2C

Information/Action

General Session

Approval of the October 2026 Consent Calendar

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

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

Presenter: None

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator 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. **AMINI, Ariah**
   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.

2. **BAKO, Cintia**
   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.

3. **BELLASIS, Michelle**
   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.

4. **BENJAMIN, Markus**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

5. **BOBROFF, Michael**
   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.**

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

7. **BROWNSTEAD, Mark**
   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.

8. **BURGESS, Haley**
   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. **CALL, John David**
   All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy (70) days** as a result of misconduct pursuant to Education Code 44421.

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

11. **CAREY, Senque**
    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.

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

14. **CHELSKY, Elliot**
    He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

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

17. **CHU, Michael Hsan-Ting**
    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.

18. **CHUNG, Wesley**
    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.

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

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

21. **CORLEY, Patrick**
    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.

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

23. **D'ALMEIDA, Anthony Lucas**
    All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

24. **DOREMUS, Andrea**
    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.

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

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

27. **ENDTER, Brian R.**
    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.

28. **FARLEY, April**
    The pending application(s) are **denied** as a result of misconduct pursuant to Education Code section 44345.

29. **FAUSS, Kristine**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

30. **FERNANDEZ, Alexis**
    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. **FORDHAM, Warren**
    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.

32. **FRUCI, Lauren**
    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.

33. **GALVEZ MAGANA, Ricardo**
    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.

34. **GARCIA MARTINEZ, Ana**
    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.

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

36. **GIL, Ignacio**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty (20) days** as a result of misconduct pursuant to Education Code 44421.

37. **GOLLMER, Lindsay**
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. **GREEN, Steven T.**
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. **GUAJARDO, Diego**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

40. **HAUSER, 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.

41. **HERMAN, Jeffrey**
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. **HOANG, Huong**
She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

43. **HONG, David J.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy five (75) days** as a result of misconduct pursuant to Education Code 44421.

44. **HUDLER, Gerad**
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.

45. **HULL, David**
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.

46. **HUNTER, Corryn**
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.

47. **JOHNSON, Brian**
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. **JOHNSON, Durrand**
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.

49. **JONES, Douglas Andrew**
The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

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

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

52. **KOKAYI, Tyehimba**
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.

53. **LACY, Marvel**
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.

54. **LECH, Emily O'Neal**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred (200) days** as a result of misconduct pursuant to Education Code 44421, and the pending application(s) is **granted.**

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

56. **MAGALLON, Gabriela**
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.

57. **MALEC, Colum**
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.

1. **MARSH, Patricia Marie**
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. **MARTINEZ, Carlos 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.

3. **MARTINEZ, Chantal Marie**
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.

4. **MARTINEZ, 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.

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

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

7. **NGUYEN, Thanh Tommy Trung**
   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.

8. **OBLEA, Andrea**
   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** and the pending application is **denied** as a result of misconduct pursuant to Education Code 44421 and 44345.

9. **PHILLIPS, Gregory**
   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.

10. **POMPA NUNEZ, Ruben**
    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.

11. **POTTS JR., Stanley**
    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. **POWELL, William S.**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

13. **QUEVEDO, Etna**
    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.

14. **RENNER, Keith**
    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. **RICHTER, Michael Paul**
    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.

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

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

19. **RUSSETT, John P.**
    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.

20. **SANCHEZ REA, Fabian**
    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.

21. **SHEPHERD, Janay**
    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.

22. **SHREVES, Scott**
    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.**

23. **SILVA, Lacey**
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. **SONGPONNOPACHON, Lauren**
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.

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

26. **TORRES, Andrew Carlos**
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.

27. **TRAN, Alan Phuoc**
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.

28. **TURNER, Chad**
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.

29. **TUTTLE, Danielle**
She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

30. **VALDEZ, Lazara**
She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

32. **VOLKOV, Timofey**
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. **WATKINS, Elise Dawn**
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. **WEBER, Rebecca**
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.

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

36. **WILSON, Jeremiah**
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.

37. **WILSON, Mandy M.**
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.

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

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

40. **WOOD, Victoria B.**
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.

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

42. **ZAWAIDEH, Christina**
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. **ZELLER, Jeffrey**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

44. **ZUNIGA, Naisha**
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.

PRIVATE ADMONITION(S)

102-106. Pursuant to Education Code section 44438, the Committee of Credentials recommends **five** (**5**) private admonition(s) for the Commission's approval.

REMANDS SUSTAINED BY THE COMMITTEE OF CREDENTIALS

107. **WILLIAMSON, Michael**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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.

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

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

110. **JAHED, YASAMAN**

The Attorney General's Consent Determination stipulates that He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

111. **LINDENBLATT, Ryan**

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

112. **MURPHY, Joshua Patrick**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty four (364) days,** the suspension is **stayed**, and **placed on probation with terms for a period of two (2) years** as a result of misconduct pursuant to Education Code 44421.

113. **PARKER, Heather**

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 DECISIONS AND ORDERS FOR ADOPTION

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

114. **ALARCON, Michelle**

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

115. **GOMEZ, Armando**

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

116. **GYENIS-IOVI, Ana Marie**

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

117. **LU, Cindy S.**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked** and the pending application is **denied.**

PROPOSED DECISIONS FOR ADOPTION

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

118. **BEACH, Robert**

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

119. **GRAY, Ruth Ann**

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.

120. **HURTADO, Carlos**

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. **INMAN, Amirah**

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

122. **LA FRENZ, Michael**

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

123. **MAGALLANES, Alicia**

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.

124. **SCOTT, Alfreida**

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.

125. **SEWALT, Gregory**

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked, the revocation is stayed, and is placed on a two (2) year probation with terms** as a result of misconduct pursuant to Education Code section 44421.

126. **TRAN, Hanh V.**

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.

127. **WEINROTT, Julia**

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.

FINAL DECISION AND ORDER

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

128. **SANDLES, David Lee**

In accordance with the provisions of Government Code section 11517, **the revocation of a Clear Multiple Subject Teaching Credential and Clear Specialist Instruction Credential (Reading) certification documents was rescinded, and these certification documents were suspended for a period of one (1) year.**

Division of Licensure Enforcement Consent Calendar

For your information only, the following items have been placed on the Consent Calendar for the October 22-23, 2026, meeting of the California Commission on Teacher Credentialing:

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

E2. **ROGERS, Aiden**
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.

E3. **LOPEZ, Jesus Daniel**
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.

E4. **KRUG, Zachary**
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.

E5. **BROWN, Christopher Allen**
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 Health & Safety Code Section 11350(A) (Possession of designated controlled substances) (1 count).

E6. **KELLY, Elly Jo**
Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Penal Code Section 273a(b) (Willful Cruelty to Child) 1 count).

E7. **NORTON, Anthony Phillip**
Pursuant to Education Code sections 44424 and 44346.1, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and all applications for certification are **denied** following his felony conviction for violating California Penal Code Section 245(a)(4) (Assault w/ a Deadly Weapon) (1 count).

E8. **KERN, Michelle Lee**
Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are denied following her felony conviction for violating California Code Section 487(Grand Theft) (1 count).

E9. **CARPENTER, Michael**
Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following your felony conviction for violating California Code section 487 (Grand Theft) (1 count).

E10. **BARO, Che Chapa**
Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating California Code section 459 (burglary: first degree) (1 count), a serious and violent felony.

E11. **GUZMAN, Michael**
Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288(c)(1) (lewd act upon a child 14 of 15 by person 10 years older) (1 count) and 261.5(c) (unlawful sexual intercourse with minor: special circumstance) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E12. **MATARICO, Colleen Jo**
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 288(a) (lewd act upon a child under age 14) (2 count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

E13. **OLIVAS, Elizabeth Camille**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 261.5(C) (unlawful intercourse with minor 3 years younger) (2 counts), 287(B)(1) (oral copulation with person under 18 years) (2 counts); for which she is required to register as a sex offender pursuant to Penal Code section 290.

E14. **PEVYHOUSE, David Ray**

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

E15. **RAINES, Robert Raines**

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) (annoy/molest victim under 18 years of age) (1 count); for which, as a term of your probation, your ability to associate with minors is limited.

E16. **RAMIREZ, Dexter Blake**

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 who was 14 or 15 years old) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

E17. **WALN, Scott Harrison**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 288(a) (lewd or lascivious acts with child under 14 years) (1 count) and 288(b)(1) (forcible lewd act upon a child) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

AUTOMATIC SUSPENSIONS

All certification documents held by the following 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.

E18. BECERRA, Christopher Gerard

E19. FARNSWORTH, Paul Andrew
E20. LEMMONS II, Timothy Louis
E21. MARTINEZ, Raul
E22. MIRONYUK, Yevgeniy
E23. RESCH, Derek
E24. ROOSEVELT, David Theodore
E25. VEREAU, Elvin Paul
E26. WESLEY, Quaylin

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.

E27. BANUELOS, Christian
E28. SPINETTI, Paul Curtis
E29. FLORES, Dulce Alejandra

Division of Licensure Enforcement Workload Report

Introduction
Updates on the Commission's Division of Licensure Enforcement (DLE) workload is presented to the Commission to provide insight into the scope and level of work in educator discipline. This report covers the periods of June through August 2026.

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 August, DLEs caseload was at 4,189.

"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 August, DLE opened 528 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 91 Initial Review cases prepared in August. DLE continues to expect this number to fluctuate as cases move through the Committee process.

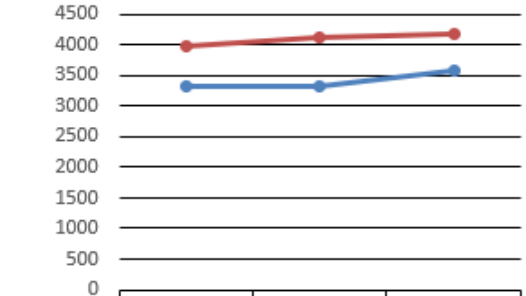
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In August, 453 cases were closed.

"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 174.

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.

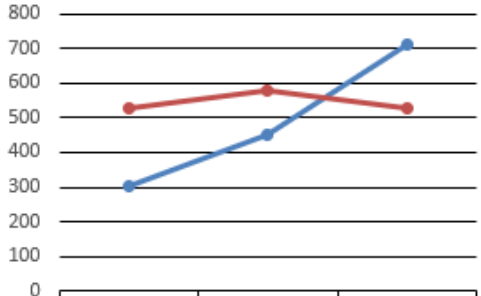
DLE Monthly Dashboards Report – October 2026

Total Cases



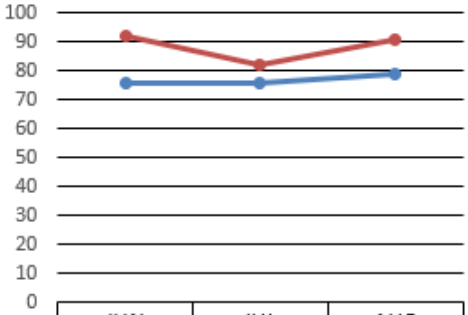
	JUN	JUL	AUG
2025	3335	3340	3594
2026	3981	4114	4189

Cases Opened



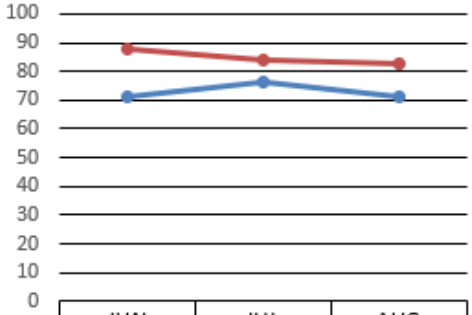
	JUN	JUL	AUG
2025	301	449	712
2026	530	580	528

Initial Review Cases



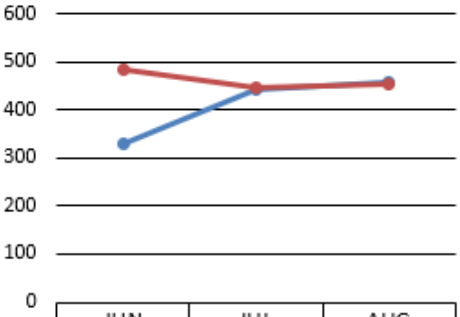
	JUN	JUL	AUG
2025	76	76	79
2026	92	82	91

Formal Review Cases



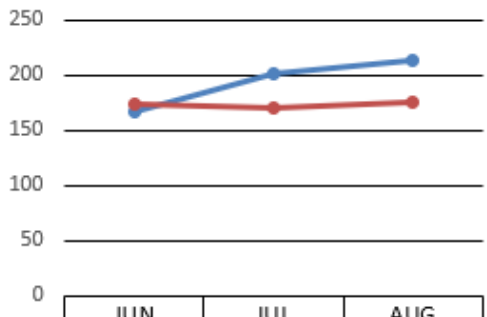
	JUN	JUL	AUG
2025	71	76	71
2026	88	84	83

Cases Closed



	JUN	JUL	AUG
2025	330	444	458
2026	483	447	453

Attorney General Cases



	JUN	JUL	AUG
2025	167	201	213
2026	173	171	175

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.

Name	*School District/Charter*	*County*	*Period of Services*
Sofia Akesbi	Irvine Unified SD	Orange	08/13/2026-08/23/2026
Aaron Alexander*	Merced City SD	Merced	08/01/2026-08/18/2026
Kelly Anderson	Moreno Valley Unified SD	Riverside	07/01/2026-08/06/2026
Alicia Archunde	Fullerton Joint Union High SD	Orange	07/01/2026-08/18/2026
Owen Arthur	Hueneme Elementary SD	Ventura	07/02/2026-07/26/2026
Abilene Atchison	Menifee Union SD	Riverside	09/01/2026-09/09/2026
Maria Ayala-Rodriguez	Merced City SD	Merced	08/01/2026-08/19/2026
Estephany Balcazar*	Riverside Unified SD	Riverside	08/02/2026-08/05/2026
Kimberly Baxter	Lake Elsinore Unified SD	Riverside	08/02/2026-08/02/2026
Linda Beecher	Fullerton Joint Union High SD	Orange	08/01/2026-08/19/2026
Matthew Borad	Anaheim Union High SD	Orange	08/01/2026-08/20/2026
Anna Buttrey	Merced City SD	Merced	09/01/2026-09/15/2026
Ashlee Carter	Riverside Unified SD	Riverside	07/02/2026-07/26/2026
Ashley Carter	Resue Union SD	El Dorado	09/02/2026-09/16/2026
Robert Castillo*	Los Alamitos Unified SD	Orange	08/01/2026-08/14/2026
Colleen Cates*	Visalia Unified SD	Tulare	08/02/2026-08/28/2026
Melissa Cirelli	Westminster SD	Orange	09/01/2026-09/14/2026
Robyn Clemente*	Fullerton Joint Union High SD	Orange	08/01/2026-08/18/2026
Marcia Cole Anderson*	Banning Unified SD	Riverside	08/01/2026-08/21/2026
Pedro Contreras	Le Grand Union High SD	Merced	07/01/2026-08/17/2026
Daniel Cuellar*	Sanger Unified SD	Fresno	06/01/2026-06/30/2026
Holly Datray	Merced City SD	Merced	08/06/2026-08/19/2026
Josie Enciso	Downey Unified SD	Los Angeles	09/02/2026-09/20/2026
Alyssa Fisk	Menifee Union SD	Riverside	07/02/2026-08/20/2026
Lowell Foster	Oxnard SD	Ventura	08/02/2026-08/10/2026
Norma Fuentes	Moreno Valley Unified SD	Riverside	09/01/2026-09/15/2026
Heather Gengoux	Ukiah Unified SD	Mendocino	09/02/2026-09/21/2026
Salvatore Germano	Ravenswood City SD	San Mateo	08/06/2026-08/27/2026
Jeannie Gleason	Clovis Unified SD	Fresno	08/01/2026-08/18/2026
Brandi Godoy	Dinuba Unified SD	Tulare	09/02/2026-09/17/2026
Bernadette Gomez	Sanger Unified SD	Fresno	06/02/2026-07/02/2026
Alfredo Gonzalez	Livingston Union SD	Merced	07/01/2026-08/18/2026
Evan Grandon	Los Alamitos Unified SD	Orange	08/01/2026-08/16/2026
Pablo Gutierrez	Mendota Unified SD	Fresno	09/02/2026-09/21/2026
Monica Guzman	Merced City SD	Merced	08/06/2026-08/20/2026
Vanessa Hamilton	Fresno County Superintendent of Schools	Fresno	08/10/2026-08/12/2026
Melanie Harvey	Westminster SD	Orange	09/01/2026-09/10/2026

