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Information/Action

Educator Preparation Committee

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

Executive Summary: This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2026 Annual Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program.

Recommended Action: That the Commission approve the 2026 Annual Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Presenter: Sarah Solari Colombini, Interim Administrator, Division of Standards, Accreditation, and Workforce Investment

Strategic Plan Goal

Educator Preparation and Advancement

- Goal 2. Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.
  F. Administer grant programs that expand pathways to credentialing

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

Introduction
This agenda item provides an update on the California Classified School Employee Teacher Credentialing Program and presents the 2026 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program as required by statute (Education Code §44393(f)).

Background
The 2021-22 state budget appropriated $125 million one-time funds, available for five years through June 30, 2026, to expand the existing California Classified School Employees Teacher Credentialing Program (Classified Grant), which was initially funded with $20 million in 2016 and an additional $25 million in 2017 and had a project period that ended June 30, 2021. The Classified Grant provides grants to TK-12 local education agencies (LEAs) to recruit and support non-certificated school employees to become certificated classroom teachers.

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

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

Executive Summary for the California Classified School Employee Teacher Credentialing Program Grant
This report provides an update on the 2021 California Classified School Employee Teacher Credentialing Program Grant (Classified Grant) and presents the 2026 Annual Report to the Legislature as required by AB 130 (Chap. 44, Stats. 2021). This 2026 state report details the

progress of the grant program and reflects the fifth year of program participant data collected for the 2021 Classified Grant Program. The report includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees.

The full report, found in Attachment A, is structured as follows:

- 2025-26 Annual Data Report on the 2021 Classified Grant Program
- Summary of All Classified School Employee Teacher Credentialing Program Participants
- Partnerships Between LEAs and Institutions of Higher Education (IHEs)
- Academic Standing of the Participants
- Program Completion
- Ethnic/Racial Composition and Gender Identification of the Participants and Completers
- Program Funding
- Program Narratives
- Summary and Conclusion

Key findings and updates for the 2025-26 fiscal year are summarized below:

- The Classified School Employee Teacher Credentialing Program continued to grow in 2025-26, with 4,377 participants enrolled across eight rounds of funding.
- The program reported 842 completers who earned a preliminary teaching credential in 2025-26, demonstrating continued progress as participants advance through degree and credential pathways.
- Paraprofessionals continue to represent the majority of program participants. In 2025-26, 74 percent of participants were paraprofessionals at program entry, while the program also served classified employees in office/clerical and other classified positions.
- Grantee narratives continued to highlight recruitment strategies, individualized advising, mentoring, and professional development as important contributors to program success. Grantees also reported ongoing challenges related to administrative capacity and the financial demands participants face while completing credential requirements.
- As of June 30, 2026, grantees had expended 43 percent of total grant funds. This does not represent final program expenditures, as current grantees have a two-year liquidation period through June 30, 2028, during which they may continue to expend remaining grant funds.
- The Budget Act of 2026 provided an additional $10 million for the Classified School Employee Teacher Credentialing Program, allowing LEAs to continue supporting pathways for classified school employees to earn teaching credentials.

The 2026 annual report highlights the continued growth and impact of the Classified School Employee Teacher Credentialing Program, including increased enrollment and credential completion as grantees' programs mature. Looking ahead, current grantees will continue to expend remaining funds during the liquidation period through June 30, 2028, while the additional $10 million provided in the Budget Act of 2026 will support continued investment in classified employees pursuing teaching credentials.

Staff Recommendation
Staff recommends that the Commission approve the 2026 Annual Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

Next Steps
Commission staff will continue to support grantees of the California Classified School Employee Teacher Credentialing Program and present annual data reports at future Commission meetings. The Commission will submit the 2026 Annual Report of the Classified Grant Program to the Legislature no later than January 1, 2027.

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

Introduction

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

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

Background

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

For the 2025-26 reporting cycle, the Commission supported grantees through various mechanisms:

- The Commission hosted regular forums (i.e., office hours) for grant leads and other LEA staff to ask questions and share best practices with the Commission and the broader Classified Grant community. Ten sessions were hosted during the 2025-26 fiscal year. After each office hours session, questions and their respective answers are published on the Classified Grant webpage and disseminated to all grantees.
- The Commission provided ongoing technical assistance to Classified Grant programs both individually and as a group to support program implementation.
- The Commission maintained various resources on the Classified Grant webpage under "Resources for Funded Classified Grant Program Grantees" including a written guide and instructional video to aid in completing the annual data reporting requirement, a Q&A resource that gets updated after each office hours session, and copies of slides from previous technical assistance sessions.
- In the Budget Act of 2026 (AB-126), an additional $10 million in funding was made available for the Classified School Employee Teacher Credentialing Program. The Classified Grant RFA for Round 9 was released in August 2026, with awards announced

November 30, 2026. Current grantees funded through the previous $125 appropriation have a two-year liquidation period, through June 30, 2028, to continue expending remaining grant funds.

The 2026 annual report reflects data collected in the 2025-26 academic year and includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees.

2025-26 Annual Data Report on the 2021 Classified Grant Program

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of December 2025, one hundred and twenty-one local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling $124,997,561. Following the initial award of $56,057,600 to forty LEAs in Round One (June 2022) and $34,003,200 to thirty-four LEAs in Round Two (January 2023), the Commission awarded three additional rounds in the 2023-24 academic year. Round Three, awarded in July 2023, provided $1,800,000 to seven LEAs. Round Four, awarded in December 2023, allocated $5,616,000 to eleven LEAs, and Round Five, awarded in April 2024, provided $940,762 to four LEAs. An additional two rounds of funding were awarded during the 2024-25 academic year. In December of 2024, eight LEAs were allocated $6,720,000 in Round Six. Round Seven, awarded in March 2025, allocated $6,960,000 to seven LEAs. The Commission awarded $13,056,000 to ten LEAs in December 2025. In the Budget Act of 2026 (AB-126), an additional $10 million in funding was made available for the Classified School Employee Teacher Credentialing Program. The Classified Grant RFA for Round 9 was released in August 2026, with awards announced November 30, 2026. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Summary of Classified Grant Award, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	June 27, 2022	40	$56,057,600	$68,942,400
Two	January 27, 2023	34	$34,003,200	$34,939,200
Three	July 14, 2023	7	$1,800,000	$33,139,200
Four	December 22, 2023	11	$5,460,000	$27,679,200
Five	April 26, 2024	4	$940,762	$26,738,438
Six	December 6, 2024	8	$6,720,000	$20,018,438
Seven	March 28, 2025	7	$6,960,000	$13,058,438
Eight	December 12, 2025	10	$13,056,000	$2,438
	Totals	**121**	**$124,997,561**	**$2,438**

All three types of eligible LEAs, school districts, county offices of education, and charter schools, were awarded Classified Grants. Table 2 provides a breakdown of the running total number of LEAs and the number of total awarded slots, per type of LEA. While county offices of education (COEs) were 30 percent of awarded grantees, COEs were awarded 73 percent of participant slots.

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

Type of LEA	# of LEAs	% of LEAs	# of Awarded Slots	% of Awarded Slots
School Districts	59	48.76%	2190	23.18%
County Offices of Education	36	29.75%	6860	72.60%
Charter Schools	26	21.49%	399	4.22%

Table 3 summarizes, by grant round, the annual awarded participant slots and the number of participants enrolled in 2022-23, 2023-24, 2024-25, and 2025-26. Note that several rounds were awarded after earlier reporting years and some cells are marked "N/A" depending on when grant funds were awarded and the ability to enroll participants based on the timing. The complete list of grant recipients by round, the LEAs' annual awarded slots, the number of participants enrolled in the 2025-26 year can be viewed in Appendix A.

