early Childhood Administrator 1 authorizes the holder to supervise an early learning and child development program in the care, development, and instruction of children and to provide guidance and supervision to Early Childhood Educator 1, Early Childhood Educator 2, and Early Childhood Educator 3 permit holders serving in the role of the teacher of record and/or site director responsible for overseeing state requirements at a single program site. Instructional services may include, but shall not be limited to, the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Note: Authority cited: Sections ~~8363, 8370, 8337~~ and 44225(d), and 44225(g), Education Code. Reference: Sections ~~8363 and 8370~~ 8337, Education Code.

§ 80115. ~~Child Development Program Director Permit~~ Early Childhood Administrator 2.

~~(a) Requirements. Each applicant for a Child Development Program Director Permit shall comply with the procedure prescribed for application in Section 80107 and shall meet one of the following options:~~

~~(1) All of the following:~~

~~(A) Completion of a baccalaureate degree with at least twenty four (24) units of early childhood education or child development, including the core areas of child and/or human development; child, family and community; and programs and curriculum;~~

~~(B) Completion of six (6) additional semester units of coursework in the administration and supervision of child care and development programs. These six units must include at least two different courses. One course shall be introductory and one course shall be advanced, or they must be courses of different topical content.~~

~~(C) Completion of two (2) semester units of adult supervision coursework.~~

~~(D) Child Development Site Supervisor status, with at least one program year of site supervisor experience.~~

~~(2) A master's degree or higher in Child/Human Development, Early Childhood Education or closely related field.~~

~~(3) An Administrative Services credential authorizing services in public schools in California, with twelve (12) semester units of early childhood education or child development coursework and a three (3) semester unit supervised field experience.~~

~~(4) A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in a self-contained classroom or a secondary teaching credential in home economics, with twelve (12) semester units of early childhood education or child development coursework, three (3) semester units in a supervised field experience, and six additional semester units in administration of early childhood education or child development.~~

~~(5) Completion of equivalent training approved by the Commission on Teacher Credentialing. Equivalent training may include traditional coursework taken through a regionally accredited institution of higher education and Commission approved alternative education programs.~~

~~(b) An individual may apply for this permit with a "School Age Emphasis" by completing half of his/her units in school-age coursework.~~

~~(c) Term and Renewal. The Child Development Program Director Permit shall be issued for five years and renewed for successive five year periods upon submission of all of the following:~~

~~(1) an application for renewal;~~

~~(2) required fees; and~~

~~(3) verification of completion of 105 hours of professional growth.~~

~~(d) Authorization:~~

~~(1) A Child Development Program Director Permit authorizes the holder to supervise a child care and development program operated in a single or multiple sites, provide service in the care, development, and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development in a child care and development program.~~

~~(2) The Child Development Program Director Permit With School-age Emphasis authorizes the holder to provide all of the services authorized for the Child Development Program Director Permit holder as well as provide services in the care, development, and instruction of children in before-school, after-school and other school-age child care programs.~~

(a) Early Childhood Administrator 2 Requirements. The minimum requirements for the issuance of an Early Childhood Administrator 2 shall include submission of an application as provided in Section 80107, in addition to one of the following options:

(1) Completion of a bachelor's degree or higher in early childhood education (ECE) or child development (CD), or a degree program, that includes at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision;
(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(C) a minimum of six semester units of coursework in ECE administration;
(D) one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107; and

(E) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

(2) Completion of a bachelor's degree or higher in a subject area other than ECE/CD and at least 24 semester units in ECE/CD coursework as provided in section 80105, in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision;
(B) a minimum of three semester units of supervised clinical (field) experience within an ECE setting. These units may be included in the required 24 early childhood education or child development semester unit requirement. Coursework must include a minimum of 100 hours of clinical experience.

1. Individuals who are interested in upgrading their permit from a Child Development Teacher Permit, Master Teacher, Site Supervisor, or Program Director Permit and have successfully completed supervised clinical field experience with children ages 0-8, shall not be subject to the 100-hour requirement on their supervised clinical (field) experience units.

(C) a minimum of six semester units of coursework in ECE administration;
(D) One year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107; and

(E) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

(3) Possession of a valid PK-3 Early Childhood Education Specialist Instruction Credential in addition to completion of all of the following:

(A) a minimum of two semester units of coursework in adult supervision;
(B) a minimum of six semester units of coursework in ECE administration;
(C) one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107; and

(D) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

- (4) Possession of a valid Multiple Subject Teaching Credential and 24 semester units in ECE/CD as provided in section 80105 in addition to completion of all of the following:
- (A) a minimum of two semester units of coursework in adult supervision;
 - (B) a minimum of six semester units of coursework in ECE administration;
 - (C) one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107; and
 - (D) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.
- (5) Possession of a valid Administrative Services Credential and 24 semester units in ECE/CD as provided in section 80105, in addition to completion of all of the following:
- (A) a minimum of two semester units of coursework in adult supervision;
 - (B) a minimum of six semester units of coursework in ECE administration;
 - (C) one year of full-time teaching experience (minimum of 3 hours per day) with students ages 0-8 years that can be verified by an employer, as specified in section 80107; and
 - (D) 100 days (minimum of 3 hours per day) of supervisory experience with students ages 0-8 years within the last four years.

(b) Term and Renewal. The Early Childhood Administrator 2 shall be issued for five years and renewed for successive five-year periods upon submission of:

- (1) an application form for renewal as defined in Section 80001;
- (2) the fee for issuance as specified in Section 80487; and
- (3) verification of completion of 105 hours of professional growth as defined in section 80105.

