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Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2019-20 to 2023-24

Executive Summary: This agenda item reports the passing rates of Commission-approved examinations. For each examination, the purpose of the examination, its structure, the scoring process, the examination volume, the first-time passing rate, and the cumulative passing rate are discussed. When available, the passing rate by demographic data is also discussed.

Recommended Action: For information only

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Strategic Plan Goal

Continuous Improvement

- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
 - O. Strengthen the Commission's capacity to collect and analyze survey and assessment data related to quality in preparation of the education workforce

Annual Report on Passing Rates of Commission-Approved Examinations from 2019-20 to 2023-24

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2019-20 through 2023-24. The statutory basis and purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in the appendices.

Background

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. Pursuant to the requirements of applicable state statutes, California uses a series of Commission-approved examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge.

Current Role of Examinations in Teacher Credentialing

The role of the Commission's examinations has changed during the five years covered by this report, with added options available for educator credential program applicants to meet the Basic Skills Requirement (BSR) and the Subject Matter Requirement (SMR) using coursework authorized by AB 130 and SB 153.

On June 9, 2021, Governor Newsom signed the Education Trailer Bill AB 130 (Chap. 44, Stats. 2021). One key provision of the bill added the option to allow Commission-approved educator preparation programs to verify that a candidate has met the BSR by accepting qualifying college level coursework from a regionally accredited institution of higher education, as long as the following conditions are met:

The coursework for satisfying BSR must meet the following:

- Have earned a grade of "B" or better (B- is acceptable)
- Have been taken at a regionally accredited college or university
- Three semester units (or equivalent quarter units)
- Been taken for academic credit (earned units)
- Be degree applicable (AA degree applicable is acceptable)
- For **Reading**, be in the subject of critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
- For **Writing**, be in the subject of composition, English, rhetoric, written communications, or writing
- For **Mathematics**, be in the subject of algebra, geometry, mathematics, quantitative reasoning, or statistics

The second key provision of AB 130 expanded the available options for how teacher candidates could meet the SMR. Prior to the passage of AB 130, candidates must have either received a passing score on the applicable California Subject Examinations for Teachers (CSET) examination or completed a Commission-approved subject matter waiver program. AB 130 expanded the available options to allow candidates to meet the SMR through any one of the following methods:

1. Successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted domains of the applicable subject matter requirements.
2. Successful completion of an academic major in the subject they will teach.
 - a. For Single Subject credentials, the major must be in one of the subjects named in Education Code section 44257(a).
 - b. For Multiple Subject credentials, the major must be in liberal studies or an interdisciplinary major that includes coursework in language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development.
 - c. For Education Specialist credentials, the major must align with one of the acceptable majors for the Multiple Subject credential or Single Subject credential.
3. A combination of coursework and examination options that meet or exceed the domains of the subject matter requirements. Such mixing of options may only be done by candidates enrolled in a Commission-approved preparation program that allows for this option.

Following on the heels of the new options made available by AB 130 in 2021, on June 29, 2024, Governor Newsom signed Senate Bill 153 (Chap. 38, Stats 2024), which included the allowance of a candidate's bachelor's degree to meet the BSR for most credentials. Because this was a budget bill, the provisions took effect immediately.

The new pathways to meet BSR and SMR created by AB 130 and SB 153 have changed the landscape regarding who must take the Commission's examinations, particularly the California Basic Education Skills Test (CBEST) and CSET, now and into the future.

Between 2021-22 and 2023-24, the number of candidates meeting the SMR by examination declined from 7,178 to 5,441, a reduction of 24 percent. This occurred during a period when total credentials issued increased, indicating that candidates are shifting quickly to coursework and degree major options made available under AB 130. The change is expected to have lasting effects on CSET volume and on the role of examinations in meeting the SMR.

This Exams Annual Report only includes examination pass rate information through July 31, 2024, just one month after the bill went into effect. Consequently, information about the immediate effects of SB 153 will be available in future reports beginning next year.

How Candidates Met Basic Skills and Subject Matter Requirements in 2021-24

Tables 1 and 2 show the number of credential candidates who met the BSR and the SMR by examination and by other options during the 2021-22, 2022-23, and 2023-24 fiscal years. 2021-2022 was the first year in which the new AB130 options were available.

Basic Skills Requirement

The specific method each individual used to meet BSR is not currently captured in the Commission's data systems, except for in some broad categories. Table 1 shows the number of credentials issued in 2021-22, 2022-23 and 2023-24 sorted into two categories. The first category shows the numbers of candidates who met BSR using Commission-owned examinations, in this case CBEST or CSET Multiple Subjects plus Writing. The second category shows the numbers of candidates who met BSR using one of the other, non-Commission-examination methods available. Although this category encompasses a number of potential methods for meeting BSR, it is believed that most individuals met the requirement using the coursework options authorized by AB130.

Table 1: Number of Credentials Issued by Options for Meeting the Basic Skills Requirement (BSR) 2021-24

Fiscal Year	BSR Option	Single Subject Teaching Credentials	Multiple Subject Teaching Credentials	Education Specialist Teaching Credentials	Total
2021-22	Total Credentials	4,389	5,095	1,900	11,231
2021-22	BSR met by examination (CBEST or CSET)	3,394	4,349	1,556	9,299
2021-22	BSR met by an <u>option other than CBEST</u> (most likely coursework)	995	746	191	1,932
2022-23	Total Credentials	4,308	4,304	1,518	10,130
2022-23	BSR met by examination (CBEST or CSET)	2,578	3,013	1,261	6,852
2022-23	BSR met by an <u>option other than CBEST</u> (most likely coursework)	1,730	1,291	257	3,278
2023-24	Total Credentials	4,937	5,825	2,157	12,919
2023-24	BSR met by examination (CBEST or CSET)	2,263	3,011	1,537	6,811
2023-24	BSR met by an <u>option other than CBEST</u> (most likely coursework)	2,674	2,814	620	6,108

Subject Matter Requirement

More information is available regarding the specific methods used by candidates to meet SMR between 2021 and 2024. Table 2 shows the numbers of teacher credential candidates who met

the requirement by examination, coursework, a combination of coursework and examinations, degree major, or completion of a Commission-approved subject matter preparation program.

Table 2: Number of Credentials Issued by Options for Meeting the Subject Matter Requirement 2021-24

Fiscal Year	SMR Option	Single Subject Teaching Credentials	Multiple Subject Teaching Credentials	Education Specialist Teaching Credentials	Total
2021-22	Total Credentials	4,389	5,095	1,747	11,231
2021-22	SMR met by Examination	2,563	3,331	1,284	7,178
2021-22	SMR met by coursework	90	56	50	196
2021-22	SMR met by coursework and exam combination	114	54	33	201
2021-22	SMR met by degree major	482	393	181	1,056
2021-22	SMR met by program at a different IHE	230	217	49	496
2021-22	SMR met by program at the recommending IHE	910	1,044	150	2,104
2022-23	Total Credentials	4,308	4,304	1,518	10,130
2022-23	SMR met by Examination	1,850	2,468	985	5,303
2022-23	SMR met by coursework	257	195	77	529
2022-23	SMR met by coursework and exam combination	226	140	82	448
2022-23	SMR met by degree major	1,144	765	247	2,156
2022-23	SMR met by program at a different IHE	122	134	17	273
2022-23	SMR met by program at the recommending IHE	709	602	110	1,421
2023-24	Total Credentials	4,937	5,825	2,157	12,919
2023-24	SMR met by Examination	1,598	2,660	1,183	5,441
2023-24	SMR met by coursework	422	273	165	860
2023-24	SMR met by coursework and exam combination	295	280	106	681
2023-24	SMR met by degree major	1,849	1,706	539	4,094
2023-24	SMR met by program at a different IHE	88	176	39	303
2023-24	SMR met by program at the recommending IHE	685	730	125	1,540

Because of the new options to meet BSR and SMR made available by AB 130 and SB153, Commission Staff anticipate the number of individuals using examinations to meet the requirements will decrease dramatically. However, because individuals usually take exams before they enroll in a preparation program, it may take some time until these new options are

understood by those who advise pre-candidates (e.g., high school counselors, community college advisors).

Information about the Commission's Examinations

In addition to the CBEST and CSET, the Commission has four additional exams available to individuals. Nearly all exams are owned by the Commission, and all are administered through Evaluation Systems.

All of the Commission examinations are criterion-referenced and measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees.

Basic Skills Examinations

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. Pursuant to Education Code (EC) sections 44252(b) and 44252.5, the California Basic Educational Skills Test (CBEST) is one approved method used to verify that an individual has met the BSR. The CBEST was first administered in 1982.

Subject Matter Competency Examinations

Current law requires preliminary multiple or single subject credential candidates to demonstrate competency in the content area(s) they will teach. Education Code historically required all candidates for a preliminary teaching credential to meet the SMR by completing a Commission-approved subject matter program (EC §44310) or by passing the appropriate California Subject Examinations for Teachers (CSET) content area examination (EC §44280). As discussed above, more recently, college coursework and degree-matching options became available to teacher credential candidates for meeting the SMR. Education Specialist candidates must demonstrate competency in a core academic area and may use the CSET to do so. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's TK-12 student academic content standards. It is important to note that, pursuant to EC section 44291, the CSET examinations must measure candidates' objective subject matter knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students.

The CSET was first administered in 2003. Additional CSET examinations have been added as needed for additional credentials and authorizations. Commission staff are currently working with the examinations contractor to update the CSET exams for Art, Music, and Multiple Subject Subtest III. New subject matter assessments for Dance and Theatre were recently launched for candidates to use to meet the SMR for the Dance and Theatre credentials.

Reading Instruction Competence Assessment (RICA)

The Reading Instruction Competence Assessment (RICA) is designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. Pursuant to EC sections 44283 and 44259(b)(4), California candidates for these credentials must pass the RICA before they are recommended for a preliminary

credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998 and then revised in 2009. The content of the RICA is aligned by current statute with a Reading Advisory published by the California Department of Education in 1995.

In 2021, RICA was re-structured into a three-subtest format. The revised format allows examinees attempting to pass the RICA to only retake the subtests they have not yet passed. This report contains passing rates for both the single administration and the three-subtest versions of RICA.

With the passage of SB 488, beginning July 1, 2025, reading instruction competence is measured by the teaching performance assessments (TPAs) for new teacher credential candidates.

Recent legislation calls for RICA to be discontinued on October 31, 2025.

Other Assessments

Pursuant to EC section 44253.5, the California Teachers of English Learners (CTEL) examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (e.g., out-of-state candidates) or prepared through other previously available English-learner preparation options to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL).

For candidates seeking a bilingual authorization via examination, also in accordance with the provisions of EC section 44253.5, the bilingual-specific subtests of the CSET: World Language examinations are used to demonstrate bilingual language, pedagogical methodology, and cultural knowledge and skills.

The National Evaluation Series (NES) Assessment of Professional Knowledge (APK) currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credential candidates, pursuant to EC section 44468. The NES was adopted by the Commission beginning in 2013. The NES is owned and administered by the Evaluation Systems group of Pearson and is not a Commission-owned examination.

The California Preliminary Administrative Credential Examination (CPACE) was originally developed in 2011 as a custom California assessment to serve as the examination option for earning a Preliminary Administrative Services Credential, pursuant to EC section 44270.5(a)(3). The Commission updated the CPACE in 2015 to include both updated content assessment and performance assessment components.

Availability of Examinations

The majority of Commission examinations are offered year-round, on an on-demand basis at the contractor's computer-based testing sites, which are located throughout California, in all other states, at overseas locations, and by arrangement at military bases overseas. Additionally, most of the Commission's high-incidence exams are available for online proctoring at an

examinee's home or office. When examinations cannot be available on-demand due to lower candidate volume or exam type, they are offered during several testing windows throughout the year. The Commission's [examination website](#) provides specific details for each examination and its availability throughout the testing year.

Resources for Examinees – The Commission Examinations Website

The [examinations website](#) and linked resources provide examinees with a wealth of information about the Commission's examinations, including how to register and what to expect on testing day. Information is also available for how to request testing accommodations.

Additionally, the website includes exam-specific information, such as the test design and format, the content eligible to be included, testing fees, minimum passing scores, and an explanation of the test results report candidates can expect to receive after testing. Examinees are also provided links to preparation materials for each examination, including sample questions and answers, practice tests, study references, and computer-based testing tutorials.

While commercial preparation materials and courses are offered by various companies and entities unrelated to the Commission, it is important to note that the Commission does not review or endorse any commercially-prepared or published test preparation materials or courses other than those provided on the examinations website.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is fewer than 10, pass rate data is not reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates or all questions; the data may also not be an accurate reflection of actual candidate demographics. Whenever demographic variables are available, the passing rate by variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the appendices. Again, these data are self-reported by examinees and may not be an accurate reflection of actual candidate demographics or characteristics.

Only a few of the exams (e.g., RICA, NES Assessment of Professional Knowledge) reported on in this item assess knowledge and skills that candidates learn in their preparation programs. The majority of the exams, like the CBEST and CSET, assess the knowledge and skills candidates acquire before they start a preparation program. Therefore, most exams do not reflect the quality of Commission-approved preparation programs.

A Note on Testing Bias

In the field of large-scale assessments, differential passing rates by subgroups are not considered bias in and of themselves. Commission examinations are designed, in part, to uncover differences in scores according to various subgroups, particularly groups based on race and ethnicity, to help understand gaps in education among the population of candidates coming into teacher preparation. Processes to avoid bias are built into the Commission's examination development and administration processes, which include (1) a Bias Review Committee that reviews all test content and questions for potential bias, recommends changes, and even eliminates items if necessary, and (2) differential item functioning (DIF) analysis,

which more deeply compares question-level responses of members of various subgroups to flag for potential bias after test administration. The Commission employs these procedures specifically to reduce measurement error that might be caused by bias so that results by gender, race, and ethnicity can be accurately reported.

Definition of Terms

Some of the commonly used terms in this agenda item are:

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee’s knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2020-21 cohort for any examination has had fewer opportunities to retake the examination at the time of preparation of this report than prior cohorts, which would affect the cumulative passing rate.
- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of first-time examinees who took all sections or subtests.

Institutional Data Reports

Institutional data reports are generated by the Commission’s examinations contractor. The Commission determines which institutions are authorized as score report recipients by identifying the Commission-approved institutions for each of the assessments; those institutions are listed in each examination registration bulletin under “Score Reporting Institutions.” Candidates are able to choose which institution(s) will receive their score and data at the time of registration.

Score reports are provided following each test administration and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one week after the examinee score data are available and can be accessed by the institution’s designated contact person from a secure, password-protected website. Each year the Commission’s examinations contractor requests updated institutional contact information. Institutions may contact the contractor to update their score reporting contact information as necessary.

Examinees own their scores and their score data, and they determine at the time of registration which institutions can access their scores. Institutions cannot access the scores of candidates who have not selected that institution as a score recipient. Therefore, aggregated score data for a particular institution may not reflect all candidates who are attending or who have attended that program or institution.

