1C

Information/Action

General Session

Approval of the December 2026 Consent Calendar

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

Recommended Action: That the Commission approve the December 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
- **Goal 2.** Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.

Professional Licensure

- **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. **ADELL, Balthasar**
   He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

3. **ALLEN, William**
   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.

4. **BARDALES, Danny**
   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.

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

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

7. **BELLIS, Darryl**
   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. **BERTRAM, Jennifer**
   The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

9. **BORTH JR., Dean**
   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. **BRASSEA, Diana**
    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.

11. **BRAUN, Hannah Joy**
    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. **DANIELS, Sammy**
    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. **DARIN, Genelyn**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

14. **DE LEON, Freddy**
    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. **DENIZ, Filis**
    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.

16. **DEVRIES, Christine**
    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.

17. **DIERKING, Star**
    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. **DUTHOY, Gabriel**
    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.

19. **ESPINAL, Ramon**
    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. **FRAIJO, Barbara**
    She is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

22. **GARZA, Andrea**
    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.

23. **GOLDEN, Colin Michael**
    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.

24. **GONZALEZ, Cesar Antonio**
    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.

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

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

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

29. **HOLLERBACH, Lynne**
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.

30. **IGNACIO, Isabel**
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. **JONES, Tressa Lee**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. **JORGENSEN, Jeannie**
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.

33. **KASTENBAUM, 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.

34. **KHADRI, Husna**
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. **KIDD, Denise**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty five (45) days** as a result of misconduct pursuant to Education Code 44420.

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

37. **LARSEN, Sarah**
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.

38. **LEE, David John**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** and the pending application(s) are **denied** as a result of misconduct pursuant to Education Code 44421 and 44345.

39. **LEE, Donald Gordon**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred twenty (220) days** as a result of misconduct pursuant to Education Code 44421.

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

41. **LOBATO, Terry Albert**
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.

42. **LOPEZ, Ricardo**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

43. **LOZANO JR., Victor**
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.

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

45. **LUNA, Fabian**
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.

46. **MAGANA, 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.

47. **MALONEY, Rebecca**
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.

48. **MATHESON, Peter**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

50. **MCGOLDRICK, Laurie Ann**
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.

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

52. **MENDEZ, Jami**
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.

53. **METODIEV, 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.

54. **MORA, Jim Thomas**
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.

55. **MORENO, Cesar**
He is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44421.

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

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

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

59. **OLUGBALA, Ahkim**
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.

60. **OTTESON, Jamie Lee**
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.

61. **PARK, Jonas**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code 44421.

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

63. **PAYTON, Chandra**
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.

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

65. **PORCH, 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.

66. **QUARDERS, Christopher**
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.

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

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

69. **REYNOSO, Jeanine**
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.

70. **ROCHA, Eduardo**
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.

71. **RODGERS, James Devin**
The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

72. **ROMERO, Rachelle**
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.

73. **ROUNTREE, Lisa Marie**
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.

74. **ROUSE, Michael**
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.

75. **RUSH, Wendy**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three hundred sixty four (364) days** as a result of misconduct pursuant to Education Code 44420.

76. **SANCHEZ, Carl Jess**
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.

77. **SANTOS SANTOS, Shirley**
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.

78. **SETZLER, Darcy**
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.

79. **SINGH, Virender**
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.

80. **SIPPS, Nancy**
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.

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

82. **SMITH, Larry Thomas**
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.

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

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

85. **SOTELO, Jeronimo**
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.

86. **TOZI, Michael**
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.

87. **TRAN, Timothy**
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.

88. **VANDERHOOFVEN, Michael**
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.

89. **VASKO, Matthew**
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.

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

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

92. **WILSON, Cody Clayton**
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.

93. **WOLF-PEREZ, Priscilla**
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.

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

95. **WYBRANT, Kelli 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.

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

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

PRIVATE ADMONITION(S)

98-101. Pursuant to Education Code section 44438, the Committee of Credentials recommends **four** (**4**) private admonition(s) for the Commission's approval.

CONSENT DETERMINATIONS

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

102. **ALI, Tariq**
The Attorney General's Consent Determination stipulates that the pending application is **granted**, however, all certification documents are **revoked,** the revocation is **stayed,** and **placed on probation with terms for a period of three (3) years** as a result of misconduct pursuant to Education Code 44421.

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

104. **ORTIZ, Juan Bryan**
The Attorney General's Consent Determination allows her 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.

105. **PALOMERASOTOMAYOR, Carlos**
The Attorney General's Consent Determination allows her 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.

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

PROPOSED DECISIONS FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decision(s) for the Commission's adoption.

107. **ALLARD, Ozara**
The Administrative Law Judge's Proposed Decision imposes that the applications for a Certificate of Clearance, Emergency 30-Day Substitute Teaching Permit, and Short-Term Staff Permit are **granted**.

108. **CLARK, Barton**
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.

109. **DUNCAN, Walter**
The Administrative Law Judge's Proposed Decision imposes that the application for a General Education Limited Assignment Multiple Subject Teaching Permit is **granted**.

110. **KONRAD, John Christopher**
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.

111. **MCLELAN, Christopher**
The Administrative Law Judge's Proposed Decision imposes that all certification documents are **suspended for a period of eleven (11) months** as a result of misconduct pursuant to Education Code section 44421.

112. **PETTWAY, Alexis**
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.

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

Division of Licensure Enforcement Consent Calendar

For information only, the following item has been placed on the Consent Calendar for the December 10-11, 2026, meeting of the California Commission on Teacher Credentialing:

MANDATORY ACTIONS

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

E1. **GAIDA, Ingo Horst**

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 288.4(b) (meeting minor for lewd purposes) (1 count); for which she is required to register as a sex offender pursuant to Penal Code section 290.

Committee of Credentials Upcoming Vacancies

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

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

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

Name	Date First Appointed	Current Term Expires
DHYAN LAL Public Member	06-27-2025	06-30-2028
ODETTE CHRISTENSEN Public Member	08-30-2024	06-30-2028
EBONY BATISTE Public Member	06-26-2026	06-30-2027
FLORENCE FLESCHE Elementary Teacher	07-01-2026	06-30-2028
SUZAN SOLOMON School Board Member	10-14-2022	06-30-2028
TAMMY PATTEN, VICE CHAIR School Administrator	11-16-2021	06-30-2027
KEVIN KUNG, CHAIR Secondary Teacher	07-01-2021	06-30-2027

Commission Action
Committee members Ebony Batiste, Kevin Kung, and Tammy Patten are available for reappointment for a two-year term. By approval of this Consent Calendar item, the Commission reappoints Ebony Batiste, Kevin Kung, and Tammy Patten, effective July 1, 2027 – June 30, 2029.

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 August through October.

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

The "Total Cases" are the number of open cases within DLE, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of October, DLEs caseload was at 4,255.

"Cases Opened" are new cases opened during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In October, DLE opened 499 cases.

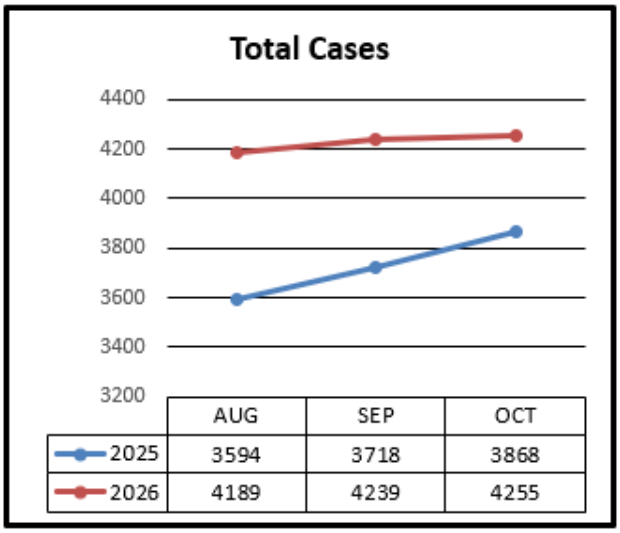
The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal monthly three-day meeting. This two-step review process is required by statute. There were 89 Initial Review cases prepared in October. DLE continues to expect this number to fluctuate as cases move through the Committee process.