Table 3: Summary of Number of Participant Slots Awarded Annually and Number of Participants Enrolled in 2022-23, 2023-24, 2024-25, and 2025-26

Round	# of Participant Slots Awarded	# of Participants Enrolled, 2022-23	# of Participants Enrolled, 2023-24	# of Participants Enrolled, 2024-25	# of Participants Enrolled, 2025-26
One	2925	1603	1953	2237	1981
Two	1771	431	970	1268	1307
Three	125	N/A*	42	56	66
Four	390	N/A	67	182	186
Five	98	N/A	N/A	101	95
Six	700	N/A	N/A	195	228
Seven	725	N/A	N/A	24	412
Eight	2720	N/A	N/A	N/A	102
Totals	**9449**	**2034**	**3032**	**4063**	**4377**

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

The 2025-26 fiscal year shows continued overall growth in program enrollment across grant rounds. Round One enrollment decreased from 2,237 participants in 2024-25 to 1,981 participants in 2025-26, while Round Two increased slightly from 1,268 to 1,307 participants. Among more recently awarded rounds, Round Three increased from 56 to 66 participants, and Round Four increased from 182 to 186 participants. Round Five enrollment decreased slightly from 101 to 95 participants, while Round Six increased from 195 to 228 participants. Round Seven experienced substantial growth, increasing from 24 participants in 2024-25 to 412 participants in 2025-26, following its March 28, 2025 award notification. Round Eight, the most recently awarded round, reported its first year of enrollment in 2025-26 with 102 participants. In total, enrollment increased from 4,063 participants in 2024-25 to 4,377 participants in 2025-26, representing an approximately 7 percent increase.

Summary of All Classified School Employee Teacher Credentialing Program Participants

The following data in the state report reflects the annual data regarding enrolled participants and participants that completed the grant program and earned a preliminary credential.

Legislation allocates grant funds for at least 5,208 participants, assuming all participants are funded at the maximum $4,800 per year, across five years.

Table 4 shows that paraprofessionals continue to make up the largest share of both program participants and completers. In 2025-26, paraprofessionals represented approximately 74 percent of participants and 73 percent of completers, compared with 77 percent of participants and 76 percent of completers across all years. "Other classified" staff represented a larger share of the 2025-26 population than they have cumulatively, accounting for approximately 22 percent of participants and 24 percent of completers, compared with 17 percent and 20 percent, respectively, across all years. Office/clerical staff remained a smaller proportion of the program, comprising approximately 4 percent of participants and 3 percent of completers in 2025-26. Overall, the 2025-26 distribution reflects continued strong participation among paraprofessionals alongside greater representation of other classified staff than is seen in the cumulative program data.

Table 4: Participant and Completer Classified Position at Program Enrollment

Classified Position	**Participants, 2025-26 (n= 4377)**	**Total Participants, all years (n= 13535*)**	**Completers, 2025-26 (n=842)**	**Total Completers, all years (n= 1662)**
Paraprofessional	3230 (73.79%)	10445 (77.17%)	611 (72.57%)	1257 (75.63%)
Office/Clerical	194 (4.43%)	755 (5.58%)	26 (3.09%)	64 (3.85%)
Other Classified	953 (21.77%)	2335 (17.25%)	205 (24.35%)	341 (20.52%)

Note: enrollment numbers between fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential or reach the maximum five-year funding limit.

Partnerships Between LEAs and Institutions of Higher Education (IHEs)

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

In the 2025-26 grantee annual report narratives, collaboration with IHE and community college partners continued to be identified as an important component of program success. Grantees frequently described partnerships that provided participants with individualized academic advising, assistance navigating admissions and credential requirements, regular communication and progress monitoring, and access to flexible program options. Several grantees also highlighted the value of IHE partners adapting pathways to better meet the needs of working

classified employees, including online and part-time options, expanded credential pathways, and reduced tuition or other financial supports. These partnerships helped create more accessible and coordinated pathways from classified employment through degree and credential completion.

The following are direct quotes from grantees describing the successes of their IHE partnerships:

- *"Candidates benefit from coordinated advising, warm handoffs to university personnel… [helping] create a more seamless transition from classified employee to credential candidate and, ultimately, classroom teacher."*
- *"By combining academic advising, financial assistance, professional guidance, and flexible course options, the program helps participants overcome barriers that may have previously prevented them from continuing their education."*
- *"These aligned systems ensure that classified staff are supported not just as students in higher education, but as vital employees within their local school communities on their journey to becoming credentialed educators."*

At the same time, grantees continued to identify challenges associated with IHE partnerships. Reported concerns included maintaining consistent communication and points of contact when IHE staffing changed, navigating agreements and administrative processes, coordinating student-teaching placements, and addressing differences in program requirements or timelines. One grantee specifically noted that turnover among its IHE partner's leadership and staff made it difficult to maintain consistent communication and coordination, underscoring the importance of stable points of contact in sustaining long-term partnerships.

Tables 5a, 5b, and 5c summarize the different types of IHE and LEA programs in which participants were actively enrolled. Note that enrollment numbers between the fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential. Table 5a provides a breakdown of participants' type of enrollment in 2025-26, including California Community College (CCC), Bachelor of Arts or Bachelor of Science (BA/BS), and Commission-approved credential programs, compared with enrollment across all years. In 2025-26, credential program enrollment accounted for approximately 72 percent of enrollments, higher than the cumulative share of 66 percent across all years. BA/BS enrollment represented approximately 24 percent of 2025-26 enrollments, closely aligning with the 25 percent cumulative share. CCC enrollment accounted for approximately 4 percent of enrollments in 2025-26, compared with 9 percent across all years. Overall, the 2025-26 distribution reflects a greater concentration of participants in credential programs and a smaller share in community college programs than is seen in the cumulative enrollment data.

Table 5a: Type of Program Enrollment

Type of Enrollment	**Enrollment, 2025-26 (n= 5668)**	**Total Enrollment, all years (n= 14933*)**
CCC Program	206 (3.63%)	1323 (8.86%)
BA/BS Program	1364 (24.06%)	3731 (24.98%)
Credential Program	4098	9879

Type of Enrollment	Enrollment, 2025-26 (n= 5668)	Total Enrollment, all years (n= 14933*)
	(72.30%)	(66.16%)

**Note: enrollment numbers between fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential or reach the maximum five-year funding limit.*

Table 5b provides a breakdown of the types of institutions attended by participants pursuing a BA/BS degree. In 2025-26, California State Universities (CSUs) continued to enroll the majority of BA/BS participants, accounting for approximately 58 percent of enrollment, compared with 63 percent across all years. Private institutions enrolled approximately 41 percent of BA/BS participants in 2025-26, compared with 36 percent cumulatively. University of California (UC) enrollment remained very small, representing less than 1 percent of both 2025-26 and cumulative enrollment.

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

Type of Institution	Participants, 2025-26 (n= 1364)	Total Enrollment, all years (n= 3731*)
California State University (CSU)	793 (58.14%)	2355 (63.12%)
University of California (UC)	9 (0.66%)	28 (0.75%)
Private	562 (41.20%)	1348 (36.13%)

**Note: enrollment numbers between fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential or reach the maximum five-year funding limit.*

Table 5c provides a breakdown of the types of institutions in which credential program participants are enrolled. Private/independent institutions accounted for approximately 42 percent of 2025-26 enrollment, followed by CSU programs at 26 percent and County Office of Education programs at 23 percent. The distribution of 2025-26 enrollment was generally similar to the cumulative program distribution, although district-based programs represented a somewhat smaller share of enrollment in 2025-26.