(c) Authorization. The Early Childhood Administrator 2 authorizes the holder to supervise an early learning and child development program operating at multiple sites in the care, development, and instruction of children and to provide guidance and supervision to Early Childhood Educator 1, Early Childhood Educator 2, Early Childhood Educator 3, and Early Childhood Administrator 1 staff. The holder may also serve as the coordinator of multiple sites in the areas of curriculum, staff development, and mentorship at the program level. Instructional services may include but shall not be limited to the development and implementation of curriculum, learning goals and environments, observation and assessment, family engagement, and health, safety and nutrition.

Note: Authority cited: Sections ~~8363, 8370, 8337, and~~ 44225(d), and 44225(g), Education Code.
Reference: Sections ~~8337, 8363 and~~ 8370, Education Code.

Initial Institutional Approval – Stage II: Eligibility Requirements for EDvance College

Introduction

This agenda item presents for consideration one institution of higher education (IHE) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. The IHE, EDvance College, seeks IIA in order to offer a Preliminary PK-3 Early Childhood Education Specialist Instruction Credential and a Bilingual Authorization in Spanish and Mandarin. EDvance College has submitted responses to the Eligibility Requirements and relevant preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). EDvance College is an independent, non-profit regionally accredited institution in San Francisco, California that started in 2009 as a program within San Francisco State University before becoming an independent institution in 2022. EDvance College aims to provide educational programming to meet the needs of the Early Childhood Education workforce.

It is an important reminder that approval of the institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval of Stage II allows an institution to move forward to Stage III in which Common Standards and preconditions will be submitted for review. 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.

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 chart detailing the five stages of the IIA process is provided on the following page.

Institution

EDvance College seeks IIA in order to offer a Preliminary PK-3 Early Childhood Education Specialist Instruction Credential and a Bilingual Authorization in Spanish and Mandarin. Summaries and excerpts of EDvance College's responses to the [twelve Eligibility Requirement Criteria](#), two [Initial Program Preconditions](#), and [General Precondition #9: Faculty and Instructional Personnel Participation](#), are provided in this item. EDvance College's full response

is available on their accreditation page (password: CTC2024preK!) 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

EDvance College is seeking approval of Stage II in order to be eligible for Stage III as highlighted in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility Requirements	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Provisional Site Visit and Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	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: <ul style="list-style-type: none"> • Have legal eligibility • Attend Accreditation 101 with institutional team 	Submit responses to: <ul style="list-style-type: none"> • 12 Eligibility Criteria • Initial Program Preconditions • General Precondition #9 	Submit responses to: <ul style="list-style-type: none"> • Common Standards 	Submit responses to: <ul style="list-style-type: none"> • Program-Specific Preconditions • Program Standards 	Must: <ul style="list-style-type: none"> • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Provisional Approval: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Program(s): <ol style="list-style-type: none"> 1. Approve 2. Deny 	<ol style="list-style-type: none"> 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	Not Approved	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 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

- EDvance College is proposing to offer a PK-3 Early Childhood Education (ECE) Specialist Instruction credential program and the bilingual authorization program in Spanish and Mandarin.
- Edvance College plans to offer two pathways for obtaining the PK-3 credential. The first is an Integrated Teacher Education Program (ITEP) model, allowing candidates to earn both the Bachelor's Degree in Early Childhood Studies and the PK-3 credential in four years, plus two semesters. The second pathway is a post-baccalaureate PK-3 credential program, available through a traditional route or an intern route. Candidates in either pathway will have the option to add a Bilingual Authorization in Spanish or Mandarin to their PK-3 credential.
- EDvance College has submitted a complete organizational chart and accompanying narrative that indicates the programs will be overseen by the Chief Academic Officer (CAO), Dr. Victoria Quijano who will serve as the Unit Head. The Unit Head is responsible for ongoing oversight of all educator preparation programs. The CIO will be responsible for designing and developing the educator preparation programs.
- The Chief Academic Officer (CAO), Dr. Victoria Quijano, will also ensure the programs alignment with EDvance's mission vision, and outcomes as well as accreditation standards.
- Anna Arambula-Gonzalez, Associate Vice President of Early Childhood Studies (AVP of ECS), will be responsible for the day-to-day operations of the programs.
- Anna will report to the CAO and will work in collaboration with both the CAO and CIO.
- EDvance assures that the duties related to credential recommendations will be performed only by employees of the institution and that these individuals will take part in the Commission training related to the recommendation process.
- EDvance College has identified, Rosa Belerique, Director of Institutional Research, 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 Employee and Faculty Handbook.
- A non-discrimination policy for the institution's **candidates** is provided in the Student Handbook and Catalog.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- EDvance provided a statement of assurance signed by the Unit Head, Dr. Carola Oliva-Olson, CIO, 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

- The CIO, Dr. Carola Oliva-Olson, 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

- EDvance has provided a grievance process which will be accessible to all candidates and applicants in the candidate handbook and on the policies webpage.
- Admitted candidates are informed of the Student Grievances and Appeals policy and process during the mandatory orientation session and asynchronous preparation course, EDvance Bridge, which occurs before official enrollment.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- EDvance’s website will be accessible to the public without the requirement of log in information.
- The mission, governance, administration, and admission procedures are currently on the institution’s website.
- Information about the proposed programs will be made available through the institution’s website and fliers will be distributed to local partners.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their grades, transcripts, program completion information, registration information, and other information through Student First, a student

information system. EDvance's Registrar is responsible for records management, access, and security.

