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# 2C

## Information/Action

### *General Session*

### Approval of the April 2025 Consent Calendar

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## AGENDA INSERT

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

**Recommended Action:** That the Commission approve the April 2025 Consent Calendar. After review, the Commission may approve or amend and approve the Consent Calendar.

**Presenter:** None

### Strategic Plan Goal

#### *Educator Preparation and Advancement*

- **Goal 1.** Education preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
  - A. Set and uphold rigorous standards for educator preparation programs
  - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice
  - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

#### *Professional Licensure*

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

# Literacy Performance Assessment: Field Test Participant Waiver Requests

## Introduction

This agenda insert provides an updated list of programs' waiver requests on behalf of candidates for the Literacy Performance Assessment Field Test.

## Institutions Requesting Candidate Waivers

The following tables provide information for programs who have submitted waiver requests on behalf of candidates as of April 4 at 12:00 p.m. Changes from the February 2025 Commission meeting are indicated by bold, italicized text. Waiver requests from programs on behalf of the candidates are found in [Appendix A](#).

**Table 1: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – PK-3 ECE**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	PK-3 ECE
Riverside County Office of Education	Southern	PK-12 LEA	Intern	14
San Jose State University	Northern	CSU	University Student Teaching	14
Vanguard University	Southern	Private	University Private School	3
			<b>TOTAL</b>	<b>31</b>
			<b>TARGET</b>	<b>50</b>

**Table 2: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – Multiple Subject**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
Azusa Pacific University (4-8)	Southern	Private	<b><i>University Private School</i></b>	6
Cal Poly Pomona (TK-3)	Southern	CSU	University Student Teaching	17
California State University, Bakersfield (4-8)	Central	CSU	Intern, University Student Teaching	5
California State University, Fullerton	Southern	CSU	University Student Teaching	5
California State University, San Marcos (TK-3, 4-8)	Southern	CSU	University Student Teaching	<b>10</b>
Concordia University (4-8)	Southern	Private	University Private School	5
The Master's University (4-8)	Southern	Private	University Private School	6
University of San Francisco (TK-3, 4-8)	Northern	Private	Intern, University Private School	14

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
Vanguard University (4-8)	Southern	Private	ITEP, University Private School	5
			<b>TOTAL</b>	<b>73</b>
			<b>TARGET</b>	<b>75</b>

**Table 3: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – MMSN**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MMSN
Cal Poly University Humboldt	Northern	CSU	Residency, University Student Teaching	5
California State University, Bakersfield	Central	CSU	Intern, Residency, University Student Teaching	4
California State University, East Bay	Northern	CSU	Intern, University Student Teaching	5
Chapman University	Southern	Private	University Private School	2
Concordia University	Southern	Private	University Private School	3
Los Angeles Unified School District – Intern, Credentialing, and Added Authorization Program (iCAAP)	Southern	PK-12 LEA	Intern	5
National University	All	Private	Intern	5
Placer County Office of Education	Northern	PK-12 LEA	Intern	3
Riverside County Office of Education	Southern	PK-12 LEA	Intern	10
San Diego State University	Southern	CSU	Intern, Residency, University Student Teaching	<b>14</b>
Sonoma State University	Northern	CSU	ITEP, Residency, University Student Teaching	<b>9</b>
University of San Diego	Southern	Private	Residency	10
			<b>TOTAL</b>	<b>75</b>
			<b>TARGET</b>	<b>75</b>

**Table 4: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – ESN**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
Azusa Pacific University	Southern	Private	<b><i>Intern</i></b>	<b>6</b>
California State University, Bakersfield	Central	CSU	Intern, University Student Teaching	5
California State University, East Bay	Northern	CSU	Intern, University Student Teaching	5
California State University, Stanislaus	Central	CSU	Intern, University Student Teaching	9

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
Chapman University	Southern	Private	University Private School	3
Point Loma Nazarene University	Southern	Private	Intern, University Private School	8
Riverside County Office of Education	Southern	PK-12 LEA	Intern	6
San Diego State University	Southern	CSU	Intern, Residency, University Student Teaching	11
Sonoma State University	Northern	CSU	Intern, ITEP, Residency, University Student Teaching	<b>11</b>
			<b>TOTAL</b>	<b>64</b>
			<b>TARGET</b>	<b>50</b>

**Table 5: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – ECSE**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ECSE
California State University, Fullerton	Southern	CSU	Intern, University Student Teaching	12
California State University, Northridge	Southern	CSU	Intern, University Student Teaching	14
Los Angeles Unified School District – Intern, Credentialing, and Added Authorization Program(iCAAP)	Southern	PK-12 LEA	Intern	10
Sacramento State University	Northern	CSU	Intern, Residency, University Student Teaching	12
San Diego County Office of Education	Southern	PK-12 LEA	Intern	5
Santa Clara County Office of Education	Northern	PK-12 LEA	Intern	9
			<b>TOTAL</b>	<b>62</b>
			<b>TARGET</b>	<b>30</b>

**Table 6: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – DHH**

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	DHH
California State University, Fresno	Central	CSU	University Student Teaching	3
California State University, Northridge	Southern	CSU	Intern, University Student Teaching	<b>7</b>
San Diego County Office of Education	Southern	PK-12 LEA	Intern	3
			<b>TOTAL</b>	<b>13</b>
			<b>TARGET</b>	<b>10</b>

**Table 7: Programs Meeting the Criteria for LPA Field Test and Candidate Allocations – VI**

<b>Program Sponsor or Institution Name</b>	<b>Region</b>	<b>Program</b>	<b>Program Pathway(s)</b>	<b>VI</b>
San Francisco State University	Northern	CSU	Intern, University Student Teaching	<b>6</b>
			<b>TOTAL</b>	<b>6</b>
			<b>TARGET</b>	<b>11</b>

**Staff Recommendation**

Staff recommends that the Commission:

1. Approve candidate waiver requests from selected institutions to waive the RICA requirement for those who meet the approved passing standard of 14 points for the LPA field test.
2. Approve candidate waiver requests from selected institutions to waive the CalTPA Literacy Cycle 2 requirement for those whose institutions are using the CalTPA model and who meet the approved passing standard of 14 points for the LPA field test.