Information about examinee scores is made available to the institutions as described above. The files available for downloading include the following:

- Instruction manual
- Examinee roster report
- Institution and statewide summary report

Summary statistics are provided for the institution based on all examinees who selected that institution as a score recipient when they registered, and may include:

- Number of examinees tested
- Number and percentage of examinees passing or not passing
- Performance by skill area

Individual examinee information provided for examinees who selected that institution as a score recipient when they registered may include:

- Name and other identifying information
- Test administration date
- Tests/subtests taken
- Passing status
- Scaled scores for tests not passed
- Multiple choice section performance
- Constructed-response section performance
- Performance by skill area

Examinee Score Reports

Only examinees who take the CBEST receive their actual scores because the examination is compensatory across the three content areas. For all other exams, examinees who pass an exam are not provided their actual scores because the assessment is a minimum competency, criterion-referenced assessment. The Commission sets a minimum passing score, and an examinee is only required to meet this minimum passing score for purposes of licensure. Psychometric validity for the use of scores above the minimum passing score has not been established, nor has the use of such scores for other purposes beyond meeting the Commission's minimum passing requirements been established. Examinees are provided with scaled scores only if they do not pass.

Scores for all Commission examinations are valid for use toward a California credential for ten years from the date of test administration. The only exception is the CBEST, for which passing scores remain valid and may be used indefinitely toward earning a credential.

Report Contents

This report is organized by examination type. The following information is included for each examination:

- a description of the examination and its purpose,
- scoring information,
- number of examinees, and
- first time and cumulative passing rates.

Self-reported candidate demographic and preparation data and associated passing rates for each examination can be found in the [appendices](#).

Examinations Fee Waivers

Beginning in the 2022-23 fiscal year, and continuing through the 2023-24 fiscal year, California State Budget funds were provided to cover the costs of examinations fees for California residents working to earn a teaching credential. During these years, candidates were able to take Commission examinations for free or were reimbursed for examinations fees they may have paid. Staff believe that the examinations fee waivers resulted in higher-than-normal numbers of exams being taken during the 2022-23 and 2023-24 fiscal years. While the Commission will not see extreme increases or decreases in the number of examinations administered during 2021-22, when examinees had to pay for exams, and 2022-23, when examinations became free, staff believe this is the result of the examinations fee waivers having been implemented shortly after new, non-examination options became available to teacher credential candidates for meeting the basic skills and subject matter requirements.

Report on Individual Commission Examinations

CBEST: California Basic Educational Skills Test

The California Basic Educational Skills Test (CBEST) measures basic proficiency in reading, mathematics, and writing. The examination is given in English and all responses must be in English. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. California Education Code sections 44252 and 44252.6 allow several options for individuals to meet the Basic Skills Requirement. For the time period covered by this report individuals were able to demonstrate basic skills proficiency by:

- passing the CBEST; or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- achieving qualifying scores on the SAT or ACT; or
- achieving a qualifying score on College Board Advanced Placement (AP) examination; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Program (EAP); or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics. Although these examinations are no longer administered by the CSU, candidates who previously passed the examinations may still use those scores to meet the basic skills requirement; or
- providing transcripts of coursework necessary to meet the basic skills requirement; or
- using a combination of qualifying coursework and examination scores

Additionally, SB 153 passed in 2024 allowed teacher credential candidates to meet the Basic Skills Requirement simply by possessing a baccalaureate degree. Information about the effects of SB 153 on Commission examinations will be available in next year's report.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single testing session, or they can take each section separately at different times or locations. The computer-based CBEST is available on-demand throughout the year at the contractor's computer-based testing centers and via online proctoring. Candidates who are not successful on a given subtest or subtests must wait 45 days from the date of testing to retake the examination.

Reading Section

The CBEST Reading section consists of 50 multiple-choice questions - 40 "scorable" questions used to determine a candidate's score, and 10 "nonscorable" questions that are being field-tested for possible use in the future and which are not used to determine the candidate's score. The questions assess the candidate's ability to comprehend information presented in written passages, tables, and graphs. Two major skill areas are covered: (a) critical analysis and evaluation, and (b) comprehension and research skills. Approximately 40 percent of the questions assess critical analysis and evaluation skills and approximately 60 percent assess comprehension and research skills.

Mathematics Section

The CBEST Mathematics section consists of 50 multiple-choice questions - 40 “scorable” and 10 “nonscorable.” The questions require the candidate to solve mathematical problems and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 35 percent from skill area (b), and 35 percent from skill area (c).

Writing Section

The CBEST Writing section assesses the candidate’s ability to write effectively. Candidates are provided two essay topics and are asked to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

Scoring of the CBEST

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing section consists of two essays, each of which is double-scored by qualified, calibrated scorers, using a holistic rubric that ranges from a low score of one to a high score of four. The scores from both essays are summed, yielding a Writing section raw score that can range from 4 to 16. The raw score is then converted to a scaled score. The total score is obtained by adding the Mathematics, Reading, and Writing scaled scores together. The Commission-adopted minimum passing standard for the CBEST is a total score of 123. It is not possible, however, to pass the CBEST if any section score is below 37, regardless of how high the total score may be. A score of at least 41 must be achieved on any individual subtest to combine the subtest score with other options for meeting the basic skills requirement.

Table 3: CBEST State Passing Score Standard and Score Range

Sections	State Passing Score Standard	Score Range
Reading Mathematics Writing	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

Examination Volume

The number of total CBEST administrations for 2022-23 was, as expected, lower than the other most previous years. This is most likely the direct result of new options for meeting BSR that became available beginning in the 2021-22 year. More specifically, now that teacher credential candidates can meet BSR by earning a bachelor’s degree, most candidates never attempted the CBEST. The number of CBEST administrations is expected to continue to decline dramatically. But, because CBEST was required for nearly everyone for decades, it seems that it is taking some time for word to get out in California’s teacher preparation community that CBEST is no longer required.

CBEST, like all the other Commission examinations, was free for California residents in 2022-23 and 2023-24. The relatively low number of examination administrations during the 2019-20 testing year (40,375) can be partially explained by the unavailability of exams due to closure of the test centers from March until May 2020 during the initial phase of the COVID-19 pandemic. Additionally, executive orders issued by the Governor intended to provide additional flexibility for credential candidates to meet BSR later in their preparation process likely delayed many CBEST administrations that might otherwise have occurred in 2020 and 2021.

Table 4 provides the number of CBEST test sections administered for the past five testing years. These data include all examinees who took the CBEST either within or outside California.

Table 4: Number of CBEST Test Sections Administered, 2019–24

Testing Year	Number of total CBEST (all three sections at one time) Administrations	Number of Reading Test Sections Administered	Number of Mathematics Test Sections Administered	Number of Writing Test Sections Administered
2019-24	237,721	116,298	123,171	116,538
2023-24	46,135	17,075	18,835	16,081
2022-23	55,598	20,907	22,808	19,558
2021-22	53,219	20,328	22,238	19,081
2020-21	42,394	27,690	28,296	29,201
2019-20	40,375	30,298	30,994	32,617

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2019 to 2024](#). More than 70 percent of examinees reported having a bachelor’s degree or higher. Almost one-quarter had not yet earned a bachelor’s degree, but nine percent reported having a master’s degree. More than 20 percent reported currently attending college. Fifteen percent of examinees reported that it had been more than ten years since they attended college.

Nearly two-thirds of CBEST examinees reported that they were currently enrolled in a professional preparation program and another 14 percent reported they were considering enrollment in a professional preparation program. More than 40 percent of examinees who answered the background questions reported taking the examination in order to obtain a teaching credential and another 43 percent reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching.

Nearly all examinees who responded to the background questions reported that English is their best language of communication. Less than one third of the examinees were male, and nearly two-thirds reported their ethnicity as something other than “white.”

Passing Rate

Table 5 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2019-20 through 2023-24. The total number of examinees who completed all three sections, the number who passed, and the percent that passed are provided below.

Table 5: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-24	79,988	51,773	64.7	79,988	63,384	79.2
2023-24	9,439	6,004	63.6	9,439	6,852	72.6
2022-23	12,945	8,130	62.8	12,945	9,967	77.0
2021-22	13,525	9,110	67.4	13,525	10,950	81.0
2020-21	21,089	13,554	64.3	21,089	16,850	79.9
2019-20	22,990	14,975	65.1	22,990	18,765	81.6

The statewide first-time pass rates are all in the mid 60% range during the five years reported. The cumulative pass rate for each cohort will increase over time since there is more time and more administrations for an individual to take the assessment. Previous years' cohorts have had more time to retake any sections they may not have passed.

Table 6 presents First-Time and Cumulative Passing Rates for the Reading section for the past five years.

Table 6: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-24	90,322	69,407	76.8	90,322	74,117	82.1
2023-24	12,953	9,403	72.6	12,953	9,839	76.0
2022-23	16,188	11,723	72.4	16,188	12,607	77.9
2021-22	16,230	12,491	77.0	16,230	13,311	82.0
2020-21	21,566	16,972	78.7	21,566	18,150	84.2
2019-20	23,385	18,818	80.5	23,385	20,210	86.4

Table 7 provides data for First-Time and Cumulative Passing Rates for the Mathematics section for the past five years.

Table 7: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-24	91,718	66,804	72.8	91,718	73,067	79.7
2023-24	13,697	9,366	68.4	13,697	9,971	72.8
2022-23	16,791	11,701	69.7	16,791	12,965	77.2

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2021-22	16,677	12,165	72.9	16,677	13,385	80.3
2020-21	21,294	15,631	73.4	21,294	17,167	80.6
2019-20	23,259	17,941	77.1	23,259	19,579	84.2

Table 8 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 8: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-24	84,736	58,290	68.8	84,736	63,877	75.4
2023-24	11,794	8,087	68.6	11,794	8,570	72.7
2022-23	14,588	9,739	66.8	14,588	10,677	73.2
2021-22	14,564	10,456	71.8	14,564	11,192	76.8
2020-21	20,907	14,465	69.2	20,907	15,926	76.2
2019-20	22,883	15,543	67.9	22,883	17,512	76.5

Table 9 shows the first time and cumulative passing rates each of the three sections of the examination over the past five years.

Table 9: CBEST – First-Time and Cumulative Passing Rates, 2019–24

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	77	82
Math	73	80
Writing	69	75
CBEST all sections	65	79

Passing Rates by Demographic Data

The passing rates by preparation and demographic data are presented in [Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, 2019 to 2024](#). First-time and cumulative passing rates by gender and ethnicity are shown in Tables 10 and 11.

Table 10: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender, 2019–24

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	79,988	51,773	65	79,988	63,384	79
Female	53,903	33,037	61	53,903	41,406	77
Male	24,101	17,210	71	24,101	20,245	84
Nonbinary	406	338	83	406	368	91

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Decline to state	1,578	1,188	75	1,578	1,365	87

Table 11: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2019–24

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	79,988	51,773	65	79,988	63,384	79
African American	4,819	2,415	50	4,819	3,269	68
Asian American	3,217	1,991	62	3,217	2,370	74
Filipino	2,363	1,422	60	2,363	1,721	73
Southeast Asian	1,704	1,001	59	1,704	1,249	73
Pacific Islander	383	255	67	383	313	82
Mexican American	20,933	11,625	56	20,933	15,397	74
Latino	8,339	4,566	55	8,339	6,011	72
Native American	478	303	63	478	377	79
White	30,723	23,969	78	30,723	27,399	89
Other	5,236	3,018	58	5,236	3,792	72
No Response	1,793	1,208	67	1,793	1,486	83

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average. This information and more are available in the [appendices](#) of this item.

CSET: California Subject Examinations for Teachers

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate’s competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest, and the CSET: Single Subjects examinations consist of two to five subtests, depending on the candidate’s subject area. All of the CSET examinations consist of both multiple-choice (MC) and constructed-response (CR) items with the exception of certain less-commonly taught World Languages, which consist entirely of constructed response questions. Examinees can choose to take one or more subtests of a given content area within a single testing session.

The decline in annual CSET passing rates occurs alongside a substantial reduction in the number of candidates using the examination to meet the SMR, even as the total number of credentials issued has increased. These concurrent shifts may indicate that the group of candidates taking the CSET now differs from prior years, with a larger proportion using alternative pathways such as coursework or degree major to meet SMR.

The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for candidates seeking a World Language teaching credential in Hebrew, Hindi, Italian, Portuguese or Turkish.

Recent CSET Revisions

Commission staff work with the Commission’s examinations contractor to update CSET examinations from time to time. For example, staff recently worked with the contractor to develop CSET exams for the new credential areas of Theatre and Dance, as well as to update existing CSET exams for Music, Art, and the Multiple Subjects Subtest III to align with the 2019 California Arts Standards for Public Schools adopted by the State Board of Education. Results for the first administrations of the new Dance and Theatre CSETs are included in this report. The revised Art, Music, and MS III examinations were launched more recently and results from those updated examinations will be included in a future version of this report.

Table 12: Domains, Number of Subtests and Item Types for CSET Examinations

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
Agriculture	Plant and Soil Science; Ornamental Horticulture; Animal Science; Environmental Science and Natural Resource Management; Agricultural Business and Economics; Agricultural Systems Technology	3	120	9
Art (through 9/25/22)	Aesthetic Valuing; Historical and Cultural Context of the Visual Arts; Artistic Perception; Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art	2	100	8
Art (beginning 11/21/22)	Creating; Presenting; Responding; Connecting	2	80	5
Business	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	3	120	6
Dance	Creating; Performing; Responding; Connecting	2	80	5
English	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Communications: Speech, Media, and Creative Performance	4	100	6

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
English Language Development	Knowledge of English learners in California and the United States; Applied Linguistics; Cultural Foundations; Foundations of English Learner Education in California and the United States; Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	3	100	7
Health Science	Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases; Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs; Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health	3	120	5
Home Economics	Personal, Family, and Child Development; Nutrition, Foods, and Hospitality; Fashion and Textiles; Housing and Interior Design; Consumer Education	3	120	7
Industrial and Technology Education	Nature of Technology; Power and Energy; Information and Communication; Project and Product Development	2	120	6
Mathematics* I	Number and Quantity; Algebra		35	3
Mathematics* II	Geometry; Probability and Statistics		35	3
Mathematics* III	Calculus		30	2
Multiple Subjects	Language and Linguistics; Non-Written and Written Communication; Reading Comprehension and Analysis; World History; United States History; California History; Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Physical Sciences; Life Sciences; Earth and Space Sciences; Dance; Music; Theatre; Visual Art; Movement Skills and Movement Knowledge; Self-Image and Personal Development; Social Development; Cognitive Development from Birth Through Adolescence; Social and Physical Development from Birth Through	3	143	11

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	Adolescence; Influences on Development from Birth Through Adolescence			
Music (through 9/25/22)	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	3	125	7
Music (beginning 11/21/22)	Creating; Performing; Responding; Connecting	2	80	5
Physical Education	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	3	120	5
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1
Science** I	Physical Sciences		23	1
Science** I	Life Sciences		22	1
Science** I	Earth and Space Sciences		22	1
Science** II Concentration: Life Science	From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity		50	3
Science** II Concentration: Chemistry	Structure and Properties of Matter; Chemical Reactions and Chemical Bonding; Energy		50	3
Science** II Concentration: Earth and Space Sciences	Earth's Place in the Universe; Earth's Systems; Earth and Human Activity		50	3
Science** II Concentration: Physics	Motion and Stability: Forces and Interactions; Energy; Waves and Their Applications; Modern Physics		50	3
Social Science	World History; Principles of Geography; U.S. History; Principles of Economics; California History; Principles of American Democracy	3	118	9
Theatre	Creating; Performing; Responding; Connecting	2	80	5

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
WL: American Sign Language	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (ASL); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production	3	78	8
WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	4	50	18
WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	110	19
WL: French, German, Russian	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and	5	160	15

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment			
WL: Spanish	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	210	10
WL: Hebrew, Hindi***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	3	50	11
WL: Italian, Portuguese Turkish***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	1	0	6
Writing Skills	Expository Writing; Expressive Writing	1	0	2

* Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

**The CSET: Science subtest I covers general science content while subtest II covers the candidate's area of concentration. A credential in this subject matter based on subtest I and the specific science in subtest II authorizes teaching general and integrated science and the area of

concentration. Foundational-Level General Science requires subtest I, and the credential authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).