- EDvance is currently in the process of contracting with Parchment to provide both electronic and hard copies of transcripts to candidates and institutions.
- Candidate records are maintained in the Student Information System (SIS), Student First. Electronic and digital records are kept on a secure server and maintained by Uptime, a third-party technology and security company.
- Paper copies of transcripts submitted by candidates are digitized and uploaded to the candidate's digital file. The physical copies are kept in a locked filing cabinet managed by the Registrar. Access to these files will be tracked using an access log that is monitored by the Registrar.
- Candidates will be able to access unofficial transcripts by logging into Student First. Most candidate records are submitted electronically, with paper transcripts digitized and uploaded to Student First.
- The institution assures that it will ensure efficient management of candidate records, compliance with regulatory standards, and seamless accessibility for candidates and staff.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- EDvance College is an accredited, online, institution of higher education (IHE) currently serving the early childhood education workforce and employers in the greater San Francisco Bay Area. The courses for the proposed educator preparation programs will be offered in a bi-chronous manner - all courses meet regularly in a synchronous online setting, as if in person, while also engaging in asynchronous lessons outside of class at their own pace.
- Classes are not held in person at a physical location.
- Candidate support is held both online and, in some instances, in-person. Information sessions, orientations, and candidate support are also provided both in person and remotely at locations that are convenient for potential and current candidates.
- In person delivery of candidate support or other events are at EDvance College's local physical office, a local employer partner site, or a rented physical location to accommodate the purpose and size of the group. Local employer sites are in San Francisco, San Mateo County, and/or Alameda County.
- EDvance College provides all direct educational services in house and does not outsource any part of its curriculum delivery to other organizations.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Dr. Carola Oliva-Olson, Unit Head and Chief Innovation Officer (CIO), has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to EDvance College'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

EDvance College asserts that its mission, vision, and values regarding educator preparation is consistent with California's approach to educator preparation. The institution stated that it believes they have a responsibility to serve the early childhood education field, by grounding their work in an understanding of the profession and its current challenges. EDvance College says it has designed an institution of higher education to solve the barriers and inequities faced by their candidate population and the needs of the early educator workforce. Before becoming a newly-accredited, independent non-profit institution of higher education, EDvance had been serving the early childhood community in higher education for over a decade as an embedded early childhood workforce pathway at San Francisco State University. The educational program they designed and implemented they say reflects a deep understanding of the needs of their candidate and the early childhood workforce. EDvance College notes that its mission, vision, and values reflect those needs and were developed in a collaborative process that included input and review from EDvance College leadership, faculty, staff, alumni, candidate, Governing Board members, and their Advisory Committee.

Vision: A world in which higher education facilitates the development of agency and full potential of individuals and communities.

Mission: To create an ecosystem of equity-driven teachers, leaders, and change agents working to transform the future of children and communities.

Values: The guiding principles behind every decision we make.

- Built for belonging
- For educators, by educators
- Justice, Equity, Diversity & Inclusion
- Designed for change
- Expedite individual agency
- Reflect to evolve

The mission, vision, and values statements are publicly available and accessible on EDvance College's website, Employee and Faculty Handbook, Student Handbook, and Catalog. EDvance College states that they believe that the operational expression of these values create their culture, and it is their culture that influences their institutional, program, and candidate outcomes. EDvance affirms that the values are reflected in curriculum design, their online learning experience, administrative policies and procedures, candidate success services, faculty relationships, and pedagogical philosophy and how they engage candidates. As an institution, EDvance College says they are not only constantly asking themselves and discussing how they are aligned with their mission, vision, and values, but they are also asking themselves how they are responding to the changing needs of the early childhood education workforce.

EDvance College's 120-unit Bachelor of Arts (BA) Degree in Early Childhood Studies combines an affordable, inclusive, and dynamic online ECE curriculum with unparalleled support services and on-the-job experience to support working candidates in BA degree attainment and career advancement. Unlike most programs, the four-year curriculum is designed to meet the incumbent early childhood workforce and those individuals interested in pursuing a degree in early childhood. EDvance College offers pathways for candidates new to the workforce with no prior experience or college units as well as for those who have many years of experience, many lower division units, and are ready for upper division work.

Central to the mission and vision is the cultivation of early childhood education leaders who promote social change through advocacy of children, families, and communities. EDvance College has developed Institutional Learning Outcomes (ILOs) to serve as the basis of the overall knowledge, skills, abilities, and beliefs that all EDvance College graduates will achieve upon graduation from the institution. The Program Learning Outcomes (PLOs) guide the Early Childhood Studies program and are underpinned by professional and state standards and competencies. Like the mission, vision, and values, the ILOs and PLOs were developed in a collaborative process that included input and review from EDvance leadership, faculty, staff, alumni, candidates, Governing Board members, and the Advisory Committee.

Institutional Learning Outcomes (ILOs) - Upon completion, EDvance College graduates will be:

- **Effective Communicators:** EDvance graduates are effective communicators using written, verbal and visual formats.
- **Change Agents:** EDvance graduates are reflective professionals, collaborators, leaders, and agents of change, committed to equity, diversity, and social justice.
- **Critical Thinkers:** EDvance graduates are strong critical thinkers and are able to apply critical thinking skills to effectively locate, select, appraise, and use information.
- **Research-driven:** EDvance graduates feel confident and competent using quantitative reasoning and scientific inquiry.