"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In October, 483 cases were closed.

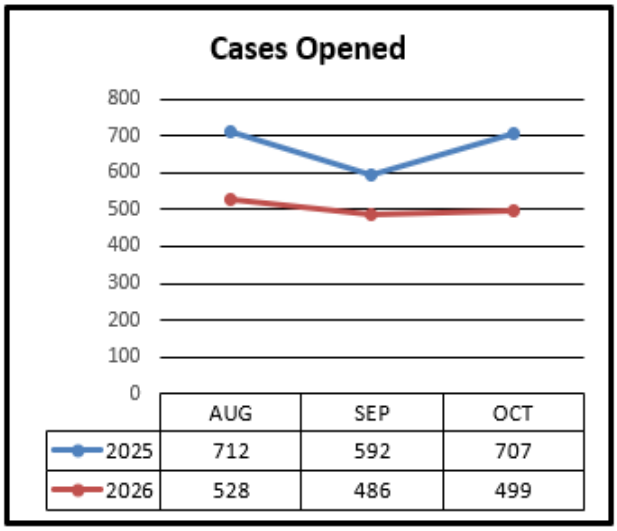
"AG Cases" refers to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented 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 175.

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.

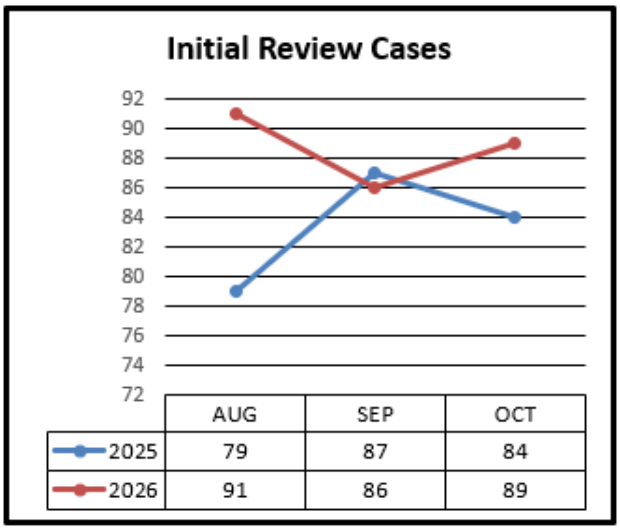
DLE Monthly Dashboards Report – December 2026



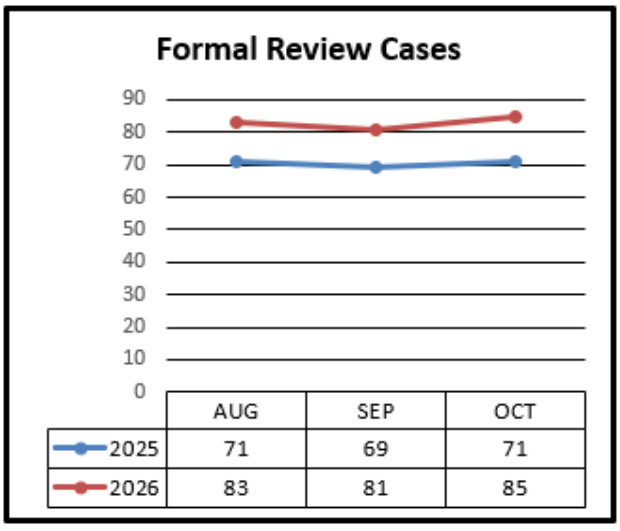
	AUG	SEP	OCT
2025	3594	3718	3868
2026	4189	4239	4255



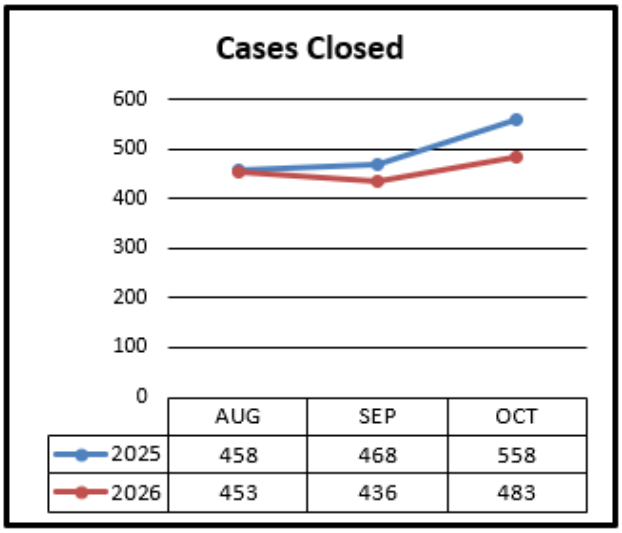
	AUG	SEP	OCT
2025	712	592	707
2026	528	486	499



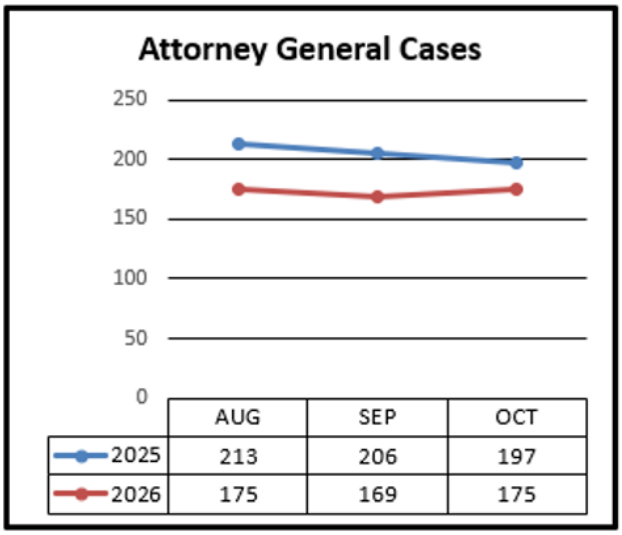
	AUG	SEP	OCT
2025	79	87	84
2026	91	86	89



	AUG	SEP	OCT
2025	71	69	71
2026	83	81	85



	AUG	SEP	OCT
2025	458	468	558
2026	453	436	483



	AUG	SEP	OCT
2025	213	206	197
2026	175	169	175

Division of Licensure Enforcement Annual Workload Report

Introduction

The Division of Licensure Enforcement provides a biannual workload report to the Legislature, Commission members, and the public pursuant to the Budget Act of 2025-26. Enclosed is the Commission on Teacher Credentialing's (Commission) report on the status of the Division of Licensure Enforcement Workload.



CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

DIVISION OF LICENSURE ENFORCEMENT

ANNUAL WORKLOAD REPORT

2025 - 2026

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Office of the Executive Director

October 1, 2026

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PROVISIONAL REPORT, PER BUDGET ACT OF 2026, ITEM 6360-001-0407, PROVISION 4

Pursuant to the Budget Act of 2025-26, enclosed is the Commission on Teacher Credentialing's (Commission) biannual report on the status of the Division of Licensure Enforcement Workload, due on October 1, 2026.

The Division of Licensure Enforcement (Division) experienced an increase in overall casework during fiscal year 2025-26 but continues to address educator misconduct workload in a timely manner. These milestones are reflected in the data and include the average time it takes to open a case, which decreased from 30 days to 21 days. However, the average time it takes for the Division to take its first action on a case by requesting investigatory records increased from nine (9) days to thirteen (13) days. The average total time for a case to process, from the initial report of misconduct to the effective date of adverse action, decreased from 409 to 381 days. The Educator Discipline Timeliness table contained in the Annual Workload Report details processing time for each step in the discipline process for the past three fiscal years. Also included for reference is the Division's most recent Monthly Workload Report.