***To use the CSET examinations in Hebrew, Hindi, Italian, Portuguese, and Turkish toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission

[Appendix B1](#) shows detailed information about the numbers of subtests, individual domains measured, and item types for each of the CSET subject areas.

Scoring of the CSET

Candidates must earn a passing score on each of the examination’s subtests to pass the entire CSET. Each subtest is scored separately. For each subtest, an individual’s performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s) but must pass each subtest in its entirety based on a single testing session.

Examination Volume

More than 450,000 examinees have taken subject matter examinations since the inception of the CSET in 2003.

Table 13: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2019–24

CSET Examination	Since Inception	2019-20	2020-21	2021-22	2022-23	2023-24
All Examinees	474,412	12,788	14,492	10,199	13,100	12,434
Agriculture	349	14	15	11	11	13
Art (2003-2022)	3,809	135	211	133	34	
Art (Updated 2022)	419				141	278
Business	883	18	14	11	18	20
Dance	122			23	39	60
English	12,678	1,066	1,339	685	898	823
English Language Development	194	20	17	4	10	21
Foundational Level Mathematics*	5,079	518	536	395	498	440
Foundational Level Science*	2,273	348	345	296	393	322
Health Science	4,678	110	138	109	206	243
Home Economics	694	7	8	20	29	44

CSET Examination	Since Inception	2019-20	2020-21	2021-22	2022-23	2023-24
Industrial and Technology Education	1,146	42	28	28	37	42
Mathematics	3,976	407	470	265	285	330
Multiple Subjects	36,502	5,868	6,350	4,842	581	94
Multiple Subjects (Updated 2022)	11,888				5,682	5,554
Music (2004-2022)	2,164	95	134	59	9	
Music (Updated 2022)	102				33	68
Physical Education	12,158	441	594	476	702	777
Science: Life Sciences	4,026	583	698	378	372	364
Science: Chemistry	1,696	251	303	177	196	195
Science: Earth and Space Science	786	103	126	91	119	109
Science: Physics	957	142	162	106	105	115
Social Science	34,071	939	1,117	886	1,099	958
Theatre	152			25	64	63
WL: American Sign Language	389	10	25	9	16	8
WL: Arabic	81	1	2	4	3	3
WL: Armenian	32	2	1		3	4
WL: Cantonese	17				2	
WL: Farsi	15			1		2
WL: Filipino	85	1	2	1	7	7
WL: French	976	25	21	14	15	14
WL: German	130	3	5	4	2	3
WL: Hebrew	10			1		4
WL: Hindi	15	1				5
WL: Hmong	45		2	5	3	4
WL: Italian	89	2		4	7	1
WL: Japanese	261	6	5	5	12	9
WL: Khmer	4		1			
WL: Korean	338	10	12	20	25	28
WL: Mandarin	1,526	44	31	38	51	55
WL: Portuguese	46	1	7	2	7	7
WL: Punjabi	27	1	5		1	
WL: Russian	69		3	1	1	3
WL: Spanish	6,956	227	258	145	207	204
WL: Turkish	14	1	1		2	4
WL: Vietnamese	116	4	4	4	2	6
Writing Skills	12,354	288	374	188	287	251

* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

Table 14 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects. Note that for World Languages (WL), candidates for a Single Subject WL credential and candidates for a Bilingual Authorization take the same language subtest (subtest II or III, depending on the particular world language). It is not possible to separate these data for only those candidates who took these subtests for the purposes of obtaining a Single Subject credential or a Bilingual Authorization.

Table 14: CSET – Annual (2023-24) and Cumulative (life of examination) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinations	12,434	7,372	59.3	474,412	384,316	81.0
Agriculture	13	6	46.2	349	202	57.9
Art (Updated 2022)	278	239	86.0	419	362	86.4
Business	20	3	15.0	883	493	55.8
Dance	60	52	86.7	122	110	90.2
English	823	529	64.3	12,678	10,560	83.3
English Language Development	21	1	4.8	194	25	12.9
Foundational Level Mathematics	440	146	33.2	5,079	2,684	52.8
Foundational Level Science	322	127	39.4	2,273	1,317	57.9
Health Science	243	126	51.9	4,678	3,561	76.1
Home Economics	44	23	52.3	694	498	71.8
Industrial Technology Education	42	35	83.3	1,146	981	85.6
Mathematics	330	177	53.6	3,976	2,751	69.2
Multiple Subjects	94	59	62.8	36,502	31,221	85.5
Multiple Subjects (Updated 2022)	5,554	3,552	64.0	11,888	8,410	70.7
Music (Updated 2022)	68	58	85.3	102	87	85.3
Physical Education	777	339	43.6	12,158	8,873	73.0
Science: Life Sciences	364	193	53.0	4,026	3,139	78.0

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Science: Chemistry	195	104	53.3	1,696	1,305	76.9
Science: Earth and Space Sciences	109	35	32.1	786	455	57.9
Science: Physics	115	42	36.5	957	613	64.1
Social Science	958	582	60.8	34,071	27,770	81.5
Theatre	63	57	90.5	152	140	92.1
WL: American Sign Language	8	*	*	389	240	61.7
WL: Arabic	3	*	*	81	73	90.1
WL: Armenian	4	*	*	32	29	90.6
WL: Cantonese	0			17	12	70.6
WL: Farsi	2	*	*	15	13	86.7
WL: Filipino	7	*	*	85	81	95.3
WL: French	14	9	64.3	976	854	87.5
WL: German	3	*	*	130	103	79.2
WL: Hebrew	4	*	*	10	8	80.0
WL: Hindi	5	*	*	15	10	66.7
WL: Hmong	4	*	*	45	41	91.1
WL: Italian	1	*	*	89	83	93.3
WL: Japanese	9	*	*	261	215	82.4
WL: Khmer	0			4	*	*
WL: Korean	28	24	85.7	338	310	91.7
WL: Mandarin	55	50	90.9	1,526	1,428	93.6
WL: Portuguese	7	*	*	46	39	84.8
WL: Punjabi	0			27	17	63.0
WL: Russian	3	*	*	69	60	87.0
WL: Spanish	204	137	67.2	6,956	6,086	87.5
WL: Turkish	4	*	*	14	13	92.9
WL: Vietnamese	6	*	*	116	108	93.1
Writing Skills	251	199	79.3	12,354	10,505	85.0

**Note: Pass rates are not reported for exams with fewer than 10 candidates*

[Appendix B13](#) displays the CSET: Multiple Subjects passing rates by selected demographic variables.

Table 15 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

Table 15: CSET: All Examinations (total attempt) – Annual (2023-24) and Cumulative (life of examination) Passing Rates by Candidate-Reported Gender and Ethnicity

CSET (all subject areas)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	12,434	7,372	59.3	474,412	384,316	81.0
Female	8,018	4,679	58.4	327,685	269,124	82.1
Male	3,977	2,374	59.7	140,035	109,583	78.3
Nonbinary	76	58	76.3	249	210	84.3
Decline to state	363	261	71.9	6,443	5,399	83.8
African American	659	246	37.3	20,088	13,092	65.2
Asian American	1,751	1,177	67.2	52,785	42,620	80.7
Hispanic American	4,167	2,055	49.3	100,439	76,261	75.9
Native American	93	46	49.5	2,986	2,269	76.0
White	4,697	3,201	68.1	243,170	204,868	84.2

The cumulative passing rate was higher than the annual rate due to multiple testing opportunities. Passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level. This information and more can be found in the appendices.

[Appendix B](#) displays CSET: Single Subject passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

National Evaluation Series (NES) Examinations

The National Evaluation Series - Assessment of Professional Knowledge (NES-APK) examinations were adopted by the Commission in 2014 for use within the Early Completion Option (ECO) of Intern preparation programs. This examination assesses candidate pedagogical knowledge within specified content areas. Passing this examination allows ECO candidates to waive preparation coursework within the Intern program. The specific NES APK Assessments adopted by the Commission are shown below.

- National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)
- National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)

Each of the NES assessments contains 100 multiple choice questions, one case study written assignment, and one work product written assignment. The general structure of the examinations is shown below. Table 16 shows the content domains and item format for the NES examinations.

Table 16: NES Assessment of Professional Knowledge Test Structure

Content Domain	Test Question Format	Approximate Percentage of Test
I. Student Development and Learning	Multiple-Choice Questions	24%
II. Assessment, Instruction, and the Learning Environment	Multiple-Choice Questions	40%
II. Assessment, Instruction, and the Learning Environment	Written Assignment: Case Study	10%
III. The Professional Environment	Multiple-Choice Questions	16%
III. The Professional Environment	Written Assignment: Work Product	10%

NES Passing Rates

Tables 17 and 18 show the initial and cumulative passing rates for the NES examinations in California.

Table 17: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2023-24) and Cumulative (2014-24) Passing Rates

Subtest	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
051 Assessment of Professional Knowledge - Elementary	350	313	89	3,821	3,490	91
052 Assessment of Professional Knowledge - Secondary	238	221	93	2,762	2,566	93

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2023-24) and Cumulative (2014-2024) Passing Rates by Candidate-Reported Gender and Ethnicity

All Subtests	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	588	534	91	6,583	6,056	92
Female	455	408	90	4,839	4,478	93
Male	121	115	95	1,650	1,491	90
African American	31	27	87	320	280	88
Asian American	42	33	79	533	443	83
Hispanic American	158	130	82	1,503	1,300	86
Native American	11	6	55	56	42	75
White	292	285	98	3,420	3,289	96

**Note: Pass rates are not reported for exams with fewer than ten candidates*

RICA: Reading Instruction Competence Assessment

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading, including both content and applied pedagogical knowledge. Passing the RICA examination is required for all Preliminary Multiple Subject Teaching Credential candidates and most California-trained Education Specialist Teaching Credential candidates. The RICA covers content within the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

Approximately 10 percent of the RICA assesses competencies in Domain 1; 33 percent assesses competencies in Domain 2; 13 percent in Domain 3; 20 percent in Domain 4; and 23 percent in Domain 5.

Candidates have two options for taking the RICA Examination: the Written Examination and the Video Performance Assessment. Each of these examination options is discussed below.

A. The RICA Written Examination

From 2009 to 2021, The RICA Written Examination consisted of two sections: a multiple-choice section and a constructed-response section. The RICA Written Examination was recently updated to include three separate subtests which can each be taken separately. Data for both the 2009 version of RICA and the current three subtest version are contained in this report.

2009 RICA Multiple-Choice Section

This section consists of 70 multiple-choice questions - 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading

instruction is directly assessed, and contextualized constructed-response questions as described below.

2009 RICA Constructed-Response Section

The constructed-response section includes two types of items for which candidates have to write an original response. These are:

1. Focused educational problems and instructional tasks – These items present problems or tasks in educational contexts and require candidates first to consider information about a class, a group of students, an individual student, or an instructional situation, and then to provide explanations related to or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks are included in each examination. Each problem or task assesses one or more competencies in Domains 2 through 5, with one problem or task for each domain. The problem or task for Domains 3 and 4 each requires a written response of approximately 75-125 words and those in Domains 2 and 5 each require a written response of approximately 150-300 words.
2. A case study based on a student profile – For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student’s reading performance. Candidates are asked to assess the student’s reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination has one case study, which includes content related to all five domains. Candidates provide a written response of approximately 300-600 words.

Current (2021) RICA Test Design

The current version of RICA contains the same types of multiple choice and constructed response items described above broken into three different subtests.

- Subtest I: 35 multiple-choice questions and 2 constructed-response questions
- Subtest II: 35 multiple-choice questions and 2 constructed-response questions
- Subtest III: 25 multiple-choice questions and 1 constructed-response question

B. The RICA Video Performance Assessment

The RICA Video Performance Assessment is designed to allow the candidate to choose and submit videos of his/her best classroom work related to teaching reading. Candidates must create three “video packets,” each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one video should demonstrate the candidate’s competencies in Domains 1 and 2, one should demonstrate the candidate’s competencies in Domains 1 and 4, and the last should demonstrate the candidate’s competencies in Domains 1 and 5. Domain 3: Fluency was not included as a separate video requirement because its content is extensively interrelated with the areas already covered by Domains 2, 4, and 5.

Scoring the RICA

The RICA Written Examination consists of multiple-choice and constructed-response items, as described above. The score for the multiple-choice sections is based on the number of questions candidates correctly answer with no penalty for wrong answers. For the constructed-response items, each response receives a score from two qualified and calibrated scorers, each working independently. The sum of the two scores for each response represents that response’s raw score. The raw scores for each of the items are then weighted according to the Commission-approved test design. A candidate’s total score for the RICA Written Examination is the sum of the scores on the multiple-choice sections and the weighted score from the constructed-responses, which are then converted to a scaled score. Responses to the constructed-response items account for half of a candidate’s total score, so candidates must perform well on both the multiple-choice and constructed-response sections to pass the RICA.

Each of the three Video Performance Assessment video packets is scored as a single unit, covering the candidate’s instructional context form, the video recorded instruction, and the reflection form. Each packet is evaluated by two qualified and calibrated scorers, each working independently, with no scorer reviewing more than one of the candidate’s packets. A candidate’s raw score is the sum of the six scores from the scorers. This raw score is then converted to a scaled score. The score range for both the RICA Written and Performance assessments is 100-300 with the minimum passing score set at 220.

Examination Volume

Table 19 provides the number of RICA assessments administered from August 2019 through July 2024. The number of RICA administrations has declined over the last several years.

Table 19: Number of RICA Assessments Administered, 2019-24

Testing Year	Written (Single Assessment Version)	Written (All Three Subtests)	Video (VPA)
2019-24	21,133	33,104	1,392
2023-24		10,559	514
2022-23		12,596	450
2021-22		9,874	152
2020-21	9,313	75	67
2019-20	11,820		209

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2019 to 2024) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in [Appendix D1](#). Most of the individuals who responded to the background questions reported having a bachelor’s degree or higher. More than 7 percent reported having a master’s degree or higher. When examinees are asked about which language best meets their needs, nearly all choose English. A small minority of the responding examinees were men and more than half of all examinees reported an ethnicity as something other than “White.” About a third indicated taking the RICA to satisfy the Multiple Subject credential requirement and 11 percent indicated the Education Specialist requirement.

Table 20 provides First-Time and Cumulative Passing Rates for both the RICA Written Examination and Video Performance Assessment combined for the past five years.