In addition to the PK-3 ECE Teaching Performance Expectations, the program has identified the following program learning outcomes whereby, upon graduation, candidates completing the credential program will be able to:

- Understand the systems and structures of ECE, policy development, advocacy, and organizing at a federal, state, and local level in order to lead, engage in, and affect change.
- Describe and apply scientific inquiry principles for observing, assessing, documenting, and interpreting children's development.
- Describe the early childhood education field and profession with a particular focus on concepts and competencies, working conditions, management, history, systems and structures, and ethical, legal, and professional standards.
- Demonstrate professional communication skills using verbal, written, and visual forms to build positive, collaborative relationships with families, children, colleagues, and the community.

- Describe, analyze, and demonstrate foundational child growth and development theories and apply them effectively to support un-biased, equitable, inclusive, and critical thinking-driven experiences for children.
- Plans, designs, implements, and evaluates culturally, racially, linguistically, and developmentally appropriate outcomes-based curriculum, environments, and learning experiences that promote young children's development.
- Demonstrates and elevates a culture of reflective practice.
- Demonstrates and applies subject-specific pedagogy and developmental processes of domain learning.

The EDvance College Model is built around the features of transfer requirements, having an affordable degree program, providing credit for full-time work (meaning candidates earn college credit for paid employment and use the workplace to practice skills they learn in the classroom), remote curriculum, and candidate support.

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

EDvance started in 2009 as an embedded program at San Francisco State University (SFSU) to support and sustain members of the early childhood workforce who were navigating traditional higher education. For over 10 years, EDvance at SFSU innovated a higher education program developing Early Childhood Education leaders and change agents. EDvance's role at SFSU was to work closely with the early childhood field and support the development of a highly trained, culturally competent, and representative workforce who could apply theory to practice and meet the needs of young children throughout the San Francisco Bay Area.

From a decade plus of experience serving the early childhood workforce, holding focus groups, and analyzing transcript data, EDvance continued to see pervasive barriers standing in the way of Bachelor's degree attainment for early childhood educators. For instance, early childhood educators who manage to overcome the obstacle of meeting lower division transfer requirements and matriculate into institutions of higher education (IHE) often find that courses and candidate services are not offered during times that fit their work schedules. They are then afforded two disadvantageous options: 1) put off their education to prioritize work and family or 2) strain their personal, family, and professional resources to conform to the traditional higher education model and 'make school work' at whatever cost. Those choosing the second option found that college classes and required coursework do not leverage their work experience and current (now strained) early childhood education positions in the workforce and that the approach to faculty-candidate interaction did not meet their needs, which was the impetus for becoming an independent institution of higher education.

In 2021, EDvance College became an established 501(c)3 organization and began the WASC Senior College and University Commission (WSCUC) accreditation process to operate as a non-profit, degree-granting institution. EDvance College submitted their eligibility application to WSCUC in December 2021 and officially progressed to Eligibility on February 10, 2022. Since then, the team has prioritized EDvance's institutional growth as guided by WSCUC's Eligibility Criteria and built a structure for developing a full four-year institution of higher education. At this time, EDvance College is composed of a single program, offering a single undergraduate

degree in Early Childhood Studies (ECS). EDvance College was granted initial accreditation for a six-year term by the WASC Senior College and University Commission in March 2023.

In close collaboration with early childhood education employer partners, EDvance College recruits, supports, and advances the early childhood educators needed to help children, families, and communities realize and achieve their full potential. To successfully create the workforce of tomorrow, EDvance College states they make degree attainment for the current ECE workforce possible by removing barriers and providing relevant, sequenced learning experiences that guide their success from day one. EDvance College fully embraces a work-based and proficiency-based education model that meets the needs not only of candidates who are currently in the workforce, but also those of the next generation of ECE educators.

At EDvance College, candidates in the baccalaureate program are required to enroll full time, taking 15 units per semester of tightly-sequenced courses in a lock-step design. Every semester, candidates enter and move through all coursework together as a cohort, taking two content courses, one writing development course contextualized in ECE content, one community of reflective practice (CORP) course, and one practicum experience where candidates earn units for paid work in the ECE field. Candidates use GoReact to record their practice and all candidates are trained to provide and receive feedback in order to improve their practice. Every semester, candidates also work on the development of their professional portfolio where they select, refine, and showcase their skills. All courses meet in the evenings three nights per week, and candidates have access to embedded writing, academic, professional, and personal support. EDvance College's proposal argues that this model, coupled with a very strong teaching faculty who use a flipped classroom model to engage candidates in a learning experience that harnesses their experience working with children in the field, is one of the main reasons student outcomes are so impressive.

Between 2009 and 2021, EDvance had more than 300 graduates with a graduation rate of 95%. The vast majority of the program's graduates were first-generation, multilingual, heavily dependent on federal financial aid, working full time, and juggling family obligations. EDvance is a nationally-recognized model known for graduating working adults who would otherwise fail to graduate or would spend unnecessary time and money struggling to navigate an educational system that was not designed for them.

After graduation, alumni remain in the early childhood education field and go on to earn advanced degrees. In a 2020 alumni survey, 62% were employed in a classroom working with young children; 15% were employed in another role within the ECE field; 15% were employed as an administrator of a program that has direct care of young children; and 8% were not employed in the early childhood field. Several EDvance alumni persisted to earn masters and doctoral degrees in the field of education and also remained in the field. Their alumni hold leadership positions in small and large ECE agencies in the SF Bay Area and beyond.

- EDvance College has had two MOUs—one with San Mateo Community College effective date of May 1, 2023 through June 1, 2025, and another with Berkeley City College (Peralta Community College District) from May 1, 2023 through June 30, 2025—to plan and develop two blended pathways leading to a Bachelor's degree in Early Childhood

Studies, a PK-3 Early Childhood Education Specialist Instruction Credential, and a Bilingual Authorization in Spanish and Mandarin.