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

Type of Institution	Participants, 2025-26 (n= 4098)	Total Participants, all years (n= 9879)
California State University (CSU)	1060 (25.71%)	2653 (26.85%)
University of California (UC)	25 (0.61%)	53 (0.54%)
Private/Independent	1738 (42.41%)	4010 (40.59%)

County Office of Education	939 (22.91%)	2079 (21.04%)
District	295 (7.20%)	1012 (10.24%)
Charter	41 (1.00%)	72 (0.73%)

Academic Standing of the Participants

Table 6a highlights the number and proportion of participants reaching key academic milestones in 2025-26 and cumulatively across all program years. In 2025-26, 425 participants earned a BA/BS degree, representing approximately 10 percent of participants enrolled that year. These participants are included among the 1,022 participants who have earned a BA/BS degree across all program years. Similarly, 842 participants earned a preliminary credential in 2025-26, representing approximately 19 percent of participants enrolled that year and contributing to the cumulative total of 1,662 participants who earned a preliminary credential through 2025-26. The 2025-26 data therefore reflect substantial progress toward both degree and credential completion, particularly in preliminary credential attainment.

Table 6a: Academic Standing at Fiscal Year End

Academic Standing	**Participants, 2025-26 (n= 4377)**	**Total Participants (n= 13535)**
Number of participants that earned their BA/BS degree.	425 (9.71%)	1022 (7.55%)
Number of participants that earned their preliminary credential.	842 (19.24%)	1662 (12.28%)

Programs reported participants' education level at entry and completers' education level at entry. In 2025-26, the distribution of participants by education level was broadly similar to the cumulative program distribution. Approximately 34 percent of participants entered with an AA/60 units, compared with 37 percent across all years, while approximately 62 percent entered with a BA/BS, compared with 60 percent cumulatively. A small share of participants entered with graduate degrees, including approximately 4 percent with an MA/MS and less than 1 percent with a doctorate. Among completers in 2025-26, the majority had entered the program with a BA/BS, representing approximately 82 percent of completers, while 13 percent had entered with an AA/60 units. These 2025-26 completers are included in the cumulative totals, in which approximately 85 percent of completers entered with a BA/BS and 11 percent entered with an AA/60 units. Overall, the data show that participants continue to enter the program from a range of educational starting points, with most completers having entered with a bachelor's degree and a meaningful share progressing from the associate-level pathway.

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

Education Level	**Participants, 2025-26 (n= 4377)**	**Total Participants (n= 13535*)**	**Completers, 2025-26 (n= 842)**	**Total Completers (n= 1662)**
AA/60 units	1494 (34.13%)	4978 (36.78%)	112 (13.30%)	190 (11.43%)
BA/BS	2702	8179	695	1416

Education Level	Participants, 2025-26 (n= 4377)	Total Participants (n= 13535*)	Completers, 2025-26 (n= 842)	Total Completers (n= 1662)
	(61.73%)	(60.43%)	(82.54%)	(85.20%)
MA/MS	176 (4.02%)	355 (2.62%)	33 (3.92%)	52 (3.13%)
Doctorate	5 (0.11%)	23 (0.17%)	2 (0.24%)	4 (0.24%)

**Note: enrollment numbers between fiscal years do not represent unique participants, as participants remain enrolled until they earn their credential or reach the maximum five-year funding limit.*

Program Completion

Completion data reflect continued growth in the number of program completers, with 842 participants earning a preliminary credential in 2025–26, bringing the cumulative total to 1,662 completers. Grantees collected detailed data regarding the type of preliminary credential earned, employment outcomes, and reasons for program exits. Table 7a shows the distribution of preliminary credentials earned in 2025-26 and cumulatively across all program years. Multiple Subject credentials remained the most common credential type, accounting for approximately 36 percent of 2025-26 completers, or approximately 44 percent when Multiple Subject credentials with a Bilingual Authorization are included. Special Education credentials also represented a substantial share of completions, particularly Mild to Moderate Support Needs at approximately 26 percent and Extensive Support Needs at approximately 10 percent. Overall, the distribution of credentials earned in 2025-26 was generally consistent with the cumulative program distribution.

Table 7a: Preliminary Credentials Earned

Preliminary Credentials Earned	Completers, 2025-26 (n= 842)	Total Completers, (n= 1662)
Multiple Subject	304 (36.10%)	589 (35.44%)
Multiple Subject w/Bilingual Authorization	66 (7.84%)	138 (8.30%)
PK-3 ECE Specialist	11 (1.31%)	11 (0.66%)
Single Subject-English	29 (3.44%)	53 (3.19%)
Single Subject-Language other than English	13 (1.54%)	22 (1.32%)
Single Subject-Mathematics	22 (2.61%)	51 (3.07%)
Single Subject-Science	25 (2.97%)	45 (2.71%)
Single Subject-Other	55 (6.53%)	113 (6.80%)

Preliminary Credentials Earned	Completers, 2025-26 (n= 842)	Total Completers, (n= 1662)
Special Education-Mild to Moderate Support Needs	216 (25.65%)	452 (27.20%)
Special Education-Extensive Support Needs	81 (9.62%)	142 (8.54%)
Special Education-Deaf and Hard of Hearing	3 (0.36%)	3 (0.18%)
Special Education-Early Childhood	17 (2.02%)	11 (0.66%)

Table 7b reflects specific employment information about completers as of June 30, 2026. Among completers teaching within their grantee LEA, all were teaching in positions identified as meeting the LEA's teacher shortage needs, and approximately 80 percent were teaching at schools with high unduplicated pupil counts.

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

Completer Teaching Information	Completers, 2025-26 (n= 338)	Total Completers (n= 778)
Meets the LEA's teacher shortage needs	338 (100%)	763 (98.07%)
Teaching at an LEA with a high unduplicated pupil count (>50%)	271 (80.18%)	624 (80.21%)
Teaching position by grade level (TK)	27 (7.99%)	84 (10.80%)
Teaching position by grade level (K-5th)	200 (58.17%)	445 (57.20%)
Teaching position by grade level (6th-8th)	55 (16.27%)	115 (14.78%)
Teaching position by grade level (9th-12th)	56 (16.57%)	134 (17.22%)

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

Tables 7c summarizes the reasons why program completers changed or transferred LEAs after earning their preliminary credential. For completers who changed or transferred LEAs, approximately 44 percent were teaching at an LEA within the jurisdiction of their county office of education region. County Office of Education grantees are not required to track completers employed by individual school districts within their jurisdiction. As a result, some completers categorized as having changed or transferred LEAs may still be teaching within the broader geographic area served by the grantee. Position availability was the next most frequently reported reason, accounting for approximately 36 percent of 2025-26 completers who changed or transferred LEAs. Because employment data are reported shortly after the close of the fiscal year, when hiring for the upcoming school year may still be underway, these figures may not capture completers who subsequently secure positions.

Table 7c: Reasons Completers Changed or Transferred LEAs

Reason for LEA Change or Transfer	Completers, 2025-26 (n= 504)	Total Completers, (n= 883)
LEA chose not to hire participant	34 (6.75%)	55 (6.23%)
Position not available at LEA	180 (35.71%)	381 (43.15%)
Chose to leave the grantee LEA	8 (1.59%)	29 (3.28%)
Did not want to teach	5 (0.99%)	5 (0.57%)
Moved	16 (3.17%)	29 (3.28%)
Personal	40 (7.94%)	101 (11.44%)
Completer is teaching at an LEA within the COE (COE programs only)	221 (43.85%)	283 (32.05%)

Additional data collected in the annual reports provides insight into program attrition. Table 7d summarizes the reasons reported by participants who exited the Classified Grant program before earning a preliminary credential. In 2025-26, 406 participants exited the program early. Personal reasons remained the most reported factor, accounting for approximately 47 percent of early exits, followed by "other" reasons at approximately 24 percent and no longer being employed by the LEA at approximately 15 percent. Changed career plans accounted for approximately 10 percent of exits, while financial reasons and relocation represented smaller shares. The 2025-26 distribution was generally similar to the cumulative pattern across all program years, with personal reasons continuing to account for the largest share of early exits.