Table 20: RICA – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-24	42,721	23,045	53.9	42,721	36,571	85.6
2023-24	10,171	5,376	52.9	10,171	7,433	73.1
2022-23	11,855	5,621	47.4	11,855	10,317	87.0
2021-22	8,086	4,484	55.5	8,086	7,521	93.0
2020-21	6,254	3,731	59.7	6,254	5,569	89.0
2019-20	6,355	3,833	60.3	6,355	5,731	90.2

The cumulative passing rate for RICA is about 85 percent for the combined five cohorts represented in this report (2019-2024). The 2023-24 cohort who took the RICA has a cumulative passing rate of 73.1 percent, though they have not had as many chances to retake the assessment as previous cohorts.

The RICA: Written changed in 2021-22 from a single-administration exam to a three-subtest examination, and the numbers of test-takers increased between 2021-22 and 2022-23. We can see in the 2021-22 data that the cumulative passing rate has begun to increase for the first cohort of examinees to take the three-subtest version of RICA.

Table 21 shows the first time and cumulative passing rates for the written and video performance versions of RICA over the last five years.

Table 21: RICA – First-Time and Cumulative Passing Rates, 2019–24

Section	First-Time	Cumulative
Written	53.9	85.2
Video Performance Assessment	50.1	58.4
WE and VPA Combined	53.9	85.6

There is a difference between first time and cumulative passing rates of about eight percentage points for the Video Performance Assessment and more than 30 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA and eventually pass, thereby leading to an increase in the cumulative passing rates.

Passing Rate by Candidate-Reported Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in [Appendix D2](#). First-time and cumulative passing rates by candidate-reported gender and ethnicity are shown in Table 22 below.

Table 22: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2019–24

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	6,282	2,857	45.5	6,282	5,039	80.2
Female	35,837	19,780	55.2	35,837	31,005	86.5
Nonbinary	81	51	63.0	81	72	88.9
Decline to state	521	357	68.5	521	455	87.3
African American/Black	1,689	702	41.6	1,689	1,274	75.4
Asian American/Asian	2,082	1,392	66.9	2,082	1,856	89.1
Filipino	1,005	565	56.2	1,005	862	85.8
Southeast Asian American	934	488	52.2	934	778	83.3
Pacific Island American	167	88	52.7	167	145	86.8
Mexican American or Chicano	12,221	5,129	42.0	12,221	9,954	81.4
Latino, Latin American, Puerto Rican, Hispanic	4,230	1,928	45.6	4,230	3,492	82.6
Native American, American Indian	273	141	51.6	273	235	86.1
White, non-Hispanic	16,832	10,893	64.7	16,832	15,189	90.2
Other	2,119	1,051	49.6	2,119	1,767	83.4
No ethnicity response	1,169	668	57.1	1,169	1,019	87.2

CTEL: California Teacher of English Learners

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Since 2003, candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn an English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTEL examination is criterion-referenced - that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees. The CTEL subtests' content is provided below.

CTEL Subtest 1: Language and Language Development

This subtest covers language structure and use and first- and second-language development and their relationship to academic achievement. This subtest is in English and consists of 50 multiple-choice questions and one essay.

CTEL Subtest 2: Assessment and Instruction

This subtest covers the assessment of English learners, the foundations of English language and literacy development and content instruction, and approaches and methods for English language development and content instruction. This subtest is in English and consists of 60 multiple-choice questions and two essays.

CTEL Subtest 3: Culture and Inclusion

This subtest covers culture and cultural diversity and their relationship to academic achievement and culturally inclusive instruction. This subtest is in English, does not focus on any specific cultural group, and has 40 multiple-choice questions and one essay.

Scoring of the CTEL

Candidates must earn a passing score on each of the examination's subtests to pass the entire CTEL examination. Each subtest is scored separately. For each subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s) but must pass each subtest in its entirety based on a single testing session.

Examination Volume

Table 23 shows the total number of CTEL examinations administered over the past five years. The current candidate pool of CTEL test-takers primarily represents out-of-state teachers who need to earn an EL authorization, and/or other credential holders who still need to earn or add an EL authorization.

Table 23: Number of CTEL Examinations Administered, 2019–24

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2019-20	1,815	1,633	1,747
2020-21	1,806	1,600	1,720
2021-22	1,757	1,531	1,639
2022-23	2,183	1,987	2,074
2023-24	2,215	2,017	2,051

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2019-20 through 2023-24. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below. The cumulative passing rate for the 2023-24 cohort reflects the fewer number of times that this group has had an opportunity to retake the exam.

Table 24: CTEL – First-Time and Cumulative Passing Rates, 2019–24

Testing Year	First-time N Tried All 3 Subtests	First-time N Passed All 3 Subtests	First-time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass when All 3 are Attempted
2019-24	6,348	2,789	43.9	6,348	4,288	67.5
2019-20	1,223	575	47.0	1,223	925	75.6
2020-21	1,259	633	50.3	1,259	984	78.2
2021-22	1,146	510	44.5	1,146	829	72.3
2022-23	1,442	599	41.5	1,442	954	66.2
2023-24	1,278	472	36.9	1,278	596	46.6

CTEL, first administered in December 2005, shows a first-time passing rate of 45 percent for 2019 to 2024. The first-time passing rates for all three subtests are smaller in more recent years because those examinees have had fewer chances to retest.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2019–24

Gender and Ethnicity	First-Time N Tried All 3 Subtests	First-Time N Passed All 3 Subtests	First-Time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass When All 3 are Attempted
Female	4,832	2,188	45.3	4,832	3,318	68.7
Male	1,377	537	39.0	1,377	877	63.7
Nonbinary	14	5	35.7	14	8	57.1
Decline to state	125	59	47.2	125	85	68.0
African American/Black	349	73	20.9	349	155	44.4

Gender and Ethnicity	First-Time N Tried All 3 Subtests	First-Time N Passed All 3 Subtests	First-Time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass When All 3 are Attempted
Asian American/Asian	226	122	54.0	226	179	79.2
Filipino	152	40	26.3	152	77	50.7
Southeast Asian American	52	19	36.5	52	31	59.6
Pacific Island American	24	2	8.3	24	6	25.0
Mexican American or Chicano	561	139	24.8	561	278	49.6
Latino, Latin American, Puerto Rican, Hispanic	403	111	27.5	403	208	51.6
Native American, American Indian	43	21	48.8	43	30	69.8
White, non-Hispanic	3,947	2,026	51.3	3,947	2,941	74.5
Other	364	138	37.9	364	233	64.0
No ethnicity response	227	98	43.2	227	150	66.1

CSET: World Languages (WL) Bilingual-Specific Examinations

The purpose of the CSET: World Languages (WL) Bilingual-Specific subtests is for candidates to demonstrate they have the level of knowledge and skills required to effectively teach English learners and other students in bilingual classroom settings and programs. The CSET: World Languages examinations are criterion-referenced: that is, the examinee’s knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

Passage of the two CSET: World Languages Bilingual-Specific subtests plus the CSET: World Language target language proficiency skills subtest is one way to satisfy the bilingual portion of the requirements for a Bilingual Authorization. An individual also needs an English learner authorization as well as an appropriate prerequisite credential as part of the requirements for a bilingual authorization.

The information below describes the content of the CSET: World Languages subtests. Examinations are available for Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese.

CSET: World Languages: Subtest III (or Subtest II, for low incidence languages): Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression

There are multiple versions of this subtest, each focusing on a specific language. Each version consists of four separate components: listening, speaking, reading, and writing the target language. This subtest is used by all candidates for a single subject World Language credential as well as by candidates for a bilingual credential to ensure that all candidates using a language other than English for instructional purposes meet the same standards of language proficiency as established by the Commission. The specific number of multiple-choice items and constructed-response items may vary across languages. For the Listening component, examinees listen to oral language samples and answer questions; for the Reading component, examinees read passages written in the target language and respond to questions; for the Speaking component, candidates respond orally in the target language to speaking assignment prompts; and for the Writing component, examinee write responses in the target language to specific writing prompts.

Note: For the less commonly taught languages of Hebrew, Hindi, Italian, Portuguese, and Turkish, candidates must pass the alternative language assessment approved by the Commission for this purpose. The alternative language assessments mirror the CSET subtest structure and content but are developed, administered, and scored by local educational and/or cultural agencies representative of those languages and cultures, as approved by the Commission. For the least commonly taught world languages such as, for example, Turkish, the Commission adopted an additional alternative language assessment process in 2015 that includes an oral language proficiency assessment administered and scored by the American Council on the Teaching of Foreign Languages (ACTFL – OPI). Additionally, candidates applying for the Single Subject World Language Credential in Latin may pass the Washington Educator Skills Tests-Endorsements (WEST-E): Designated World Languages: Latin in lieu of completing a Commission-approved subject matter program in Latin as one part of the requirements for the Single Subject World Language Credential in Latin.

CSET: World Languages: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment

This test covers foundations of bilingual education; bilingualism and biliteracy; intercultural communication and culturally inclusive instruction; school, home, and community collaboration; language and literacy instruction and assessment in bilingual education settings; content instruction and assessment in bilingual education settings; and evaluation, use, and augmentation of materials in bilingual education settings. Subtest 4 is in English, does not focus on any specific language, and consists of 50 multiple-choice questions.

CSET: World Languages: Subtest V: Bilingual Culture

There are multiple versions of this subtest, each focusing on a specific culture and its experiences outside its native country or countries. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the sociopolitical context; the sociocultural context; and cross cultural, intercultural, and intracultural contexts. Each version is in English and consists of either 50 multiple-choice questions or five constructed-response questions, based on the target culture. Candidates may respond in English or in the target language.

Table 26: Number of WL Bilingual-Specific Examinations for Spanish Administered, 2019–24

Testing Year	Bilingual Education - CSET: WL: Subtest IV	Bilingual Culture - CSET: WL: Spanish Subtest V	Target Language - CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)
2019-20	345	403	223
2020-21	382	409	280
2021-22	299	351	214
2022-23	525	593	318
2023-24	581	591	352

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-24 CSET: WL Bilingual cohorts who were seeking the Bilingual Authorization in Spanish. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

Table 27: CSET: WL Bilingual-Specific Examinations for Spanish – Annual (2023-24) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-24

Gender and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	360	174	48.3	4,841	3,352	69.2
Female	288	130	45.1	3,891	2,669	68.6
Male	67	40	59.7	892	640	71.7
Nonbinary	2	*	*	3	*	*
Decline to state	3	*	*	55	40	72.7
African American	2	*	*	30	17	56.7
Asian American	4	*	*	134	80	59.7
Hispanic American	306	142	46.4	3,501	2,377	67.9
Native American	0			8	*	*
White	32	21	65.6	738	590	79.9

**Note: Pass rates are not reported for exams with fewer than ten candidates.*

The 2023-24 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 48.3 percent, and the 2003-24 cumulative passing rate is 69.2 percent.

CPACE: California Preliminary Administrative Credential Examination

In 2008, the Commission approved the development of a California-specific examination for earning a preliminary administrative services credential, and in 2011 the Commission-owned CPACE became operational. The purpose of the California Preliminary Administrative Credential Examination (CPACE) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice.

The CPACE was first developed during 2010-11 and the initial CPACE administration was held in June 2011. At the February 2014 Commission meeting, the Commission authorized updating the CPACE to include a more performance-based approach to measuring the skills necessary for performing the job of a school site principal. At its August 2015 meeting, the Commission adopted a new passing score standard for the current CPACE. The CPACE is administered during three windows annually in February, June, and October.

The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following six domains:

- Domain I: Visionary and Inclusive Leadership
- Domain II: Instructional Leadership
- Domain III: School Improvement Leadership
- Domain IV: Professional Learning and Growth Leadership
- Domain V: Organizational and Systems Leadership
- Domain VI: Community Leadership

Scoring the CPACE

To pass the CPACE, an examinee must pass two components or subtests. Examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment, although candidates may take and pass these two components separately at different test administrations.

CPACE scores are reported on a standard range of 100-300, with the scaled score of 220 representing the minimum passing score as determined by the Commission. Table 28 shows the annual (2023-24) and cumulative (2015-24) passing rates for the CPACE.

Table 28: CPACE Annual (2023-24) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2023-24)	Cumulative (2019–24)
CPACE: Content Number Attempted	2,072	9,444
CPACE: Content Number Passed	1,247	7,052
CPACE: Content % Passed	60.2	74.7
CPACE: Performance Number Attempted	2,233	7,773
CPACE: Performance Number Passed	340	2,737
CPACE: Performance % Passed	15.2	35.2
Total CPACE Number Attempted	2,190	7,654
Total CPACE Number Passed	334	2,705
Total CPACE % Passed	15.3	35.3

It is interesting to note that CPACE overall passing rates remain very low. Far more people pass the content assessment than pass the performance assessment. Candidates must pass both sections to pass the CPACE.

Table 29 shows annual and cumulative passing rates by gender and ethnicity for candidates who took both the content and performance section of CPACE.

Table 29: CPACE (Content and Performance Combined) Annual (2023-24) and Cumulative (2019-24) Passing Rates by Candidate-Reported Gender and Ethnicity

	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	2,190	334	15.3	7,654	2,705	35.3
Ethnicity						
Not Specified	86	20	23.3	532	240	45.1
African American/Black	159	11	6.9	495	112	22.6
Japanese American/Japanese	13	2	15.4	58	27	46.6
Chinese American/Chinese	26	4	15.4	96	39	40.6
Korean American/Korean	27	9	33.3	98	39	39.8
Filipino American/Filipino	46	4	8.7	132	45	34.1
Cambodian American/Cambodian	2	*	*	6	*	*
Laotian American/Laotian	4	*	*	5	*	*
Vietnamese American/Vietnamese	15	1	6.7	49	19	38.8
Other SE Asian Amer/SE Asian	10	3	30.0	28	8	28.6
Asian Indian American/Asian Indian	10	4	40.0	64	33	51.6
Hawaiian	5	*	*	11	5	45.5
Guamanian	1	*	*	5	*	*
Samoan	2	*	*	5	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	7	*	*
Mexican American/Chicano	338	39	11.5	927	249	26.9
Latino/Latino American/Puerto Rican/Other Hispanic	157	16	10.2	448	119	26.6
Native Amer/Amer Indian/Alaskan Native	16	1	6.3	51	11	21.6
White (non-Hispanic)	1,169	199	17.0	4,278	1,642	38.4
Other	103	19	18.4	359	112	31.2
Gender						

	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Female	1,674	263	15.7	5,822	2,162	37.1
Male	464	61	13.1	1,693	501	29.6
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
No Response	52	10	19.2	139	42	30.2

CPACE passing rates by other demographic variables can be found in [Appendix E](#), including pass-rates based on candidate responses to background questions.

The majority of examinees who took both the content and performance portions of CPACE in 2023-24 and who responded to this background question reported having a master’s degree or higher. Examinees who reported that they work in a school district or county office setting passed at a higher rate than educators who reported working in other education settings. Three to four times as many women as men complete both sections of CPACE and women are passing CPACE at a higher rate than men.