- EDvance College 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 EDvance College's application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, EDvance College has provided a copy of its most recent audited budget dated December 22, 2023 as well as a copy of a proposed operations budget for its education unit.
- EDvance College has also detailed within its submission that they are a fully remote institution. However, they support candidates in person, when necessary, at their place of employment or local offices.
- Additionally, within the submission, EDvance College has identified the minimum qualifications for the program personnel and instructional support. EDvance College's personnel and instructional support will consist of the following:
 - Chief Innovation Officer as the Unit Head
 - Associate Vice President of Early Childhood Studies will oversee the daily operations of the program
- For the purposes of fieldwork, EDvance College provided letters for support from Alameda County Office of Education, San Francisco Unified School District, and San Mateo County Office of Education noting the commitment to collaborating on fieldwork opportunities.

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 EDvance College Meets the Precondition:

EDvance College notes that there is need for educators in the early childhood education workforce due to the State of California mandate for providing universal PK/TK by 2025. Additionally, the institution points out that California's early childhood education workforce is diverse – with more than two-thirds identifying as a person of color and nearly half who speak a language other than English. Emphasizing the importance of meeting children's cultural and linguistic needs at school, EDvance College is seeking to offer the PK-3 ECE Specialist Instruction

credential program and a Bilingual Authorization in Spanish and in Mandarin. Letters of support were provided from Alameda County Office of Education (COE), San Francisco Unified School District, and San Mateo COE noting the commitment to collaborate regarding fieldwork and the design and development of the proposed PK-3 ECE credential program and Bilingual Authorization.

The response also includes a needs assessment conducted by San Mateo COE which found fifteen of the nineteen districts in the county surveyed estimated that the number of new TK teachers needed will be 91 by 2026, up from 31 in 2020. The diversity of California's early education workforce reflects the children and families they serve across the state, with more than 66% identifying as a person of color and 48% speaking a language other than English. But only 45% of California's Associate Teachers and 56% of Lead Teachers in preschools hold a BA or a more advanced degree. Nearly two-thirds of California children (about 60%) speak a language other than English at home. In Alameda County, 79% of children 0-12 are of color (31% Latinx; 25% Asian)—percentages that are projected to grow. In the preschool population, 30% are English Learners. Among all students in the county's public schools, 61% speak Spanish. Because study after study show that children thrive when their cultural and linguistic needs are met at school, and in seeing how the needs of this program mirror the needs of the broader state context, EDvance College seeks to offer both the PK-3 credential and bilingual authorization in Spanish and Mandarin.

(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 EDvance College Meets the Precondition:

EDvance College established a Credential Design Collaborative consisting of eight individuals working as strategic advisors and design consultants from local partnering institutions. They include:

- Joya Chavarin, Faculty Coordinator of Education of Teacher Preparation Program and Early Childhood Apprenticeship Program, Berkeley City College
- Randi Osburn, Faculty and Department Chair, Los Medanos College
- Erlinda Jones, Faculty, Los Medanos College
- Sarah Capitelli, Multiple Subject Credential Coordinator Faculty, Department of Education at University of San Francisco
- Carla Bryant, Executive Director, District Innovation and Leadership in Early Education
- Sarah Glasband, Executive Director of Education Development, Alameda County Office of Education
- Marshelle Moten, Executive Director, San Mateo County Office of Education

- Christie Hererra, Assistant Superintendent, Early Education, San Francisco Unified School District

The proposal states that the institution will work with consultants and experts to design an impactful, academically rigorous integrated credential program by aligning with the specific needs of the Bay Area’s early childhood education community. Meeting frequency and attendance depends on the agenda purpose and outcomes ranging from short weekly remote meetings to all-day, in-person workgroups to design and build the PK-3 ECE program and curriculum. Dr. Victoria Quijano, Unit Head and Chief Academic Officer, plans, leads, and facilitates PK-3 ECE Specialist Instruction meetings. The proposal states that this structured partnership ensures shared accountability and continuous improvement, with constituent groups supporting key aspects of program design from curriculum mapping to program evaluation, enabling the development of a PK-3 ECE Specialist Instruction credential and Bilingual Authorization that will prepare exceptional educators to meet the region’s evolving demands.

General Precondition 9

(9) Faculty and Instructional Personnel Participation

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

This precondition applies only to colleges and universities. Local Education Agencies do not need to address this precondition.

Meets Precondition: Yes

How EDvance College Meets the Precondition:

EDvance College notes that all full-time faculty who teach in the PK-3 ECE Specialist Instruction credential program will be required to stay abreast of credential requirements, curriculum, pedagogical practices, and policies in PK-12 settings. Both full-time and adjunct faculty who regularly teach one or more courses in the PK-3 ECE Specialist Instruction teacher preparation program will be resourced to participate in a public California elementary school at least once every three years. Faculty can either participate in their local school district in which they reside (in California) or access a school district among a list of local San Francisco Bay Area partners. Meaningful participation can include but is not limited to observing PK-3 classroom teaching, assisting PK-3 teachers in lesson planning, supervising K-3 educators, sitting on local school boards, and assessing student teaching.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant preconditions submitted by EDvance College and grant eligibility.

Granting eligibility would allow EDvance 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 Institution to offer an educator preparation program that leads to a credential or license, such as the proposed type of program(s).