Name	***School District/Charter***	***County***	***Period of Services***
Angela Hogerhuis	Fullerton Joint Union High SD	Orange	07/01/2026-08/19/2026
Samantha Huerta	Farmersville Unified SD	Tulare	07/02/2026-08/12/2026
Diane Huff	Downey Unified SD	Los Angeles	09/02/2026-09/20/2026
Jihad Jaber	Anaheim Union High SD	Orange	09/01/2026-09/20/2026
Todd Johnsen	Alvord Unified SD	Riverside	07/02/2026-07/08/2026
Yana Karibyan	Glendale Unified SD	Los Angeles	08/01/2026-08/27/2026
Travis Kirby*	Mendota Unified SD	Fresno	08/03/2026-08/21/2026
Kelsey Klick	Merced City SD	Merced	08/06/2026-08/06/2026
Vivian Koo	Orange Unified SD	Orange	08/14/2026-08/18/2026
Jordan Larson	Orange Unified SD	Orange	08/14/2026-08/18/2026
Jenny Lehman	Coachella Valley Unified SD	Riverside	09/01/2026-09/22/2026
Taylor Lindenmuth	Visalia Unified SD	Tulare	07/02/2026-07/22/2026
Wendy Lisbon-Slack*	Central Unified SD	Fresno	08/02/2026-08/05/2026
Heidi Logan	Westminster SD	Orange	09/01/2026-09/14/2026
Francisco Lopez	Moreno Valley Unified SD	Riverside	06/01/2026-08/14/2026
Tracie Marchini	Plainsburg SD	Merced	08/11/2026-08/18/2026
Priscilla Martinez	Westminster SD	Orange	09/01/2026-09/10/2026
Deanna McConnell	Downey Unified SD	Los Angeles	09/02/2026-09/14/2026
Jenna Medina	Menifee Union SD	Riverside	07/02/2026-08/20/2026
Kay Medina	Merced City SD	Merced	07/20/2026-07/28/2026
Danielle Mendler	La Mesa Spring Valley SD	San Diego	08/01/2026-08/12/2026
Joy Mendoza	Rancho Santa Fe SD	San Diego	07/01/2026-07/06/2026
Vanesa Mendoza	Merced City SD	Merced	08/06/2026-08/20/2026
Abigail Montague	Merced City SD	Merced	08/06/2026-08/20/2026
Stella Montanez*	Livingston Union SD	Merced	07/01/2026-07/24/2026
Jason Orchard	Central Unified	Fresno	08/02/2026-08/25/2026
Olga Oropeza	Fullerton Joint Union High SD	Orange	08/01/2026-08/18/2026
George Padilla II	Hermosa Beach City SD	Los Angeles	08/17/2026-09/02/2026
Felix Perez	Kings Canyon Unified SD	Fresno	08/02/2026-08/25/2026
Staci Perez	Placentia – Yorba Linda Unified SD	Orange	07/10/2026-08/17/2026
Georgina Perez Rodriguez	Mendota Unified SD	Fresno	08/03/2026-08/21/2026
Stefani Perez-Thacker	Los Banos Unified SD	Merced	08/01/2026-08/04/2026
Alan Peterson*	Merced Union High SD	Merced	08/02/2026-08/19/2026
Stacy Polos-Bouscary	Anaheim Union High SD	Orange	09/01/2026-09/30/2026
Kendal Pool	Alvord Unified SD	Riverside	07/01/2026-07/14/2026
Jennah Proxmire*	Lake Elsinore Unified SD	Riverside	08/02/2026-08/03/2026
Kristian Quiocho	Lake Elsinore Unified SD	Riverside	08/02/2026-08/02/2026
Stephanie Razo	San Jacinto Unified SD	Riverside	07/02/2026-08/20/2026
Michelle Riekenberg	Los Alamitos Unified SD	Orange	08/01/2026-08/16/2026
Marisa Roberts	Moreno Valley Unified SD	Riverside	09/01/2026-09/04/2026
Priscilla Rodriguez*	Merced City SD	Merced	08/06/2026-08/19/2026
Jordan Rouss*	Oxnard SD	Ventura	07/02/2026-07/28/2026

Name	***School District/Charter***	***County***	***Period of Services***
Steven Safreed	Santa Paula Unified SD	Ventura	08/02/2026-08/05/2026
Janette Sanchez	South Bay Union SD	San Diego	08/01/2026-08/14/2026
Michael Scheller	Alvord Unified SD	Riverside	07/02/2026-07/06/2026
Loi Serrano	Alvord Unified SD	Riverside	09/01/2026-09/03/2026
Harry Snyder	Fullerton Joint Union High SD	Orange	08/01/2026-08/18/2026
Swati Solanki	Redwood City SD	San Mateo	08/01/2026-08/14/2026
Shawna Sousa	Central Unified SD	Fresno	09/02/2026-09/08/2026
Hayley Thomas*	Irvine Unified SD	Orange	07/01/2026-09/14/2026
Paul Turner II	Central Unified SD	Fresno	08/01/2026-08/26/2026
Faye Vea	Rio SD	Ventura	07/02/2026-08/11/2026
Veronica Vidrio	Calipatria Unified SD	Imperial	09/02/2026-09/08/2026
Jacquelyn Walker	Irvine Unified SD	Orange	07/01/2026-09/14/2026
Olivia Wallace	Irvine Unified	Orange	07/01/2026-09/13/2026
Justin White	Menifee Union SD	Riverside	08/01/2026-08/10/2026
Abbey Wilkerson	Redwood City SD	San Mateo	08/01/2026-08/14/2026
Jennifer Wilkerson	Simi Valley Unified SD	Ventura	07/01/2026-07/28/2026
Toby Willett	Lucia Mar Unified SD	San Luis Obispo	08/10/2026-09/25/2026
Jonathan Woodbury	Visalia Unified SD	Tulare	06/02/2026-06/29/2026
Desiree Zuniga	Merced City SD	Merced	08/06/2026-08/21/2026

*Holds more than one credential

Proposed Additions to Title 5 of the California Code of Regulations Related to Educator Assignments and Monitoring

Introduction

This consent item presents comments received in response to the proposed additions that codify terms and procedures already in practice and authorized by Statute. The proposed amendments include the addition of *Article 6* to the existing *Chapter 1: Credentials Issued Under the Teacher Preparation and Licensing Law of 1970,* including the addition of sections 80130, 80131, 80132, 80133, and 80134. These sections include definitions related to assignment monitoring and clarify processes authorized in statute. Sections *80130 and 80131* define terms most commonly used in assignment monitoring, provide scaffolding to link statutory definitions and concepts to practical implementation, and organize assignment related requirements. Section *80132* provides clarity of teacher shortage data provided in Education Code section 44258.9, including the names of credential or permit types that are not reflected in the statutory language. Section *80133* provides clarity around the hierarchical order in which a local educational agency must approach its recruitment of certificated educator assignments. Section *80134* provides a reporting structure for educators and the public to report complaints or concerns related to the potential misassignment of educators. Lastly, to align agency regulations with current statute and California's framework focusing on support and assistance, it is necessary to repeal sections 80339, 80339.1, 80339.2, 80339.3, 80339.4, 80339.5, and 80339.6 as they are irrelevant sections and reflect outdated statutory references and processes.

Background

At its June 2026 Commission meeting, the Commission adopted the proposed regulations and directed staff to move forward with the rulemaking process which included a public notice with a 45-day comment period. The Office of Administrative Law requires public comments submitted during the 45-day comment period to be provided to the Commission. This consent item includes Appendix A, which contains a summary of comments received. Below are summaries of the concerns from the public along with the Commission staff responses.

Main Concerns for Section 80130 Definitions

- The definition of "fully credentialed teacher" references "certification", suggest replacing "certification" with "credential" and adding "Preliminary or Clear" in the first sentence.
- The definition of "assignment" should more closely match the language of Education Code section 44258.9(b)(4).
- Suggestion to replace the word "certification" with "document" in the definitions of "assignment" and "appropriately assigned".
- Ensure the definitions of "assigned teacher" and "vacant position" are clearly requiring a permanent, designated, year-long (or semester-long) teacher, as required by Education Code section 35186. Suggest revising "assigned teacher" to "permanent assigned

teacher".

- Recommend the definition of "misassignment" align with the exact definition in Education Code section 33126(b)(5)(B).
- The definition of "local assignment options" should more clearly state that such options apply to fully credentialed educators teaching outside of their subject matter area.

Response from the Commission:

Staff recommend revisions to Section 80130, provided in the attached language. The language clarifies the definition of "fully credentialed teacher" by naming the Preliminary and Clear credentials and alters the definition of "assignment" to align with Education Code section 44258.9(b)(4) and reference the term "local assignment option" also defined in this section. Staff do not recommend replacing the word "certification", as suggested by the commenter, as this term is defined within this section to include all documents issued by the commission authorizing instruction or services in California public schools. In the event the legislature enacts additional credential types in the future, this term will remain applicable. The definitions for "vacant position" and "assigned teacher" are clarified to identify a "permanent" assigned teacher, to align with Education Code section 44258.9(b)(3). The definition of "Misassignment" is altered to substantially align with Education Code section 33126(b)(5). Finally, the definition of "Local Assignment Options" is revised to clarify that a fully credentialed educator is required to utilize such flexibility to teach outside of their subject matter area.

Main Concerns for Section 80132 Teacher Shortage Hierarchy

- Suggestion to clarify that the teacher shortage hierarchy is intended only for data collection and reporting purposes.
- The order of preferred assignments differs between the teacher shortage hierarchy and the hiring hierarchy. Preliminary or Clear credential holders who are misassigned should be placed above interns in section 80132 teacher shortage hierarchy, given that they have completed a full preparation program.
- Suggestion to revise (b)(7) to clarify that uncredentialed educators and vacancies are unlawful.

Response from the Commission

Staff recommend revisions to Section 80132, provided in the attached language, which align with Education Code 44258.9, which places Intern credential holders above Preliminary or Clear credential holders that are misassigned. The language also clarifies that the hierarchy of teacher shortage assignments provided in the section is for purposes of data collection and reporting, pursuant to Education Code section 44258.9. Additionally, section (b)(7) is altered and (b)(8) is added to clarify that unfilled positions and vacant positions are the most severe in relation to teacher shortage data.

Main Concerns for Section 80133 Hiring Hierarchy

- Suggestion to replace references to "certifications" with "credentials" when specifically referring to the Preliminary or Clear credential or Intern credential.
- Suggestion to place holders of Preliminary or Clear credentials authorized via a local assignment option above appropriately authorized Intern credential holders in the

hiring hierarchy.

- Recommendation to expand the vacant position description to include, in addition to substitutes, "a person who does not have a valid credential or certification document" in reference to other unlawful assignments.

Response from the Commission

Staff recommend revisions to Section 80133, provided in the attached language. Proposed language replaces "certifications" with "credentials" as the specific credential type is relevant related to the hiring hierarchy. To align with Section 44225.7, the revised language places holders of Preliminary or Clear credentials assigned based on local assignment option flexibility above an appropriately assigned Intern credential holder in the hiring hierarchy. Finally, subsection (b) clarifies that a vacant position includes placement of an individual holding no commission issued certification document.

Main Concerns for Section 80134 Reporting Potential Misassignments

- To strengthen and align these regulations with the existing Williams complaint process, recommend the following:
- adding references to Education Code 35186 to ensure that complaints made under this regulatory section will also be treated as a *Williams* complaint for school districts and that charter schools will follow similar procedures and remedial actions in satisfying their duties under Education Code Section 44258.9.
- revising the timeline for the local educational agency to correct the assignment
- In subsection (d)(3), suggest adding "and placing a legally authorized educator in the assignment" to explicitly reiterate that a local educational agency's work is not done simply by removing the misassigned person- they still need to find a lawful solution.
- To ensure that educators who report their own misassignments are not financially penalized for the misassignment, recommend adding in language noting that they are exempt from Education Code section 45034, which prevents a misassigned employee from receiving their salary.

Response from the Commission

Staff recommend revisions to Section 80134, as provided in the attached language, to align the processes for reporting misassignments pursuant to Education Code section 44258.9 with the existing Williams complaint process pursuant to Education Code section 35186. The proposed language bridges misassignment complaint processes required in the two statutory sections, while clarifying the requirements and timelines for local educational agencies and the entities that oversee them. The addition of subsection (g) makes clear that a certificated educator who submits a complaint related to their own possible misassignment shall not be prevented from receiving their salary, pursuant to Education Code 44258.9(g)(5).

Staff Recommendation

Staff recommend that the Commission consider the written comments received and approve the proposed modifications to the regulatory text, as reflected in the attached language, for purposes of issuing a 15-day notice of modification to the public.

Next Steps

If approved, staff will issue a 15-day notice of modification to the proposed regulatory text, providing the public with an opportunity to review and comment on the substantive changes made in response to comments received during the initial public comment period. Following the 15-day comment period, staff will review and consider any comments received and proceed with the rulemaking process as appropriate.

Appendix A

Public Comment Received

From: Public Advocates

We appreciate the Commission's efforts to clarify and update regulations pertaining to educator assignments and monitoring. We offer the following comments and recommendations and have attached our suggested revisions to the proposed regulations.

Section 80130 - Definitions

We propose revising several definitions to align with important statutory language and to ensure distinctions between credentials and other forms of authorization are sufficiently clear.

- The definition of **"misassignment"** was carefully crafted in statute and should be mirrored in regulations as much as possible. We strongly recommend replacing the proposed definition with the exact language from Education Code Section 33126(b)(5)(B), with changes limited to accounting for the employment status of the individual if such is needed in the view of Commission staff: "'misassignment' means the placement of a certificated employee or contractor in a teaching or services position for which the individual~~employee~~ does not hold a legally recognized certificate or credential or the placement of a certificated employee or contractor in a teaching or services position that the individual~~employee~~ is not otherwise authorized by statute to hold." Of note, the only lawful assignments approved by the legislature beyond the purview of the Commission, are those authorized by statute, not regulations.
- The definition of **"fully credentialed teacher"** references "certification," which is defined as meaning "any credential, permit, waiver, or other document issued by the commission authorizing instruction or services." To avoid a circular and confusing definition that suggests anything less than a full credential is required, we suggest replacing "certification" with "Preliminary or Clear credential" in the first sentence and "credential" throughout the rest of the definition.
- The definition of **"assignment"** should more closely match the language in Education Code Section 44258.9(b)(4). To the extent that "regulations" are referenced in this definition, the relevant regulatory sections should specifically be listed, as we have attempted to do in our suggested redlines. Additionally, the use of "certification issued by the commission" instead of "document issued by the commission" is inconsistent with the definition of "certification" in the proposed regulations. Similarly, the **"appropriately assigned"** definition should replace "certification" with "document" in the same phrase.
- To ensure that the definitions of **"assigned teacher"** and **"vacant position"** are clearly requiring a permanent, designated, year-long (or semester-long) teacher as required by Education Code Section 35186 and associated regulations, we suggest revising "assigned teacher" to "permanent assigned teacher."
- The definition of **"local assignment options"** should more clearly state that such options apply to fully credentialed educators teaching outside of their subject matter area.