Summary Highlights, All Examinations

- The effects of AB130 can clearly be seen in this report, even if the report does not yet capture the expected additional effects of SB153. More information on the immediate effects of SB153 will be available in next year’s report. Some indicators showing expected changes as a result of AB130:
 - The ratios of the numbers of candidates who are meeting the BSR and the SMR by examination compared to those meeting these requirements by coursework or degree are changing, as seen in Tables 1 and 2 of this report.
 - The total number of CBEST administrations is down across the board, with the number of administrations dropping to half for some sections during the five-year period covered by this report.
- Fewer examinees attempted to take a CSET during the most recent year of this report than the year previous, but, because CSET is also used to add single subject authorizations to existing credentials, it remains a popular series of exams.
- All other examinations show fairly stable or expected administration and passing rate patterns for the past five years, 2019-20 to 2023-24.
- The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, CSET and CPACE examinations clearly indicate that many examinees persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

Additional examinations data, including first time and cumulative passing rates for examinations by examinee-reported demographics and examinee answers to background questions can be found in the appendices.

Report on Passing Rates of Commission-Approved Examinations 2019-20 to 2023-24

Appendices

All demographic and background information included in these appendices is self-reported by examinees. Examinees are not required to provide demographic or background information.

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Appendix A: CBEST

Appendix A1: CBEST Participation and Demographic Data, 2019 to 2024

CBEST 2019 to 2024	N	%
ALL EXAMINEES	100,040	100.0
Highest Level of High School Math Completed	N	%
No High School Math	172	0.2
General Math/Algebra I	12,029	12.0
Algebra II and/or Geometry	30,970	31.0
Pre-calculus	33,563	33.5
Calculus	14,384	14.4
No response	8,922	8.9
Number of High School Literature Courses	N	%
No courses taken	18,332	18.3
1 course	40,088	40.1
2 or 3 courses	32,265	32.3
No response	9,355	9.4
Number of High School Writing Courses	N	%
No courses taken	42,220	42.2
1 course	32,598	32.6
2 or 3 courses	15,867	15.9
No response	9,355	9.4
Number of High School Oral Language Courses	N	%
No courses taken	79,671	79.6
1 or 2 courses	11,014	11.0
No response	9,355	9.4
High School Grade Point Average	N	%
3.50 to 4.00	41,649	41.6
3.00 to 3.49	35,407	35.4
2.50 to 2.99	14,881	14.9
Below 2.50	4,989	5.0
No response	3,114	3.1
High School Attendance	N	%
In California	80,759	80.7
Some in California	1,977	2.0
Not in California	15,307	15.3
No response	1,997	2.0
College Math	N	%
No college math	4,965	5.0
HS-level courses	23,836	23.8
Calculus and/or Statistics	48,492	48.5
Advanced math	12,805	12.8
No response	9,942	9.9
College Grade Point Average	N	%

CBEST 2019 to 2024	N	%
3.50 to 4.00	32,186	32.2
3.00 to 3.49	40,597	40.6
2.50 to 2.99	19,039	19.0
Below 2.50	3,540	3.5
No response	4,678	4.7
Number of College Literature Courses	N	%
No courses taken	37,505	37.5
1 course	34,244	34.2
2 or 3 courses	18,145	18.1
No response	10,146	10.1
Number of College Writing Courses	N	%
No courses taken	36,455	36.4
1 course	40,443	40.4
2 or 3 courses	12,996	13.0
No response	10,146	10.1
Number of College Oral Language Courses	N	%
No courses taken	65,594	65.6
1 or 2 courses	24,300	24.3
No response	10,146	10.1
Education Level	N	%
HS/Lower Division College	3,786	3.8
Upper Division College	18,140	18.1
Bachelor's degree	49,875	49.9
Bachelor's degree + additional units	13,013	13.0
Master's degree	9,154	9.2
More than Master's degree	3,908	3.9
No response	2,164	2.2
Years Away from College	N	%
Currently attending college	21,309	21.3
Less than a year	21,015	21.0
1-3 years	21,399	21.4
4-10 years	17,111	17.1
More than 10 years	15,036	15.0
No response	4,170	4.2
Professional Preparation	N	%
Enrolled in Professional Preparation Program	61,888	61.9
Completed Professional Preparation Program	10,962	11.0
Considering a Professional Preparation Program	14,080	14.1
Not enrolled in Professional Preparation Program	1,313	1.3
Have not begun Professional Preparation Program	6,325	6.3
No response	5,472	5.5
Special Preparation	N	%
Took test preparation courses	11,141	11.1

CBEST 2019 to 2024	N	%
Did not take test preparation courses	84,453	84.4
No response	4,446	4.4
Employment Status	N	%
Student	19,274	19.3
Working as a teacher in a school	8,804	8.8
Working as school/district administrator	806	0.8
Working in another school role	24,149	24.1
Employed, but not in a school role	27,213	27.2
Unemployed outside the home	15,702	15.7
No response	4,092	4.1
Reason for Taking CBEST	N	%
For teaching credential	41,107	41.1
For service credential	3,015	3.0
For Full-time or Part-time employment or substitute list	43,008	43.0
For admission to Professional Preparation program	10,244	10.2
No response	2,666	2.7
Type of Credential	N	%
Elementary teaching	21,615	21.6
Secondary teaching	17,305	17.3
Teaching adults	582	0.6
Teaching special education students	5,894	5.9
Admin. Services or school counseling	4,679	4.7
Emergency/substitute teaching	12,982	13.0
Other credential or permit	7,660	7.7
Not now seeking credential/permit	7,776	7.8
No response	21,547	21.5
Father's Education	N	%
High school diploma or less	40,077	40.1
Some college	17,104	17.1
Bachelor's degree or higher	31,440	31.4
Unknown	9,226	9.2
No response	2,193	2.2
Mother's Education	N	%
High school diploma or less	36,603	36.6
Some college	22,540	22.5
Bachelor's degree or higher	32,753	32.7
Unknown	5,960	6.0
No response	2,184	2.2
Best Language	N	%
English	95,710	95.7
Spanish	1,713	1.7
Other languages	1,562	1.6
No response	1,055	1.1

CBEST 2019 to 2024	N	%
Gender	N	%
Female	68,495	68.5
Male	28,990	29.0
Nonbinary	513	0.5
Decline to state	2,042	2.0
Ethnicity	N	%
African American	6,533	6.5
Asian American	4,002	4.0
Filipino	2,967	3.0
Southeast Asian	2,213	2.2
Pacific Islander	477	0.5
Mexican American	27,379	27.4
Latino	11,050	11.0
Native American	614	0.6
White	35,805	35.8
Other	6,848	6.8
No response	2,152	2.2

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2019-24

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	79,988	51,773	64.7	79,988	63,384	79.2
High School Math Coursework						
No High School Math	127	52	40.9	127	75	59.1
General Math/Algebra I	8,693	3,376	38.8	8,693	5,355	61.6
Algebra II and/or Geometry	24,246	13,933	57.5	24,246	18,168	74.9
Pre-calculus	27,955	20,043	71.7	27,955	23,605	84.4
Calculus	12,554	10,204	81.3	12,554	11,281	89.9
No response	6,413	4,165	64.9	6,413	4,900	76.4
High School Grade Point Average						
3.50 to 4.00	34,929	25,844	74.0	34,929	29,870	85.5
3.00 to 3.49	27,865	16,850	60.5	27,865	21,349	76.6
2.50 to 2.99	11,121	5,738	51.6	11,121	7,799	70.1
Below 2.50	3,689	1,816	49.2	3,689	2,549	69.1
No response	2,384	1,525	64.0	2,384	1,817	76.2
High School Attendance						
In California	64,853	42,126	65.0	64,853	51,849	79.9
Some in California	1,567	978	62.4	1,567	1,226	78.2
Not in California	12,088	7,697	63.7	12,088	9,156	75.7
No response	1,480	972	65.7	1,480	1,153	77.9
College Math						
No college math	3,938	2,696	68.5	3,938	3,189	81.0
HS-level courses	18,710	10,399	55.6	18,710	13,832	73.9
Calculus and/or Statistics	39,542	26,505	67.0	39,542	32,078	81.1
Advanced math	10,673	7,518	70.4	10,673	8,842	82.8
No response	7,125	4,655	65.3	7,125	5,443	76.4
College Grade Point Average						
3.50 to 4.00	26,947	19,422	72.1	26,947	22,774	84.5
3.00 to 3.49	32,248	20,228	62.7	32,248	25,252	78.3
2.50 to 2.99	14,582	8,348	57.2	14,582	10,716	73.5

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Below 2.50	2,652	1,484	56.0	2,652	1,904	71.8
No response	3,559	2,291	64.4	3,559	2,738	76.9
Number of High School Literature Courses						
No courses taken	13,694	6,328	46.2	13,694	9,074	66.3
1 course	31,857	19,730	61.9	31,857	24,973	78.4
2 or 3 courses	27,565	21,246	77.1	27,565	24,059	87.3
No response	6,872	4,469	65.0	6,872	5,278	76.8
Number of High School Oral Language Courses						
No courses taken	64,379	41,816	65.0	64,379	51,588	80.1
1 or 2 courses	8,737	5,488	62.8	8,737	6,518	74.6
No response	6,872	4,469	65.0	6,872	5,278	76.8
Education Level						
HS/Lower Division College	2,878	1,701	59.1	2,878	2,005	69.7
Upper Division College	14,858	9,819	66.1	14,858	12,048	81.1
Bachelor's degree	39,798	25,712	64.6	39,798	31,576	79.3
Bachelor's degree + additional units	10,419	6,747	64.8	10,419	8,396	80.6
Master's degree	7,233	4,562	63.1	7,233	5,531	76.5
More than Master's degree	3,165	2,157	68.2	3,165	2,556	80.8
No response	1,637	1,075	65.7	1,637	1,272	77.7
Years Away from College						
Currently attending college	17,310	11,303	65.3	17,310	13,771	79.6
Less than a year	17,255	11,273	65.3	17,255	13,994	81.1
1-3 years	17,009	10,588	62.2	17,009	13,304	78.2
4-10 years	13,445	8,555	63.6	13,445	10,454	77.8
More than 10 years	11,789	7,995	67.8	11,789	9,414	79.9
No response	3,180	2,059	64.7	3,180	2,447	76.9
Professional Preparation						

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Enrolled in Professional Preparation	50,636	34,418	68.0	50,636	40,904	80.8
Completed Professional Preparation	8,315	5,095	61.3	8,315	6,418	77.2
Considering Professional Preparation	10,843	5,905	54.5	10,843	8,289	76.4
Not enrolled in Professional Preparation	978	492	50.3	978	670	68.5
Have not begun Professional Preparation	5,038	3,132	62.2	5,038	3,881	77.0
No response	4,178	2,731	65.4	4,178	3,222	77.1
Special Preparation						
Took test preparation courses	8,632	4,546	52.7	8,632	6,341	73.5
Did not take test preparation courses	67,908	44,926	66.2	67,908	54,335	80.0
No response	3,448	2,301	66.7	3,448	2,708	78.5
Employment Status						
Student	15,913	10,228	64.3	15,913	12,833	80.6
Working as a teacher in a school	6,339	3,437	54.2	6,339	4,544	71.7
Working as school/district administrator	552	265	48.0	552	378	68.5
Working in another school role	18,329	10,609	57.9	18,329	13,802	75.3
Employed, but not in a school role	22,490	15,733	70.0	22,490	18,477	82.2
Unemployed outside the home	13,189	9,357	70.9	13,189	10,834	82.1

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No response	3,176	2,144	67.5	3,176	2,516	79.2
Reason for Taking CBEST						
For teaching credential	32,708	19,633	60.0	32,708	25,334	77.5
For service credential	2,380	1,493	62.7	2,380	1,904	80.0
For employment or substitute list	34,578	23,754	68.7	34,578	27,820	80.5
For admission to Professional Preparation	8,241	5,436	66.0	8,241	6,648	80.7
No Response	2,081	1,457	70.0	2,081	1,678	80.6
Type of Credential						
Elementary teaching	17,375	9,670	55.7	17,375	12,980	74.7
Secondary teaching	14,388	9,624	66.9	14,388	11,854	82.4
Teaching adults	431	242	56.1	431	303	70.3
Teaching special education students	4,665	2,383	51.1	4,665	3,354	71.9
Admin. Services or school counseling	3,645	1,910	52.4	3,645	2,640	72.4
Emergency/substi tute teaching	10,661	7,475	70.1	10,661	8,773	82.3
Other credential or permit	6,169	4,091	66.3	6,169	4,962	80.4
Not now seeking credential/permit	6,592	4,425	67.1	6,592	5,313	80.6
No response	16,062	11,953	74.4	16,062	13,205	82.2
Father's Education						
High school diploma or less	31,194	18,196	58.3	31,194	23,359	74.9
Some college	14,190	9,902	69.8	14,190	11,841	83.4
Bachelor's degree or higher	26,225	19,474	74.3	26,225	22,453	85.6
Unknown	6,692	3,046	45.5	6,692	4,394	65.7

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No response	1,687	1,155	68.5	1,687	1,337	79.3
Mother's Education						
High school diploma or less	28,095	15,989	56.9	28,095	20,644	73.5
Some college	18,582	12,654	68.1	18,582	15,313	82.4
Bachelor's degree or higher	27,377	20,291	74.1	27,377	23,475	85.7
Unknown	4,267	1,711	40.1	4,267	2,636	61.8
No response	1,667	1,128	67.7	1,667	1,316	78.9
Best Language						
English	76,949	50,672	65.9	76,949	61,762	80.3
Spanish	1,112	256	23.0	1,112	490	44.1
Other languages	1,138	300	26.4	1,138	501	44.0
No response	789	545	69.1	789	631	80.0
Gender						
Female	53,903	33,037	61.3	53,903	41,406	76.8
Male	24,101	17,210	71.4	24,101	20,245	84.0
Nonbinary	406	338	83.3	406	368	90.6
Decline to state	1,578	1,188	75.3	1,578	1,365	86.5
Ethnicity						
African American	4,819	2,415	50.1	4,819	3,269	67.8
Asian American	3,217	1,991	61.9	3,217	2,370	73.7
Filipino	2,363	1,422	60.2	2,363	1,721	72.8
Southeast Asian	1,704	1,001	58.7	1,704	1,249	73.3
Pacific Islander	383	255	66.6	383	313	81.7
Mexican American	20,933	11,625	55.5	20,933	15,397	73.6
Latino	8,339	4,566	54.8	8,339	6,011	72.1
Native American	478	303	63.4	478	377	78.9
White	30,723	23,969	78.0	30,723	27,399	89.2
Other	5,236	3,018	57.6	5,236	3,792	72.4
No response	1,793	1,208	67.4	1,793	1,486	82.9

Appendix B: CSET

Appendix B1: Domains, and Item Types for CSET Examinations by Subtest

CSET: Agriculture

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Plant and Soil Science	25	2
I	Ornamental Horticulture	15	1
II	Animal Science	25	2
II	Environmental Science and Natural Resource Management	15	1
III	Agricultural Business and Economics	20	2
III	Agricultural Systems Technology	20	1

CSET: Art

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Presenting	20	-
I	All Domains (Creating & Presenting)	-	3
II	Responding	20	-
II	Connecting	20	-
II	All Domains (Responding & Connecting)	-	2

CSET: Business

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Business Management	20	1
I	Marketing	20	1
II	Accounting and Finance	25	1
II	Economics	15	1
III	Information Technology	25	1
III	Business Environment and Communication	15	1