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 Sylvan Union 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. Sylvan Union School District (SUSD) seeks IIA in order to offer Teacher Induction and Clear Administrative Services Credential programs. SUSD has submitted responses to the Eligibility Requirements and relevant preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). SUSD has more than 7,900 TK-8 students attending 10 elementary schools and three middle schools. The mission of SUSD is to provide a dynamic, broad-based education that prepares each child to be a contributing member of society. This mission is carried out through a commitment to Professional Learning Communities that operate under the assumption that the key to improved student learning is continuous job-embedded learning for educators.

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 the following page.

Sylvan Union School District

SUSD seeks Initial Institutional Approval to offer two programs:

- Teacher Induction
- Clear Administrative Services Credential

Summaries and excerpts of SUSD's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) are provided in this item. SUSD's full response is available on the [SUSD Induction Accreditation 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

Sylvan Union SD 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

- Sylvan USD (SUSD) is proposing to offer Teacher Induction and Clear Administrative Services programs.
- SUSD has submitted a complete organizational chart that indicates the induction programs will be housed under the Education Services Division.
- Gretchen Griffin, Director of Professional Learning and Induction, will be the program coordinator who will be responsible for the day-to-day operations of the programs.
- Gretchen Griffin will report to Amber Wethern, Assistant Superintendent of Education Services. Amber Wethern, Assistant Superintendent of Education Services, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- SUSD assures that the duties related to credential recommendations will be performed only by employees of SUSD and that these individuals will take part in the Commission training related to the recommendation process.
- SUSD has identified Amber Wethern, Assistant Superintendent of Education 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 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

- SUSD provided a statement of assurance signed by Amber Wethern, Assistant Superintendent of Education Services, 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, SUSD 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

- Gretchen Griffin, Director of Professional Learning and Induction, 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

- SUSD has provided a grievance process which will be accessible to all candidates and applicants on the induction program websites.
- Candidates will be informed of the grievance process during initial program orientation, program materials, and candidate handbooks.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- SUSD's webpage will be accessible to the public without the requirement of log in information.
- SUSD will include the mission, governance, administration and admission procedures on their program website.
- Information will be made available through the program website and other communications channels such as institutional catalogs and admissions materials.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their transcripts and program documents through a secure digital platform using Google Suite within the district's secure network for the purpose of verifying academic units and program completion.
- Candidates can log in securely to view and download their academic records and verification documents as needed.
- Candidate records will be stored securely in locked cabinets and on password-protected drives that are not accessible by the public. Access to digital records will be restricted to authorized personnel through secure logins and permissions.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- SUSD proposes to offer educator preparation programs through in-person instruction with online coursework. This model ensures the necessary face-to-face engagement for hands-on experiences and collaborative learning.
- The primary location for in-person sessions and meetings will be the SUSD district office located in Modesto, California.
- SUSD proposes to partner with the following outside organizations to provide supplementary educational services: Stanislaus County Office of Education, and partner universities, such as California State University Stanislaus. These organizations will assist with professional development workshops focused on specific educational services such as instructional strategies, curriculum development, or assessment training.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Amber Wethern, Assistant Superintendent of Education Services, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to SUSD'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 SUSD's teacher induction program is to "provide an inclusive, supportive, and collaborative learning environment that empowers new teachers to grow professionally, develop effective teaching practices, and meet the diverse needs of all students." The mission of SUSD's administrator induction program is to "cultivate visionary and equity-driven educational leaders who inspire and empower teams to achieve excellence for all students." The vision of SUSD's teacher induction program is to "guarantee professional growth for all educators by fostering confidence, competence, and collaboration." The vision of SUSD's administrator induction program is to "ensure the development of confident and compassionate leaders who champion equity, collaboration, and innovation."
- SUSD'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. SUSD asserts that it is an inclusive and safe learning community where all are welcomed and

treated with kindness and dignity. They state that all students will receive equitable access to high-quality learning opportunities.

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

- SUSD states that it has a rich history of preparing, training, and supporting educators within the district and through collaborations with external organizations and community partners. Professional development partners include the Stanislaus County Office of Education, Modesto City Schools, Teachers College of San Joaquin, California State University Stanislaus, Solution Tree, the Association of California School Administrators, and others.
 - For teachers, professional development has focused on areas such as designing and implementing standards-based instruction, creating inclusive and equitable learning environments, and fostering students' academic, social, and emotional growth.
 - For administrators, professional development has emphasized instructional leadership, fostering positive school culture, and implementing systems for continuous improvement.
- SUSD has posted the third-party invitation for comments on SUSD'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, SUSD 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.
- SUSD's proposal states that it is well-equipped to support the professional learning needs of candidates. District training facilities located at district office and school sites provide ample space to accommodate in-person learning sessions. SUSD utilizes Google Suite as a digital platform to facilitate online learning, collaboration, and resource-sharing for candidates and mentors. Office spaces are fully equipped and secure.
- Additionally, within the submission, SUSD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. SUSD's personnel and instructional support will consist of the following:
 - Assistant Superintendent of Education Services
 - Director of Professional Learning and Induction
 - Teacher Induction Mentors, full-time release
 - Clear Administrative Services Credential Coaches, full-time release
- For the purposes of job-embedded fieldwork, SUSD serves approximately 7,900 TK-8 students in 10 elementary schools and three middle schools. SUSD is the third largest school district in Stanislaus County, covering 22 square miles that span the City of Modesto, part of the City of Riverbank, and some unincorporated areas of Stanislaus County.