Sections 80132 and 80133 - Teacher Shortage and Hiring Hierarchies

We appreciate the Commission's work to outline these hierarchies in a straightforward and explicit manner, but we propose several revisions for consistency and accuracy.

First, the order of preferred assignments changes between hierarchies. For example, the teacher shortage hierarchy lists local assignment options as less severe than interns, who are less severe than misassigned fully credential teachers. In contrast, the hiring hierarchy lists interns as more preferential than fully credentialed teachers who are authorized under a local assignment option. Given that they have completed a full preparation program, we believe that Preliminary or Clear credential holders who are misassigned should be placed above interns in both hierarchies. We note that the order of teacher shortage assignments aligns to the order listed in Education Code 44258.9(i)(3); however, that provision just identifies the various instances of teacher shortage without actually mandating that particular hierarchy. Thus, we believe reordering the hierarchy in regulations as we've proposed would be more accurate.

Second, as currently written, subsection (b)(7) of the teacher shortage hierarchy potentially could be read to validate unlawful assignments and shortages, such as uncredentialed educators and vacancies, by listing them in this hierarchy, even if considered the most severe teacher shortage assignment. We suggest revising the language to clarify these options as unlawful, as proposed in our attached redlines. We also suggest adding in language to note that this hierarchy is intended only for data collection and reporting purposes. Relatedly, in subsection (b) of the hiring hierarchy, we recommend expanding the vacant position description to include, in addition to substitutes, "a person who does not have a valid credential or certification document" in reference to other unlawful assignments.

Finally, similar to our revisions in the definitions, we recommend replacing references to "certifications" with "credentials" when specifically referring to the Preliminary or Clear credential or intern credential.

Section 80134 - Reporting Potential Misassignments

We strongly support the proposed provision clarifying how educators and other persons can complain about and ensure real-time correction of misassignments. To strengthen and align these regulations with the existing *Williams* complaint process, we recommend adding references to Education Code 35186 to ensure that complaints made under this regulatory section will also be treated as a *Williams* complaint for school districts and that charter schools will follow similar procedures and remedial actions in satisfying their duties under Education Code Section 44258.9. We propose revising the timeline for the local educational agency to correct the assignment from "within 30 calendar days [of determination]" to "within 30 working days of receipt of the complaint by the entity making the final determination." This aligns with the language of the *Williams* complaint process while providing a reasonable timeframe for local educational agencies to investigate and correct any misassignment.

We also provide language to align the option to escalate an unresolved misassignment complaint to a higher monitoring authority under Education Code Section 44258.9 with the existing *Williams* complaint procedures and remedial requirements.

In subsection (d)(3), which identifies removal of the misassigned educator from the assignment, we suggest adding “and placing a legally authorized educator in the assignment.” While we understand that is always the underlying goal and requirement, stating it explicitly reiterates that a local educational agency’s work is not done simply by removing the misassigned person—they still need to find a lawful solution.

Additionally, to ensure that educators who report their own misassignments are not financially penalized for the misassignment, we recommend adding in language noting that they are exempt from Education Code Section 45034, which prevents a misassigned employee from receiving their salary. This clarification gains added importance given the proposed regulation’s highlighting of the salary penalty in Section 80151(h).

Proposed Regulatory Text

Text proposed to be amended by this Commission meeting is shown in in double underline for additions and ~~double strike-out~~ for deletions.

California Code of Regulations
Title 5. Education
Division 8. Commission on Teacher Credentialing
Chapter 1. Credentials Issued Under the Teacher Preparation and Licensing Law of 1970
Article 6. ~~Positions Requiring Administrative Credentials or Supervision Credentials~~ Educator Assignments and Monitoring.

§80130. Definitions.

(a) For purposes of this section, the following definitions and identifications apply:

(1) **"Certification"** means any credential, permit, waiver, or other document issued by the commission authorizing instruction or services in California public schools.

(2) **"Fully credentialed teacher"** means an individual who holds a valid and unexpired California Preliminary or Clear credential ~~certification~~ authorizing teaching. For general education or special education assignments the certification must be a Preliminary or Clear certification issued based on the completion of a teacher preparation program, including student teaching or an equivalent alternative program, as defined in subdivision (e) of Section 44225.7. For career technical education assignments the certification must be a Preliminary or Clear credential ~~certification~~, based on completion of requirements defined in Section 80034.2.

(3) **"Assignment"** means the placement of an individual in a teaching or services position. An "assignment" ~~that~~ can be filled legally by an individual with a credential, permit, waiver, or any other certification issued by the commission authorizing the assignment, or the individual may be otherwise authorized by a Local Assignment Option~~statute or regulations~~.

(4) **"Permanent ~~A~~assigned teacher"** means an educator serving as a teacher has been employed to provide instruction for either the entire school year or, for a one-semester course, for the entire semester.

(5) **"Appropriately assigned"** means the teacher or service provider holds a credential, permit, waiver, or any other certification issued by the commission that contains an authorization to legally serve in the setting, in the grade level, in the subject area, and the pupil population associated with the assignment.

(6) **"Unfilled position**" means an instance where a local educational agency has attempted to fill or is actively trying to fill an open and funded position but is unable to do so.

(7) **"Vacant position**" means an instance where, as of census day, an assignment does not have a~~n~~ permanent assigned teacher, as defined in (a)(4). An educator reported as the teacher of record that holds only a commission-issued certification that authorizes serving only as a substitute or temporary teacher of record shall be identified as serving in a vacant position.

(8) "**Misassignment"** means the placement of an employee or contractor in a teaching or services position or assignment for which the individual ~~employee~~ does not hold a legally recognized certificate or credential or the placement of an employee or contractor in a teaching or services position or assignment that the individual is not otherwise authorized by statute to hold.~~certification issued by the commission, and is not otherwise authorized by a local assignment option.~~

(9) "**Monitoring authority"** is defined as the entity that is responsible for evaluating a local educational agency's assignments for meeting legal requirements. Monitoring authorities, as defined in Section 44258.9, are identified as follows:

(A) The county office of education serves as the monitoring authority for school districts in the county and programs operated by the county office of education.

(B) The commission serves as the monitoring authority for the following entities:

1. A school district or county office of education that operates within a city or county in which there is a single school district, including the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco;

2. State special schools;

3. A charter school in a school district in which the charter school is the only school site in the school district; and

4. A charter school authorized by the State Board of Education.

(C) The chartering authority serves as the monitoring authority for charter schools that they authorize.

(10) "**Local educational agency**" (LEA) refers to public school districts, programs authorized by county offices of education, alternative schools including but not limited to juvenile court schools or continuation schools, charter schools, and state special schools.

(11) "**Department**" refers to the California Department of Education.

(12) **"California Longitudinal Pupil Achievement Data System"** (CALPADS) refers to the data system the department uses to track staff assignments, pursuant to Section 60900. This data is used for annual assignment monitoring, pursuant to the data sharing agreement provided in Section 44258.9.

(13) "**System**," unless the context requires otherwise, as provided in Section 44258.9 means the California Statewide Assignment Accountability System (CalSAAS), which is a partially automated electronic data system administered by the commission for the annual monitoring of certificated educator assignments and vacant positions, through the comparison of an educator's assignment, as reported in CALPADS, and the educator's certifications issued by the commission.

(14) **"Census Day"** means the first Wednesday in October, annually, on which educator assignments are reported in CALPADS. Assignments reported by local educational agencies as being in place on census day are used in annual monitoring of certificated educator assignments in the System.

(15) **"Local Assignment Options"** (LAOs) are provisions within Education Code and Title 5 Regulations which provide a local educational agency with educator assignment options that can be used to 1) legally authorize fully credentialed educators to teach outside of their subject matter area, or 2) legally authorize individuals to serve in limited specified services positions, when it is unable to assign a certificated employee with the appropriate certification issued by the commission. This local level flexibility is used solely at the discretion of the local educational agency and requires the local educational agency to verify all statutory or regulatory requirements.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code. Reference: Sections 33126, 44225.7, 60900 Education Code.

§80131. Assignments Requiring Certification.

(a) Instructional assignments requiring certification are those in which any of the following conditions are met:

(1) Pupils receive course credit, or

(2) Course is counted towards instructional minutes, or

(3) The commission issues a certification authorizing the instruction or services required of the assignment, consistent with Section 44001.

(b) Individuals serving in non-instructional and service assignments that do not meet the requirements of subsection (a), must hold a commission issued certification that authorizes the services required of the position, consistent with Section 44001.

(c) A teacher providing instruction to students must hold a certification authorization to legally teach in the setting, in the subject area, in the grade level, and to the pupil populations associated with the assignment. This includes services required for students with an Individualized Education Program, as defined in Section 56032, and students identified as multilingual or English Learners.

(d) Volunteers may provide enrichment instruction to enhance student learning but must be subject to the immediate supervision and direction of the permanent certificated educator assigned to the class. This permanent educator must hold the appropriate commission issued certification for the assignment and must remain in the classroom at all times.

(e) Paraeducators and instructional aides may assist with supervising students and support the teacher in their instructional tasks, but are not authorized to perform any duties that must be executed by a certificated educator, including assigning grades to students.

(f) Although monitoring of certificated educator assignments is based on census day data, a local educational agency is responsible for ensuring individuals placed in certificated assignments are legally authorized year-round.

(g) District Superintendents are responsible for the appropriate assignment of educators employed by their district, as provided in Section 35035. District Governing Boards are responsible for ensuring assignments are staffed with appropriately assigned educators, as provided in Section 44830. School site administrators are responsible for recruitment, employment and assignment of certificated personnel, as specified in Section 80054.5.

(h) County offices and school districts are prohibited from paying the salary of any person who does not hold a legal certification document while employed in a position requiring certification qualifications.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code. Reference: Sections 35021, 35035, 44001, 44253.1, 44830, 45034, 45330, 45343, 45344, 45349, 56032 Education Code.

§80132. Teacher Shortage Hierarchy.

(a) The commission identifies an instance of teacher shortage through collective review of the following factors:

(1) Level of teacher preparation the educator has completed;

(2) Extent of subject matter competence demonstrated; and

(3) Whether the educator held a legal authorization for the assignment via licensure, statute, or regulation.

(b) For purposes of data collection and reporting, t~~T~~he hierarchy of teacher shortage assignments in instances where an educator is not appropriately assigned with full certification is listed below in order from least to most severe:

(1) General or Special Education Limited Assignment Permit holders;

(2) Local Assignment Options;

(3) Intern credential holders, including district and university interns;

(4) Preliminary or Clear credential holders that are misassigned;

(5) Emergency Teaching Permit holders, including Provisional Internship Permit (PIP), Short Term Staff Permit (STSP), Emergency Cross-cultural, Language and Academic Development (CLAD) Permit, and Emergency Bilingual Permit;

(6) Waiver holders;

(7) Holders of certifications other than Preliminary or Clear credentials that are misassigned; ~~Uncredentialed educators, vacancies, unfilled assignments, and Substitute Permit holders.~~

(8) Unfilled positions and vacant positions.

NOTE: Authority cited: Sections 44225, 44258.9 Education Code.

§80133. Hiring Hierarchy.

(a) When assigning educators, local educational agencies must recruit in the following hierarchal order:

(1) Educators who hold Preliminary or Clear credentials~~certifications~~, as defined in 44259, that contain an authorization that allows instruction in the content of the course, to the student population served, and/or services required of the position; including full, Supplementary and Subject Matter authorizations as defined in Section 44256.

(2) Educators who hold Preliminary or Clear credentials, as defined in Section 44259, and do not have an authorization that covers the course content or services required of the assignment, but are otherwise legally authorized via a local assignment option. ~~Educators who hold Intern certifications, as provided in Sections 44325 and 44450, that~~

~~contain an authorization that allows instruction in the content of the course, to the student population served, and/or services required of the position; including full, Supplementary and Subject Matter authorizations as defined in Section 44256.~~

(3) Educators who hold Intern credentials, as provided in Sections 44325 and 44450, that contain an authorization that allows instruction in the content of the course, to the student population served, and/or services required of the position; including full, Supplementary and Subject Matter authorizations as defined in Section 44256. ~~Educators who hold Preliminary or Clear certifications, as defined in Section 44259, and do not have an authorization that covers the course content or services required of the assignment, but are otherwise legally authorized via a local assignment option.~~

(4) Educators who hold Emergency Permits as provided in Section 44300.

(5) Educators who hold waivers, as provided in Section 44225, or are serving based on short-term waivers as defined in 80120 and 80123.

(b) If a suitable educator satisfying the requirements provided in (a)(1) is not found, the local educational agency shall continue to recruit accordingly in hierarchical order. Instances in which no suitable educator is able to be recruited, and an educator holding only a certification authorizing substitute teaching, or a person who does not have any valid credential or certification document, is placed in the position, shall be considered a vacant position.

NOTE: Authority cited: Section 44225 Education Code. Reference: Sections 44225, 44225.7, 44256, 44259, 44300, 44325, 44450 Education Code.

§80134. Reporting and Correcting ~~Potential~~ Misassignments.

(a) An individual concerned about the possible misassignment of an educator, or an educator concerned about their own possible misassignment, shall first notify the following entity, in writing:

(1) For non-charter schools, the superintendent of the school district;

(2) For charter schools authorized by the district or county, and schools authorized by the State, the school site administrator;

(b) Such notification shall equate to a complaint under Education Code section 35186, shall, where identifying a valid misassignment, require the same remedial actions as set forth in that section and shall follow the aligned timelines for responding to complaints, correcting misassignments and escalating to monitoring authorities as set forth in this section.

~~(b)~~ (c) A school district, county office of education, or commission, as specified in (a) ~~or (c)~~, must analyze the complaint and conduct a thorough investigation to determine the legality

of the educator's certificated assignment. Within 15 ~~business~~ working days of receipt of the complaint concerning an assignment, notification of the legality of the assignment must be sent, in writing:

(1) For non-charter schools, to the complainant, school site administrator, ~~and~~ district superintendent, and county superintendent ~~if applicable~~;

(2) For charter schools, to the complainant, school site administrator, superintendent of chartering district or county, and governing board of chartering district or county.

~~(c)~~ (d) If a complaint is filed pursuant to subsection (a), and the entity does not complete actions specified in subsection ~~(b)~~ (c), then the complaint shall be escalated in the following manner~~:~~. The entity listed below must analyze the complaint and conduct a thorough investigation to determine the legality of the educator's certificated assignment. Within 15 working days of receipt of the complaint concerning an assignment, notification of the legality of the assignment must be sent, in writing, in accordance with (c)(1) and (c)(2).

(1) Complaints lodged against non-charter schools and county authorized charter schools, shall be escalated to the county office of education;

(2) Complaints lodged against district authorized charter schools shall be escalated to the authorizing school district;

(3) Complaints lodged against schools within a school district or county office of education that operates within a city or county in which there is a single school district, shall be escalated to the commission.

(4) Complaints lodged against schools authorized by the State shall be escalated to the commission.