CSET: Dance

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Performing	20	-
I	Responding	20	-

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Connecting	20	-
II	All Domains (Creating, Performing, Responding, Connecting)	-	5

CSET: English

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading Literature and Informational Texts	40	-
I	Composition and Rhetoric	10	
II	Language, Linguistics, and Literacy	50	-
III	Composition and Rhetoric	-	1
III	Reading Literature and Informational Texts	-	1
IV	Communications: Speech, Media, and Creative Performance	-	4

CSET: English Language Development

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Knowledge of English Learners in California and the United States	10	1
I	Applied Linguistics	34	2
II	Cultural Foundations	17	1
II	Foundations of English Learner Education in California and the United States	15	1
III	Principals of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	24	2

CSET: Health Science

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Foundations of Health Education	10	1
I	Human Growth and Development	10	-
I	Chronic and Communicable Diseases	20	1
II	Nutrition and Fitness	15	1
II	Mental and Emotional Health	10	-
II	Alcohol, Tobacco, and Other Drugs	15	1
III	Family Life and Interpersonal Relationships	15	1
III	Consumer and Community Health	15	-
III	Environmental Health	10	-

CSET: Home Economics

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Personal, Family, and Child Development	40	1
II	Nutrition, Foods, and Hospitality	40	2
III	Fashion and Textiles	12	1
III	Housing and Interior Design	12	1
III	Consumer Education	16	2

CSET: Industrial and Technology Education

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Nature of Technology	45	3
II	Power and Energy	25	1
II	Information and Communication	25	1
II	Project and Product Development	25	1

*CSET: Mathematics**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Number and Quantity	10	1
I	Algebra	25	2
II	Geometry	25	2
II	Probability and Statistics	10	1
III	Calculus	30	2

*Subtests I and II satisfy the subject matter requirement for the Foundational-level Mathematics credential

CSET: Multiple Subjects

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading, Language, and Literature	26	2
I	History and Social Science	26	2
II	Science	26	2
II	Mathematics	26	2
III	Physical Education	13	1
III	Human Development	13	1
III	Visual and Performing Arts	13	1

CSET: Music

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Presenting	20	-
I	All Domains (Creating & Presenting)	-	3
II	Responding	20	-
II	Connecting	20	-
III	All Domains (Responding & Connecting)	-	2

CSET: Physical Education

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Growth, Motor Development, and Motor Learning	20	1
I	The Science of Human Movement	20	1
II	The Sociology and Psychology of Human Movement	10	1
II	Movement Concepts and Forms	24	1
II	Assessment and Evaluation Principles	6	-
III	Professional Foundations	16	-
III	Integration of Concepts	24	1

*CSET: Science**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts	33	1
I	Physical Sciences	23	1
I	Life Sciences	22	1
I	Earth and Space Sciences	22	1
II	Concentration: Life Science	50	3
II	Concentration: Chemistry	50	3
II	Concentration: Earth and Space Sciences	50	3
II	Concentration: Physics	50	3

*Subtest I satisfies the subject matter requirement for both the full Science and Foundational-level General Science credentials.

CSET: Social Science

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	World History	35	2
I	World Geography	4	1

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
II	U.S. History	35	2
II	U.S. Geography	4	1
III	Civics	18	1
III	Economics	15	1
III	California History	7	1

CSET: Theatre

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Performing	20	-
I	Responding	20	-
I	Connecting	20	-
II	All Domains (Creating, Performing, Responding, Connecting)	-	5

CSET WL: American Sign Language

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Literary and Cultural Texts and Traditions	10	1
I	Cultural Analysis and Comparisons	20	1
II	General Linguistics	10	-
II	Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
III	Linguistics of the Target Language –American Sign Language (Error Analysis)	-	1
III	Language and Communication: Receptive Comprehension	18	1
III	Language and Communication: Expressive Production	-	2

CSET WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	3
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	1
II	Language and Communication: Oral Expression	-	2
II	Language and Communication: Listening Comprehension	-	2
II	Language and Communication: Reading Comprehension	-	2

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
II	Language and Communication: Written Expression	-	1
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	5	1
I	Linguistics of the Target Language	15	3
II	Literary and Cultural Texts and Traditions	10	2
II	Cultural Analysis and Comparisons	10	2
III	Language and Communication: Listening Comprehension	10	1
III	Language and Communication: Reading Comprehension	10	1
III	Language and Communication: Written Expression	-	2
III	Language and Communication: Oral Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: French, German, Russian

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: Spanish

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	20	-
V	Sociopolitical and Sociocultural Contexts	30	-

*CSET WL: Italian, Portuguese, Turkish**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	2
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	2

**To use the CSET examinations in Hebrew, Hindi, Italian, and Portuguese toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission.*

*CSET WL: Hebrew, Hindi**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	2
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

**To use the CSET examinations in Hebrew, Hindi, Italian, and Portuguese toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission.*

*CSET: Writing Skills**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Expository Writing	-	1
I	Expressive Writing	-	1

**CSET Writing Skills is used to satisfy the basic skills requirement for those who want to take it with all three sections of CSET Multiple Subject exam as an option for meeting the basic skills requirement.*

Appendix B2: CSET: Agriculture – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2003-24

CSET: Agriculture	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	13	6	46.2	349	202	57.9
Ethnicity						
African American	1	*	*	6	*	*
Asian American	0	*	*	13	8	61.5
Hispanic American	2	*	*	34	22	64.7
Native American	0	*	*	5	*	*
White, non-Hispanic	9	*	*	258	150	58.1
Gender						
Female	8	*	*	228	133	58.3
Male	4	*	*	118	68	57.6
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	3	*	*
College/University Training						
In California	8	*	*	257	156	60.7
Outside of California	2	*	*	30	16	53.3
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	37	16	43.2
Bachelor's degree + additional credits	3	*	*	224	137	61.2
Master's degree or doctoral degree	1	*	*	41	19	46.3

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B3: CSET: Art – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2022-24

CSET: Art	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	278	239	86.0	419	362	86.4
Ethnicity						
African American	8	*	*	19	14	73.7
Asian American	19	13	68.4	27	18	66.7
Hispanic American	63	48	76.2	101	78	77.2
Native American	3	*	*	5	*	*
White, non-Hispanic	150	137	91.3	221	204	92.3
Gender						
Female	195	164	84.1	299	257	86.0
Male	69	62	89.9	101	88	87.1
Nonbinary	2	*	*	3	*	*
Decline to state	12	11	91.7	16	14	87.5
College/University Training						
In California	188	158	84.0	282	240	85.1
Outside of California	43	42	97.7	71	67	94.4
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	5	*	*
Bachelor's degree + additional credits	137	116	84.7	193	163	84.5
Master's degree or doctoral degree	53	46	86.8	93	81	87.1

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B4: CSET: Business – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2003-24

CSET: Business	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	20	3	15.0	883	493	55.8
Ethnicity						
African American	1	*	*	60	16	26.7
Asian American	1	*	*	85	43	50.6
Hispanic American	3	*	*	94	49	52.1
Native American	0	*	*	6	*	*
White, non-Hispanic	11	3	27.3	547	326	59.6
Gender						
Female	7	*	*	353	175	49.6
Male	13	3	23.1	519	311	59.9
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	11	7	63.6
College/University Training						
In California	13	2	15.4	539	304	56.4
Outside of California	3	*	*	152	80	52.6
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	7	*	*
Bachelor's degree + additional credits	6	*	*	464	248	53.4
Master's degree or doctoral degree	3	*	*	293	181	61.8

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B5: CSET: Dance – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2021-24

CSET: Dance	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	60	52	86.7	122	110	90.2
Ethnicity						
African American	9	*	*	17	16	94.1
Asian American	3	*	*	8	*	*
Hispanic American	16	14	87.5	33	29	87.9
Native American	1	*	*	2	*	*
White, non-Hispanic	25	22	88.0	51	47	92.2
Gender						
Female	57	50	87.7	113	102	90.3
Male	2	*	*	7	*	*
Nonbinary	1	*	*	1	*	*
Decline to state	0	*	*	1	*	*
College/University Training						
In California	40	36	90.0	83	76	91.6
Outside of California	3	*	*	8	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	6	*	*
Bachelor's degree + additional credits	20	18	90.0	49	44	89.8
Master's degree or doctoral degree	18	16	88.9	30	28	93.3

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B6: CSET: English – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2014-24

CSET: English	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	823	529	64.3	12,678	10,560	83.3
Ethnicity						
African American	47	18	38.3	590	391	66.3
Asian American	81	54	66.7	1,098	929	84.6
Hispanic American	232	122	52.6	2,622	1,983	75.6
Native American	4	*	*	78	60	76.9
White, non-Hispanic	378	281	74.3	6,684	5,826	87.2
Gender						
Female	529	325	61.4	8,416	6,962	82.7
Male	255	174	68.2	3,972	3,349	84.3
Nonbinary	7	*	*	39	34	87.2
Decline to state	32	24	75.0	251	215	85.7
College/University Training						
In California	588	366	62.2	9,406	7,783	82.7
Outside of California	107	83	77.6	2,121	1,853	87.4
Educational Level						
Fresh/Soph/Jr/Sr College	34	21	61.8	1,109	937	84.5
Bachelor's degree + additional credits	403	242	60.0	7,140	5,953	83.4
Master's degree or doctoral degree	163	123	75.5	2,432	2,039	83.8
Undergraduate Major in English	72	43	59.7	4,005	3,518	87.8

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B7: CSET: English Language Development – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2014-24

CSET: English Language Development	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	21	1	4.8	194	25	12.9
Ethnicity						
African American	1	*	*	8	*	*
Asian American	3	*	*	28	5	17.9
Hispanic American	7	*	*	51	3	5.9
Native American	0	*	*	0	*	*
White, non-Hispanic	7	*	*	78	12	15.4
Gender						
Female	13	1	7.7	149	21	14.1
Male	7	*	*	42	4	9.5
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	3	*	*
College/University Training						
In California	10	1	10.0	122	17	13.9
Outside of California	2	*	*	22	4	18.2
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	2	*	*
Bachelor's degree + additional credits	3	*	*	87	9	10.3
Master's degree or doctoral degree	7	*	*	62	14	22.6

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B8: CSET: Health Science – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2003-24

CSET: Health Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	243	126	51.9	4,678	3,561	76.1
Ethnicity						
African American	9	*	*	267	151	56.6
Asian American	23	14	60.9	381	283	74.3
Hispanic American	81	28	34.6	759	513	67.6
Native American	3	*	*	34	26	76.5
White, non-Hispanic	105	68	64.8	2,681	2,153	80.3
Gender						
Female	167	96	57.5	2,947	2,339	79.4
Male	65	22	33.8	1,667	1,167	70.0
Nonbinary	0	*	*	0	*	*
Decline to state	11	8	72.7	64	55	85.9
College/University Training						
In California	154	76	49.4	3,007	2,297	76.4
Outside of California	16	7	43.8	519	400	77.1
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	74	46	62.2
Bachelor's degree + additional credits	97	38	39.2	2,560	1,898	74.1
Master's degree or doctoral degree	61	37	60.7	1,377	1,117	81.1

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B9: CSET: Home Economics – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2005-24

CSET: Home Economics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	44	23	52.3	694	498	71.8
Ethnicity						
African American	4	*	*	23	7	30.4
Asian American	1	*	*	46	24	52.2
Hispanic American	8	*	*	68	40	58.8
Native American	0	*	*	8	*	*
White, non-Hispanic	27	15	55.6	456	351	77.0
Gender						
Female	39	19	48.7	634	452	71.3
Male	3	*	*	47	34	72.3
Nonbinary	0	*	*	0	*	*
Decline to state	2	*	*	13	12	92.3
College/University Training						
In California	29	15	51.7	365	248	67.9
Outside of California	2	*	*	73	57	78.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	14	7	50.0
Bachelor's degree + additional credits	15	8	53.3	364	265	72.8
Master's degree or doctoral degree	11	5	45.5	217	155	71.4

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B10: CSET: Industrial & Technology Education – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2005-24

CSET: Industrial & Technology Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	42	35	83.3	1,146	981	85.6
Ethnicity						
African American	0	*	*	25	18	72.0
Asian American	7	*	*	113	96	85.0
Hispanic American	7	*	*	119	89	74.8
Native American	1	*	*	11	9	81.8
White, non-Hispanic	23	20	87.0	739	652	88.2
Gender						
Female	10	8	80.0	245	186	75.9
Male	29	25	86.2	878	773	88.0
Nonbinary	0	*	*	0	*	*
Decline to state	3	*	*	23	22	95.7
College/University Training						
In California	22	18	81.8	622	528	84.9
Outside of California	7	*	*	134	122	91.0
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	9	*	*
Bachelor's degree + additional credits	10	9	90.0	520	441	84.8
Master's degree or doctoral degree	15	14	93.3	447	392	87.7

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B11: CSET: Mathematics (Foundational-Level) – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2015-24

CSET: Mathematics (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	440	146	33.2	5,079	2,684	52.8
Ethnicity						
African American	24	5	20.8	248	74	29.8
Asian American	108	50	46.3	896	557	62.2
Hispanic American	113	21	18.6	1,333	572	42.9
Native American	3	*	*	25	8	32.0
White, non-Hispanic	139	47	33.8	2,066	1,184	57.3
Gender						
Female	228	77	33.8	2,817	1,454	51.6
Male	193	62	32.1	2,171	1,181	54.4
Nonbinary	2	*	*	6	*	*
Decline to state	17	7	41.2	85	46	54.1
College/University Training						
In California	286	87	30.4	3,500	1,771	50.6
Outside of California	71	33	46.5	862	521	60.4
Educational Level						
Fresh/Soph/Jr/Sr College	22	8	36.4	344	177	51.5
Bachelor's degree + additional credits	202	59	29.2	2,891	1,541	53.3
Master's degree or doctoral degree	64	33	51.6	877	494	56.3
Undergraduate Major in Math	17	5	29.4	584	339	58.0

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B12: CSET: Mathematics – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2015-24

CSET: Mathematics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	330	177	53.6	3,976	2,751	69.2
Ethnicity						
African American	8	*	*	108	57	52.8
Asian American	113	73	64.6	1,049	816	77.8
Hispanic American	79	20	25.3	804	399	49.6
Native American	2	*	*	9	*	*
White, non-Hispanic	95	64	67.4	1,608	1,184	73.6
Gender						
Female	144	63	43.8	1,919	1,214	63.3
Male	172	102	59.3	1,957	1,458	74.5
Nonbinary	3	*	*	9	*	*
Decline to state	11	9	81.8	91	70	76.9
College/University Training						
In California	200	99	49.5	2,748	1,836	66.8
Outside of California	47	33	70.2	711	537	75.5
Educational Level						
Fresh/Soph/Jr/Sr College	29	12	41.4	510	362	71.0
Bachelor's degree + additional credits	141	68	48.2	2,036	1,358	66.7
Master's degree or doctoral degree	54	32	59.3	653	473	72.4
Undergraduate Major in Math	37	18	48.6	1,351	1,012	74.9

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B13a: CSET Multiple Subjects (updated 2017) – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2017–24