Table 7d: Reasons Participants Exited Early

Early Exit Reasons	Participants, 2025-26 (n= 406)	Total Participants (n= 1444)
Changed career plans	39 (9.61%)	111 (7.69%)
Financial	11 (2.71%)	34 (2.35%)
Moved	8 (1.97%)	16 (1.11%)
No longer employed by LEA	59 (14.53%)	134 (9.28%)
Personal	192 (47.29%)	746 (51.66%)
Other	97 (23.89%)	403 (27.91%)

Ethnic/Racial Composition and Gender Identification of the Participants and Completers
Grantees reported the participants' self-identified ethnic and racial compositions and gender identity. The data in table 8a breaks down demographics across total participants, program completers, completers teaching with their grantee LEA, and early exits by self-identified ethnicity/race. Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian. In 2025-26, participants of color (including Hispanic/Latinx, Asian, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and those identifying as two or more races) represented 72 percent of all participants. Hispanic/Latinx participants comprised the largest group of participants at 47 percent. Among program completers, educators of color represented 67 percent of completers. Educators of color also comprised 68 percent of completers teaching with their grantee LEA, an increase from 64 percent in 2024-25.

In 2025-26 narrative responses, grantees continued to identify the recruitment and development of a diverse educator workforce as a strength of the Classified Grant program. Several grantees emphasized that recruiting from the existing classified workforce helps develop future teachers who already reflect, understand, and have established relationships with the students and communities they serve. One grantee reported that all its participants identified as people of color, noting that this closely reflected its student population and contributed to a more stable, community-connected educator pipeline. Another reported that the Hispanic/Latinx composition of its participants reflected the student population within its region.

The following are direct quotes from grantees:

- *"A critical component of meeting [our] needs is ensuring the workforce reflects the student body… every participant identifies as a person of color."*
- *"By investing in classified employees who are already connected to school communities, the program creates a sustainable pipeline of future educators while strengthening the workforce in the communities we serve."*
- *"One of the biggest strengths of this program is that we are supporting individuals who are already part of our school communities. They know our students, our districts, and the unique needs of our area."*

Table 8b provides a detailed breakdown of completers by credential area and self-identified ethnicity/race. Hispanic/Latinx completers represented 9 percent of Special Education- Mild to Moderate Support needs and 15 percent of Multiple Subject credentials. When examining specific credential areas, educators of color comprised the majority of completers in several areas. For example, in Multiple Subject, which had the highest number of completers, educators of color earned 205 credentials.

Overall, 99 percent of participants reported their gender identity; reporting this information to the Commission is voluntary for participants in the program. Gender distribution remained stable across years and categories. In 2025-26, the overall proportion of participants who identify as female was 83 percent, male participation remained at 16 percent, and participants who identify as nonbinary comprised .36 percent of participants.

Table 8a: Ethnic/Racial Composition of Participants

Race/Ethnicity	Total Participants, 2025-26 (n= 4377)	Total Participants, all years (n= 13535)	Completers, 2025-26 (n= 842)	Completers, all years (n= 1662)	Completers Teaching with LEA, 2025-26 (n= 338)	Completers Teaching with LEA, all years (n= 778)	Early Exit, 2025-26 (n= 406)	Early Exit, all years (n= 1444)
American Indian or Alaska Native	55 (1.26%)	154 (1.14%)	8 (0.95%)	15 (0.90%)	1 (0.30%)	5 (0.64%)	7 (1.72%)	21 (1.45%)
Asian	442 (10.10%)	1095 (8.10%)	72 (8.55%)	134 (8.06%)	28 (8.28%)	48 (6.16%)	29 (7.14%)	80 (5.54%)
Black or African American	335 (7.65%)	902 (6.66%)	53 (6.29%)	89 (5.35%)	24 (7.10%)	46 (5.91%)	39 (9.61%)	117 (8.10%)
Hispanic/Latinx (of any race)	2052 (46.88%)	6600 (48.76%)	365 (43.35%)	735 (44.22%)	145 (42.90%)	323 (41.46%)	161 (39.66%)	656 (45.43%)
Native Hawaiian or Pacific Islander	18 (0.41%)	58 (0.43%)	5 (0.59%)	7 (0.42%)	2 (0.59%)	3 (0.39%)	1 (0.25%)	7 (0.48%)
White	967 (22.09%)	2961 (21.88%)	239 (28.38%)	487 (29.30%)	95 (28.11%)	247 (31.71%)	110 (27.09%)	354 (24.52%)
Two or more races	268 (6.12%)	830 (6.13%)	60 (7.13%)	114 (6.86%)	29 (8.58%)	69 (8.86%)	21 (5.17%)	66 (4.57%)
Decline to state Race/Ethnicity	240 (5.48%)	935 (6.91%)	40 (4.75%)	81 (4.87%)	14 (4.14%)	38 (4.88%)	38 (9.36%)	143 (0.90%)

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

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Multiple Subject	2 (0.24%)	20 (2.38%)	17 (2.02%)	130 (15.44%)	2 (0.24%)	98 (11.64%)	20 (2.38%)	14 (1.66%)
Multiple Subject w/Bilingual Authorization	1 (0.12%)	2 (0.24%)	0 (0.00%)	41 (4.87%)	0 (0.00%)	2 (0.24%)	16 (1.90%)	4 (0.48%)
PK-3 ECE Specialist	0	0	0	9	0	1	0	1

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
	(0.00%)	(0.00%)	(0.00%)	(1.07%)	(0.00%)	(0.12%)	(0.00%)	(0.12%)
Single Subject-English	1 (0.12%)	2 (0.24%)	1 (0.12%)	9 (1.07%)	0 (0.00%)	9 (1.07%)	4 (0.48%)	3 (0.36%)
Single Subject-Language other than English	0 (0.00%)	1 (0.12%)	0 (0.00%)	10 (1.19%)	0 (0.00%)	2 (0.24%)	0 (0.00%)	0 (0.00%)
Single Subject-Mathematics	0 (0.00%)	5 (0.59%)	0 (0.00%)	10 (1.19%)	0 (0.00%)	6 (0.71%)	1 (0.12%)	0 (0.00%)
Single Subject-Science	1 (0.12%)	3 (0.36%)	2 (0.24%)	7 (0.83%)	0 (0.00%)	8 (0.95%)	2 (0.24%)	2 (0.24%)
Single Subject-Other	0 (0.00%)	5 (0.59%)	2 (0.24%)	27 (3.21%)	0 (0.00%)	14 (1.66%)	1 (0.12%)	5 (0.59%)
Special Education-Mild to Moderate Support Needs	2 (0.24%)	24 (2.85%)	25 (2.97%)	76 (9.03%)	2 (0.24%)	60 (7.13%)	13 (1.54%)	11 (1.31%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (0.48%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Special Education-Extensive Support Needs	1 (0.12%)	7 (0.83%)	5 (0.59%)	31 (3.68%)	1 (0.12%)	35 (4.16%)	2 (0.24%)	0 (0.00%)
Special Education-Deaf and Hard of Hearing	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.12%)	0 (0.00%)	2 (0.24%)	0 (0.00%)	0 (0.00%)
Special Education-Early Childhood	0 (0.00%)	2 (0.24%)	1 (0.12%)	11 (1.31%)	0 (0.00%)	2 (0.24%)	1 (0.12%)	0 (0.00%)
Total, 2025-26 (N= 842)	8 (0.95%)	71 (8.43%)	53 (6.29%)	366 (43.45%)	5 (0.59%)	239 (28.40%)	60 (7.13%)	40 (4.75%)

Program Funding

For each round of grant funding, Table 9a provides the annual grant award, expenditures during the 2025-26 fiscal year, the total grant award, and cumulative expenditures across all years. Across all rounds, grantees expended approximately $17.9 million in 2025-26, representing 39.6 percent of the combined annual grant award of $45.3 million. Cumulatively, grantees have expended approximately $53.8 million, or 43 percent of the nearly $125.0 million awarded across all rounds. Grantees have a two-year liquidation period through June 30, 2028, during which they may continue to expend remaining grant funds.