~~(d)~~ (e) If the assignment is determined to be a misassignment, pursuant to subsection (c), the local educational agency must correct the misassignment within 30 working days from the date of identification, pursuant to Section 35186. If the assignment is determined to be a misassignment pursuant to subsection (d), the local educational agency must correct the misassignment within 30 calendar days from the date of identification, pursuant to Section 44258.9. Correction options may include, but are not limited to:

(1) issuance of an emergency permit, waiver, or other certification authorizing the assignment,

(2) legally authorizing the educator based on a local assignment option, or

(3) removing the educator from the assignment and placing a legally authorized educator in the assignment.

~~(e)~~ (f) In the case that the individual reporting the potential misassignment is an employee of the local educational agency, the local educational agency must not take adverse action against the individual, as provided in Section 44258.9. Claims that reporting the potential misassignment resulted in employment related retaliation are not under the purview of the Commission on Teacher Credentialing and must be directed to the local educational agency. Claims of retaliation against a credentialed educator may be reported to the Division of Licensure Enforcement within the Commission on Teacher Credentialing, pursuant to Section 44242.5, by filing a complaint.

(g) During the period of a misassignment, a certificated educator who files a written notice about their own possible misassignment pursuant to subsection (a) shall be exempt from Section 45034.

NOTE: Authority cited: Sections 35186, 44258.9, 45034. Education Code. Reference: Section 44242.5. Education Code.

California Code of Regulations
Title 5. Education
Division 8. Commission on Teacher Credentialing
Chapter 3. Committee of Credentials
Article 3. Rules of Conduct for Professional Educators

Section 80339 is repealed.

Section 80339.1 is repealed.

Section 80339.2 is repealed.

Section 80339.3 is repealed.

Section 80339.4 is repealed.

Section 80339.5 is repealed.

Section 80339.6 is repealed.

Proposed Additions to Title 5 of the California Code of Regulations Related to Assignment Monitoring Sanctions

Introduction
This consent item presents comments received in response to the proposed regulation text related to assignment monitoring, which proposes a new intervention system of identification, support, and improvement. This system will provide support to all California public schools, at an appropriate level based on the percentage of their assignments that are uncorrected misassignments. Schools will not only receive tiered support, but differentiated training based on the school type or level.

Background
At its December 2025 Commission meeting, Commission staff introduced a plan that included training and support in response to local educational agencies (LEAs) who continually misassigned certificated educators. At its April 2026 Commission meeting, Commission staff provided an outline of the core facets of the program. At its June 2026 Commission meeting, the Commission adopted the proposed regulations and directed staff to move forward with the rulemaking process which included a public notice with a 45-day comment period. The Office of Administrative Law requires public comments submitted during the 45-day comment period to be provided to the Commission. This consent item includes Appendix A, which contains any comments received with responses from Commission staff.

Staff Recommendation
No changes to the proposed regulations are recommended. Staff recommend that the Commission move forward with the proposed regulation text that was adopted at the June 2026 Commission meeting pertaining to Title 5, Article 6: Educator Assignments and Monitoring, section 80135.

Next Steps
If approved, staff will continue with the prescribed process for the regulations approved by the Commission in its June 2026 meeting and move forward with submission to the Office of Administrative Law.

Appendix A

Public Comment Received

Main Concerns

- Does not agree with the proposed tiering system as it would disproportionately affect small charter schools and organizations.
- Size of the school should be taken into account as one vacancy or misassignment can easily be more than 10% of a small school's workforce.

Response from the Commission

In formulating the Assignment Monitoring Sanctions: System of Identification, Support and Improvement, Commission staff completed a thorough analysis of several years of assignment monitoring data to establish a plan that is administered in alignment with the recommendations of the State Auditor, incorporates input from educational partners statewide, and considers the current landscape of California's educator workforce. The current sanction plan is based on uncorrected misassignments as compared to total assignments for a school and does not include assignments reported as vacancies. As part of the data analysis, proportion was considered to ensure small and/or rural schools are not disproportionately affected. The only sanction threshold that mandates training affects schools with over 25% uncorrected misassignments (Tier 3) and this percentage was selected in part because it affects school types, sizes, or regions equitably. Based on review of prior years' data, this tier is estimated to comprise around 1% of schools statewide. Additionally, alternative settings often found in rural areas may utilize statutory flexibility afforded by Education Code Section 44865 which provides credentialing options for necessary small schools. As such, Commission staff do not recommend any changes to the sanction thresholds approved by the Commission at its June 2026 meeting.

No changes to the proposed regulations are recommended.

Main Concerns

- Governing board members should receive assignment monitoring training, not simply notification. Given their oversight role of LEA assignment practices in general and with respect to Tier 2 and 3 misassignment reporting and correction specifically, governing boards should have a foundational understanding of assignment requirements and credentialing compliance.
- The Commission should require assignment training for schools that reach the Tier 2 threshold of at least 10 percent uncorrected misassignments. Ten percent of uncorrected misassignments is objectively high and, based on the Commission's own survey, was recommended by the field as the proper threshold at which sanctions should be required.
- The Commission should require the Tier 3 improvement plan to reflect steps taken to date and should impart greater urgency in the "plans to come into compliance". Add additional requirements that the officials responsible must identify: (1) how they will come into compliance as soon as possible and no later than the start of the next semester, and (2) the specific steps taken thus far to come into compliance with legal certification requirements.

- The Commission should publish an annual assignment monitoring report that highlights schools and LEAs in Tiers 2 and 3 and provides an accessible analysis of statewide trends and progress toward compliance. The Commission should build upon this requirement by providing an annual synthesis that allows the public to understand not simply which schools have been identified, but whether the intervention system is producing improvement over time.
- Schools are not entities that can sue or be sued or traditionally subject to specific statutory or regulatory mandates. Should have a clarifying provision that when the proposed regulations require "schools" to act, the regulations are requiring action from the district superintendent or charter site administrator and/or their designee in charge of entity-wide assignment practices along with notice to the site principal/administrator.
- Further strengthen Section 80135 by requiring governing board training, requiring training beginning at the Tier 2 threshold, strengthening the proposed improvement plan for Tier 3 schools and establishing accessible annual reporting on intervention status and statewide trends.

Response from the Commission

The system of identification, support, and improvement approved by the Commission at its June meeting (Item 3A and 3A Insert) balances alignment with California's framework focusing on support and assistance, and the recommendations of the State Auditor's Office to implement sanctions for schools that consistently misassign educators. Commission staff completed a thorough analysis of several years of assignment monitoring data to identify thresholds that affect school types, sizes, or regions equitably, to create a plan that incorporates input from Commissioners and educational partners statewide and considers the current landscape of California's educator workforce. The thresholds for each tier and the associated requirements were established through collaborative engagement with educational partners, including a survey which found that over 40% of respondents preferred the threshold for sanctions to begin at ranges above 10%. The approved tiered approach balances the mandated requirements in Tier 3, with the supportive measures in Tier 2 that provide optional assignment training and required notice to their governing board. Additionally, public comment was received for the June Commission meeting in support of requiring training at Tier 2 (for schools with more than 10% misassignments), however the Commission ultimately did not choose to modify the regulatory language based on the public comment.

Governing board involvement varies based on the sanction threshold. Informational reporting to the school's governing board is required at Tier 2, and Tier 3 requires the governing board to approve an action plan for addressing misassignments. As the steps to come into compliance vary based on circumstances of the school, and a school's monitoring authority is responsible for providing oversight of the school's certificated assignments, the regulatory language identifies that the plan of accountability and improvement required in Tier 3 must be developed in partnership with their monitoring authority. Additionally, while training is not mandated for governing board members, an abridged module will be available for governing board members to provide an understanding of assignment laws more broadly and their role. Public comment was received at the June Commission meeting in support of requiring training for governing board members, however the Commission ultimately did not choose to modify

the regulatory language based on the public comment. The approved approach incorporates and balances outcomes of collaboration with educational partners and feedback from Commissioners, while maintaining the focus of supporting schools to come into compliance with assignment laws.

Following program implementation, Commission staff will return to the Commission to showcase the training program, including outcomes of the initial year and an analysis of schools that fell into each tier. As provided in the approved plan, the Commission will also publicly report misassignment percentages and associated data via data dashboards to provide insight of statewide trends related to certificated educator assignment compliance.

No changes to the proposed regulations are recommended.

Proposed Updates to Preconditions to Align to Current Requirements, Statutes, and/or Regulations

Introduction
This agenda item is the third in a series of related items that presents for Commission action proposed updates to educator preparation program preconditions in order to accurately reflect changes in requirements, statutes, and/or regulations, and also to improve clarity and remove outdated references or language, when necessary.

Background
Commission preconditions are requirements that must be met in order for a prospective educator preparation program to be approved and that must be adhered to at all times by Commission-approved programs. Preconditions are grounded in either statute, regulations, or Commission policy and are reviewed during initial institutional approval, initial program review, and in years 1 and 4 of the Commission's accreditation cycle. Responses to preconditions are generally reviewed by Commission staff, however, precondition issues may be identified by a site visit team during a program review or a site visit. If a precondition issue is identified by a Board of Institutional Review team, programs have 30 days to take corrective action to come into alignment with the precondition.

Preconditions have been adopted by the Commission for most educator preparation programs. Because state policy changes take place often, it is important to ensure that the preconditions reflect current statute, regulations, and policy. It has been some time since a comprehensive review of preconditions has taken place to ensure that they are updated and clear. Typically, this is done in concert with changes in standards. However, policy (statutes or regulations) often changes more frequently and the preconditions must reflect these changes.

Staff launched a comprehensive review of each set of preconditions and continues to bring to the Commission for approval updates for any precondition or set of preconditions that require Commission action. The objective of this effort is as follows:

- Ensure that new statutes, regulations, and/or policies are appropriately reflected.
- Remove outdated references, including but not limited to obsolete statutes, language, and/or credential title references.

In addition, staff also propose a reorganization of preconditions so that they all follow the same structure. To this end, each set of preconditions will have three categories, as applicable: 1) Prior to Admittance to the Program, 2) Program Specific Requirements, and 3) Prior to Recommendation for the Credential. The exception to this structure is Added Authorizations because they have significantly fewer preconditions that tend to be about the required prerequisite credential.

Lastly, staff are proposing some revisions to simplify language that have historically caused confusion or generated questions about meaning from the field, as well as reorganize some preconditions to aid in clarity of language and intent.

The extent of the proposed revisions may vary significantly between credential programs. For this reason, for each set of proposed precondition revisions, staff will provide a summary of why the specific revisions are being made.

Proposed Preconditions Updates
At this time, staff propose the Commission consider and adopt updates for preconditions for the following programs:

- Multiple Subject and Single Subject Intern
- Education Specialist Intern
- PK-3 Early Childhood Education Specialist Intern

Staff Recommendation
That the Commission approve the proposed revisions and updates to preconditions as outlined in this agenda item. Once approved, Commission staff will make these updated preconditions available on the Commission preconditions website immediately. A Program Sponsor Alert will be drafted to ensure the educator preparation community is informed of any adopted changes. Any precondition updates based on changes to statute or regulations will need to be implemented immediately, but documentation demonstrating alignment with updated preconditions will begin with the March 2027 preconditions submissions.

Proposed Revisions for the
Preconditions for Multiple Subject and Single Subject Intern Programs

Summary of Key Proposed Revisions for the Multiple Subject and Single Subject Intern programs. The following proposed revisions include changes to the subject matter competence requirement to align with recent changes in state statute contained in AB 126 (Chapter 65, Statutes of 2026), adding language around the professional development plan to be more inclusive of the existing statutory language, non-substantive changes such as changing the term internship to intern to reflect updated terminology, and adding language to address issues related to the withdrawal of intern documents in certain situations.

Please note that these preconditions are in addition to the applicable preconditions for the Preliminary Multiple Subject and Single Subject programs. Intern programs must submit responses to both.

Prior to Admittance into the Intern Program ~~Recommending for the Intern Credential~~

Precondition 1. Possession of a Bachelor's Degree
The program must verify that candidates admitted to the intern program ~~Candidates admitted to internship programs must~~ hold baccalaureate degrees or higher from a regionally accredited institution of higher education.
Reference: Education Code §§44325, 44326, and 44453

Precondition 2. Verification of Application for Certificate of Clearance or Possession of Valid Permit or Credential Issued by the Commission
Prior to admittance, the program must ensure candidates have provided verification of one of the following:

- The candidate holds a valid permit or credential previously issued by the Commission.
- The candidate has applied for a Certificate of Clearance from the Commission.

Reference: Education Code §44320(d)(1)(A) and (B)

Precondition ~~2~~3. Demonstration of Subject Matter Competence
The approved Multiple Subject ~~and~~ or Single Subject Intern program must verify, prior to recommending a candidate for the intern credential, that the candidate has demonstrated subject matter competence through one of the following methods: ~~sponsor determines that each intern meets the must demonstrate subject matter competence requirement prior to being recommended for the intern credential through one of the following methods:~~

a. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. *Reference: Education Code §44259(b)(5)(A)(i).*
b. Passage of a Commission-approved subject matter examination. *Reference: Education Code §44259(b)(5)(A)(ii).*
c. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Education

Code §44282, as verified by a Commission-approved program ~~of professional preparation~~. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Education Code §44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code §44259(b)(5)(A)(iii) and Title 5 CA Code of Regulations §80096.*

d. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
    i. For single subject credentials, a major in one of the subject areas in which the Commission credentials candidates or closely related to an area in which the commission credentials candidates as indicated in Education Code §44259(b)(5)(A)(iv)(I) ~~and 44282 (b),~~ or identified in Title 5 CA Code of Regulations §80096.*
    ii. For multiple subject credentials, a liberal studies, liberal arts, ~~or~~ elementary education major or other degree major that includes coursework ~~in the content areas as indicated in Education Code 44259 (b)(5)(A)(iv)(II) and 44282 (b), Title 5 Code of Regulations §80096.~~ required for the degree major in the content areas pursuant to subdivision Education Code §44282(b) (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development).
e. A combination of the methods described in a, b, or c ~~1, 2, or 3~~ above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission.

Reference: Education Code §§44259(b)(5)(A)(v), 44282(b), and Title 5 CA Code of Regulations §80096

Precondition ~~3~~4. Completion of the Preservice Requirement

Each Multiple Subject and Single Subject Intern~~ship~~ program must include a minimum of 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in:

a. General pedagogy including classroom management and planning,
b. Reading/language arts,
c. Subject-specific pedagogy,
d. Human development, and
e. Specific content regarding the teaching of English Learners pursuant to Title 5 CA Code of Regulations §80033.

Program Specific Requirements

Precondition 45. Professional Development Plan

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

a. Provisions for an annual evaluation of the intern.

b. A description of the courses to be completed by the intern, if any.
c. A plan for the completion of preservice or other clinical training, if any, including student teaching.
d. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
e. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and
~~a.~~f. ~~I~~instruction in the etiology and methods of teaching children with mild and moderate disabilities during the first year of service, for all interns.

Precondition ~~5~~6. Supervision of Interns

a. In all intern~~ship~~ programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to Title 5 CA ~~California~~ Code of Regulations §80033.
b. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.
~~a.~~c. University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

Reference: Education Code § ~~Section~~ 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Precondition ~~6~~7. Assignment and Authorization

To receive program approval, the participating institution authorizes the candidates in an intern~~ship~~ program to assume the functions that are authorized by the regular standard credential. ~~*Reference: Education Code Section 44454.*~~ The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s).
Reference: Education Code ~~Section~~ §44454 and 44458

Precondition ~~7~~8. Participating Districts

Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.
Reference: Education Code §~~Sections 44321 and 44452~~

Precondition ~~8~~9. Early Program Completion Option

Each Commission-approved intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

*Pursuant to Education Code Section 44468(b), an intern who elects the Early Completion Option, must first pass the Commission adopted assessment of teaching foundations in order to qualify to take the required teaching performance assessment.

b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. For Multiple Subject candidates this includes the passage of a Commission approved literacy performance assessment. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2025. RICA scores are valid for 10 years.
c. Meet the requirements for teacher fitness.