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

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SUMMARY

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



TIMELINESS OF ACTION ON CASES

The Division continues auditing the timeliness of casework. Staff extracted thirty (30) random cases completed during the 2025-26 fiscal year. Staff use a rigorous sample using only cases completed by both the Committee and Commission. The milestone comparisons from the past three fiscal years are included.

EFFECTS OF DELAY OF DOCUMENTS; OUTSIDE COMMISSION CONTROL

The timeliness of when a case is addressed is most affected during the document procurement stage, which is largely outside of the Commission's control. Delays occur at this stage of the process relative to the time staff must wait for cases to be prosecuted and/or documents to be received from local courts, law enforcement and other agencies. Commission staff is diligent in making timely requests for these records but is subject to the delays of these outside entities. The average time it took for investigatory records to be received decreased slightly from 169 days to 162 days this past fiscal year, compared to FY 2024-25.

PROBATION CASES

The Commission had an average of 48 probation cases in the past six months, from January through June 2026. Currently, there is one (1) case pending probation violation with the Office of Attorney General, with one (1) case submitted between January and June of 2026. One (1) probation case resulted in the probation being extended and one (1) case was pending review by the Commission during the January through June 2026 period.

REPORT TYPE	2021-22	2022-23	2023-24	2024-25	2025-26	JULY 2026	AUG. 2026
APPLICATION	598	528	494	407	645	58	48
APPLICATION W/ RAP	2417	2820	2843	2591	2924	229	234
RAP SHEET	1057	1269	1325	1388	1607	137	120
SCHOOL DISTRICT/ OFFICE OF ED	433	609	669	712	740	108	90
OTHER	147	136	176	105	73	3	2
ARRESTING AGENCY	1	1	1	1	0	0	0
AFFIDAVIT/COMPLAINT	201	211	183	211	436	43	30
BREACH OF CONTRACT	96	138	134	118	80	2	4
STATE TEST MISCONDUCT	0	1	0	0	0	0	0
SUBPOENA*	44	27	83	92	0	0	0
TOTAL	4994	5740	5908	5625	6505	580	528

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

BACKGROUND

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

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

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

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

DIVISION WORKLOAD

In FY 2025-26, the fiscal year began with 3,340 cases and consistently increased, before ending the fiscal year at 3,981 cases. DLE's monthly caseload totals have increased and average 3,809 cases, for an average increase of 493 cases for the fiscal year. As noted throughout this report, and due to numerous educator shortage/retention initiatives, the DLE expected all caseload categories to increase.

TOTAL CASELOAD BY MONTH

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	AVG
21-22	2058	2118	2103	2201	2220	2438	2403	2431	2423	2529	2685	2681	2358
22-23	2605	2689	2862	2794	2723	2898	2921	2942	3017	3139	2967	3074	2886
23-24	3067	3119	3001	2932	2876	2880	3134	3347	3378	3457	3342	3577	3176
24-25	3536	3572	3386	3367	3103	3014	3141	3311	3344	3317	3364	3335	3316
25-26	3340	3594	3718	3868	3813	3754	3745	3933	3932	4099	3934	3981	3809

NUMBER OF CASES OPENED

In FY 2025-26 DLE opened 6,505 cases or an average of 542 cases per month, which rises above the previous average range of 400–500 cases opened per month. As the educator shortage/retention initiatives continue, DLE expects another exceptional year of casework, with an anticipated case opening total surpassing 6,600 based on cases opened totals from July and August of FY 2026-27.

WHAT ARE THE SOURCES FOR NEW CASES?

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

Breach of Contract cases reflect a decrease to 80 cases, which accounts for one (1) % of the total workload. This is the lowest number of reported cases in the last five (5) fiscal years.

NEW CASES OPENED BY REPORT TYPE

REPORT TYPE	2021-22	2022-23	2023-24	2024-25	2025-26
APPLICATION	598	528	494	407	645
APPLICATION W/ RAP	2417	2820	2843	2591	2924
RAP SHEET	1057	1269	1325	1388	1607
SCHOOL DISTRICT/OFFICE OF ED	433	609	669	712	740
OTHER (LICENSING AGENCIES)	147	136	176	105	73
ARRESTING AGENCY	1	1	1	1	0
AFFIDAVIT/COMPLAINT	201	211	183	211	436
BREACH OF CONTRACT	96	138	134	118	80
STATE TEST MISCONDUCT	0	1	0	0	0
SUBPOENA	44	27	83	92	0
TOTAL	4994	5740	5908	5625	6505

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

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

DESIGNATION CATEGORY	2021-22	2022-23	2023-24	2024-25	2025-26	5 YR TREND +/-%
APPLICANTS	426	463	408	607	600	-1%
APPLICANTS/HOLDERS	189	378	351	299	488	+63%
FIRST TIME APPLICANTS	2356	2485	2548	2075	2442	+18%
HOLDERS	2023	2414	2601	2644	2975	+13%
TOTAL	4994	5740	5908	5625	6505	+16%

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

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

First Time Applicant: Initial credential application

Holder: Held or holds credential(s)

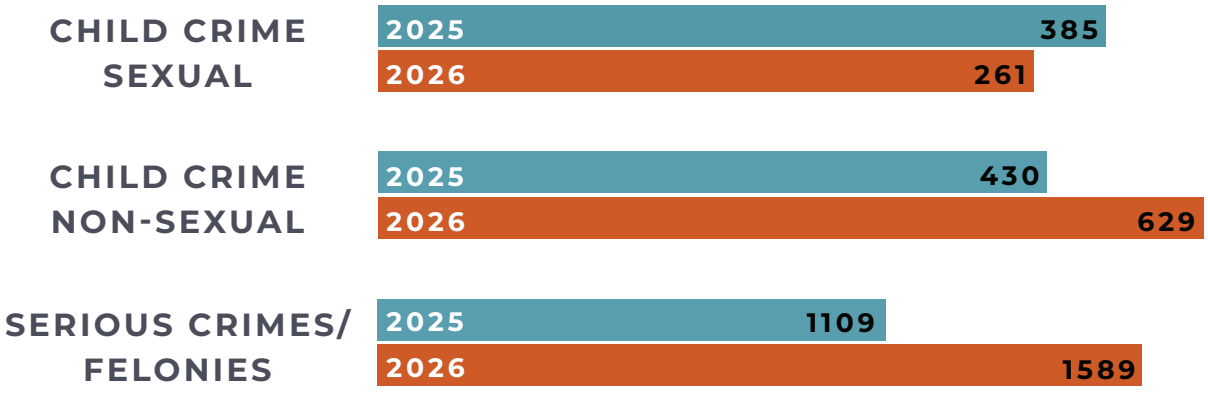
WHAT TYPES OF MISCONDUCT WERE ALLEGED?

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

The agency reports a positive downward trend in the Child Crime-Sexual category, which dropped to 261 reported cases, representing a 32% reduction from the FY 2024–25 high of 385 cases. In contrast, the Child Crime-Non-Sexual category rose from 430 cases to 629 reported cases, representing a 46% increase over the same period. This represents the most dramatic rise of all categories, surging by 115% over the past five fiscal years.

NEW CASES OPENED BY TYPE OF MISCONDUCT

MISCONDUCT TYPE	2021-22	2022-23	2023-24	2024-25	2025-26	5 YR TREND +/-%
CHILD CRIME SEXUAL	247	308	307	385	261	+6%
CHILD CRIME NON-SEXUAL	292	404	450	430	629	+115%
SERIOUS CRIMES/ FELONIES	1001	1144	1196	1109	1589	+59%
ADULT CRIME SEXUAL	53	65	71	58	67	+26%
ALCOHOL	1993	2212	2175	2023	2428	+22%
OTHER CRIMES	1221	1400	1502	1409	1345	+10%
DRUGS	187	207	207	211	186	-0.5%
TOTAL	4994	5740	5908	5625	6505	+ 30%



HOW MANY CASES WERE REVIEWED BY THE COMMITTEE OF CREDENTIALS?