Expenditure rates varied considerably by round, reflecting differences in award timing and stage of implementation. Round Five had the highest 2025-26 expenditure rate at approximately 90 percent of its annual award, followed by Round Two at 64 percent and Round One at 56 percent. Rounds Three, Four, Six, and Seven expended between approximately 32 and 50 percent of their annual awards during the year. Round Eight, the most recently awarded round, expended approximately 4 percent of its annual award in 2025-26, reflecting an early stage of implementation. Cumulative expenditure rates similarly reflect the differing implementation timelines across rounds, ranging from approximately 3.7 percent for Round Eight to 80 percent for Round Five.

Table 9a: Annual Grant Award Expenditure by Round

Round	Annual Grant Award	2022-23 Expenditures	2023-24 Expenditures	2024-25 Expenditures	2025-26 Expenditures
One	$14,014,400.00	$5,552,383.64 (39.62%)	$7,782,457.95 (55.53%)	$8,619,625.68 (61.51%)	$7,817,455.92 (55.78%)
Two	$8,500,800.00	$1,963,788.44 (23.10%)	$4,343,201.59 (51.09%)	$5,268,604.11 (61.98%)	$5,441,223.76 (64.01%)
Three	$600,000.00	N/A	$137,860.22 (22.98%)	$225,755.99 (37.63%)	$255,130.88 (42.52%)
Four	$1,872,000.00	N/A	$155,979.21 (8.33%)	$435,827.31 (23.28%)	$710,365.96 (38.44%)
Five	$470,380.95	N/A	N/A	$328,914.30 (69.93%)	$424,657.76 (90.28%)
Six	$3,360,000.00	N/A	N/A	$914,092.00 (27.21%)	$1,061,578.00 (31.59%)
Seven	$3,480,000.00	N/A	N/A	$115,200.00 (3.31%)	$1,734,853.00 (49.85%)
Eight	$13,056,000.00	N/A	N/A	N/A	$478,398.43 (3.66%)
Total	**$32,273,580.95**	**$7,516,172.08**	**$12,419,498.97**	**$15,908,019.39**	**$17,923,663.71**

Table 9b: Total Grant Award Expenditure by Round

Round	Total Grant Award	Total Expended, all years
One	$56,057,600.00	$29,771,923.19 (53.11%)
Two	$34,003,200.00	$17,016,817.90 (50.04%)
Three	$1,800,000.00	$618,747.09 (34.37%)
Four	$5,460,000.00	$1,302,172.48 (23.85%)
Five	$940,761.90	$753,572.06 (80.10%)
Six	$6,720,000.00	$1,975,670.00 (29.40%)
Seven	$6,960,000.00	$1,850,053.00 (26.58%)
Eight	$13,056,000.00	$478,398.43 (3.66%)
Total	**$124,997,561.90**	**$53,767,354.15 (43.01%)**

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

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

Table 9c further breaks down 2025-26 annual expenditures by approved budget category. During program implementation, grantees may make changes across approved budget categories to meet participant needs if the total of individual changes remains under 10 percent of the total grant budget; changes exceeding 10 percent require a formal budget change request. In 2025-26, spending was concentrated in Living Stipends for Participants and IHE Tuition, Fees, and Books. Living stipends totaled approximately $9.5 million and accounted for 53 percent of all 2025-26 expenditures, while IHE tuition, fees, and books totaled approximately $4.9 million and accounted for 27 percent. Other Support Services for Participants and Program Administration each represented less than 10 percent of total expenditures, at approximately 9 percent and 8 percent, respectively. Smaller budget categories- including Participant Recruitment Activities, Collaboration Activities with IHEs, Release Time, and Examination/Credential Fees- each accounted for less than 1 percent of total

expenditures. Overall, the 2025-26 expenditure pattern continues to reflect a strong emphasis on direct financial support for participants.

Table 9c: Annual Grant Award Expenditures by Budget Categories, 2025-26

Budget Categories	Annual Grant Award	Expended	% Expended, per Category	% Expended, total
Participant Recruitment Activities	$316,850.85	$65,372.11	0.36%	0.14%
Collaboration Activities with IHEs	$819,667.00	$130,229.20	0.73%	0.29%
Release Time	$400,581.00	$143,236.10	0.80%	0.32%
IHE Tuition, Fees, Books	$12,065,578.74	$4,856,138.30	27.09%	10.71%
Examination/ Credential Fees	$533,507.62	$31,399.79	0.18%	0.07%
Living Stipends for Participants	$23,040,982.08	$9,506,524.77	53.04%	20.97%
Other Support Services for Participants	$4,522,619.24	$1,671,219.20	9.32%	3.69%
Program Administration	$3,629,794.74	$1,519,544.24	8.47%	3.35%
Total	**$45,329,580.95**	**$17,923,663.71**	N/A	**39.54%**

Grantee narrative responses in 2025-26 continued to identify funding structure and operational capacity as meaningful challenges to program implementation. Several grantees noted that the grant's per-participant funding does not fully cover the cost of completing a bachelor's degree or credential program, requiring participants to rely on loans or other financial resources. Grantees also continued to identify the student-teaching period as a significant financial barrier, particularly for classified employees who must reduce work hours, take leave, or resign from their positions in order to complete required clinical practice. Administrative capacity also remained a concern, with some grantees reporting that allowable administrative funding did not fully cover the personnel time required for participant support, payments, data collection, and reporting. The following are direct quotes from grantees regarding budget-related challenges:

- *"The grant did not fund the full cost of their tuition. Most had to take out additional loans."*
- *"Our largest ongoing challenge is the cost of administering the grant. Indirect costs and the personnel time required for applications, payments, participant support, and other administrative tasks exceed the grant's allowable administrative funding."*
- *"Even with the $4,800 grant stipend, this intense financial and logistical pressure proved overwhelming for some."*
- *"It is difficult for classified employees to financially complete student teaching because it requires them to take a leave from their job… It would be easier to recruit if the grant provided more funding to help replace classified employees' wages while student teaching."*

Program Narratives

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

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

Some grantee narrative responses are incorporated into earlier sections of this report. The following section highlights additional themes that emerged from 2025–26 narrative responses.

Program successes continued to center on participant recruitment, individualized support, and stronger systems for helping classified employees navigate the pathway to teaching. Grantees frequently highlighted regular check-ins, mentoring and advising, targeted outreach, professional development, streamlined application and tracking processes, and close collaboration among LEA staff and IHE partners. Several grantees also emphasized the importance of flexible or job-embedded pathways that allow working classified employees to continue progressing while balancing employment and family responsibilities.