Note: An intern who chooses the early completion option but is not successful in passing the written assessment may complete his or her full internship program.
Reference: Education Code Section §44468

Precondition 910. Length of Validity of the Intern Certificate Credential
Programs must communicate to interns and participating districts that each Each intern credential certificate leading to the attainment of a Preliminary Multiple Subject or Single Subject will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.
Reference: Education Code Section §44325 (b).

Precondition 1011. Non-Displacement of Certificated Employees
The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
Reference: Education Code Section§ 44225.7.

Precondition 1112. Justification of Internship Program
When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship program is being implemented. Programs that are developed

to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Precondition ~~12~~13. Bilingual Language Proficiency

Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. *Reference: Education Code ~~Section~~§ 44325(c)(4)~~.~~*

Precondition ~~13~~14. Intern Credential Withdrawal and Notification

a. Programs must immediately submit Intern Withdrawal Forms to the Commission for intern candidates who either exit the program or are no longer employed as teacher of record in the district listed on their intern document. Programs must also immediately inform the employers and candidates whenever intern credentials are withdrawn.
b. The program must ensure that participating employers agree to immediately notify programs if an intern candidate is no longer employed as a teacher intern or if a decision is made not to rehire an intern candidate.

Proposed Provisions for the
Preliminary Education Specialist Intern Preconditions (All)

Summary of Key Proposed Revisions for the Education Specialist Intern Preconditions: The following proposed revisions include changes to the subject matter competence requirement to align with recent changes in state statute contained in AB 126 (Chapter 65, Statutes of 2026), adding language around the professional development plan to be more inclusive of the existing statutory language, non-substantive changes such as changing the term internship to intern to reflect updated terminology, and adding language to address issues related to the withdrawal of intern documents in certain situations. Additionally, because the Commission adopted an examination at its August 2026 meeting to serve as an acceptable foundations in teaching for Education Specialists, the relevant precondition has been updated in order to implement the Early Completion Option for Education Specialist candidates.

Please note that these preconditions are in addition to the applicable preconditions for the Preliminary Education Specialist programs. Intern programs must submit responses to both.

Prior to Admittance into the Intern Program

Precondition 1. Possession of a Bachelor's Degree
The program must verify that candidates admitted to the program ~~Candidates admitted to internship programs~~ must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.
Reference: Education Code ~~Sections~~§ 44325, 44326, and 44453~~.~~

Precondition 2. Verification of Application for Certificate of Clearance or Possession of Valid Permit or Credential Issued by the Commission
Prior to admittance, the program must ensure candidates have provided verification of one of the following:

- The candidate holds a valid permit or credential previously issued by the Commission.
- The candidate has applied for a Certificate of Clearance from the Commission.

Reference: Education Code §44320(d)(1)(A) and (B)

Precondition ~~2~~3. Demonstration of Subject Matter Competence
The approved ~~Each~~ Education Specialist Intern program ~~sponsor~~ determines that each intern meets the ~~must demonstrate~~ subject matter competence requirement prior to being recommended for the intern credential through one of the following methods:

a. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. *Reference: Education Code §44259 (b)(5)(A)(i).*
b. Passage of a Commission-approved subject matter examination. *Reference: Education Code §44259 (b)(5)(A)(ii).*
c. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant

to Education Code §~~Section~~ 44282, as verified by a Commission-approved program ~~of professional preparation~~. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code §44259 (b)(5)(A)(iii) and Title 5 CA Code of Regulations §80096.*

d. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education that meet any of the following: ~~with either a major in one of the subject areas in which the Commission credentials candidates or an academic major in Liberal Studies, Liberal Arts, or Elementary Education, or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282, or identified in *Title 5 Code of Regulations §80096.*~~
    i. A major in one of the subject areas in which the Commission credentials candidates or closely-related to an area in which the commission credentials candidates as indicated in Education Code §44259(b)(5)(A)(iv)(I) and Title 5 CA Code of Regulations §80096.
    j. A liberal studies major, liberal arts major, elementary education major or other degree major that includes coursework required for the degree major in the content areas pursuant to subdivision (b) of Education Code §44282 (language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development).

e. Demonstration that the candidate, through a combination of the methods described in ~~1, 2, or 3~~ a, b or c above, has met or exceeded each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Education Code §44265 and Title 5 CA Code of Regulations §80096.

***NOTE**: Verification of subject-matter competence is not required for the area of Early Childhood Special Education.*

Precondition ~~3~~4. Preservice Requirement

Each Education Specialist Intern~~ship~~ program includes a minimum of 120 clock hours (or the semester or quarter unit equivalent) pre-service component which includes:

a. Foundational preparation in pedagogy including classroom management and planning,
b. Reading/language arts,
c. Specialty specific pedagogy,
d. Human development, and
e. Specific content regarding the teaching of English Learners pursuant to Title 5 CA Code of Regulations §80033.

Program Specific Requirements

Precondition 45. Professional Development Plan

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

a. Provisions for an annual evaluation of the intern.
b. A description of the courses to be completed by the intern, if any
c. A plan for the completion of preservice or other clinical training, if any, including student teaching.
d. Additional instruction during the first semester of service, for interns teaching in6kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
e. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and
f. Instruction in the etiology and methods of teaching children with mild and moderate disabilities during the first year of service, for all interns.

Precondition 56. Supervision of Interns

a. In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to Title 5 California CA Code of Regulations §80033.
b. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.
c. University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

Reference: Education Code Section §44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Precondition 67. Assignment and Authorization

To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section §44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s).
Reference: Education Code Section§ 44458.

Precondition 78. Participating Districts

Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.
Reference: Education Code Sections §§44321 and 44452.

Precondition ~~8~~9. Early Completion Option

Each Commission ~~-~~approved intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
   - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
   - Techniques to address learning differences, including working with students with special needs
   - Techniques to address working with English learners to provide access to the curriculum
   - Reading instruction in accordance with state standards
   - Assessment of student progress based on the state content and performance standards
   - Classroom management techniques
   - Methods of teaching the subject fields

   * Pursuant to Education Code Section 44468(b), an intern who elects the Early Completion Option must first pass the Commission adopted assessment of teaching foundations in order to qualify to take the required teaching performance assessment.
b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. For all candidates this includes the passage of the Commission approved literacy performance assessment. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2025. RICA scores are valid for 10 years.
c. Meet the requirements for teacher fitness.

Note: An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full intern~~ship~~ program.
Reference: Education Code §~~Section~~ 44468~~.~~

Precondition ~~9~~10. Length of Validity of the Intern ~~Certificate~~ Credential

Programs must communicate to interns and participating districts that each ~~Each~~ intern ~~certificate~~ credential ~~will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program~~ leading to the attainment ~~of a specialist credential to teach students,~~ an Education Specialist preliminary credential has a set validity period, as follows:

a. University intern credential is valid for a period of two years
b. District intern credential is valid for a period of ~~or~~ three years or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential in special education. ~~to teach students with mild/moderate disabilities~~ *Reference: Education Code ~~Section~~ §44325(b)~~.~~*

Precondition ~~10~~11. Non-Displacement of Certificated Employees
The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Precondition ~~11~~12. Justification of Intern Program
When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern~~ship~~ program is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Precondition ~~12~~13. Bilingual Language Proficiency.
Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. *Reference: Education Code § ~~Section~~44325(c)(4)~~.~~*

Precondition ~~13~~14. Intern Credential Withdrawal and Notification

a. Programs must immediately submit Intern Withdrawal Forms to the Commission for intern candidates who either exit the program or are no longer employed as teacher interns. Programs must also immediately inform the employers and candidates whenever intern credentials are withdrawn.
b. The program must ensure that participating employers agree to immediately notify programs if an intern candidate is no longer employed as a teacher intern or if a decision is made not to rehire an intern candidate.

Proposed Revisions to Preconditions for the
PK-3 Early Childhood Education (ECE) Specialist Instruction Intern Programs

Summary of Key Revisions: Because these were the most recently developed preconditions with the development of this new credential, only a few adjustments are needed at this time. Proposed revisions are around demonstration of subject matter competence to align with changes stemming from passage of AB 126 (Chapter 65, Statutes of 2026), clarification of number of hours of weekly supervision, and the addition of language ensuring that all proper notification take place around withdrawal of intern credentials for candidates who are no longer enrolled in programs or who are no longer employed as interns.

Prior to Admittance into the Intern Program

Precondition 1. Possession of a Bachelor's Degree
The program must verify that candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.

Precondition 2. Verification of Application for Certificate of Clearance or Possession of Valid Permit or Credential Issued by the Commission
Prior to admittance, the program must ensure candidates have provided verification of one of the following:

- The candidate holds a valid permit or credential previously issued by the Commission.
- The candidate has applied for a Certificate of Clearance from the Commission.

Reference: Education Code §44320(d)(1)(A) and (B)

Precondition ~~2~~3: Demonstration of Subject Matter Competence
The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program ~~sponsor determines~~ must verify that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:

1. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies
2. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

Precondition ~~3~~4. Completion of the Preservice Requirement
Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:

a. State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with the ~~K-3 Mathematics Standards and Framework,~~ California's K-3

Student Content Standards and Frameworks and the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), ~~Preschool Learning Foundations.~~ and Curriculum Framework in the core curriculum areas for grades PK-3).

b. General pedagogical strategies for PK-3 children, including classroom management and planning.
c. Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings.
d. Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
e. Instruction in English Language Development for multilingual and English learner students

Program Specific Requirements

Precondition 45. Professional Development Plan

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission- approved PK-3 Early Childhood Education Specialist Instruction program of teacher preparation. The plan shall include all the following:

a. Provisions for an annual evaluation of the intern.
b. A description of the courses to be completed by the intern and
c. A plan for the completion of preservice or other clinical training, including student teaching.
d. Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities
e. Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.

Precondition ~~5~~6. Supervision of Interns

In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities:

a. Complete a signed Memorandum of Understanding between the commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided.
b. Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience.
c. In all intern programs, the participating institutions, in partnership with employing districts, shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners for candidates without a valid English learner authorization.
d. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.
e. The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's

language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed.

f. University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

Precondition ~~6~~7. Assignment and Authorization

To receive program approval, the participating institution authorizes the candidates in an intern~~ship~~ program to assume the functions that are authorized by the regular standard credential. *Reference: Education Code ~~Section~~ §44454.* The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s).
Reference: Education Code §44458

~~The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential.~~

~~The institution stipulates that the intern's services meet the instructional or service needs of the participating districts.~~

Precondition ~~7~~8. Participating Districts

Participating districts are California public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. *Reference: Education Code §§44321 and 44452*

Precondition 9. Early Completion Option

Each Commission-approved intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
    - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
    - Techniques to address learning differences, including working with students with special needs
    - Techniques to address working with English learners to provide access to the curriculum
    - Reading instruction in accordance with state standards
    - Assessment of student progress based on the state content and performance standards
    - Classroom management techniques
    - Methods of teaching the subject fields

    * Pursuant to Education Code Section 44468(b), an intern who elects the Early Completion Option must first pass the Commission adopted assessment of teaching

foundations in order to qualify to take the required teaching performance assessment.

b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. For all candidates this includes the passage of the Commission approved literacy performance assessment. Note: This may include a passing score on the RICA examination earned before the retirement of the RICA examination on or before October 31, 2025. RICA scores are valid for 10 years.
c. Meet the requirements for teacher fitness.

Note: An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program.
Reference: Education Code §44468

Precondition ~~8~~10. Length of Validity of the Intern Certificate
Programs must communicate to interns and participating districts that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years. *Reference: Education Code §44325(b)*

Precondition ~~9~~11. Non-Displacement of Certificated Employees
The institution and participating districts must certify that interns do not displace certificated employees in participating districts. *Reference: Education Code §44225.7*

Precondition ~~10~~12. Justification of Intern Program
When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Precondition ~~11~~13. Bilingual Language Proficiency
Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement.
Reference: Education Code ~~Section~~ §44325(c)(4)~~.~~

Precondition 14. Intern Credential Withdrawal and Notification

a. Programs must immediately submit Intern Withdrawal Forms to the Commission within for intern candidates who either exit the program or are no longer employed as teacher

interns. Programs must also immediately inform the employers and candidates whenever intern credentials are withdrawn.

b. The program must ensure that participating employers agree to immediately notify programs if an intern candidate is no longer employed as a teacher intern or if a decision is made not to rehire an intern candidate.

Approval for Administration of PK-3 FAST

Introduction
This agenda item presents data from the field testing of the Fresno Assessment of Student Teachers (FAST) PK-3 Early Childhood Education Specialist Instruction (PK-3) during the 2025-26 academic year, and details revisions made to the assessment as a result of analysis of that data. Additionally, this item recommends that the Commission approve the FAST PK-3 for operational administration.

Background
Education Code §44320.2 requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance with TK-12 public school students as part of the requirements for earning a preliminary teaching credential. The teaching performance assessment must be approved by the Commission and meet the Commission's current Performance Assessment Design Standards (PADS). In addition, the assessment must be aligned to the California Standards for the Teaching Profession (CSTP).

Currently there are three Commission-approved TPA models: CalTPA, edTPA, and FAST for Multiple Subject (MS), Single Subject (SS), and Education Specialists for Mild-to-Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). The FAST, developed and administered by California State University, Fresno (Fresno State) has been approved for use in California since 2008. In 2024, the Site Visitation Project (SVP) component of the FAST Multiple Subject and Education Specialist assessments was revised to meet the requirements of SB 488. New literacy assessment tasks and scoring rubrics were developed to assess both the current TPEs (Domains 1 through 6) and the newly adopted TPE Domain 7: Effective Literacy Instruction for all Students. The Commission approved the revised versions of FAST, FAST 3.0 for Multiple Subject, FAST 2.0 Education Specialist: Mild to Moderate Support Needs, and FAST 2.0 Education Specialist: Extensive Support Needs for operational use at its June 2025 meeting (Agenda Item 3D).

At its August 2025 meeting (Agenda Item 3A), the Commission approved Fresno State to field test PK-3 versions of the SVP and TSP with the 24 candidates enrolled in its PK-3 program during the 2025-26 academic year. Like the MS, ES MMSN, and ES ESN versions, the approved PK-3 version integrates a Literacy Performance Assessment into the SVP component, as required by SB 488. Rubrics revised specifically for the PK-3 version of the assessment also integrate attention to TPE 8: Addressing Early Mathematics and were designed to align with both the Preschool/TK Learning Foundations (PTKLF) and the California Dyslexia Guidelines. Also like the other approved versions of FAST, candidates completing the PK-3 version were assessed on task specific, four-point rubrics that ranged from 1 (Does not meet expectations) to 4 (Exceeds expectations). Candidates were required to score at least a level 2 (Meets expectations) on each rubric in order to pass the task.

Field Test Results
A total of 24 PK-3 candidates attempted both the SVP and the TSP during the PK-3 FAST field test.