In FY 2025-26, DLE completed 1,017 initial review cases. The number of cases ready to proceed to initial review is expected to increase as the growing number of cases opened allows the workload pipeline to increase.

Due to the complicated nature of DLE casework and the varied types of misconduct, the initial review totals will vary. The goal is to present 90 cases at initial review each month; the average for FY 2025-26 was 85, an increase of nine (9) cases from last FY's average of 76 cases.

INITIAL REVIEW CASES

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	82	73	67	60	69	64	66	74	71	72	70	83	851
2022-23	82	75	71	88	96	90	91	94	94	92	88	90	1051
2023-24	86	82	93	88	75	77	88	90	87	90	89	88	1033
2024-25	89	73	66	64	67	80	83	82	78	78	80	76	916
2025-26	76	79	87	84	79	83	84	84	87	91	91	92	1017

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

FORMAL REVIEW CASES

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	51	60	74	70	62	61	66	63	65	72	70	72	786
2022-23	58	67	72	60	54	60	76	60	70	84	81	82	824
2023-24	78	81	79	71	84	79	66	70	73	76	71	77	905
2024-25	82	79	84	64	59	59	58	74	77	82	70	71	859
2025-26	76	71	69	71	81	76	78	74	76	77	81	88	918

COMMITTEE CONSENT CALENDAR

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

DLE expects the Consent Calendar annual average of cases to increase as the overall number of educator applications continue to rise due to the highly publicized educator retention initiatives. The Committee reviewed an average of 123 cases per month on the Consent Calendar in 2025-26. Despite expected fluctuations, the DLE remains on track to sustain or surpass its 120-case target to the Committee Consent Calendar for FY 2026-27.

Special recognition goes to the Committee of Credentials for maintaining a steady monthly review pace, averaging a combined 284 cases per month across its three primary categories above (monthly averages of 85 Initial Review cases, 77 Formal Review cases, and 123 Consent Calendar cases respectively).

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	77	61	85	89	80	42	89	78	70	83	41	96	891
2022-23	81	81	95	177	116	79	80	93	107	53	162	120	1244
2023-24	89	95	80	88	59	52	80	67	71	111	135	94	1021
2024-25	163	173	222	148	137	112	102	41	64	114	75	94	1445
2025-26	167	116	118	61	126	78	58	96	87	169	254	142	1472

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

In 2012 and 2013, the Commission adopted policies that delegated authority to staff to close cases that met very specific criteria. For example, the Commission adopted a policy that allowed staff to close cases that involved a single alcohol-related offense that did not impact children or schools. Staff closed the highest number of these cases over the past five years, a total of 1,427 cases in FY 2025-26 based on this delegation, as shown in the table below:

SINGLE ALCOHOL OFFENSE

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	60	100	89	97	63	117	116	63	70	97	89	115	1076
2022-23	72	104	115	119	148	108	111	90	108	132	118	117	1342
2023-24	77	143	63	43	44	71	126	84	325	112	47	157	1292
2024-25	107	132	111	139	47	47	104	106	70	114	136	92	1205
2025-26	94	94	137	158	112	94	59	84	139	96	243	117	1427

NO JURISDICTION FOR FORMAL REVIEW

As shown in the table below, no jurisdiction cases involve cases where the Commission is unable to obtain "formal jurisdiction." By law, the Committee must have both initial and formal jurisdiction before the Committee can make a recommendation for discipline. These types of cases typically involve an arrest with no charges filed or an arrest with charges dismissed. Based on this delegation, staff closed 828 cases in FY 2025-26.

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	48	47	55	45	34	40	50	41	41	45	32	44	522
2022-23	40	79	68	74	83	55	73	52	101	38	83	61	807
2023-24	56	89	63	50	57	40	90	89	64	66	64	82	810
2024-25	77	100	99	66	47	59	61	62	60	69	71	68	839
2025-26	81	33	54	72	55	75	41	59	68	120	87	83	828

SPECIFIED VEHICLE CODE VIOLATIONS

Specified Vehicle Code Violation cases involve specific misdemeanors under the Vehicle Code. Violations of this type include driving without a license and driving on a suspended license. The exceptions to this policy include when violations involving a child, school property, or adverse publicity impacting the local community. Staff closed 83 cases in FY 2025-26 based on the Commission's Vehicle Code delegation, as shown in the table below:

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	3	7	7	6	5	6	9	3	4	3	7	4	64
2022-23	5	2	9	8	12	12	8	9	9	6	10	12	102
2023-24	3	6	2	1	2	2	9	3	15	4	0	10	57
2024-25	6	10	7	10	2	4	9	5	14	14	6	6	93
2025-26	8	3	4	8	12	4	8	6	7	5	12	6	83

EXPIRED CREDENTIALS

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

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOT
2021-22	10	5	7	7	6	6	7	8	6	8	2	5	77
2022-23	6	5	10	7	6	8	29	9	9	7	14	11	121
2023-24	7	7	3	13	12	11	14	10	14	6	10	12	119
2024-25	11	9	16	10	14	40	7	7	5	3	5	3	130
2025-26	8	6	13	43	3	6	7	7	7	15	11	19	145

ADVERSE ACTIONS

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

MANDATORY ACTIONS

ACTION TYPE	2021-22	2022-23	2023-24	2024-25	2025-26
MANDATORY REVOCATION	92	87	90	86	12
MANDATORY DENIAL	38	41	28	32	75
TOTAL	130	128	118	118	87

DISCRETIONARY ACTIONS

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

ACTION TYPE	2021-22	2022-23	2023-24	2024-25	2025-26
REVOCATION	243	217	302	296	343
DENIAL	63	54	87	72	65
SUSPENSIONS	175	235	294	268	249
PRIVATE ADMONITION	6	23	15	19	18
PUBLIC REPROVAL	41	42	36	21	46
TOTAL	529	571	734	676	721

The total number of adverse actions increased by fourteen(14) based on FY 2025-26, as shown below:

ADVERSE ACTIONS	2021-22	2022-23	2023-24	2024-25	2025-26
MANDATORY ACTIONS	130	128	118	118	87
DISCRETIONARY DECISIONS	529	571	734	676	721
TOTAL	659	699	852	794	808

REQUESTS FOR AN ADMINISTRATIVE HEARING

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

If the person requests an administrative hearing, the Commission is represented by the Office of the Attorney General (OAG) and the matter is heard by an Administrative Law Judge (ALJ) who issues a Proposed Decision to the Commission. The Commission can adopt the Proposed Decision, reduce the penalty, or reject the Proposed Decision and call for the transcript. After reviewing the transcript, the Commission can adopt the Proposed Decision or issue its own decision. The average number of cases in 2025-26 of 198 cases reflects a slight increase of the case average of 171 from FY 2024-25 numbers, as shown in the table below:

OPEN CASES ASSIGNED TO OAG

FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	AVE
2021-22	158	164	160	155	159	163	158	162	163	158	151	143	158
2022-23	141	152	145	143	143	143	141	140	148	160	161	167	149
2023-24	173	171	164	171	184	179	179	180	184	169	152	148	171
2024-25	160	157	165	170	168	182	171	174	182	171	179	167	171
2025-26	201	213	206	197	191	198	205	212	198	196	183	173	198

The OAG adjudicates the Commission's cases by administrative hearing, default, withdrawal by the educator, settlement, or declining to prosecute. The table below summarizes the OAG's adjudication of cases for the Commission in FY 2025-26

OAG ADJUDICATION OF CASES

ADMINISTRATIVE ADJUDICATIVE	2021-22	2022-23	2023-24	2024-25	2025-26
DECLINE TO PROSECUTE	6	19	20	27	32
CONSENT DETERMINATION	52	36	61	36	54
DECEASED	0	1	0	1	1
PROPOSED ALJ DECISIONS	45	41	49	30	2
DEFAULT DECISION	7	8	19	15	6
WITHDRAW ADMIN HEARING	15	8	2	7	8
WITHDRAW SOI/ACC	1	2	3	2	3
RECALLED	1	0	0	0	0
OTHER	8	0	0	2	2
TOTAL	135	115	154	120	108

DEPUTY ATTORNEY GENERAL (DAG) REQUESTS

In providing support to the OAG, DLE's Investigative Unit (IU) locates victims and witnesses and obtains affidavits and other types of documents to assist DAGs in preparation for hearing to the clear and convincing evidentiary standard. The IU began FY 2025-26 with nine (9) pending OAG investigation requests from the previous fiscal year, received an additional 95 requests, completed 83 requests and ended the fiscal year with 21 pending requests as shown below.