CSET Multiple Subjects	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	94	59	62.8	36,502	31,221	85.5
Ethnicity						
African American	5	*	*	1,567	1,139	72.7
Asian American	7	*	*	3,740	3,320	88.8
Hispanic American	41	29	70.7	11,626	9,446	81.2
Native American	1	*	*	250	208	83.2
White, non-Hispanic	33	21	63.6	16,311	14,554	89.2
Gender						
Female	73	45	61.6	29,815	25,423	85.3
Male	16	11	68.8	6,276	5,434	86.6
Nonbinary	5	*	*	374	329	88.0
Decline to state	0	*	*	37	35	94.6
College/University Training						
In California	70	41	58.6	28,903	24,552	84.9
Outside of California	7	*	*	3,634	3,199	88.0
Highest Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	5,242	4,518	86.2
Bachelor's degree + additional credits	52	35	67.3	21,886	18,710	85.5
Master's degree or doctoral degree	13	6	46.2	2,911	2,355	80.9
Undergraduate Major in Liberal Studies	4	*	*	7,342	5,873	80.0

Appendix B13b: CSET Multiple Subjects (updated 2022) – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2022–24

CSET Multiple Subjects	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	5,554	3,552	64.0	11,888	8,410	70.7
Ethnicity						
African American	314	134	42.7	654	346	52.9
Asian American	640	481	75.2	1,277	998	78.2
Hispanic American	2,221	1,219	54.9	4,869	3,144	64.6
Native American	31	21	67.7	82	60	73.2
White, non-Hispanic	1,941	1,427	73.5	4,079	3,198	78.4
Gender						
Female	4,323	2,677	61.9	9,298	6,412	69.0
Male	1,075	753	70.0	2,281	1,744	76.5
Nonbinary	30	28	93.3	52	47	90.4
Decline to state	126	94	74.6	257	207	80.5
College/University Training						
In California	4,078	2,561	62.8	8,931	6,232	69.8
Outside of California	598	401	67.1	1,151	851	73.9
Highest Educational Level						
Fresh/Soph/Jr/Sr College	471	297	63.1	901	621	68.9
Bachelor's degree + additional credits	3,085	1,896	61.5	6,930	4,813	69.5
Master's degree or doctoral degree	449	293	65.3	1,061	746	70.3
Undergraduate Major in Liberal Studies	224	115	51.3	453	255	56.3

Appendix B14: CSET: Music – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2022-24

CSET: Music	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	68	58	85.3	102	87	85.3
Ethnicity						
African American	0	*	*	1	*	*
Asian American	10	7	70.0	16	11	68.8
Hispanic American	10	10	100.0	17	16	94.1
Native American	1	*	*	1	*	*
White, non-Hispanic	41	37	90.2	58	52	89.7
Gender						
Female	22	21	95.5	42	38	90.5
Male	41	34	82.9	52	43	82.7
Nonbinary	1	*	*	1	*	*
Decline to state	4	*	*	7	*	*
College/University Training						
In California	41	34	82.9	64	53	82.8
Outside of California	15	14	93.3	24	22	91.7
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	4	*	*
Bachelor's degree + additional credits	34	30	88.2	51	46	90.2
Master's degree or doctoral degree	12	10	83.3	16	14	87.5

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B15: CSET: Physical Education – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2004-24

CSET: Physical Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	777	339	43.6	12,158	8,873	73.0
Ethnicity						
African American	72	14	19.4	816	437	53.6
Asian American	58	22	37.9	890	647	72.7
Hispanic American	211	76	36.0	2,207	1,411	63.9
Native American	11	2	18.2	88	49	55.7
White, non-Hispanic	355	197	55.5	6,855	5,379	78.5
Gender						
Female	287	127	44.3	4,926	3,610	73.3
Male	475	203	42.7	7,097	5,164	72.8
Nonbinary	1	*	*	1	*	*
Decline to state	14	8	57.1	134	98	73.1
College/University Training						
In California	492	215	43.7	7,722	5,665	73.4
Outside of California	72	31	43.1	1,279	938	73.3
Educational Level						
Fresh/Soph/Jr/Sr College	15	9	60.0	306	182	59.5
Bachelor's degree + additional credits	376	153	40.7	7,500	5,534	73.8
Master's degree or doctoral degree	161	84	52.2	2,640	1,974	74.8

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B16: Updated CSET: Science (Foundational-Level)– Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2018–24

CSET: Science (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	322	127	39.4	2,273	1,317	57.9
Ethnicity						
African American	20	3	15.0	129	43	33.3
Asian American	42	24	57.1	284	187	65.8
Hispanic American	88	16	18.2	535	233	43.6
Native American	2	*	*	18	9	50.0
White, non-Hispanic	134	68	50.7	1,077	718	66.7
Gender						
Female	178	68	38.2	1,396	764	54.7
Male	132	51	38.6	821	520	63.3
Nonbinary	1	*	*	5	*	*
Decline to state	11	8	72.7	51	30	58.8
College/University Training						
In California	226	87	38.5	1,653	964	58.3
Outside of California	46	27	58.7	380	250	65.8
Educational Level						
Fresh/Soph/Jr/Sr College	22	10	45.5	120	83	69.2
Bachelor’s degree + additional credits	141	51	36.2	1,088	594	54.6
Master’s degree or doctoral degree	68	37	54.4	503	304	60.4

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B17: CSET Science: Life Sciences – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2018–24

CSET Science: Life Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	364	193	53.0	4,026	3,139	78.0
Ethnicity						
African American	20	8	40.0	144	90	62.5
Asian American	49	34	69.4	609	518	85.1
Hispanic American	104	36	34.6	996	673	67.6
Native American	3	*	*	25	15	60.0
White, non-Hispanic	151	94	62.3	1,867	1,543	82.6
Gender						
Female	215	95	44.2	2,556	1,933	75.6
Male	135	89	65.9	1,394	1,146	82.2
Nonbinary	2	*	*	10	7	70.0
Decline to state	12	8	66.7	66	53	80.3
College/University Training						
In California	262	131	50.0	3,149	2,444	77.6
Outside of California	56	34	60.7	596	495	83.1
Educational Level						
Fresh/Soph/Jr/Sr College	18	9	50.0	531	460	86.6
Bachelor's degree + additional credits	194	100	51.5	2,122	1,609	75.8
Master's degree or doctoral degree	56	29	51.8	558	410	73.5
Undergraduate Major in Biology	53	38	71.7	1,802	1,589	88.2

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B18: CSET Science: Chemistry – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2018–24

CSET Science: Chemistry	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	195	104	53.3	1,696	1,305	76.9
Ethnicity						
African American	6	*	*	54	29	53.7
Asian American	48	36	75.0	397	336	84.6
Hispanic American	39	14	35.9	359	237	66.0
Native American	0	*	*	12	11	91.7
White, non-Hispanic	86	43	50.0	732	588	80.3
Gender						
Female	102	46	45.1	913	658	72.1
Male	85	54	63.5	746	618	82.8
Nonbinary	1	*	*	4	*	*
Decline to state	7	*	*	33	26	78.8
College/University Training						
In California	138	75	54.3	1,283	981	76.5
Outside of California	29	13	44.8	264	217	82.2
Educational Level						
Fresh/Soph/Jr/Sr College	15	12	80.0	222	193	86.9
Bachelor's degree + additional credits	89	39	43.8	787	581	73.8
Master's degree or doctoral degree	46	27	58.7	318	237	74.5
Undergraduate Major in Chemistry	13	8	61.5	439	389	88.6

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B19: CSET Science: Earth and Space Sciences – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2018–24

CSET Science: Earth and Space Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	109	35	32.1	786	455	57.9
Ethnicity						
African American	2	*	*	19	4	21.1
Asian American	15	5	33.3	71	38	53.5
Hispanic American	22	3	13.6	160	57	35.6
Native American	3	*	*	4	*	*
White, non- Hispanic	54	20	37.0	449	305	67.9
Gender						
Female	60	15	25.0	423	219	51.8
Male	46	19	41.3	342	226	66.1
Nonbinary	3	*	*	20	9	45.0
Decline to state	0	*	*	1	*	*
College/University Training						
In California	78	24	30.8	580	330	56.9
Outside of California	12	4	33.3	108	74	68.5
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	58	36	62.1
Bachelor’s degree + additional credits	48	17	35.4	384	221	57.6
Master’s degree or doctoral degree	21	8	38.1	160	91	56.9
Undergraduate Major in Earth Science	6	*	*	159	127	79.9

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B20: CSET Science: Physics – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2018–24

CSET Science: Physics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	115	42	36.5	957	613	64.1
Ethnicity						
African American	3	*	*	28	10	35.7
Asian American	24	13	54.2	198	147	74.2
Hispanic American	25	2	8.0	171	83	48.5
Native American	0	*	*	4	*	*
White, non-Hispanic	52	22	42.3	472	323	68.4
Gender						
Female	50	9	18.0	313	154	49.2
Male	60	28	46.7	614	437	71.2
Nonbinary	2	*	*	4	*	*
Decline to state	3	*	*	26	18	69.2
College/University Training						
In California	84	31	36.9	694	439	63.3
Outside of California	20	9	45.0	164	118	72.0
Educational Level						
Fresh/Soph/Jr/Sr College	12	8	66.7	98	74	75.5
Bachelor's degree + additional credits	42	14	33.3	443	278	62.8
Master's degree or doctoral degree	30	11	36.7	214	132	61.7
Undergraduate Major in Physics	9	*	*	233	188	80.7

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B21: CSET: Social Science – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2003-24

CSET: Social Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	958	582	60.8	34,071	27,770	81.5
Ethnicity						
African American	45	19	42.2	1,367	896	65.5
Asian American	84	59	70.2	2,434	2,006	82.4
Hispanic American	312	138	44.2	6,603	4,935	74.7
Native American	15	8	53.3	253	189	74.7
White, non-Hispanic	433	310	71.6	19,136	16,143	84.4
Gender						
Female	374	189	50.5	14,179	10,814	76.3
Male	544	364	66.9	19,351	16,496	85.2
Nonbinary	13	7	53.8	35	26	74.3
Decline to state	27	22	81.5	506	434	85.8
College/University Training						
In California	701	421	60.1	20,320	16,424	80.8
Outside of California	114	78	68.4	4,003	3,398	84.9
Educational Level						
Fresh/Soph/Jr/Sr College	93	56	60.2	3,499	2,813	80.4
Bachelor's degree + additional credits	439	248	56.5	21,134	17,095	80.9
Master's degree or doctoral degree	154	104	67.5	5,838	4,918	84.2

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B22: CSET: Theatre – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2021-24

CSET: Theatre	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	63	57	90.5	152	140	92.1
Ethnicity						
African American	3	*	*	5	*	*
Asian American	2	*	*	9	*	*
Hispanic American	14	12	85.7	26	21	80.8
Native American	0			1	*	*
White, non-Hispanic	38	35	92.1	95	90	94.7
Gender						
Female	36	33	91.7	80	72	90.0
Male	22	20	90.9	64	61	95.3
Nonbinary	2	*	*	2	*	*
Decline to state	3	*	*	6	*	*
College/University Training						
In California	42	39	92.9	96	88	91.7
Outside of California	7	*	*	29	28	96.6
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	4	*	*
Bachelor's degree + additional credits	29	28	96.6	72	67	93.1
Master's degree or doctoral degree	17	15	88.2	32	28	87.5

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B23: CSET: WL American Sign Language – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2005-24

CSET: WL ASL	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	8	*	*	389	240	61.7
Ethnicity						
African American	0	*	*	11	9	81.8
Asian American	0	*	*	14	10	71.4
Hispanic American	1	*	*	54	30	55.6
Native American	0	*	*	2	*	*
White, non-Hispanic	7	*	*	257	153	59.5
Gender						
Female	5	*	*	320	197	61.6
Male	3	*	*	65	39	60.0
Nonbinary	0	*	*	1	*	*
Decline to state	0	*	*	3	*	*
College/University Training						
In California	4	*	*	285	176	61.8
Outside of California	1	*	*	51	32	62.7
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	26	12	46.2
Bachelor's degree + additional credits	4	*	*	213	121	56.8
Master's degree or doctoral degree	0	*	*	104	76	73.1

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix B24: CSET: WL French – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2004-24

CSET: WL French	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	14	9	64.3	976	854	87.5
Ethnicity						
African American	1	*	*	57	42	73.7
Asian American	1	*	*	47	40	85.1
Hispanic American	0	*	*	79	58	73.4
Native American	0	*	*	2	*	*
White, non-Hispanic	6	*	*	621	562	90.5
Gender						
Female	12	8	66.7	725	642	88.6
Male	2	*	*	234	195	83.3
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	17	17	100.0
College/University Training						
In California	4	*	*	367	310	84.5
Outside of California	4	*	*	279	249	89.2
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	47	40	85.1
Bachelor's degree + additional credits	0	*	*	451	384	85.1
Master's degree or doctoral degree	6	*	*	330	296	89.7

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B25: CSET: WL Mandarin – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2004-24

CSET: WL Mandarin	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	55	50	90.9	1,526	1,428	93.6
Ethnicity						
African American	0	*	*	1	*	*
Asian American	53	48	90.6	1,268	1,194	94.2
Hispanic American	0	*	*	1	*	*
Native American	0	*	*	0	*	*
White, non-Hispanic	0	*	*	24	18	75.0
Gender						
Female	48	44	91.7	1,279	1,202	94.0
Male	3	*	*	211	192	91.0
Nonbinary						
Decline to state	4	*	*	36	34	94.4
College/University Training						
In California	12	11	91.7	275	239	86.9
Outside of California	8	*	*	505	480	95.0
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	32	28	87.5
Bachelor's degree + additional credits	9	*	*	487	441	90.6
Master's degree or doctoral degree	18	17	94.4	627	594	94.7

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B26: CSET: WL Spanish – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2004-24

CSET: WL Spanish	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	204	137	67.2	6,956	6,086	87.5
Ethnicity						
African American	1	*	*	70	57	81.4
Asian American	7	*	*	162	137	84.6
Hispanic American	157	102	65.0	4,347	3,738	86.0
Native American	2	*	*	21	15	71.4
White, non-Hispanic	22	19	86.4	1,596	1,468	92.0
Gender						
Female	145	91	62.8	4,956	4,337	87.5
Male	48	36	75.0	1,907	1,671	87.6
Nonbinary	1	*	*	2	*	*
Decline to state	10	9	90.0	91	77	84.6
College/University Training						
In California	97	67	69.1	3,719	3,221	86.6
Outside of California	32	24	75.0	1,064	966	90.8
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	501	449	89.6
Bachelor's degree + additional credits	84	52	61.9	3,895	3,378	86.7
Master's degree or doctoral degree	44	33	75.0	1,569	1,406	89.6

*Note: Pass rates are not reported for exams with fewer than ten candidates

Appendix B27: CSET: Writing Skills – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2003-24