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 SUSD Meets the Precondition:

SUSD provided a data-based needs analysis of employment trends and projections to demonstrate the need for their own teacher and administrator induction programs. For teachers, SUSD projects steady induction candidate numbers, between 40-50 candidates annually, and a continued need for induction support to promote retention and ensure high-quality teaching across the district.

For administrators, SUSD projects a growth in induction candidates. From 2020 to 2025, there was a growth in the number of individuals serving on less than full credentials from three to 14. This trend underscores the need for high-quality induction support to transition these administrators into fully credentialed roles and focus on district-specific priorities such as equity, collaboration, and data-driven decision-making. By hosting their own induction programs, SUSD would be able to provide tailored support for district-specific needs, improve cost efficiency, and make induction services more accessible to all eligible educators, align professional learning with district initiatives, maintain consistent quality and oversight for all mentoring and program processes, adapt quickly to emerging needs, and promote recruitment and retention of educators in the district. At this time, SUSD plans to offer the induction programs only to educators employed by SUSD.

(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 SUSD Meets the Precondition:

SUSD established a collaboration team to support program design and implementation. The advisory board includes representatives from higher education, local county offices of education, and partner school districts with experience in induction programs. Higher

education collaborators include Heather Dean, Associate Professor of Education, from California State University Stanislaus. Partner school district collaborators include Ernesto Calderon, Senior Director of School Leadership, and Gareth Bergman, Teacher Intern and Induction Coordinator, from Modesto City Schools. Advisory board members meet with SUSD monthly or bimonthly and as needed to provide input on the programs. SUSD will also seek external collaborators from Teachers College of San Joaquin and the local induction consortium.

The internal district collaboration team members include representatives from Education Services, Human Resources and Business Services, induction mentors, and classroom and school site representatives. Team members bring expertise in the California Standards for the Teaching Profession, job-embedded professional learning, and evidence-based growth. Human Resources and Business Services staff will provide credential monitoring, compliance oversight, and program alignment with personnel and fiscal systems.

Staff Recommendation

Staff recommend that the Commission consider the responses to the Eligibility Requirements and relevant preconditions submitted by Sylvan Union School District and grant eligibility.

Granting eligibility would allow Sylvan Union 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 Sylvan Union 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.

Initial Institutional Approval – Stage II: Eligibility Requirements for Helix Charter High School

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. Helix Charter High School (HCHS) seeks IIA in order to offer a Teacher Induction program. HCHS has submitted responses to the Eligibility Requirements and relevant preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). HCHS is located in La Mesa in San Diego County, serves approximately 2,550 students, and provides a comprehensive education that prepares all students to graduate college-ready and equipped to reach their personal and academic potential. HCHS was founded in 1951 and designated an Exemplary High Performing National Blue Ribbon School for 2022 by former U.S. Secretary of Education, Miguel Cardona. HCHS maintains a Charter Governing Board consisting of student representatives, parents, staff, and community members empowered to make school wide policy decisions.

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 the following page.

Helix Charter High School

HCHS seeks Initial Institutional Approval to offer one program:

- Teacher Induction

Summaries and excerpts of HCHS's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) are provided in this item. HCHS's full response is available on the [Helix Teacher Induction Program site](#). 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

Helix Charter High School 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

- HCHS is proposing to offer a Teacher Induction program.
- HCHS has submitted a complete organizational chart that indicates the induction program will be housed within the Professional Development Department at HCHS.
- Dan McDowell, Professional Development Coordinator, will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Dan McDowell will report to Kevin Osborn, Executive Director, who reports to the HCHS Charter Governing Board. Kevin Osborn, Executive Director, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- HCHS assures that the duties related to credential recommendations will be performed only by employees of HCHS and that these individuals will take part in the Commission training related to the recommendation process.
- HCHS has identified Roy Brown, Human Resources Manager, 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 school website and in the Board policy manual.
- A non-discrimination policy for the institution's **candidates** is provided on the school's induction programs website and staff handbook.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- HCHS provided a statement of assurance signed by Kevin Osborn, Executive Director, 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, HCHS 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

- Dan McDowell, Professional Development Coordinator, 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

- HCHS has provided a grievance process which will be accessible to all candidates in the Helix Teacher Induction Program Handbook, which is posted on the program website.
- 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

- HCHS's webpage will be accessible to the public without the requirement of log in information.
- HCHS 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.

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 HCHS Human Resources office to ensure confidentiality and accessibility. Candidates may request their records from the Human Resources office at any time.
- Candidate digital records will be stored securely on password-protected Google Drive folders and access will be limited to the HCHS Human Resources Manager and Professional Development Coordinator.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- HCHS proposes a face-to-face delivery model. Digital resources will be provided via Google Workplace and Canvas LMS classroom. Professional learning will be provided primarily by the Professional Development Coordinator and other HCHS staff members.

- The primary location for face-to-face sessions and meetings will be the HCHS school campus located in La Mesa, CA.
- HCHS plans to collaborate with outside organizations to provide direct educational services to candidates in cases where the candidate’s Individual Learning Plan (ILP) goals require specialized support not available internally. Potential external professional learning partners include the San Diego County Office of Education and surrounding school districts.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Kevin Osborn, Executive Director, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to HCHS’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 HCHS’s educator preparation programs is to “empower new teachers to grow as reflective, student-centered practitioners.” The vision of HCHS’s teacher induction program is to promote “a community of educators who are lifelong learners and leaders, committed to equity, collaboration, and innovation, ensuring that every student at Helix and beyond has access to meaningful, rigorous, and supportive learning opportunities.”
- HCHS’s mission and vision for educator preparation are aligned with California’s adopted state standards and frameworks for TK-12 education. The California Standards for the Teaching Profession (CSTP) serve as the foundation for the proposed educator preparation program, ensuring that candidates are prepared to meet the diverse needs of California’s students. HCHS’s approach is guided by a constructivist and inquiry-based philosophy, emphasizing cycles of reflection, collaboration, and continuous growth.
- HCHS states that its teacher induction program will be grounded in research on effective teaching, coaching, and professional growth. Program design will be informed by the work of Robert Marzano, John Hattie, Laura Lipton, Jim Knight, and Elena Aguilar, among others. For example, Lipton’s *Mentoring Matters* will inform HCHS’s use of coaching stances, gradual release of responsibility, and structured conversations between mentors and candidates.