TOTAL NUMBER OF OAG (DAG) INVESTIGATION REQUESTS 2025-26

2025-2026	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
BEGIN BALANCE	9	9	11	12	14	13	13	11	14	17	25	24
REQUESTS	5	7	4	11	4	9	7	8	11	13	9	7
COMPLETED	5	5	3	9	5	9	9	5	8	5	10	10
END BALANCE	9	11	12	14	13	13	11	14	17	25	24	21



REINSTATEMENT OF A PREVIOUSLY REVOKED CREDENTIAL

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

During FY 2025-26, the Commission granted 16 and denied 20 petitions as shown below:

PETITIONS FOR REINSTATEMENT

FISCAL YEAR	GRANT	DENY	TOTAL
2021-22	12	22	34
2022-23	7	19	26
2023-24	9	14	23
2024-25	6	28	34
2025-26	16	20	36

EDUCATOR DISCIPLINE – TIMELINESS REPORT

PROCESS TYPE	23-24 AVG DAYS	24-25 AVG DAYS	25-26 AVG DAYS	PROCESS DESCRIPTION
CASE OPENED	20	30	21	This represents the average time it takes Commission staff to open an investigatory case once an initial report of misconduct is received.
DOCUMENT PROCUREMENT	8	9	13	This represents the average time it takes for Commission staff to request investigatory records from applicable entities.
ISSUANCE OF LETTER OF INQUIRY	134	169	162	This represents the average time it takes to issue the Letter of Inquiry, after investigatory records have been obtained, and informs the educator/applicant that he/she is scheduled for Initial Review by the Committee of Credentials (COC).
ISSUANCE OF THE NOTICE OF FORMAL REVIEW	71	82	77	This represents the average time it takes to issue the Notice of Formal Review after the Letter of Inquiry was sent, informing the educator/applicant that the COC has pursued its investigation to Formal Review.
ISSUANCE OF THE COMMITTEE RECOMMENDATION	63	63	62	This represents the average time it takes from the issuance of the Notice of Formal Review to the issuance of the Notice of COC Recommendation, should the COC recommend an adverse action to the Commission.
COMMISSION REVIEW AND ADOPTION OF ADVERSE ACTION	368	409	381	This represents the average time it takes from an initial report of misconduct received by the Commission to the effective date of the adverse action. The case has now been fully adjudicated.



CONCLUSION

THE DIVISION OF LICENSURE ENFORCEMENT (DLE), CONTINUED TO PROCESS CASELOAD IN A TIMELY MANNER IN FY 2025-26.

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

DLE expects the number of initial review cases presented to the Committee to return to a consistent number of cases this fiscal year, with the general goal of 90 cases per month. Management continues to anticipate the overall caseload will increase and fluctuate during peak times of the school year, in line with historical calendar trends of educator application submissions and in-class sessions with students.

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

Validation of Service Rendered Without A Credential

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

Name	*School District/Charter*	*County*	*Period of Services*
Prescilla Alvarado	Poway Unified SD	San Diego	09/01/2026-10/11/2026
Nalini Amore-Broccoli	Santa Clara Unified SD	Santa Clara	09/01/2026-11/13/2026
Roy Armenta Bojorquez	Palo Verde Unified SD	Riverside	09/02/2026-09/29/2026
Carlos Ayala	Alvord Unified SD	Riverside	09/01/2026-09/03/2026
Raquel Bahena	Rowland Unified SD	Los Angeles	10/01/2026-10/05/2026
Craig Collins*	Placentia Yorba-Linda SD	Orange	07/02/2026-10/16/2026
Alan Crawford	Monterey Peninsula Unified SD	Monterey	10/02/2026-10/18/2026
Callan Duffy	Central Unified SD	Fresno	08/02/2026-08/24/2026
Francisco Fernandez	Fowler Unified SD	Fresno	08/01/2026-08/18/2026
Oscar Galdamez	Novato Unified	Marin	10/02/2026-10/19/2026
Wendy Gudalewicz*	San Mateo County Office of Education	San Mateo	09/01/2026-11/12/2026
Michael Hammar	Atwater Elementary SD	Merced	08/06/2026-08/18/2026
Liberty Harris-Pinto	Burnt Ranch Elementary SD	Trinity	09/02/2026-09/08/2026
Kai Her	Merced City SD	Merced	08/06/2026-08/21/2026
Tarrah Hernandez	Visalia Unified SD	Tulare	09/02/2026-09/22/2026
Skye Johnson	Oak Grove SD	Santa Clara	10/01/2026-10/21/2026
Krista Jones	Placentia Yorba Linda Unified SD	Orange	10/02/2026-10/22/2026
Courtney Machado	Chatom Union SD	Stanislaus	10/01/2026-10/22/2026
Jacqueline Magallanes	Moreno Valley Unified SD	Riverside	10/01/2026-10/05/2026
Patti McDougall	Central Unified SD	Fresno	09/02/2026-09/21/2026
Stephen Mills	Poway Unified	San Diego	09/01/2026-10/09/2026
Maria Moua	Merced City SD	Merced	09/01/2026-09/15/2026
Maynao Overton	Central Unified SD	Fresno	09/02/2026-09/27/2026
Sarah Pelligrino	Poway Unified SD	San Diego	09/01/2026-09/21/2026
James Sayer	Central Unified SD	Fresno	09/02/2026-09/21/2026
Carolyn Swaney	Poway Unified SD	San Diego	09/01/2026-09/24/2026
Todd Tackett	Ventura Unified SD	Ventura	10/02/2026-10/06/2026
Sharon Tsuchiyama	Redwood City SD	San Mateo	09/01/2026-10/25/2026
Laura Wood	Pasadena Unified SD	Los Angeles	10/01/2026-10/28/2026
Carolyn Zehner	Templeton Unified SD	San Luis Obispo	08/01/2026-08/25/2026
Sarah Zuetel	Riverside Unified SD	Riverside	09/02/2026-09/22/2026

*Holds more than one credential

Proposed Additions to Title 5 of the California Code of Regulations Related to the Child Development Permit

Introduction
This consent item presents comments received in response to the proposed regulation text related to the revised Child Development Permit Matrix.

Background
In August 2023, a Child Development Permit Workgroup was appointed to review and make recommendations regarding the requirements for earning a Child Development Permit (CDP) authorizing service to children birth to eight for California subsidized early learning programs in addition to a variety of other programs offered throughout the state.

At the October 2024 Commission on Teacher Credentialing (Commission) meeting, Commission staff presented the CDP Workgroup's recommendations and were directed to conduct a Field Survey to gather feedback on the proposed changes to the CDP matrix, as recommended by the workgroup. The Field Survey was released on October 25, 2024, and remained open until November 22, 2024. Commission staff presented their findings and proposed a CDP Matrix in February of 2025 for the Commission to review and approve.