Site Visitation Project Field Test Results
The SVP, which integrates the Literacy Performance Assessment, was evaluated on three rubrics: Foundational Skills: Planning, Implementation, & Reflection; Meaning-Making Skills, Planning, Implementation, & Reflection; and Instructional Decision Making, Next Steps, & Culturally Sustaining Pedagogy. Of the 24 candidates who submitted a completed SVP, 23 passed on their first attempt. One candidate scored a one on all three rubrics on the first attempt and did not pass on the second or third attempts, either. Mean scores for each rubric are provided in the table below.

Table 1. Site Visitation Project Mean Rubric Scores

Rubric	Number of Candidates	Mean Score
Foundational Skills	24	3
Meaning Making	24	2.71
Instructional Decision Making, Next Steps, & Culturally Sustaining Pedagogy	24	2.67

Teaching Sample Project Field Test Results
The TSP, which includes a focus on math instruction and requires planning, implementation, assessment, and reflection of an instructional unit, was evaluated on seven rubrics: Children in Context, Learning Outcomes, Assessment Plan, Design for Instruction, Instructional Decision Making, Analysis of Children's Learning, and Reflection and Self-Evaluation. Of the 24 candidates who submitted a completed TSP, all 24 passed on their first attempt, meaning all scored a 2 or above on each of the seven rubrics. Mean scores for each rubric are provided in the table below.

Table 2. Teaching Sample Project Mean Rubric Scores

Rubric	Number of Candidates	Mean Score
Children in Context	24	3.09
Learning Outcomes	24	3.24
Assessment Plan	24	3.09
Design for Instruction	24	3.05
Instructional Decision-Making	24	2.86
Analysis of Children's Learning	24	3.18
Reflection and Self-Evaluation	24	2.73

Planned Revisions
Based on their analysis of candidates' performance on each task and feedback received from candidates, made general revisions to the assessment as a whole, along with specific revisions for each task.

For the SVP, the Activities Menu was expanded to ensure ample selections for candidates placed in Transitional Kindergarten placements. Task guidelines were also updated to help clarify expectations of candidates. For example, information was added to clarify that the focus of the instructional lesson must align with the data the candidate collected from/on their learners.

Similarly, for the TSP, language was added to clarify that Learning Outcomes must be cohesive across the unit and that the Assessment Plan must include details about how the candidate will assess both learners' knowledge of the content and their academic language development.

Across both tasks, a significant change to the assessment is that candidates will now be evaluated on each section of each rubric, with a focus on the descriptive language for the level (Does not meet expectations, Meets expectations, Meets expectations at a high level, and Exceeds expectations) rather than the numerical value associated with the level. Candidates must Meet Expectations on each section of each rubric in order to pass each task.

Staff Recommendation
Staff recommend that the Commission approve the FAST PK-3 for operational administration.

Next Steps
If the Commission approves the FAST PK-3 for operational administration, staff will provide ongoing assistance to Fresno State faculty to support administration. Fresno State will be expected to provide FAST results annually to the Commission for inclusion within the Performance Assessment Annual Report. Fresno State will also be expected to remain aware of changes to the Performance Assessment Design Standards and to make revisions to FAST when required to do so.

edTPA Essentials Field Test Waiver Requests

Introduction
This agenda item presents the request that the Commission waive the Teaching Performance Assessment (TPA) requirement for preliminary Multiple Subject (MS), Single Subject (SS), and Education Specialist Mild-to-Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) candidates attending preparation programs participating in the field test for edTPA Essentials, owned and administered by Evaluation Systems (ES). edTPA Essentials was approved for field testing by the Commission at its June 2026 meeting (Consent Calendar).

Background
Education Code §44320.2 requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance with TK-12 public school students as part of the requirements for earning a preliminary teaching credential. The teaching performance assessment must be approved by the Commission and meet the Commission's current Performance Assessment Design Standards (PADS). In addition, the assessment must be aligned to the California Standards for the Teaching Profession (CSTP).

In 2026, edTPA, one of the Commission's approved TPA models, revised its existing model in collaboration with an Advisory Committee and developed edTPA Essentials. The revised assessment consists of two tasks that may be taken in any order. Each task is evaluated on a total of six rubrics. Candidates have the option to take the tasks in any order (Task 1 then Task 2, or Task 2 then Task 1). Candidates may take both tasks in one term or one task in one term and the other task in a subsequent term. edTPA Essentials assessments have been developed for five of the preliminary teaching credential areas offered in California: Early Childhood (PK3 Early Childhood Education Specialist Instruction), Multiple Subject (MS), Single Subject (SS), Education Specialist: Multiple Subject (ES-MS), and Education Specialist: Single Subject (ES-SS).

In June 2026 (Consent Calendar), the Commission approved edTPA Essentials for field testing, with a preliminary passing standard of 12, which equates to an average of a level two score of two on each rubric.

Historically, the Commission has granted waivers to candidates of programs participating in approved field tests to support TPA development, as allowed in Education Code §44225(m).

Process for Soliciting Participation in the Field Test
The field test of the edTPA Essentials provides an opportunity for Evaluation Systems to collect data about the about the assessment and candidate performance from candidates across a sample of institutions and program types that reflect the diversity of program sizes, candidates served, institutional affiliations, pathways, and service areas in California.

After the Commission approved edTPA Essentials for field testing, Evaluation Systems began reaching out to educator preparation programs that currently use edTPA to invite their

participation in the field test process. Efforts were made to ensure candidates from all edTPA Essentials-approved credential areas and a range of program types were included.

Institutions Requesting Candidate Waivers
The following tables provide information for programs that submitted waiver requests on behalf of candidates as of September 30, 2026. Requests received after September 30 will be presented in a Consent item at the December Commission meeting.

Table 1. Preparation Programs Field Testing edTPA Essentials in 2026-2027

Preparation Program	PK-3	Multiple Subject	Single Subject	Education Specialist (Mild-to-Moderate)
Alliant University		X	X	X
San Diego Neighborhood of Schools		X		X
Loyola Marymount		X	X	
Pepperdine University		X	X	
UC Riverside		X	X	X
CSU Sacramento	X	X		X
CSU Sonoma			X	X
University of Phoenix		X	X	

Waiver requests from programs on behalf of the candidates are found in Appendix A.

Staff Recommendation
Staff recommend that the Commission approve candidate waiver requests from the selected institutions to waive the teaching performance assessment requirement for those who meet the approved field test passing standard of 12 points on each task of edTPA Essentials.

Next Steps
If the Commission approves the waiver requests for candidates participating in the edTPA Essentials field test, then Evaluation Systems staff will communicate with the institutions and their selected candidates for the field test, conduct an orientation with participating programs and initiate the field test. If additional waiver requests are received after the October 2026 Commission meeting, these waiver requests will be placed on the December 2026 Consent Calendar.

Appendix A

Candidates Requesting TPA Waiver for Participation in edTPA Essentials Field Test

Alliant University

Candidate Name	Credential Area
Judy Fish	Education Specialist
Natalie Garcia	Education Specialist
Stephanie Sisemore	Education Specialist
Zoe Holmes-Higgin	Multiple Subject
Hua (Nicole) Chen	Single Subject
Staphanie Layman	Single Subject

San Diego Neighborhood of Schools Teacher Intern Program

Candidate Name	Credential Area
Maxine Kelley	Education Specialist, Multiple Subject
Jennifer Mullett	Education Specialist, Multiple Subject
Sydney Geisler	Education Specialist, Multiple Subject
Sophia Braxton	Education Specialist, Multiple Subject
Andrew Laney	Education Specialist, Multiple Subject
Caitlin Savill	Multiple Subject
Elaina Mcelfresh	Multiple Subject

Loyola Marymount University

Candidate Name	Credential Area
Aguilar, Ashley N.	Multiple Subject
Edwards, Andrea	Multiple Subject
Lopez, Kelly	Multiple Subject
Minniti, Evan R.	Multiple Subject
Wilson, Cameron L.	Multiple Subject
Garza, Victor A.	Single Subject
Jarel, Chelsea S.	Single Subject
Wenrich, Eva V.	Single Subject

Pepperdine University

Candidate Name	Credential Area
Marla Espinosa	Multiple Subject
Riley Berreitter	Multiple Subject
Nicholas Berroteran	Multiple Subject
Maya Cortez	Multiple Subject
Naomi Fox	Multiple Subject
Bryanna Gonzalez	Multiple Subject
Veronica Jablon	Multiple Subject

Ashley Joseph	Multiple Subject
Rachel Liu	Multiple Subject
Jalynne Magana	Multiple Subject
Emma Reep	Multiple Subject
Sydney Sferruzza	Multiple Subject
Mackenzie Winton	Multiple Subject
Elianna Bruxellas	Multiple Subject
Sarah Louise Darwin	Multiple Subject
Breanna Lim	Multiple Subject
Janice Park	Multiple Subject
Josie Politzer	Multiple Subject
Jackson Schonfelder	Multiple Subject
Chris Seol	Multiple Subject
Darlene Boltz	Multiple Subject
Margarita Casillas	Multiple Subject
Amaiya Espinoza	Multiple Subject
Megan Halpern	Multiple Subject
Elisa Moran	Multiple Subject
Mckensi Palmer	Multiple Subject
Megan Parks	Multiple Subject
Joanna Saleh	Multiple Subject
Trinity Teixeira	Multiple Subject
Amanda Williams	Multiple Subject
Jordan Akana	Multiple Subject
Colette Bartel	Multiple Subject
Kennedy Behrans	Multiple Subject
Sarah Enriquez	Multiple Subject
Paola Garcia	Multiple Subject
Jordan Grant	Multiple Subject
Mason Hipp	Multiple Subject
Hnin Kalayar	Multiple Subject
Elena Levin	Multiple Subject
Karmen Lopez	Multiple Subject
Emily Lucano	Multiple Subject
Jennie Maldonado	Multiple Subject
Sophie Nadel-Zietz	Multiple Subject
Jennah Noorzayee	Multiple Subject
Millie Paraschiv	Multiple Subject
Crista Soriano	Multiple Subject
Stephany Villacorta	Multiple Subject
Karla Tovar	Multiple Subject
Holly Baker	Multiple Subject
Brittney Crooks	Multiple Subject

Alexa Gianopulos	Multiple Subject
Natalie Mccloud	Multiple Subject
Jessica Zemming	Multiple Subject
Brandon Anderson	Multiple Subject
Fan Yang	Multiple Subject
Hsin-Yu Hsiao	Multiple Subject
Amanda Donahue	Single Subject
Lona Dreyfuss	Single Subject
Tucker Ojendyk	Single Subject
Elise Shattuck	Single Subject
Rozita Gutierrez	Single Subject
Samantha Guirado	Single Subject
Angelica Jefferson	Single Subject
Allison Lynch	Single Subject
Brian Magid	Single Subject
Eugenia Brumley	Single Subject
Michael Buchanan	Single Subject
Sophie Crivier	Single Subject
Rosalinda Diaz	Single Subject
Kelly Talkington	Single Subject
Brooke Doherty	Single Subject
Xurui Song	Single Subject
Charles Stone	Single Subject
Doyeon Kim	Single Subject
Sydney Engstrom	Single Subject
Aya Shinkawa	Single Subject
Amie De La Rosa	Single Subject
Noah Doss	Single Subject
Paola Garcia	Single Subject
Walt Anderson	Single Subject
Kaikoa Soma	Single Subject
Thomas Solberg	Single Subject
Alexander Huang	Single Subject
Tory Wile	Single Subject
Maximillian Delone	Single Subject
Eric Mendez	Single Subject
Michael Sabala	Single Subject
Albion Bodle	Single Subject
Aidan Dveirin	Single Subject
Herron Pike	Single Subject
Citlali Adame	Single Subject
Steven Childs	Single Subject

California State University, Sacramento

Candidate Name	Credential Area
Acosta, Nayeli	PK-3
Aguilarmagana, Rebeca	PK-3
Becker, Rosalie	PK-3
Caballero, Melissa	PK-3
Chilton, Christopher	PK-3
Condosta, Lara	PK-3
Cortezvega, Cecilia	PK-3
Cruz, Eva	PK-3
Garcia, Marlene	PK-3
Gutierrez, Jocelyn	PK-3
Guzman, Yadira	PK-3
Harder, Emma	PK-3
Jimenezillescas, Adriana	PK-3
Khinhgov, Megan	PK-3
Li, Yishun	PK-3
Livsey, Chaundra	PK-3
Marquez, Alicia	PK-3
Martin, Sharnell	PK-3
Mccormack, Rebeca	PK-3
Medina, Maria	PK-3
Merold, Kristin	PK-3
Oseguera, Athena	PK-3
Perez, Azucena	PK-3
Saldana, Jenniffer	PK-3
Saldana, Monica	PK-3
Sanchezvaldovinos, Kenya	PK-3
Simmons, Alyssa	PK-3
Slaughter, Kaitlyn	PK-3
Smith, Deja	PK-3
Sosaborges, Tereadel	PK-3
Tamayolopez, Jennifer	PK-3
Valencia, Olga	PK-3

Sonoma State University

Candidate Name	Credential Area
Ian Asher	Single Subject
Max Barin	Single Subject
Grace Bemis	Single Subject
Anna Bodo	Single Subject
Calvin Boyden Walker	Single Subject
Meaghan Boykin	Single Subject
Marecla Burgess	Single Subject
Karlee Camarda	Single Subject
Juliana Chand	Single Subject
Grace Ghiang	Single Subject
Darby Ciampi	Single Subject
Nick Dibley	Single Subject
Stephen Donlon	Single Subject
Kaitlynne Droubay	Single Subject
Edward Duran	Single Subject
Rowan Faria	Single Subject
Jeffrey Gouldy	Single Subject
Adury Guzman	Single Subject
Ashley Hancock	Single Subject
Brett Hofstetter	Single Subject
Melody Ibarra	Single Subject
Allison Lamoureaux	Single Subject
Jeffery Latham	Single Subject
Shauna Lavi	Single Subject
Madison Lechman	Single Subject
Isabella Luevano	Single Subject
Phillip Marshall	Single Subject
Rosa Melgar	Single Subject
Christopher Newton	Single Subject
Kaitlyn Remorin	Single Subject
Marisol Rios Ramos	Single Subject
Mikaela Rios-Canseco	Single Subject
Ava Rogers	Single Subject
Dominic Rossetti	Single Subject
Harmanpreet Singh Sabharwai	Single Subject
Ryan Shatkin	Single Subject
Louis Sheppard	Single Subject
Faith Whitton	Single Subject
Dan Wiley	Single Subject
Jenavieve Woods	Single Subject
Alaina Miller	Single Subject

University of California, Riverside

Candidate Name	Credential Area
Yuliet Alvarez	Education Specialist
Victoria Avila	Education Specialist
Ranee Babu	Education Specialist
Frances Bacalso	Education Specialist
Jaime Cardenas	Education Specialist
Xavia Cole	Education Specialist
Michael Hernandez	Education Specialist
Leslie Lopez	Education Specialist
Salome Nakalanzi	Education Specialist
Joseph Quesada	Education Specialist
Xitaly Rodriguez	Education Specialist
Venus Santos	Education Specialist
Maria Saucedo	Education Specialist
Ysa Alfaro	Multiple Subject
Joy Almaraz	Multiple Subject
Andrea Antunez Calixto	Multiple Subject
Diana Aspiro	Multiple Subject
Hannah Avila	Multiple Subject
Melorie Caymo	Multiple Subject
Nareen Clute	Multiple Subject
Daniela Cobian	Multiple Subject
Denise Cortes	Multiple Subject
Lisset Cruz	Multiple Subject
Daisy Cuevas	Multiple Subject
Jazmine Cuevas	Multiple Subject
Maya De Santiago	Multiple Subject
Alejandra Delgado	Multiple Subject
Angela Enriquez (Formerly Ji)	Multiple Subject
Ana Cuevas Flores	Multiple Subject
Angelica Escamilla Ibarra	Multiple Subject
Norma Gamboa-Pinedo	Multiple Subject
Karina Garcia Renteria	Multiple Subject
Madison George	Multiple Subject
Liliana Gomez	Multiple Subject
Michelle Gonzalez Madrigal	Multiple Subject
Avery Harwell	Multiple Subject
Merna Kamel	Multiple Subject
Yitong Lin	Multiple Subject
Tori Mcgrauth	Multiple Subject
Gladis Madrigal Sanchez	Multiple Subject
Yadira Martinez	Multiple Subject
Kathleen Matulac	Multiple Subject