The following are direct narratives from grantees:

- *"Strong communication and consistent follow-up with participants have been key contributors to the program's success."*
- *"Consortium members who assigned a staff member to recruit and support candidates through the program had higher levels of participation and completion."*
- *"Rather than just offering funding, we provide hands-on support and individualized guidance to help applicants navigate complex educational pathways."*
- *"A phrase we often hear from our districts is that we are 'growing our own,' and this program truly reflects that."*

Grantees also continued to report implementation challenges. Common concerns included the administrative workload associated with participant payments, data collection, documentation, and reporting; difficulty recruiting enough eligible classified employees; coordination with IHE partners and differing admissions or enrollment timelines; and the substantial time, academic, and financial demands participants face while completing credential requirements. Student teaching remained a particularly significant barrier for some participants, especially when completing clinical practice required them to reduce employment or forgo income.

Lessons learned in 2025–26 reinforced the importance of sustained rather than one-time recruitment, proactive communication, individualized advising, and durable administrative structures. Grantees also emphasized the value of strong collaboration across Human Resources, Business Services, IHE partners, and program staff, as well as the need to build systems that can withstand staff turnover and maintain continuity of participant support.

The following are direct narratives from grantees:

- *"Successful 'grow-your-own' teacher programs require sustained recruitment efforts and ongoing participant support rather than one-time recruitment events."*

- *"Providing participants with consistent, individualized guidance has been essential in helping them overcome barriers, remain motivated, and make steady progress toward their educational and career goals."*
- *"High touch points of communication and the strong collaboration between HR and Business Services have been keys to the success of the program."*

Summary and Conclusion

The 2025 annual state report reflects significant growth in the fourth year of the 2021 California Classified School Employee Teacher Credentialing Program. Local education agencies increased their support from 4,063 participants to 4,377 participants, demonstrating substantial program expansion. The program showed remarkable growth in completion rates, with 842 participants earning their preliminary teaching credential in 2025-26 compared to 523 in the previous year.

Among completers teaching with their grantee LEA, 100 percent are teaching in locally defined shortage areas, and 80 percent are teaching at LEAs with high unduplicated pupil counts, demonstrating the program's continued success in addressing high-need areas. The program also maintained its commitment to diversity, with participants of color representing 72 percent of all participants in 2025-26, an increase from 67 percent in 2024-25. Paraprofessionals continued to represent the majority of participants (74%) and completers (73%), showing strong participation from classroom support staff.

Budget data compiled from the annual reports in July 2026 shows that LEAs are effectively utilizing grant funds, with total expenditures increasing from $15.9M in 2024-25 to $17.9M in 2025-26. Grantees have a two-year liquidation period, through June 30, 2028, to continue expending remaining grant funds. Grantees reported enhanced collaboration with IHE partners, though some continued to face challenges with articulation agreements and enrollment timing. The program demonstrated particular success in providing comprehensive support systems, with many LEAs implementing cohort models, individualized advising, and targeted professional development.

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

Appendix A

Table 1: Round One Classified Grant Recipients – Awarded June 2022, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Berkeley Unified School District	$48,000.00	$62,070.10*	12	14*
Clovis Unified School District	$192,000.00	$161,130.72	40	38
Davis Joint Unified School District	$648,000.00	$297,470.56	135	97
Dinuba Unified School District	$96,000.00	$0.00	20	1
Fresno Unified School District	$144,000.00	$139,200.00	30	30
Garden Grove Unified School District	$432,000.00	$184,469.80	90	40
Glenn County Office of Education	$144,000.00	$38,671.00	30	10
Hawthorne School District	$172,800.00	$0.00	36	0
Huntington Beach Union High School District	$96,000.00	$36,182.55	20	10
Kern County Office of Education	$360,000.00	$113,200.00	75	59
Lighthouse Community Public Schools	$48,000.00	$38,400.00	10	8
Long Beach Unified School District	$96,000.00	$24,326.00	20	8
Los Angeles County Office of Education	$240,000.00	$216,999.79	50	52*
Los Angeles Unified School District	$480,000.00	$110,400.00	100	23
Madera Unified School District	$120,000.00	$26,400.00	25	7
Merced County Office of Education	$80,000.00	35,010.91	20	16
Modesto City Schools	$129,600.00	56,965.00	27	15
Moreno Valley Unified School District	$120,000.00	28,700.53	25	7
Oakland Unified School District	$240,000.00	108,213.80	50	63
Orange County Department of Education	$2,880,000.00	1,841,620.00	600	409
Pajaro Valley Unified School District	$48,000.00	$0.00	10	2
Placer County Office of Education	$408,000.00	$275,253.65	85	75
Pomona Unified School District	$144,000.00	$59,984.44	30	14
Riverside County Office of Education	$960,000.00	$568,837.42	200	162

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Sacramento County Office of Education	$720,000.00	$604,008.32	150	190
San Bernardino County Superintendent of Schools	$960,000.00	$1,280,316.70*	200	267*
San Diego Unified School District	$96,000.00	$0.00	20	5
San Francisco Unified School District	$120,000.00	$29,109.24	25	12
San Juan Unified School District	$120,000.00	$67,200.00	25	14
San Mateo County Office of Education	$240,000.00	$43,405.46	50	14
San Mateo Union High School District	$288,000.00	$38,400.00	60	9
Santa Ana Unified School District	$288,000.00	$116,860.00	60	33
Santa Barbara County Education Office	$144,000.00	$19,200.00	30	4
Santa Clara County Office of Education	$1,200,000.00	$683,200.00	250	146
Santa Maria Bonita School District	$552,000.00	$202,754.32	115	45
Torrance Unified School District	$240,000.00	$16,047.13	50	15
Ventura County Office of Education	$240,000.00	$99,447.45	50	23
Visalia Unified School District	$168,000.00	$51,100.00	35	12
West Contra Costa Unified School District	$120,000.00	$70,955.21	25	17
Yuba City Unified School District	$192,000.00	$71,945.82	40	15
Total	**$14,014,400.00**	**$7,817,455.92**	**2925**	**1981**

** Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this may result in the number of candidates exceeding the number of slots provided annually and/or 2025-26 expenditures exceeding the 2025-26 annual award.*

Table 2: Round Two Classified Grant Recipients – Awarded January 2023, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Acalanes Union High School District	$38,400.00	$0.00	8	0
Alhambra Unified School District	$144,000.00	$21,541.63	30	7
Allegiance STEAM Academy	$48,000.00	$0.00	10	0

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Alpha Jose Hernandez	$28,800.00	$15,161.90	6	4
Alternatives in Action High School	$28,800.00	$8,640.00	6	2
American Indian Public Charter School II	$115,200.00	$9,600.00	24	2
ARISE High School	$96,000.00	$96,000.00	20	25
Butte County Office of Education	$2,880,000.00	$2,411,804.00	600	550
Caliber Beta Academy	$76,800.00	$9,175.00	16	2
Castro Valley Unified School District	$24,000.00	$21,700.00	5	5
Citizens of the World Charter School Silver Lake	$96,000.00	$62,400.00	20	14
Coalinga-Huron Unified School District	$96,000.00	$31,936.00	20	9
Multicultural Learning Center	$9,600.00	$4,800.00	2	2
Fairfield-Suisun Unified School District	$96,000.00	$3,800.00	20	9
Fontana Unified School District	$72,000.00	$36,584.74	15	10
Inglewood Unified School District	$57,600.00	$0.00	12	0
Larchmont Charter School	$38,400.00	$33,120.00	8	7
Lighthouse Charter School	$38,400.00	$0.00	8	1
Long Beach Unified School District	$48,000.00	$22,957.11	10	9
Long Valley Charter School	$19,200.00	$0.00	4	0
Los Angeles County Office of Education	$360,000.00	$359,178.47	75	85
Math and Science College Preparatory	$168,000.00	$52,800.00	35	11
Montebello Unified School District	$480,000.00	$63,166.69	100	15
Oxford Day Academy	$57,600.00	$9,600.00	12	2
Pleasanton Unified School District	$72,000.00	$9,600.00	15	7
Plumas Charter School	$24,000.00	$19,200.00	5	4
Redondo Beach Unified School District	$57,600.00	$15,077.65	12	5
San Diego County Office of Education	$480,000.00	$383,007.48	100	105
San Luis Obispo County Office of Education	$192,000.00	$283,535.75	40	66
Santa Clara County Office of Education	$1,200,000.00	$898,900.00	250	195
Siskiyou County Office of Education	$552,000.00	$111,810.00	115	30