The proposed levels of the CDP Matrix were approved at the February 2025 Commission meeting in Agenda Item 1C: Approval of the February 2025 Consent Calendar. At the Commission's December 2025 meeting, the Commission approved and adopted the changes to the Child Development Permit structure and requirements in Agenda Item 2A: Proposed Regulatory Amendments to Title 5 of the California Code of Regulations Pertaining to the Child Development Permit. Staff were notified by individuals in the early childhood community in late 2025 that the field experience requirement as written might be misinterpreted. Staff met with educational partners to better understand the issue and subsequently proposed amendments to Title 5 of the California Code of Regulations (CCR), §§80107, 80112, 80113, 80114, and 80115 to provide better clarity. These proposed amendments were approved in Agenda Item 1C: Approval of the February 2026 Consent Calendar, at the February 2026 Commission meeting, and staff were directed to move forward with the rulemaking process.

The regulations were submitted to the Office of Administrative Law (OAL) on March 20, 2026, and the Commission opened a 45-day public comment period. During the public comment period, the Commission received a written request for a public hearing, which was held on May 13, 2026. Based upon public comment and advice from the OAL, staff recommended rescinding the current regulations package to make necessary revisions and establish a transition plan that provides time for institutions and candidates to prepare for these changes related to the Child Development Permit requirements and standards prior to their effective date. At its June 2026

Commission meeting (Agenda Item 4B: Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the Child Development Permit), 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.

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:

- The revised Child Development Permit requirements may: limit the pool of teachers eligible to teach Universal Transitional Kindergarten (UTK), create staffing challenges for school districts, and warrant consideration of an emergency permit option.

Response from the Commission:
The revised Child Development Permit Matrix was developed to strengthen preparation requirements, clarify educator roles, and establish a more coherent system of early childhood educator preparation and advancement. However, the revisions to the Child Development Permit do not change the existing statutory requirements or authorization options for teaching Transitional Kindergarten, including those available to holders of a Multiple Subject Teaching Credential. Apportionment requirements for individuals who teach in a TK classroom, provided in Education Code section 48000(g), are under the purview of the California Department of Education (CDE).

TK staffing requirements are not directly related to the revised Child Development Permit. Individuals who earn a permit are authorized to teach in a preschool setting such as state preschool (CSPP). The Commission recognizes the importance of maintaining accessible pathways into the profession and continues to examine alternative pathways and implementation considerations within its credentialing authority.

No changes to the proposed regulations are recommended.

Initial Institutional Approval – Stage II: Eligibility Requirements for Morongo Unified School District

Introduction
This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. Morongo Unified School District (Morongo USD) seeks IIA in order to offer Teacher Induction and Administrative Services Clear Induction programs. Morongo USD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Morongo USD is the lead agency for PreK-12 education in the Morongo Basin located in San Bernardino County. The district is comprised of 11 elementary schools, two middle schools, two comprehensive high schools, one continuation high school, and two alternative education programs.

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

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

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

Morongo Unified School District
Morongo USD seeks Initial Institutional Approval to offer two programs:

- Teacher Induction
- Administrative Services Clear Induction

Summaries and excerpts of Morongo USD's responses to the twelve Eligibility Requirement Criteria and two Initial Program Preconditions are provided in this item. Morongo USD's full

response is also available on the Morongo USD accreditation website. Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Institutional Approval Process

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

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

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

Criterion 1 through 9

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

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Morongo USD is proposing to offer Teacher Induction and Administrative Services Clear Induction programs.
- Morongo USD has submitted a complete organizational chart that indicates the induction programs will be housed within the Educator Development Department in Human Resources.
- Stacy Smalling, Aspiring and New Teacher Development Program Specialist, will be the program coordinator who will be responsible for the day-to-day operations of the programs.
- Stacy Smalling will report to Dennis Zink, Assistant Superintendent of Human Resources, who reports to the Superintendent. Dennis Zink, Assistant Superintendent of Human Resources, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- Morongo USD assures that the duties related to credential recommendations will be performed only by employees of Morongo USD and that these individuals will take part in the Commission training related to the recommendation process.
- Morongo USD has identified Jolene Pessa, Certificated Personnel Analyst, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's ***employees*** is provided on the district website, Board policy manual, employee handbook, and collective bargaining agreement.
- A non-discrimination policy for the institution's ***candidates*** is provided on the district's proposed induction programs website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Morongo USD provided a statement of assurance signed by Dennis Zink, Assistant Superintendent of Human Resources, that states the institution:
  a) Will comply with all preconditions,
  b) Will submit all data reports and accreditation documents,
  c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,

d) Will participate fully in the Commission's accreditation system and submission timelines, and
e) In the event the program closes, Morongo USD will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Stacy Smalling, Aspiring and New Teacher Development Program Specialist, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- Morongo USD has provided a grievance process which will be accessible to all candidates on the program website.
- Candidates will be informed of the grievance process during initial program orientation, program handbooks, and a program website.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- Morongo USD's webpage will be accessible to the public without the requirement of login information.
- Morongo USD will include the mission, governance, administration and admission procedures on their program website.
- Information will be made available through the program website and digital and paper flyers.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their transcripts and program documents at any time through the district office for the purpose of verifying academic units and program completion.
- Candidate records will be maintained and stored securely in the Morongo USD Human Resources office to ensure confidentiality and accessibility. Candidates may request their records from the Human Resources office at any time.
- Candidate digital records will be stored securely on password-protected servers and paper records will be kept in secured file cabinets. Access to records will be limited to authorized program and district staff.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- Morongo USD proposes a hybrid delivery model that combines individualized mentoring, professional learning, and digital resources. Candidates will meet with their assigned mentor primarily in person with virtual meetings offered when appropriate. Professional learning will be offered through a combination of in-person, virtual, and hybrid formats to provide flexibility due to the district's large geographic area.
- The primary location for meetings will be the Morongo USD's Professional Development Center located in Joshua Tree, California. Secondary locations may include other district offices and school sites.
- The primary providers of professional learning will be Morongo USD personnel, including all mentoring, coaching, candidate support, professional learning, and program administration.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

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

Criterion 10, 11, and 12

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

Criterion 10: Mission and Vision

- The mission of Morongo USD's educator preparation programs is to "foster the personal and professional development of exceptional educators who love their career, remain in the profession, and create engaging classrooms where every student thrives."
- The vision of Morongo USD for educator preparation is to "develop educators who possess not only the knowledge and skills necessary for effective practice, but also the habits of inquiry, reflection, collaboration, ethical decision-making, and continuous learning necessary to respond effectively to the evolving needs of students, staff, families, and communities."
- Morongo USD's teacher and administrator induction programs will be designed to provide high-quality learning experiences consistent with California's expectations for TK-12 students. Candidates will be supported in examining their professional practice in relation to the California Standards for the Teaching Profession and applying their professional learning within the context of California's adopted academic content standards and curriculum frameworks. Through classroom-based inquiry and reflection, candidates will

use evidence of student learning to examine instructional effectiveness, identify areas for growth, implement appropriate strategies, and evaluate their impact on students.

- The proposed Clear Administrative Services Credential Induction Program will be designed to reflect the California Professional Standards for Education Leaders. Candidates will examine and strengthen their leadership through individualized coaching, professional learning, and their individual induction plan, addressing areas such as instructional leadership, learning environments, family and community engagement, ethics, policy, and equitable outcomes for students.
- The proposed educator preparation programs will be grounded in the belief that effective educators and education leaders develop through supported practice, reflection, inquiry, collaboration, and increasing professional independence. The theoretical grounding for the programs will be based on John Hattie's visible learning, teacher clarity, and collective efficacy; Malcolm Knowle's adult learning theory; Donald Schon's reflective practice; and, Jim Knight's instructional coaching and partnership principles.