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

- HCHS’s proposal states that it is well-positioned to develop and support its own teacher induction program through the leadership of an experienced Professional Development

Coordinator with five years of experience as the induction program director for Grossmont Union High School District and an extensive professional learning program that includes:

- Regular and expected professional learning for all teachers across two release days and five minimum days.
 - Three required teaching observations for all teachers each school year.
 - Personal and professional learning community goal setting expectations each school year.
 - A team of six teachers with a partial release who help develop the schoolwide professional learning and engage in instructional coaching cycles with teachers. These teachers hold advanced degrees in education and decades of experience as classroom teachers and teacher-on-special-assignment (TOSA).
 - A full release Professional Development Coordinator will also serve as the Induction Coordinator in the proposed program.
- HCHS has experience with supporting teacher education by regularly hosting 3-5 student teachers from San Diego State University each year.
 - HCHS has posted the third-party invitation for comments on HCHS'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, HCHS has provided a copy of its most recent audited budget dated December 12, 2024, as well as a copy of a proposed operations budget for its education unit.
- HCHS has also detailed within its submission the facility resources that will be available for its candidates. These include multiple conference rooms and a space in the library for meetings and professional learning activities during the school day and digital resources such as Canvas, Google Workspace, and Sibme.
- Additionally, within the submission, HCHS has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. HCHS's personnel and instructional support will consist of the following:
 - Professional Development Coordinator
 - Human Resources Manager
 - Mentor teachers
- For the purposes of job-embedded fieldwork, HCHS serves approximately 2,550 students in a suburban setting with the following demographics: 47% Hispanic/Latino, 24.2% White, 10.6% African American, 9.3% two or more races, 4.8% Asian, 1.7% Filipino, and 0.5% Pacific Islander. With a focus on dual enrollment, 47.3% of all students are enrolled in a college course. The Helix First program supports incoming students to make a successful transition from middle school to high school by offering peer mentoring and learning about topics such as goal setting and how to navigate campus and technology resources. Helix EDGE (Explore, Develop, Gain, Earn) is a career pathway program and part of the Career Technical Education program with pathways in biotechnology, business, education, environmental sustainability, and patient care.

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 HCHS Meets the Precondition:

HCHS's proposal asserts a need for its own Teacher Induction program based on consistent hiring levels of up to 17 teachers per year, with five to 10 of those teachers on preliminary credentials. An internal workforce analysis shows more than one quarter of current teachers are within a decade of retirement. These staffing trends, along with anticipated growth in CTE pathways and special education services, indicate a sustained demand for induction support. At the same time, the Grossmont Union High School District (GUHSD) induction program that HCHS has been using for induction support no longer aligns with HCHS's instructional framework, 4x4 bell schedule (four periods, A/B days), or professional learning system. HCHS teachers report significant challenges with access to the GUHSD program, including long travel times, late-evening meetings, and limited opportunities to collaborate with HCHS colleagues. Together, these factors provide evidence that a HCHS-based induction model is necessary to best meet the local needs of the teachers and students they serve.

Over the last six years, HCHS has developed five official CTE pathways. Most of the pathway teaching assignments are blended with core subjects, so HCHS anticipates hiring more teachers with both CTE and single subject credentials. Additionally, there is a second high school charter in the area that may join the proposed HCHS program due to having the same type of 4x4 bell schedule and similar challenges with access to the GUHSD induction program.

HCHS states that it has a deep commitment to teacher support and professional learning. Current efforts include a professional learning team, alignment of instructional framework with the CSTP, instructional coaching, flex professional learning, annual professional learning, and the creation of a full-time Professional Development Coordinator position.

(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 HCHS Meets the Precondition:

HCHS has engaged partners from higher education, local employers, and TK-12 practitioners to collaboratively design the proposed Teacher Induction program and establish mechanisms for shared authority and responsibility during implementation and continuous improvement. The program design committee includes the HCHS Professional Development Coordinator/Induction Director, HCHS Human Resources Manager, Dr. Laura Craig from the San Diego State University College of Education, and two HCHS teachers selected by the Helix Teachers Association. Dr. Craig also coordinates the Teacher Induction program for the San Diego County Office of Education and provides guidance on program structure, alignment with the CSTP, and best practices for induction program implementation. This committee has met twice and will continue to meet regularly after program approval to review data and provide input on program development and implementation as part of the Helix Induction Oversight Committee. In addition to working with Dr. Craig, the program will join the San Diego County Office of Education Induction Network, which meets three to four times per year to discuss best practices, legislative changes, program review, and current challenges. HCHS Induction Program leaders will attend the annual California Induction Conference to deepen understanding of high-quality induction programs and develop statewide contacts.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Helix Charter High School and grant eligibility.

Granting eligibility would allow Helix Charter High School 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 Helix Charter High School to offer an educator preparation program that leads to a credential or license, such as the proposed 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.