**Next Steps**

If the Commission approves the waiver requests for candidates participating in the LPA field test, then Evaluation Systems and staff will communicate with the institutions and their selected candidates for the field test. Commission staff and ES have conducted an orientation with participating programs, initiated the field test in January 2025, and plan to continue to share information with cooperating teachers and candidates throughout Spring 2025.

**Appendix A**  
**Commission on Teacher Credentialing**  
**Waiver Requests from Programs on Behalf of Candidates**

**Multiple Subject Credential Candidates**

**California State University, San Marcos**

- The CSUSM Multiple Subject program requests that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement as long as she completes and achieves a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
  - Kayla Houston

**Education Specialist – MMSN Credential Candidates**

**San Diego State University**

- San Diego State University requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
  - Alexis Ortiz

**Education Specialist – ESN Credential Candidates**

**California State University, East Bay**

- The Education Specialists Programs with authorizations for Mild Moderate Support Needs and Extensive Support Needs request for the following candidates that the Commission waive the RICA and, as appropriate, EdSp CalTPA Cycle 2 requirements for any of our candidates who complete and achieve a passing score of 14 points as determined by the Commission on the LPA Field Test, Spring 2025.
  - Donna Butt

**Education Specialist – VI Credential Candidates**

**San Francisco State University**

- San Francisco State University Program in Visual Impairment requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the field test LPA, Spring 2025.
  - Ruqian Huang
  - Miguel Venegas

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

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### Introduction

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

### Background

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

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

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

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

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

### Programs Recommended for Literacy Certification

Education Code section 44320.3 (b) requires that

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

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

Institution	Program	Pathways	URL with password (if applicable)
Alder Graduate School of Education	Multiple Subject	Residency Student Teaching With Bilingual Concurrent	<a href="#">CCTC Applications - Alder Graduate School of Education</a>
	Education Specialist: Mild to Moderate Support Needs	Residency Student Teaching With Bilingual Concurrent	<a href="#">CCTC Applications - Alder Graduate School of Education</a>
Azusa Pacific University	Multiple Subject	Student Teaching Intern Integrated	<a href="#">CAEP/CTC/WSCUC Accreditation Exhibit Room - SB 488 Literacy Certification (2024)</a>
	Education Specialist: Mild to Moderate Support Needs	Student Teaching Intern Integrated	<a href="#">CAEP/CTC/WSCUC Accreditation Exhibit Room - SB 488 Literacy Certification (2024)</a>
	Education Specialist: Extensive Support Needs	Student Teaching Intern Integrated	<a href="#">CAEP/CTC/WSCUC Accreditation Exhibit Room - SB 488 Literacy Certification (2024)</a>



<b>Institution</b>	<b>Program</b>	<b>Pathways</b>	<b>URL with password (if applicable)</b>
<b>Biola University</b>	Multiple Subject	Residency Student Teaching Intern	<a href="#">Literacy Certification</a>
	Education Specialist: Mild to Moderate Support Needs	Residency Student Teaching Intern	<a href="#">Literacy Certification</a>
<b>California State University, Bakersfield</b>	Multiple Subject	Residency Student Teaching Intern With Bilingual Concurrent Middle School Emphasis	<a href="#">Literacy Certification   California State University, Bakersfield</a>
	Education Specialist: Mild to Moderate Support Needs	Residency Student Teaching Intern	<a href="#">Literacy Certification   California State University, Bakersfield</a>
	Education Specialist: Extensive Support Needs	Residency Student Teaching Intern	<a href="#">Literacy Certification   California State University, Bakersfield</a>
<b>California State University, Chico</b>	Multiple Subject	Residency Student Teaching Intern With Bilingual Concurrent	<a href="#">CTC Accreditation Launchpad – Chico State's CTC Accreditation Information &amp; Resources – Chico State</a>  Username: user Password: Wildcats
<b>California State University, East Bay</b>	Multiple Subject	Student Teaching Intern	<a href="#">Credential Programs - Literacy Instruction Certification Submission Documentation</a>
	Education Specialist: Mild to Moderate Support Needs	Student Teaching Intern	<a href="#">Credential Programs - Literacy Instruction Certification Submission Documentation</a>
	Education Specialist: Extensive Support Needs	Student Teaching Intern	<a href="#">Credential Programs - Literacy Instruction Certification Submission Documentation</a>
<b>Lake County Office of Education</b>	Multiple Subject	Intern	<a href="#">SB 488 - Lake County Office Of Education</a>

<b>Institution</b>	<b>Program</b>	<b>Pathways</b>	<b>URL with password (if applicable)</b>
<b>Stanford University</b>	Multiple Subject	Residency With Bilingual Concurrent	<a href="#">Accreditation Reports   Stanford GSE</a>

### **Staff Recommendation**

Staff recommends that the Commission, in accordance with the process approved by the Commission at its December 2024 meeting, certifies the programs listed in the table above. Additional institutions and programs will be brought forward in future agenda items as the reviews are completed.