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

- Morongo USD's proposed teacher and administrator induction programs will be led by a team of leaders with extensive experience preparing and supporting educators across the continuum from teacher preparation through induction. District educators serve as cooperating teachers, mentors, and supervisors, providing coaching, observation feedback, and professional guidance for beginning teachers and administrators. The district currently operates a Resident Teacher Program in partnership with the University of Redlands and California State University, San Bernardino. Through this partnership, district leaders have learned about continuous program refinement based on candidate feedback, mentor feedback, observation data, and program outcomes. Through these experiences, district leaders have developed expertise in recruiting and supporting candidates, coordinating clinical practice experiences, mentoring novice educators, monitoring candidate progress, and implementing continuous improvement processes. For many years, Morongo USD has partnered with Riverside County Office of Education's Center for Teacher Innovation (CTI) to support newly credentialed teachers. Stacy Smalling, the Aspiring and New Teacher Development Program Specialist, also serves as Morongo USD's administrative representative to CTI, which has provided valuable insights into effective mentor support structures, candidate onboarding processes, inquiry cycles, progress monitoring, and continuous program improvement. Morongo USD also has an established history of supporting aspiring and beginning education leaders by providing new administrators with individualized leadership support, including access to retired administrators who serve as leadership coaches for new administrators as they transition into their leadership roles.
- Morongo USD's current and prior partnerships with local institutions of higher education and approved program sponsors include University of Redlands, California State University, San Bernardino, Riverside County of Office Education, National University, and UMass Global.

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

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, Morongo USD has provided a copy of its most recent 2024-2025 audited budget and adopted budget for 2026-2027, which includes evidence of the district's current fiscal operations and resources available to the proposed educator preparation programs.
- Morongo USD has also detailed within its submission the facility resources that will be available for its candidates. These include dedicated spaces available for induction training, professional learning, mentor development, collaboration, and program meetings. Digital resources include Microsoft Teams, OneDrive, and Google Classroom.
- Additionally, within the submission, Morongo USD has identified the job responsibilities and minimum qualifications for program personnel and instructional support. Morongo USD's personnel and instructional support will consist of the following:
    - Aspiring and New Teacher Development Program Specialist/Induction Program Coordinator
    - Teacher Development Coaches
    - Teacher Induction Mentors
    - Clear Administrative Services Credential Induction Coach
- For the purposes of job-embedded fieldwork, Morongo USD serves approximately 7,300 TK-12 students. The student population includes 62.7% socioeconomically disadvantaged students, 17.5% students with disabilities, 3.2% English learners, 4.3% Homeless, and 0.9% Foster Youth. The student racial and ethnic demographic incudes 40.5% Hispanic, 42.8% White, 7.9% African American, 5.3% Two or more races, 0.9% Filipino, 1.0% Asian, 0.5% American Indian, and 1.0% Pacific Islander.

Initial Program Preconditions

(1) Demonstration of Need

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

Meets Precondition: Yes

How Morongo USD Meets the Precondition:
Morongo USD is committed to investing in locally operated induction programs to strengthen coherence across the educator development continuum by connecting hiring, onboarding, mentoring, professional learning, evaluation, and ongoing professional growth. Morongo USD maintains a consistent need to recruit and hire new teachers. Historically, the district has on average hired approximately 30 to 40 new teachers due to retirements, vacancies, and program expansion. During 2026-2027, the district expects to hire approximately 57 new teachers.

A particular area of need is special education. Nearly 18% of Morongo USD students receive special education services, creating an ongoing demand for qualified special education teachers and specialists. The district regularly hires educators serving students with Extensive Support Needs and frequently employs preliminary credentialed and intern teachers to fill these positions. Providing a local induction program would ensure that these educators receive timely support and mentoring tailored to the unique instructional and compliance responsibilities associated with special education teaching assignments.

Morongo USD also maintains a continuing need to develop and support new education leaders. The district typically hires between two and five administrators annually. Morongo USD has established an internal leadership pipeline and regularly promotes teachers and teacher leaders into administrative positions. Providing administrator induction would help strengthen the pipeline as candidates are supported by experienced administrators who understand district systems, priorities, and community contexts. Furthermore, providing a district-sponsored program would remove significant financial burdens from newly hired administrators.

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

Meets Precondition: Yes

How Morongo USD Meets the Precondition:
Morongo USD has demonstrated a shared commitment to educator development through a collaboration with California State University, San Bernadino and University of Redlands on developing and implementing a Resident Teacher Program, which has influenced district leaders' perspectives on mentorship and coaching. A key innovation has been a three-phase gradual release model that establishes clear expectations and a structured pathway for candidate growth. The district's Human Resources Division has played an integral role in developing the Resident Teacher Program. Morongo USD has also benefited from a longstanding relationship with Riverside County Office of Education. To further strengthen constituent collaboration, Morongo USD has established an Induction Advisory Committee to

help oversee program implementation and continuous improvement. The Advisory Committee will include representatives from institutions of higher education, district leadership, site administrators, induction mentors, participating teachers and administrators, and other education partners, such as association representatives. The first meeting is planned for Spring 2027 to review and provide feedback on the proposed induction program structures.

Staff Recommendation
Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Morongo Unified School District and grant eligibility.

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

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

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

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

Initial Institutional Approval – Stage II: Eligibility Requirements for Newport-Mesa Unified School District

Introduction
This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. Newport-Mesa Unified School District (Newport-Mesa USD) seeks IIA in order to offer a Teacher Induction program. Newport-Mesa USD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Newport-Mesa USD is located in Orange County and serves the cities of Newport Beach and Costa Mesa. Founded in 1966, the district is currently celebrating its 60th anniversary and serves approximately 17,400 TK-12 students at 22 elementary schools, two intermediate schools, four high schools, three combined middle and high schools, and one adult education center.

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

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

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

Newport-Mesa Unified School District
Newport-Mesa USD seeks Initial Institutional Approval to offer one program:

- Teacher Induction

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

Five Stages of the Initial Institutional Approval Process

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

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

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

Criterion 1 through 9

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

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Newport-Mesa USD is proposing to offer a Teacher Induction program.
- Newport-Mesa USD has submitted a complete organizational chart that indicates the induction program will be housed within the Educational Services Division.
- Michael Halt, Induction Program Coordinator, is a principal on special assignment (POSA) and will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Michael Halt will report to Kerrie Torres, Deputy Superintendent of Educational Services, who reports to the Superintendent. Kerrie Torres, Deputy Superintendent of Educational Services, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- Newport-Mesa USD assures that the duties related to credential recommendations will be performed only by employees of Newport-Mesa USD and that these individuals will take part in the Commission training related to the recommendation process.
- Newport-Mesa USD has identified Nancy Saucedo, Credential Coordinator, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's ***employees*** is provided on the district website, Board policy manual and regulations, and collective bargaining agreement.
- A non-discrimination policy for the institution's ***candidates*** is provided on the district's proposed induction program website and induction handbook.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Newport-Mesa USD provided a statement of assurance signed by Kerrie Torres, Deputy Superintendent of Educational Services, that states the institution:
  f) Will comply with all preconditions,
  g) Will submit all data reports and accreditation documents,
  h) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
  i) Will participate fully in the Commission's accreditation system and submission timelines, and