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Sonoma County Office of Education	$480,000.00	$307,699.45	100	88
Trinity County Office of Education	$86,400.00	$52,027.89	18	16
William S. Hart Union High School District	$240,000.00	$86,400.00	50	20
Total	**$8,500,800.00**	**$5,441,223.76**	**1771**	**1307**

Table 3: Round Three Classified Grant Recipients – Awarded July 2023, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Community School for Creative Education*	$38,400.00	$0.00	8	0
Covina-Valley Unified School District	$158,400.00	$13,270.48	33	3
Lancaster Elementary School District	$48,000.00	$35,860.50	10	10
Modoc Joint Unified School District	$48,000.00	$23,729.15	10	5
San Francisco Unified School District	$76,800.00	$49,760.75	16	14
Sycamore Creek Community Charter	$38,400.00	$4,800.00	8	1
Tracy Unified School District	$192,000.00	$127,710.00	40	33
Total	**$600,000**	**$264,730.88**	**125**	**66**

**Note: This LEA did not submit the required data for the 2024-25 year, so no funds were released for the 2025-26 year.*

Table 4: Round Four Classified Grant Recipients – Awarded December 2023, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Calaveras County Office of Education	$254,400.00	$28,800.00	53	7
Los Angeles Unified School District	$480,000.00	$240,000.00	100	50

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Norwalk- La Mirada Unified School District	$120,000.00	$15,923.00	25	5
Oakley Union Elementary School District	$96,000.00	$34,480.00	20	8
Pittsburg Unified School District	$144,000.00	$19,200.00	30	4
Plumas Charter School	$9,600.00	$0.00	2	0
Redding Elementary School District	$144,000.00	$18,450.00	30	17
River Springs Charter School	$96,000.00	$36,125.00	20	20
Santa Cruz County Office of Education	$192,000.00	$173,387.96	40	45*
Shasta County Office of Education	$240,000.00	$139,200.00	50	29
Vallejo City Unified School District	$96,000.00	$4,800.00	20	1
Total	**$1,872,000.00**	**$710,365.96**	**390**	**186**

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

Table 5: Round Five Classified Grant Recipients – Awarded April 2024, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Cox Academy	$48,000.00	$14,400.00	10	3
Del Norte Unified School District	$62,400.00	$24,000.00	13	5
Sacramento County Office of Education	$288,000.00	$328,673.00*	60	75*
San Joaquin County Office of Education	$71,980.95	$57,584.76	15	12
Total	**$470,380.95**	**$424,657.76**	**98**	**95**

** Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this may result in the number of candidates exceeding the number of slots provided annually and/or 2025-26 expenditures exceeding the 2025-26 annual award.*

Table 6: Round Six Classified Grant Recipients – Awarded December 2024, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Aspire Titan Academy	$163,200.00	$100,800.00	34	21
Butte County Office of Education	$1,920,000.00	$197,578.00	400	46
KIPP Bridge Academy	$436,800.00	$67,200.00	91	14
KIPP Illuminar Academy	$96,000.00	$67,200.00	20	15
Ocean Charter School	$19,200.00	$14,400.00	4	3
Plumas Charter School	$28,800.00	$0.00	6	0
San Bernardino County Superintendent of Schools	$600,000.00	$600,000.00	125	125
San Rafael City Schools	$96,000.00	$14,400.00	20	4
Total	**$3,360,000.00**	**$1,061,578.00**	**700**	**228**

Table 7: Round Seven Classified Grant Recipients – Awarded March 2025, Annual Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2025-26	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Alameda County Office of Education	$960,000.00	$223,609.00	200	73
Brentwood Union School District	$312,000.00	$29,960.00	65	7
Fresno Unified School District	$144,000.00	$129,604.00	30	30
Los Angeles Unified School District	$480,000.00	$350,400.00	100	73
Lighthouse Community Charter School	$48,000.00	$0.00	10	0
Orange County Department of Education	$1,440,000.00	$962,880.00	300	220
Palo Alto Unified School District	$96,000.00	$38,400.00	20	9
Total	**$3,480,000.00**	**$1,734,853.00**	**725**	**412**

Table 8: Round Eight Classified Grant Recipients – Awarded December 2025, Grant Award, 2025-26 Expenditures, Number of Participant Slots Awarded, and Number of Participants Enrolled in 2025-26

Local Education Agency (LEA)	Grant Award	Expenditures, 2025-26	# of Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2025-26
Berkeley Unified School District	$19,200.00	$0.00	4	0
Butte County Office of Education	$3,768,000.00	$0.00	785	0
Desert Sands Unified School District	$216,000.00	$14,400.00	45	3
Hemet Unified School District	$360,000.00	$0.00	75	0
Los Angeles Unified School District	$321,600.00	$0.00	67	0
Orange County Department of Education	$3,120,000.00	$0.00	650	0
Sacramento County Office of Education	$960,000.00	$4,800.00	200	1
San Bernardino County Superintendent of Schools	$3,840,000.00	$451,523.30	800	95
San Luis Obispo County Office of Education	$129,600.00	$0.00	27	0
Ventura County Office of Education	$321,600.00	$7,675.13	67	3
Total	**$13,056,000.00**	**$478,398.43**	**2720**	**102**

Appendix B

LEA and IHE Partnerships

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

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

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Lancaster Elementary School District	CSU Bakersfield; University of Massachusetts Global
Larchmont Charter School	CSUN; Loyola Marymount University
Lighthouse Charter School	Cal State East Bay; Reach University; Alder Graduate School of Education, Alternatives in Action
Lighthouse Community Public Schools	CSU East Bay; Reach University; Alder Graduate of Education
Long Beach Unified School District	CSU Long Beach, CSU Dominguez Hills
Long Valley Charter School	Lassen Community College; National University, Reach University; Alternatives in Action, CalState TEACH, Western Governors University
Los Angeles County Office of Education	Cerritos Community College, East Los Angeles College, Mt. San Antonio Community College, Pasadena City, Santa Ana College; CSU Dominguez Hills, Cal Poly Pomona, Cal State Fullerton, CSU Long Beach, Cal State LA, CSUN; Azusa Pacific, Los Angeles Pacific University, National University, Pacific Oaks College, University of La Verne; Alder Graduate School of Education, Los Angeles County Office of Education
Los Angeles Unified School District	Cal State LA, CSU East Bay, CSU Long Beach, CSU Northridge, CSUN; Los Angeles County Office of Education, Los Angeles Unified School District
Madera Unified School District	Fresno State
Math and Science College Preparatory	San José State; Loyola Marymount University; Summit Preparatory Charter High School
Merced County Office of Education	Stanislaus State; Fresno Pacific University, University of Massachusetts Global; Merced County Office of Education
Modesto City Schools	CSU Stanislaus
Modoc Joint Unified School District	CSU Chico, CSU Stanislaus; Western Governors University
Montebello Unified School District	Cal State LA
Moreno Valley Unified School District	CSU San Bernardino; University of Massachusetts Global
Multicultural Learning Center	CSU Northridge
Norwalk- La Mirada Unified School District	CSU Long Beach
Oakland Unified School District	Peralta Community College District; CSU East Bay, CSU Fresno, San Francisco State University; UC Berkeley, Dominican University, EDvance College, National University, Notre Dame de Namur, Pacific Oaks College, Reach University, St. Mary's College, University of Massachusetts Global, University of San Francisco; Alder Graduate School of Education, Alternatives in Action, CalState TEACH