Rune Miller-Marcus	Multiple Subject
Nayeli Monstserrat Cortes	Multiple Subject
Berenice Murillo	Multiple Subject
Desiree Navarro	Multiple Subject
Gabriella O'Neil	Multiple Subject
Andrea Ochoa	Multiple Subject
Emely Ortega	Multiple Subject
Joseff Paz	Multiple Subject
Santiago Ponce	Multiple Subject
Daniela Rivera	Multiple Subject
Clarissa Rodriguez (Fajardo)	Multiple Subject
Yessica Rodriguez Aguilar	Multiple Subject
Yvonne Rouzan	Multiple Subject
Maria Salome	Multiple Subject
Isabella Segovia	Multiple Subject
Estephany Silva Velazquez	Multiple Subject
Shagika Singh	Multiple Subject
Sara Sotelo	Multiple Subject
Jizel Trejo	Multiple Subject
Lesley Valadez	Multiple Subject
Ruby Valdivia	Multiple Subject
Karina Valencia	Multiple Subject
Daniel Varela	Multiple Subject
Grace Zaldivar	Multiple Subject
Natalie Zamora	Multiple Subject
Jonathan Alford	Single Subject
Shakira Alvarez-Ruiz	Single Subject
Alam Anik	Single Subject
Valeria Armenta	Single Subject
Yamili Arrendondo	Single Subject
Angel Barraza Estrada	Single Subject
Sasha Brown	Single Subject
Jordan Cantowine	Single Subject
Paulina Cardenas	Single Subject
Aiden Carrillo	Single Subject
Venessa Chase	Single Subject
Daisy Cheng	Single Subject
Zoey Clark	Single Subject
Elisabeth Clinkenbeard	Single Subject
Justin Crowder	Single Subject
Ysabel Espinosa	Single Subject
Remington Flannery	Single Subject
Genesis Gaeta	Single Subject
Bryan Garcia	Single Subject

Jocelyn Gomez	Single Subject
Natalia Gonti	Single Subject
Adeline Gonzalez	Single Subject
Briana Gonzalez	Single Subject
Sandra Guerrero	Single Subject
Audrey Herrera Castro	Single Subject
Kaur Imrandeep	Single Subject
Luis Jacinto	Single Subject
Ivan Jimjimenez	Single Subject
Cristian Juarez	Single Subject
Lauren Kizer	Single Subject
Madeline Lopez	Single Subject
Celeste Lorch	Single Subject
Kathy Loza-Castro	Single Subject
Kortney Manns	Single Subject
Emily Mata	Single Subject
Logan Mikulski	Single Subject
Luis Moreno	Single Subject
Kadi Munoz	Single Subject
Grace Nelson	Single Subject
Sara Nessim	Single Subject
Aymeric Olvera	Single Subject
Jared Onsing	Single Subject
Anthony Orozco-Lara	Single Subject
Alejandra Ortega	Single Subject
Jonathan Parra	Single Subject
Ethan Peng	Single Subject
Petrona(Daisy) Perez Gomez	Single Subject
Yoselin Perez Mendoza	Single Subject
Alejandra Pesqueira	Single Subject
Danielle Prejusa	Single Subject
Jade Quiroz	Single Subject
Gisele Ramirez	Single Subject
Lorelei Ramirez	Single Subject
Angelica Rodriguez	Single Subject
Diana Rodriguez	Single Subject
Evangeline Sanchez	Single Subject
Janessa Sanchez	Single Subject
Jessica Sanchez	Single Subject
Gemma Sierra	Single Subject
Shagika Singh	Single Subject
Leslie Santoyo	Single Subject
Omar Tapia Maya	Single Subject
Aliya Toney	Single Subject

Estephanie Vargas	Single Subject
Karen Vazquez Perales	Single Subject
Gerson Villarreal	Single Subject
Nam Vu	Single Subject
Angelyn Webber	Single Subject

University of Phoenix

Candidate Name	**Credential Area**
Guisseppe G Vera	Multiple Subject
Saknite Iniguez	Multiple Subject
Joseph C Cooper	Multiple Subject
Colleen Madison	Multiple Subject
Katherine L Scarpace	Multiple Subject
Mariana M Vitela	Multiple Subject
Julie Aguirre	Multiple Subject
Latosha Campbell	Multiple Subject
Hector Monreal Cupa	Multiple Subject
Tiffany Sutton	Multiple Subject
Jamie A Colbert	Multiple Subject
Taunia S Scroggins	Multiple Subject
Lina H Mayzouni	Multiple Subject
Emily D Huerta	Multiple Subject
Reyna Melendez	Multiple Subject
Vanessa Orona	Multiple Subject
Desjhon L Glenn	Multiple Subject
Irma D Pacheco	Multiple Subject
Rita Neay	Multiple Subject
Michelle T Morrison	Multiple Subject
Ana Hardy	Multiple Subject
Maritza Campista	Multiple Subject
Asley M Bosworth	Multiple Subject
Amanda D Newton	Multiple Subject
Shyrelle M Tillman	Multiple Subject
Miguel E Pillado	Multiple Subject
Hermeka Lowe	Multiple Subject
Juanita M Castillo	Multiple Subject
Norma M Ornelas	Multiple Subject
Jennifer M James	Multiple Subject
April Tuomi	Multiple Subject
Jason L Thompson	Multiple Subject
Keenan R Vinson	Multiple Subject
Jessica C Gonzalez	Multiple Subject
Cyrus Juarez	Multiple Subject
Allison Moffitt	Multiple Subject

Andrea L Mckenney	Multiple Subject
Jeffery T Barmby	Multiple Subject
Monique Harris	Multiple Subject
Tonisha E Burke	Multiple Subject
Alyssa D Aguirre	Multiple Subject
Lauren Crapo	Multiple Subject
Tayshanae Yates	Multiple Subject
Tolanda Y Fountain	Multiple Subject
Pearl Wise	Multiple Subject
Stephen J Reyes	Multiple Subject
Andrew C Barajas	Multiple Subject
Kacie D Ramirez	Multiple Subject
Daniel Santana	Multiple Subject
Heather Garcia	Multiple Subject
Justin W Johnson	Multiple Subject
Maryjane Flores	Multiple Subject
Zamantha I Palacios	Multiple Subject
Jessica L Alvarado	Multiple Subject
Jennifer M Dean	Multiple Subject
Michael A Cooper	Multiple Subject
Taylor Mansfield	Multiple Subject
Katherine Carter	Multiple Subject
Amandah Ortega	Multiple Subject
Gabriel G Sanchez	Multiple Subject
Brooke A Diggs	Multiple Subject
Brooke K Hurley	Multiple Subject
Nicole K Bowles	Multiple Subject
Deneva L Holt Leija	Multiple Subject
Joy Hicho	Multiple Subject
Ashleigh N Anderson	Multiple Subject
Cynthia J Delgado	Multiple Subject
Aurora Dismukes	Multiple Subject
Josephine R Flores	Multiple Subject
Paige M Lopez	Multiple Subject
Amelia M Miranda	Multiple Subject
Alexis R Judkins	Multiple Subject
Destiny W Young	Multiple Subject
Chelsee Milton	Multiple Subject
Savannah Green	Multiple Subject
Lysette T Luna	Multiple Subject
Robert Ruport	Multiple Subject
Hannah Hernandez	Multiple Subject
Abigail M Jones	Multiple Subject

Isaac N Nava	Multiple Subject
Michael D Velarde	Multiple Subject
Julissa Mendoza	Multiple Subject
Delilah Elevario	Multiple Subject
Stephanie Tash	Multiple Subject
Mya Rich	Multiple Subject
Josie R Horton	Multiple Subject
Kayla Johnson	Multiple Subject
Samantha Martinez	Multiple Subject
Steven Rubens	Multiple Subject
Martha Page	Multiple Subject
Madilyn Sprague	Multiple Subject
Gillian M Hart	Multiple Subject
Danielle R Jackson	Multiple Subject
Samantha E Baham	Multiple Subject
Lidia Gutierrez	Multiple Subject
Rana Hasan	Multiple Subject
Rodolfo Frutis	Multiple Subject
Annmarie Cordova	Multiple Subject
Brianna Corralez	Multiple Subject
Danielle Jackson	Multiple Subject
Deneva Holt Leija	Multiple Subject
Edith Alvarado Vega	Multiple Subject
Gabriel Sanchez	Multiple Subject
Jennifer Dean	Multiple Subject
Jennifer Green	Multiple Subject
Jennifer James I	Multiple Subject
Jessica Gonzalez	Multiple Subject
Keenan Vinson	Multiple Subject
Lysette Luna	Multiple Subject
Marisol Ledesma	Multiple Subject
Melisa Massey	Multiple Subject
Michael Cooper	Multiple Subject
Mikenize Gates	Multiple Subject
Myshe Mcdowell	Multiple Subject
Nicole Bowles	Multiple Subject
Norma Ornelas	Multiple Subject
Abigail Gomez	Multiple Subject
Gillian Hart	Multiple Subject
Kaili Vandenberg	Multiple Subject
Stephen Reyes	Multiple Subject
Dawn Marie Johnston	Multiple Subject
Nancy Krause	Multiple Subject

Kristina A Kunchick	Multiple Subject
Doll D Singh	Multiple Subject
Sandra N Anderson	Multiple Subject
Francisca J Perez	Multiple Subject
Stephanie M Garces	Multiple Subject
Adrianna M Herrera	Multiple Subject
Tiffany Kristen Saunders	Multiple Subject
Veronica Montoya	Multiple Subject
Lydia M Dart	Multiple Subject
Marisol Paiz	Multiple Subject
Sarah A Sullivan	Multiple Subject
Cathlene M Botello	Multiple Subject
Elizabeth Catherine Ragsdale	Multiple Subject
Kaitlyn Marline Mckee	Multiple Subject
Jennifer J Chromy	Multiple Subject
Dana E Hummel	Multiple Subject
Latarsha L Mccoy	Multiple Subject
Seth Snodgrass	Multiple Subject
Autumn Miller	Multiple Subject
Vanessa M Campos	Multiple Subject
Cassandra N Hernandez	Multiple Subject
Dino V Bozzo Jr.	Multiple Subject
Annet Lopez	Multiple Subject
Jessica Garcia	Multiple Subject
Brenda Avalos	Multiple Subject
John W Coulter	Multiple Subject
Angela M Zapien	Multiple Subject
Deborah Anne Lucas	Multiple Subject
Diane K Hudgins	Multiple Subject
Jessica Cabrera	Multiple Subject
Yvette Frontanez	Multiple Subject
Johana Lizeth Juarez	Multiple Subject
Daisy S Pizarro	Multiple Subject
Shonna M Moles	Multiple Subject
Claudia Khan	Multiple Subject
Natasha M Senter	Multiple Subject
Kelly Lynch	Multiple Subject
Alisha Owen	Multiple Subject
Ofelia C Martinez	Multiple Subject
Rocio Barraza Obeso	Multiple Subject
Juliana J Rea	Multiple Subject
Luz Del Rocio Nguyen	Multiple Subject
Judy Valdez-Wolfe	Multiple Subject

Austin E Cummings	Multiple Subject
Shaneisia Mccoy	Multiple Subject
Natasha N Bernero	Multiple Subject
Kathryn L Fidler	Multiple Subject
Sharon Tovar-Davis	Multiple Subject
Thuy Duong Tran	Multiple Subject
Justina L Coley	Multiple Subject
Ivan N Escobar	Multiple Subject
Xanthe T Rollins	Multiple Subject
Brisa M Aguirre	Multiple Subject
Francisco Rodriguez Jr.	Multiple Subject
Vanessa Chicas	Multiple Subject
Denise Aguayo	Multiple Subject
Jennifer P Rodriguez	Multiple Subject
Corina L Celaya	Multiple Subject
Amber L Williams	Multiple Subject
Suzette Jimenez	Multiple Subject
Jessica Orozco Martinez	Multiple Subject
Kristin Michelle Vela	Multiple Subject
Lisa Snyder	Multiple Subject
Melinda L May	Multiple Subject
Esperanza Salazar	Multiple Subject
Janice Galarza	Multiple Subject
Reginald L Reamer	Multiple Subject
Aviv I Hannan	Multiple Subject
Carey L Robertson	Multiple Subject
Flor J De Alba	Multiple Subject
Laretha L Kelly	Multiple Subject
Carolina Chavez	Multiple Subject
Gisela Garcia - Franquez	Multiple Subject
Gerald M Lewis	Multiple Subject
Mike Belleci	Multiple Subject
Tara A Fauver	Multiple Subject
Shawn K Heap	Multiple Subject
Marnell C Mitchell	Multiple Subject
Heather Marie Wimbrough	Multiple Subject
Jeri L Mut	Multiple Subject
Jamie L Poland	Multiple Subject
Kendra L Verlingo	Multiple Subject
Roesha J Robinson	Multiple Subject
Carola E Payton	Multiple Subject
Christopher Baker	Multiple Subject
Yesenia Valencia Lopez	Multiple Subject

Jacqueline E Lopez	Multiple Subject
Edith Renteria	Multiple Subject
Leticia Zulema Adams	Multiple Subject
Aracely E Reyes	Multiple Subject
Kathryn Danae Chavira	Multiple Subject
Natalie R Ornelas	Multiple Subject
Maribel Gutierrez	Multiple Subject
Rachel Lee Premer	Multiple Subject
Amanda J Brown	Multiple Subject
Angela G Barrera	Multiple Subject
Rosana Preciado	Multiple Subject
Devaughn A Harris	Multiple Subject
Anthony Robert Nichols	Multiple Subject
Jessica I Soto	Multiple Subject
Joyce A Kirkpatrick	Multiple Subject
Alan J Gaines	Multiple Subject
Diana Christine Delgado	Multiple Subject
Encanto C Fonseca	Multiple Subject
Claudia A Breuer	Multiple Subject
Laura M Minor	Multiple Subject
Angelina Ruiz	Multiple Subject
Anabel Elias	Multiple Subject
Kathleen M Mcclane	Multiple Subject
Lynn C Kohl	Multiple Subject
Jason A Meza	Multiple Subject
Mark J Hernandez	Multiple Subject
Veronica Yvette Cota	Multiple Subject
Kristen A Zurn	Multiple Subject
Pete J Ortiz	Multiple Subject
Warren J Esau	Multiple Subject
Deanna K Martin	Multiple Subject
Stephanie L Ellis	Multiple Subject
Destiny M Miller	Multiple Subject
April A Zepeda	Multiple Subject
Maria D Reyes	Multiple Subject
Stephen Hong	Multiple Subject
Koy H Saephanh	Multiple Subject
Dana A Dube	Multiple Subject
Natalie M Bickley	Multiple Subject
Karla A Astorga	Multiple Subject
Sarah Macdonald	Multiple Subject
Laricia L Rosario	Multiple Subject
Cecilia R Ramirez	Multiple Subject