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

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Michael Halt, Induction Program Coordinator, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- Newport-Mesa USD has provided a grievance process which will be accessible to all candidates on the program website.
- Candidates will be informed of the grievance process during initial program orientation, program handbooks, and periodic reminders in regular communications with candidates.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- Newport-Mesa USD's webpage will be accessible to the public without the requirement of login information.
- Newport-Mesa USD will include the mission, governance, administration and admission procedures on their program website.
- Information will be made available through the program website and digital and paper flyers.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their transcripts and program documents at any time through a shared digital folder of records for the purpose of verifying academic units and program completion.
- Candidate records will be maintained and stored securely in the Newport-Mesa USD Human Resources office to ensure confidentiality and accessibility. Candidates may request their records from the Human Resources office at any time.
- Candidate digital records will be stored securely on password-protected servers and paper records will be kept in secured file cabinets. Access to records will be limited to authorized program and human resources staff.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- Newport-Mesa USD proposes a hybrid delivery model that combines face-to-face and virtual learning opportunities to allow for professional flexibility to support all candidates. The program will strive to match candidates with an on-campus mentor. However, when that is not possible, a district-approved off-site mentor will be assigned. Program activities will be provided predominantly through face-to-face interaction, including mentoring, observations, and professional development. Virtual meetings will be utilized as additional opportunities to provide extra support as needed.
- The primary location for meetings will be the Newport-Mesa USD main district office located in Costa Mesa, California. Program activities may occur at school district sites.
- The primary providers of professional learning will be Newport-Mesa USD personnel, including the Induction Program Coordinator, induction mentors, and other district staff from the Educational Services Division.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Kerrie Torres, Deputy Superintendent of Educational Services, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to Newport-Mesa USD's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

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

Criterion 10: Mission and Vision

- The mission of Newport-Mesa USD's educator preparation program is to "support beginning educators as they learn, belong, and grow within the profession. Through trusted relationships, individualized mentoring, collaborative inquiry, and job-embedded professional learning, we help new teachers understand their students, refine their practice, and develop the confidence and capacity to make a meaningful difference in the lives of every learner."
- The vision of Newport-Mesa USD for educator preparation is "a culture in which every new teacher is welcomed as a valued member of the NMUSD community, supported in developing their professional identity, and empowered to become a reflective, collaborative, and continually improving educator. In this culture, beginning teachers do not simply complete induction—they experience belonging, develop their craft, find their purpose, and grow into the educators our students need."
- Newport-Mesa USD's teacher induction program will be designed to ensure alignment with California's adopted academic content standards and frameworks while the California

Standards for the Teaching Profession provide a foundation for the knowledge, skills, and professional practices educators develop in order to support student learning. The Newport-Mesa USD proposed teacher induction program will recognize that these two elements are interconnected: strong educator practice is essential to providing students with high-quality learning experiences aligned to state expectations. The proposed program's commitment to job-embedded professional learning and collaborative inquiry reflects the belief that beginning educators develop their capacity to translate California's standards and frameworks into meaningful learning experiences for the students they serve. The proposed program will be grounded in four complementary perspectives: experiential learning, reflective practice, social constructivism, and adult learning theory. These four perspectives converge in the proposed program's commitment to collaborative inquiry, which is not simply a process or meeting structure, but a way of learning and improving professional practice. Finally, the proposed program is committed to preparing educators who serve the full range of California students.

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

- Newport-Mesa USD's proposed program will be led by district leaders with experience in designing and facilitating professional learning and rely on the district's established internal systems for professional learning, collaboration, and educator leadership, including professional learning teams, site-based instructional coaches, district-supported Teachers on Special Assignment (TOSA), and collaborative inquiry structures. Since 2024, the district has partnered with Hope International University to provide induction program services. Previously, the district had worked collaboratively with the Orange County Department of Education's Teacher Induction Program Consortium and had operated independently a Beginning Teacher Support and Assessment program. Through these experiences, the district has developed institutional knowledge and capacity related to administration of a state-approved educator preparation program. District personnel who will support and lead the proposed program include Michael Halt, Principal on Special Assignment, with more than 20 years of school leadership and professional learning experience; Keith Carmona, Director of Teaching and Learning, Secondary, with more than 20 years of experience in education, including work on Jim Knight's instructional coaching group; Lori Hernandez, Director of Teaching and Learning, Elementary, with experience in planning professional development and curriculum implementation; Megan Brown, Administrative Director, with experience in certificated staff recruitment and new employee orientation; and, a proposed Induction Program Specialist who will be a fully-released Teacher on Special Assignment.
- Newport-Mesa USD maintains active partnerships with institutions of higher education that prepare prospective teachers. Currently, the district supports nearly 60 student teachers, most of whom are placed through the University of California, Irvine, Vanguard University, and California State University, Fullerton. These partnerships provide Newport-Mesa USD's educators with opportunities to work alongside university faculty and supervisors, gaining direct insight into initial educator preparation.
- Newport-Mesa USD has posted the third-party invitation for comments on Newport-Mesa USD's proposed induction programs website where the public and all constituencies can access it. No comments have been received at this time.

- As required by this criterion, staff researched the possibility of any additional available information relevant to the institution's application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, Newport-Mesa USD has provided a copy of its most recent 2025 audited budget and proposed operational budget for the induction program.
- Newport-Mesa USD has also detailed within its submission the facility resources that will be available for its candidates. These include the Norma Herzog Community Center for candidate and mentor meetings and digital platforms such as Schoology and Google Workspace.
- Additionally, within the submission, Newport-Mesa USD has identified the job responsibilities and minimum qualifications for program personnel and instructional support. Newport-Mesa USD's personnel and instructional support for the proposed program will consist of the following:
    - Induction Program Specialist, Teacher on Special Assignment
    - Induction Lead Mentor
- For the purposes of job-embedded fieldwork, Newport-Mesa USD serves approximately 17,400 TK-12 students. The student population includes 49.0% socioeconomically disadvantaged students, 14.7% students with disabilities, 13.2% English learners, 5.9% Homeless, and 0.4% Foster Youth. The student racial and ethnic demographic incudes 44.7% Hispanic, 39.9% White, 0.6% African American, 6.7% Two or more races, 0.7% Filipino, 5.5% Asian, 0.1% American Indian, and 0.3% Pacific Islander.

Initial Program Preconditions

(1) Demonstration of Need

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

Meets Precondition: Yes

How Newport-Mesa USD Meets the Precondition:

Newport-Mesa USD has identified a continuing need for Teacher Induction services based on its history of supporting beginning educators, current induction enrollment, workforce turnover, and anticipated hiring needs. Over the past three years, Newport-Mesa USD has had approximately 86 teachers in Year 1 and Year 2 induction programs with preliminary Multiple Subject, Single Subject, and Education Specialist credentials. From 2023 to 2026, a total of 276 teachers retired or resigned, and about 50 retirements or resignations are projected in 2026-27.

Newport-Mesa USD leadership have identified value in developing a locally sponsored induction program that can be more closely aligned with the district's instructional priorities,

professional learning structures, and educator support systems. Localizing induction will enable the district to directly oversee mentor training and development, nest district initiatives and professional learning in the teacher development process, and strengthen the district's professional ecosystem for its educators, which includes internal systems for supporting educators' continuous growth throughout their careers.

(2) Collaboration in Program Design and Implementation

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

Meets Precondition: Yes

How Newport-Mesa USD Meets the Precondition:

Newport-Mesa USD will design its proposed Teacher Induction program through a series of structured, multi-tiered collaborative frameworks that engage institutions of higher education, key district officials, and TK-12 practitioners. The district has established a Teacher Induction Engagement Plan to include the voices of beginning teachers, mentor teachers, site administrators, district leadership, and faculty partners from the local community in the development of the proposed program. The engagement plan is an ongoing process that involves regular meetings between the Induction Coordinator and key constituents. The district has also established a Teacher Induction Advisory Committee that will provide strategic guidance, external oversight, and collaborative feedback to ensure that the proposed program maintains high quality, meets Commission standards, and effectively supports educators in earning their clear credentials. Advisory Committee members will include district leadership, site administrators, induction leads, mentors, induction candidates, and representatives from institutions of higher education, including the University of California, Irvine and Vanguard School of Education. Additionally, a representative from Irvine Unified School District will serve as an external peer member of the committee. The Advisory Committee held its first meeting in October 2026 to engage relevant constituents in the collaborative design of the proposed Teacher Induction program.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Newport-Mesa Unified School District and grant eligibility.

Granting eligibility would allow Newport-Mesa Unified School District to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize Newport-Mesa Unified School District to offer educator preparation programs that lead to a credential or license, such as the proposed Teacher Induction program.

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

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

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