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Oakley Union Elementary School District	National University, University of Massachusetts Global; Teachers College of San Joaquin, Santa Clara County Office of Education
Ocean Charter School	CSU North Beach; National University
Orange County Department of Education	Barstow Community College, Butte-Glenn Community College, Cerritos Community College, Cerro Coso Community College, Chaffey College, Coastline College, College of the Desert, College of the Siskiyous, Cypress College, El Camino College, Feather River College, Fullerton College, Golden West College, Grossmont College, Irvine Valley College, Long Beach Community College, Mendocino College, Mira Costa College, Palomar College, Saddleback College, San Diego Mesa College, San Diego Miramar College, Santa Ana College, Santiago Canyon College, Southwestern College; Humboldt State, Cal Poly San Luis Obispo, Cal Poly Pomona, CSU Channel Island, Chico State, CSU Dominguez Hills, Fresno State, Cal State Fullerton, CSU Long Beach, Cal State LA, CSU Northridge, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, Sonoma State; UC Irvine, University of San Diego Division of Extended Studies; Alliant International University, Azusa Pacific University, California Baptist University, California Lutheran College, Chapman University, Concordia University Irvine, Fresno Pacific University, Hope International University, Humphreys University, Los Angeles Pacific University, Mount Saint Mary's University, National University, Pacific Oaks University, Point Loma Nazarene University, United States University, University of La Verne, University of Southern California, University of Redlands, University of Massachusetts Global, Vanguard College; CalState TEACH, San Diego County Office of Education, University of San Diego Division of Extended Studies, Western Governors University
Oxford Day Academy	Reach University; Alternatives in Action
Pajaro Valley Unified School District	CSU Monterey Bay
Palo Alto Unified School District	San Jose State University
Pittsburg Unified School District	Alder Graduate School of Education
Placer County Office of Education	University of Massachusetts Global; Placer County Office of Education, Sacramento County Office of Education
Pleasanton Unified School District	Cal Poly Humboldt, CSU East Bay, San Jose State University; National University, Western Governors University
Plumas Charter School	National University; CalState TEACH, University of Massachusetts Global
Pomona Unified School District	Cal Poly Pomona; University of La Verne
Redding Elementary School District	Reach University; Alternatives in Action

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Redondo Beach Unified School District	CSU Dominguez Hills
Riverside County Office of Education	CSU San Bernardino; University of Massachusetts Global; Riverside County Office of Education, Western Governors University
Sacramento County Office of Education	Pacific Oaks College, University of Massachusetts Global; Davis Joint Unified School District, Sacramento County Office of Education, Teachers College San Joaquin
San Bernardino County Superintendent of Schools	Feather River College, College of the Siskiyous, Mendocino College; CSU Chico, CSU East Bay, CSU Long Beach, Cal Poly Pomona, CSU San Bernardino, CSU San Marcos, Cal State Fullerton, CSUN, San Diego State, Sacramento State; UC Riverside; Azusa Pacific University, California Baptist University, Claremont Graduate University, La Sierra University, Mount St. Mary's, National University, Pacific Oaks College, Point Loma Nazarene, University of La Verne, University of Massachusetts Global, University of Redlands, University of Southern California; Alder Graduate School of Education, Riverside County Office of Education, Western Governors University
San Diego County Office of Education	Grossmont College; CSU San Marcos, San Diego State; National University, Point Loma Nazarene University, Reach University; Alternatives in Action, High Tech High, University of Massachusetts Global, Western Governors University; Riverside County Office of Education, San Diego County Office of Education
San Diego Unified School District	University of La Verne
San Francisco Unified School District	City College of San Francisco; San Francisco State University; National University, University of San Francisco; CalState TEACH
San Joaquin County Office of Education	Reach University; Alternatives in Action, Teachers College of San Joaquin
San Juan Unified School District	Alder Graduate School of Education
San Luis Obispo County Office of Education	Cuesta College; Cal Poly San Luis Obispo; University of Massachusetts Global; CalState TEACH
San Mateo County Office of Education	Fresno State, San Francisco State University; Alliant University, Notre Dame De Namur University; Western Governors University
San Mateo Union High School District	San José State; Summit Preparatory Charter High School
San Rafael City Schools	Alder Graduate School of Education
Santa Ana Unified School District	Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; Alliant International University, Azusa Pacific University, Chapman University, Concordia University Irvine, Hope International University, National University, Point Loma Nazarene University, University of Massachusetts Global, Vanguard University; Western Governors University

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Santa Barbara County Education Office	Cal Poly San Luis Obispo, Sacramento State, UC Santa Barbara; National University, University of Massachusetts Global
Santa Clara County Office of Education	San José State; EDvance College, National University, Reach University, Santa Clara University; Alternatives in Action, Lake County Office of Education, San Diego County Office of Education, Santa Clara County Office of Education, Teachers College of San Joaquin, University of Massachusetts Global
Santa Cruz County Office of Education	CSU Chico, CSU Monterey Bay, CSU East Bay, San Jose State University; UC Santa Cruz; University of La Verne; CalState TEACH, Santa Clara County Office of Education, University of Massachusetts Global
Santa Maria Bonita School District	Hancock College; California Baptist University, California Lutheran University, Los Angeles Pacific University, National University, University of Massachusetts Global, Vanguard University; CalState TEACH, Western Governors University
Shasta County Office of Education	Shasta College; CSU Sacramento; National University, Reach University, Sim University, Alternatives in Action
Siskiyou County Office of Education	Chico State; California Baptist University, Reach University, National University, Alternatives in Action, CalState TEACH, Kings County Office of Education, Santa Clara County Office of Education, Western Governors University
Sonoma County Office of Education	Santa Rosa Junior College; Humboldt State, Sonoma State; National University, Reach University, University of Massachusetts Global; Kings County Office of Education, Sonoma County Office of Education
Sycamore Creek Community Charter	Reach University; Alternatives in Action
Torrance Unified School District	CSU Dominguez Hills, CSU Long Beach; Alder Graduate School of Education
Tracy Unified School District	Reach University; Alternatives in Action, Teachers College of San Joaquin
Trinity County Office of Education	Chico State, Humboldt State; National University, Simpson University; CalState TEACH, Davis Joint Unified School District, Lake County Office of Education, Trinity County Office of Education, Western Governors University
Vallejo City Unified School District	Reach University; Alternatives in Action
Ventura County Office of Education	CSU Channel Islands, CSUN; California Lutheran University, National University, University of La Verne, University of Massachusetts Global
Visalia Unified School District	Fresno Pacific University, National University, University of Massachusetts Global; Tulare County Office of Education

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
West Contra Costa Unified School District	CSU East Bay; Dominican University
William S. Hart Union High School District	CSUN; University of Massachusetts Global
Yuba City Unified School District	Sierra College, Yuba Community College; Chico State, Sacramento State; National University, Pacific Oaks College, University of Massachusetts Global