Jessica E Higgins	Multiple Subject
Bethany R Moore	Multiple Subject
Chantal P Rivera	Multiple Subject
Audrey C Leyva	Multiple Subject
Raina J Ford	Multiple Subject
Ashley N Jackson	Multiple Subject
Zolaikha Khaliqi	Multiple Subject
Leslie D Espinoza	Multiple Subject
Denver J Eaton	Multiple Subject
Adrienne E Vollmer	Multiple Subject
Kelly Ann Whitman	Multiple Subject
Jiajia Loh	Multiple Subject
Breanne O Smith	Multiple Subject
Monica Druhe	Multiple Subject
Tien Kersanty	Multiple Subject
Tracy Jean Wiman	Multiple Subject
Rebecca K Casey	Multiple Subject
Melody J Breaker	Multiple Subject
Mark A Atilano	Multiple Subject
Krystal L Garland	Multiple Subject
Mehvish Sayed	Multiple Subject
Christina B Arnold	Multiple Subject
Victoria E Angeles	Multiple Subject
Sabrina N Betancourt	Multiple Subject
Heather Y Tingley	Multiple Subject
Sara N Hosek	Multiple Subject
Heather N Salinas	Multiple Subject
Mckenzie J Nelson	Multiple Subject
Vanessa M Villegas	Multiple Subject
Ashley L Alkire	Multiple Subject
Carlos G Loaiza	Multiple Subject
Leticia Garcia	Multiple Subject
Ceseley N Heagle	Multiple Subject
Elizabeth L Vazquez	Multiple Subject
Sally Florendo	Multiple Subject
Breann Bailey	Multiple Subject
Sara Nazarian	Multiple Subject
Christopher Alaniz	Multiple Subject
Brandy Zavala	Multiple Subject
Samantha Loaiza	Multiple Subject
Nancy Gonzalez	Multiple Subject
Neymiya S Moore	Multiple Subject
Tania L Perez	Multiple Subject

Paola Alonso	Multiple Subject
Theresa K Nguyen	Multiple Subject
Paulina Villasenor	Multiple Subject
Natty Ramirez	Multiple Subject
Rhonda L Modica	Multiple Subject
Megan Emery	Multiple Subject
Timothy R Rivera	Multiple Subject
Kayla R Johnson	Multiple Subject
Reyna J Melendez	Multiple Subject
Katherine Perez	Multiple Subject
Alexis J Garcia-Depaz	Multiple Subject
Matthew E Summers	Multiple Subject
Miranda Zeis	Multiple Subject
Holly A Kosarik	Multiple Subject
Samantha M Gonzalez	Multiple Subject
Sarah E Kuritz	Multiple Subject
Elisa C Jeglin	Multiple Subject
Christina Cardellino	Multiple Subject
Kaylee A Hernandez	Multiple Subject
George Padilla	Multiple Subject
Elsie Freitas	Multiple Subject
Genee Z Goss	Multiple Subject
Herminia Sierra Arellano	Multiple Subject
Hailey L Zeis	Multiple Subject
Ruby J Alvarez	Multiple Subject
Karina Campos	Multiple Subject
Julian Zaldana	Multiple Subject
Stacy Richards	Multiple Subject
Marissa A Garcia Jimenez	Multiple Subject
Karen M Martinez	Multiple Subject
Louann Duran	Multiple Subject
Ashton B Proveaux	Multiple Subject
Arianna G Chung	Multiple Subject
Rosaelia Arambula	Multiple Subject
Antonio Brown	Multiple Subject
Shaina R Bingham	Multiple Subject
Erica M Engelhaupt	Multiple Subject
Delylah Lopez	Multiple Subject
Aaralisa Crouch	Multiple Subject
Crystal Phillips	Multiple Subject
Karina Navar Mcdonald	Multiple Subject
Jacob R Pugliese	Multiple Subject
Alicia A Segura	Multiple Subject

David C Astorga	Multiple Subject
Alexandra Shackelford	Multiple Subject
Uta H Harrell	Multiple Subject
Derek Huntington	Multiple Subject
Lacey K Letterman	Multiple Subject
Marrissa M Harmer-Skorstad	Multiple Subject
Juanita Gutierrez	Multiple Subject
Ian Ford	Multiple Subject
Diana Juarez	Multiple Subject
Manik Frangyan	Multiple Subject
Yalvani Valenzuela	Multiple Subject
Maritza M Campista	Multiple Subject
Michele E Cook	Multiple Subject
Nicole M Fitzpatrick	Multiple Subject
Virginia Forest	Multiple Subject
Wanda Rice	Multiple Subject
Lindsey E Chelini	Multiple Subject
Christina Lizzet Diaz-Anguiano	Single Subject
Adrienne J Smedley	Single Subject
Jose M Ocampo	Single Subject
Bryanna I Enterline	Single Subject
Esteban F Villalpando	Single Subject
Rob A Mackay	Single Subject
Lorena Gonzalez	Single Subject
Ricky Fonteneau	Single Subject
Malele S Faleono	Single Subject
Monica Tamayo	Single Subject
Anthony R Ramirez	Single Subject
Eloy J Barraza	Single Subject
Raymond A Carrillo	Single Subject
Aaron J Huerta	Single Subject
Kathleen English	Single Subject
Cedric R Jefferson	Single Subject
Derica Ashley Lawler	Single Subject
Giovanni A Sagun	Single Subject
Jason M Craine	Single Subject
Adam W Lackie	Single Subject
Jonathan D Leach	Single Subject
Dion Tate	Single Subject
Andrew R Ammentorp	Single Subject
Pedro Campos	Single Subject
Ryan W Reid	Single Subject
Cinthia G Chavez Torres	Single Subject

Paul C Van Alstyne	Single Subject
Gabriela S Villarreal	Single Subject
Jesus I Lizama	Single Subject
Alva S Glass	Single Subject
Benjamin Betancourt	Single Subject
Adam A Clarke	Single Subject
Anallely Morgan	Single Subject
Ramon A Estrada	Single Subject
Eduardo D Moreno	Single Subject
Albert D Freeman	Single Subject
Carissa A Parker	Single Subject
Richard H Midgley	Single Subject
Jenna L Mobly	Single Subject
Angel M Molina	Single Subject
Stacie L Garcia	Single Subject
Matthew L Beckstead	Single Subject
Erica L Macdougall	Single Subject
Manraj S Basi	Single Subject
Vanessa B Rosas	Single Subject
Elizabeth Rodriguez	Single Subject
Danielle A Davila	Single Subject
Michele K Schlundt	Single Subject
Jose L Hernandez	Single Subject
Erika Meyer	Single Subject
David A Pulsipher	Single Subject
Christopher K Bedolla	Single Subject
Benjamin C Wallace	Single Subject
Randy M Shoemaker	Single Subject
Moises Baez	Single Subject
Bryer I Garcia	Single Subject
Glenda Hernandez	Single Subject
Stephanie R Vasquez	Single Subject
Athena Santos	Single Subject
Mario R Merino	Single Subject
Thomas H Lazet	Single Subject
Cuby T Vantich	Single Subject
Lori M Vaughn	Single Subject
Tara L Demontmorency	Single Subject
Jeffrey C Simmons	Single Subject
Gary Shilling	Single Subject
Meredith Margaret Everley	Single Subject
Jennice E Corena	Single Subject
Radhika Vittal	Single Subject

Chima A Chindah	Single Subject
Daniel R Singh	Single Subject
Fredric S Silverman	Single Subject
Katherine C Anderson	Single Subject
Shavon M Furrow	Single Subject
Thomas P Apodaca-Smith	Single Subject
Jonathan M Sims	Single Subject
Dominic Maleknia	Single Subject
Jessica C Beebe	Single Subject
Broneil Atoardoshahi	Single Subject
Sharon E Vandeveer	Single Subject
Dalton A Phillips	Single Subject
Jader A Wong Espinoza	Single Subject
Marsi G Latimer	Single Subject
James M Hale	Single Subject
Jin S No	Single Subject
Kodi C Billerbeck	Single Subject
Vickie L Dunlap	Single Subject
James F Kupsh	Single Subject
Brent M Batista	Single Subject
Alice V Strangeluv	Single Subject
Geoff Perry	Single Subject
Chelsea Dixon	Single Subject
Scott A Heflebower	Single Subject
William H Hicks Jr.	Single Subject
Erica M Quintana	Single Subject
Stanley M Stark	Single Subject
Amanda D Lassiter	Single Subject
Nicholaus N Mizrahi	Single Subject
Shalani T Mcdaniel	Single Subject
Joshua Burresch	Single Subject
Patricia G Centurion Arce	Single Subject
Eric N Halsig	Single Subject
Jessica I Perlman	Single Subject
Johnathan Teixeira	Single Subject
Alicia Collicott	Single Subject
Robert Beltran	Single Subject
Terance Denton	Single Subject
Jeffery Lopez	Single Subject
Jessalyn Alexa D Esver	Single Subject
Denise Gersick	Single Subject
Priscilla M Gomez	Single Subject
Adonis Perez	Single Subject

Kimberly C Eldridge	Single Subject
Michael T Bailey	Single Subject
John K Hopson	Single Subject
Brandon Jones	Single Subject
Cynthia Mendoza	Single Subject
Melissa Hilton	Single Subject
Michael A Estrada	Single Subject
Robert W Canny Iii	Single Subject
Tariq K Malik	Single Subject
Diondra Lashay Eubanks	Single Subject
Taylor Jade Gross	Single Subject
Dante A Rouzan	Single Subject
Ivan M Avila	Single Subject
Julie M Johnson	Single Subject
Ioannis M Toulopoulos	Single Subject
Christopher I Araya	Single Subject
Donnie E Guess	Single Subject
Giovanni E Ugalde	Single Subject
Bryana R Simpson	Single Subject
Erinn Burns	Single Subject
Andre Henderson	Single Subject
Jonathan R Lopez	Single Subject
Benjamin Mcmorrow	Single Subject
Judy Nguyen	Single Subject
Nellie Ponce	Single Subject
Alejandro J Romo	Single Subject
Michael Cingari	Single Subject
Anthony G Moore	Single Subject
Bliss Wang	Single Subject
Rodolfo L Amezcua	Single Subject
Jesus Fernandez	Single Subject
Lisa M Gaines	Single Subject
Dennis J Banks	Single Subject
Tamara Louisa Deveney	Single Subject
Christopher S Johnson	Single Subject
Jesse Campos	Single Subject
Donna S Johnson	Single Subject
Nalani Carey Bannister	Single Subject
Dawn Marie Rodriguez	Single Subject
Trisha I Noble	Single Subject
Tara Lene Ferneau	Single Subject
Sauini J Patu	Single Subject
Rodolfo De La Torre	Single Subject

Ruben Castro	Single Subject
Omar J Moreno	Single Subject
Michael A Haefner	Single Subject
Benjamin Rodriguez	Single Subject
Danny A Thorneycroft	Single Subject
Priscilla Janette Mondragon	Single Subject
Eric B Granado	Single Subject
Sheryl R Donloe	Single Subject
Sandra Quintero	Single Subject
Bill Y Thompson	Single Subject
Jerry A Deloach	Single Subject
Tammy L Obar	Single Subject
Michael D Witkovski	Single Subject
Kimberlea S Nunez	Single Subject
Carol Monir Melika	Single Subject
Phillip A Ruiz	Single Subject
Taunya C Slaughter	Single Subject
Faith Seymour	Single Subject
Vanessa J Perez	Single Subject
Steven M Holbert-O'carroll	Single Subject
Craig Tomlin	Single Subject
Peter N Tuiasosopo	Single Subject
Jeffrey G Miller	Single Subject
Jammie L Neall	Single Subject
Dunnisha A Brown-Rigmaden	Single Subject
Mallory F Baeza	Single Subject
Carol A Reithmiller	Single Subject
Ricardo Jimenez	Single Subject
Custodia Torres	Single Subject
Danielle Marie Wilkinson	Single Subject
Roy T Martin	Single Subject
Jayme Puthoff	Single Subject
Adrineh Avedisian	Single Subject
Elizabeth M Hunter	Single Subject
Miriam A Botello	Single Subject
Raefa K Alazzawi	Single Subject
John Beltran	Single Subject
Jesse Arroyo	Single Subject
Brooke C Linares	Single Subject
James Myers	Single Subject
Emanuel Martinez-Ramon	Single Subject
John Cornelius	Single Subject
Alejandro Ortega	Single Subject

Laadrian D Scott	Single Subject
Jasmine M Fraser	Single Subject
Kyla Utzinger	Single Subject
Andreu Hastings	Single Subject
Kayla Martinez	Single Subject
Francisco J Garcia	Single Subject
Sabrina Farias	Single Subject
Jadalynne Salyer	Single Subject
Sunaina S Prasad	Single Subject
Bailey Frieberg	Single Subject
April Sii	Single Subject
Dawson J Walker	Single Subject
Alicia R Dilley	Single Subject
Stephen Renock	Single Subject
Kenneth M Rogers	Single Subject
Demario D Newman	Single Subject
Katelyn Todd	Single Subject
Lauren Lafitte	Single Subject
Keeley Berg	Single Subject
Jamil Moamar	Single Subject
Leana Petri	Single Subject
Melissa A Kerwin	Single Subject
Rilie Vargo	Single Subject
Stefani Hooper	Single Subject
Trinity Holsworth	Single Subject
Willie Pittman	Single Subject
Faith A Santarsiero	Single Subject
Jon Wilson	Single Subject
George Fountain	Single Subject
Kelli M Watson	Single Subject
Franzo W King	Single Subject
Cynthia Spinella	Single Subject
Harper Walker	Single Subject
Kaytlin R Brinkman	Single Subject
Carly E Cohen	Single Subject
Timothy Alexander	Single Subject
Debasish Sen	Single Subject
Faith Santarsiero	Single Subject
Mickea M Williams	Single Subject
Carl L Griffin	Single Subject
Darryl L Johnson	Single Subject
Cynthia L Villegas	Single Subject
Richard C Rubio	Single Subject

Matthew E Camper	Single Subject
Estefany Cornejo	Single Subject
Millidge Barnes	Single Subject
Muruganandh Shanmugasundaram	Single Subject
Timothy A Benbow	Single Subject
Brianna C Parrilla	Single Subject
David Valadez	Single Subject
Jason Thomas	Single Subject
Aubrey A Turner	Single Subject
James Barnhill	Single Subject
Kevin B Pena	Single Subject
Jonathan Martinez	Single Subject
Lorenia Quiroz	Single Subject
Alexann D Guerrero	Single Subject
Eric R Mcintyre	Single Subject
Walter M Huerta	Single Subject
Aleida M Watts	Single Subject
Magdalena Quiroz Godoy	Single Subject
Alayah Hodges	Single Subject
Shila A Arunachalam	Single Subject
Nijee Ferguson	Single Subject
Paul A Lira	Single Subject
Vonya T Wilson	Single Subject
Alexei V James	Single Subject
Giarelli Chavez	Single Subject
Debra S Root	Single Subject
Darren E Price	Single Subject
Premi Padmini	Single Subject
Samuel W Morris	Single Subject
Bridget M Silva	Single Subject
Victoria E Jennings	Single Subject
James E Myers	Single Subject
Jonathan P Munoz	Single Subject
Kayla N Martinez	Single Subject
Marina D Salazar	Single Subject
Lauren R Adamek	Single Subject
Fred Quinn	Single Subject
Navdeep Kaur Dogra	Single Subject
Tavo Gonzalez	Single Subject