CSET: Writing Skills	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	251	199	79.3	12,354	10,505	85.0
Ethnicity						
African American	18	12	66.7	456	346	75.9
Asian American	53	35	66.0	1,312	984	75.0
Hispanic American	90	71	78.9	2,454	1,790	72.9
Native American	2	*	*	61	48	78.7
White, non-Hispanic	76	70	92.1	6,219	5,719	92.0
Gender						
Female	192	155	80.7	10,348	8,801	85.1
Male	52	38	73.1	1,784	1,496	83.9
Nonbinary	2	*	*	7	*	*
Decline to state	5	*	*	215	203	94.4
College/University Training						
In California	166	137	82.5	9,036	7,648	84.6
Outside of California	44	35	79.5	1,782	1,627	91.3
Highest Educational Level						
Fresh/Soph/Jr/Sr College	29	25	86.2	4,305	3,778	87.8
Bachelor's degree + additional credits	114	90	78.9	6,140	5,179	84.3
Master's degree or doctoral degree	22	17	77.3	589	503	85.4

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix C: NES

Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2023-24) and Cumulative Passing Rates by Demographic and Background Information, 2013–24

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	588	534	91	6,583	6,056	92
Ethnicity						
African American	31	27	87	320	280	88
Asian American	42	33	79	533	443	83
Hispanic American	158	130	82	1,503	1,300	86
Native American	11	6	55	56	42	75
White, non-Hispanic	292	285	98	3,420	3,289	96
Multiracial	34	33	97	400	382	96
Other	6	*	*	120	102	85
Undeclared	14	14	100	231	218	94
Gender						
Female	455	408	90	4,839	4,478	93
Male	121	115	95	1,650	1,491	90
Not provided	12	11	92	92	85	92
Certification Status						
Seeking admission to educator prep program	43	37	86	849	776	91
Completed/completing educator prep program in CA	364	337	93	3,843	3,561	93
Completed/completing educator prep program outside CA	128	114	89	1,085	989	91
Completed/completing approved alternative route	41	36	88	544	513	94
CA Credentialed educator seeking additional authorization	10	9	90	168	142	85
Out of state credentialed	2	*	*	94	75	80

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
educator seeking CA credential						
Best Language						
English	575	523	91	6,466	5,972	92
Other	13	11	85	117	84	72
Educational Level						
High School	11	9	82	107	95	89
Some college	193	179	93	1,955	1,829	94
Bachelor's degree	170	143	84	2,076	1,898	91
Bachelor's degree plus additional credits	92	88	96	1,161	1,067	92
Master's degree	90	84	93	891	812	91
Master's degree plus additional credits	26	25	96	325	290	89
Doctoral degree	6	*	*	68	65	96

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix D: RICA

Appendix D1: RICA: Written Exam (WE) and Video Performance Assessment (VPA) Preparation and Demographic Data by Demographic and Background Information, 2019–24

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2019-24						
ALL EXAMINEES	42,254	100.0	1,016	100.0	42,721	100.0
Educational Level						
High School diploma	632	1.5	0	0.0	629	1.5
Associate of Arts degree	476	1.1	2	0.2	473	1.1
Bachelor's degree	3,572	8.5	30	3.0	3,571	8.4
Bachelor's degree + additional credits	12,744	30.2	138	13.6	12,777	29.9
Master's degree	1,938	4.6	29	2.9	1,948	4.6
Master's degree + additional credits	1,264	3.0	26	2.6	1,274	3.0
Doctoral degree	94	0.2	0	0.0	94	0.2
Did not respond	21,534	51.0	791	77.9	21,955	51.4
College Grade Point Average						
3.50 to 4.00	10,826	25.6	101	9.9	10,840	25.4
3.00 to 3.49	7,588	18.0	88	8.7	7,601	17.8
2.50 to 2.99	1,904	4.5	25	2.5	1,915	4.5
2.00 to 2.49	255	0.6	7	0.7	259	0.6
Below 2.00	9	0.0	0	0.0	9	0.0
Did not attend college	6	0.0	0	0.0	6	0.0
Did not respond	21,666	51.3	795	78.2	22,091	51.7
Reason for Taking RICA						
Multiple Subject Teaching Credential	15,122	35.8	152	15.0	15,162	35.5
Education Specialist Instruction Credential	4,991	11.8	65	6.4	4,999	11.7
No Response	22,141	52.4	799	78.6	22,560	52.8
Professional Preparation						
Not begun professional preparation	2,942	7.0	48	4.7	2,955	6.9
First year in college/university internship program	6,005	14.2	92	9.1	6,025	14.1
Second year in college/university internship program	3,273	7.7	103	10.1	3,305	7.7
Completed college/university internship program	3,115	7.4	111	10.9	3,166	7.4
First year in district internship program	2,426	5.7	58	5.7	2,450	5.7
Second year in district internship program	1,858	4.4	73	7.2	1,891	4.4
Completed district internship program	848	2.0	53	5.2	877	2.1
Not begun student teaching in non-intern college/university program	2,843	6.7	13	1.3	2,847	6.7

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2019-24						
Begun student teaching in non-intern college/university program	6,284	14.9	73	7.2	6,318	14.8
Completed student teaching in non-intern college/university program	1,968	4.7	42	4.1	1,990	4.7
Completed Program in non-intern college/university program	2,342	5.5	57	5.6	2,373	5.6
I will be in the first year of an induction program	1,935	4.6	65	6.4	1,976	4.6
I will be in the second year of an induction program	1,745	4.1	55	5.4	1,782	4.2
I will have completed an induction program	1,143	2.7	58	5.7	1,185	2.8
Did not respond	3,527	8.3	115	11.3	3,581	8.4
Preparation for Reading Instruction						
No preparation	5,131	7.9	105	6.6	5,179	7.9
Completed IHE course in Methods of Reading Instruction	23,933	37.1	449	28.4	24,123	36.9
Completed District Internship course	6,208	9.6	228	14.4	6,311	9.7
Observed Reading instruction in a TK-12 school	9,241	14.3	242	15.3	9,374	14.3
Worked with individual students in TK-12 school to improve their Reading skills	8,042	12.5	220	13.9	8,153	12.5
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,022	18.6	339	21.4	12,207	18.7
Student Teaching Assignments						
None	10,303	24.4	146	14.4	10,348	24.2
One	11,506	27.2	258	25.4	11,647	27.3
Two	7,766	18.4	199	19.6	7,871	18.4
Three	1,679	4.0	52	5.1	1,704	4.0
Four or more	1,384	3.3	54	5.3	1,411	3.3
I am currently an intern	6,654	15.7	199	19.6	6,735	15.8
Did not respond	2,962	7.0	108	10.6	3,005	7.0
Grade Level Teaching Experience						
None	4,527	7.5	17	1.2	4,527	7.4
PK-2	23,194	38.6	609	41.3	23,496	38.6
Grades 3-5	19,661	32.7	474	32.1	19,882	32.7
Grades 6-8	8,713	14.5	254	17.2	8,814	14.5
Grades 9-12	4,031	6.7	121	8.2	4,087	6.7
Best Language of Communication						
English	20,579	48.7	218	21.5	20,621	48.3

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2019-24						
Spanish	151	0.4	4	0.4	153	0.4
Vietnamese	10	0.0	0	0.0	10	0.0
Cantonese	16	0.0	0	0.0	16	0.0
Hmong	3	0.0	0	0.0	3	0.0
Other	89	0.2	1	0.1	89	0.2
Did not respond	21,406	50.7	793	78.1	21,829	51.1
First Language of Communication						
English only	14,199	33.6	147	14.5	14,235	33.3
English and one or more other languages	4,468	10.6	43	4.2	4,467	10.5
One or more languages other than English	2,070	4.9	33	3.2	2,082	4.9
Did not respond	21,517	50.9	793	78.1	21,937	51.3
Gender						
Male	6,222	14.7	172	16.9	6,282	14.7
Female	35,435	83.9	835	82.2	35,837	83.9
Nonbinary	79	0.2	2	0.2	81	0.2
Decline to state	518	1.2	7	0.7	521	1.2
Ethnicity						
African American/Black	1,661	3.9	69	6.8	1,689	4.0
Asian American/Asian	2,067	4.9	32	3.1	2,082	4.9
Filipino	997	2.4	20	2.0	1,005	2.4
Southeast Asian American	919	2.2	29	2.9	934	2.2
Pacific Island American	167	0.4	6	0.6	167	0.4
Mexican American or Chicano	12,092	28.6	308	30.3	12,221	28.6
Latino, Latin American, Puerto Rican, Hispanic	4,175	9.9	131	12.9	4,230	9.9
Native American, American Indian	268	0.6	8	0.8	273	0.6
White, non-Hispanic	16,669	39.4	310	30.5	16,832	39.4
Other	2,082	4.9	74	7.3	2,119	5.0
Did not respond	1,157	2.7	29	2.9	1,169	2.7

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2019–24

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2019-24						
ALL EXAMINEES	42,721	23,045	53.9	42,721	36,571	85.6
Educational Level						
High School diploma	688	419	60.9	629	563	89.5
Associate of Arts degree	551	252	45.7	473	406	85.8
Bachelor’s degree	3,967	2,090	52.7	3,571	3,166	88.7
Bachelor’s degree + additional credits	13,281	7,856	59.2	12,777	11,688	91.5
Master’s degree	1,695	951	56.1	1,948	1,755	90.1
Master’s degree + additional credits	1,229	768	62.5	1,274	1,162	91.2
Doctoral degree	94	69	73.4	94	87	92.6
Did not respond	21,216	10,640	50.2	21,955	17,744	80.8
College Grade Point Average						
3.50 to 4.00	10,868	7,042	64.8	10,840	10,127	93.4
3.00 to 3.49	8,099	4,188	51.7	7,601	6,711	88.3
2.50 to 2.99	2,107	982	46.6	1,915	1,637	85.5
2.00 to 2.49	275	105	38.2	259	217	83.8
Below 2.00	10	3	30.0	9	*	*
Did not attend college	6	*	*	6	*	*
Did not respond	21,356	10,721	50.2	22,091	17,865	80.9
Reason for Taking RICA						
Multiple Subject Teaching Credential	15,719	9,455	60.2	15,162	13,817	91.1
Education Specialist Instruction Credential	5,188	2,648	51.0	4,999	4,474	89.5
No Response	21,814	10,942	50.2	22,560	18,280	81.0
Professional Preparation						
Not begun Professional Preparation	3,080	1,341	43.5	2,955	2,281	77.2
First year in college/university internship program	6,439	3,567	55.4	6,025	5,201	86.3

RICA 2019-24	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Second year in Program college/university internship program	3,487	1,806	51.8	3,305	2,826	85.5
Completed college/university internship program	2,981	1,541	51.7	3,166	2,648	83.6
First year in district internship program	2,637	1,239	47.0	2,450	2,052	83.8
Second year in district internship program	1,863	928	49.8	1,891	1,650	87.3
Completed district internship program	785	404	51.5	877	744	84.8
Not begun student teaching in non-intern college/university program	3,145	1,853	58.9	2,847	2,446	85.9
Begun student teaching in non-intern college/university program	6,704	4,138	61.7	6,318	5,642	89.3
Completed student teaching in non-intern college/university program	1,958	1,097	56.0	1,990	1,692	85.0
Completed non-intern college/university program	2,242	1,294	57.7	2,373	2,037	85.8
I will be in the first year of an induction program	1,605	779	48.5	1,976	1,707	86.4
I will be in the second year of an induction program	1,352	768	56.8	1,782	1,596	89.6
I will have completed an induction program	984	607	61.7	1,185	1,016	85.7

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2019-24						
Did not respond	3,459	1,683	48.7	3,581	3,033	84.7
Preparation for Reading Instruction						
No preparation	5,163	2,372	45.9	5,179	4,133	79.8
Completed IHE course in Methods of Reading Instruction	24,326	14,215	58.4	24,123	21,117	87.5
Completed District Internship course	6,366	3,371	53.0	6,311	5,434	86.1
Observed Reading instruction in a TK- 12 school	9,562	5,480	57.3	9,374	8,058	86.0
Worked with individual students in TK-12 school to improve their Reading skills	8,219	4,731	57.6	8,153	7,050	86.5
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,177	7,159	58.8	12,207	10,728	87.9
Student Teaching Assignments						
None	10,971	5,677	51.7	10,348	8,603	83.1
One	11,541	6,626	57.4	11,647	10,232	87.9
Two	7,496	4,273	57.0	7,871	6,815	86.6
Three	1,603	885	55.2	1,704	1,441	84.6
Four or more	1,354	666	49.2	1,411	1,133	80.3
I am currently an intern	6,870	3,528	51.4	6,735	5,799	86.1
Did not respond	2,886	1,390	48.2	3,005	2,548	84.8
Grade Level Teaching Experience						
None	4,896	2,533	51.7	4,527	3,750	82.8
PK-2	23,311	13,024	55.9	23,496	20,208	86.0
Grades 3-5	19,601	11,074	56.5	19,882	17,308	87.1
Grades 6-8	8,702	4,467	51.3	8,814	7,430	84.3

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2019-24						
Grades 9-12	4,063	1,877	46.2	4,087	3,299	80.7
Best Language of Communication						
English	21,349	12,348	57.8	20,621	18,712	90.7
Spanish	166	49	29.5	153	123	80.4
Vietnamese	11	4	36.4	10	8	80.0
Cantonese	17	8	47.1	16	15	93.8
Hmong	4	*	*	3	*	*
Other	88	57	64.8	89	82	92.1
Did not respond	21,086	10,578	50.2	21,829	17,629	80.8
First Language of Communication						
English only	14,603	9,077	62.2	14,235	13,048	91.7
English and one or more other languages	4,724	2,283	48.3	4,467	3,943	88.3
One or more languages other than English	2,192	1,060	48.4	2,082	1,850	88.9
Did not respond	21,202	10,625	50.1	21,937	17,730	80.8
Gender						
Male	6,282	2,857	45.5	6,282	5,039	80.2
Female	35,837	19,780	55.2	35,837	31,005	86.5
Nonbinary	81	51	63.0	81	72	88.9
Decline to state	521	357	68.5	521	455	87.3
Ethnicity						
African American/Black	1,689	702	41.6	1,689	1,274	75.4
Asian American/Asian	2,082	1,392	66.9	2,082	1,856	89.1
Filipino	1,005	565	56.2	1,005	862	85.8
Southeast Asian American	934	488	52.2	934	778	83.3
Pacific Island American	167	88	52.7	167	145	86.8
Mexican American or Chicano	12,221	5,129	42.0	12,221	9,954	81.4
Latino, Latin American, Puerto Rican, Hispanic	4,230	1,928	45.6	4,230	3,492	82.6
Native American, American Indian	273	141	51.6	273	235	86.1

RICA 2019-24	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
White, non- Hispanic	16,832	10,893	64.7	16,832	15,189	90.2
Other	2,119	1,051	49.6	2,119	1,767	83.4
Did not respond	1,169	668	57.1	1,169	1,019	87.2

**Note: Pass rates are not reported for exams with fewer than ten candidates*

Appendix E: CPACE

Appendix E1: CPACE (Content and Performance Combined) Annual (2023-24) and Cumulative (2019-24) Passing Rates

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	2,190	334	15.3	7,654	2,705	35.3
Ethnicity						
Not Specified	86	20	23.3	532	240	45.1
African American/Black	159	11	6.9	495	112	22.6
Japanese American/Japanese	13	2	15.4	58	27	46.6
Chinese American/Chinese	26	4	15.4	96	39	40.6
Korean American/Korean	27	9	33.3	98	39	39.8
Filipino American/Filipino	46	4	8.7	132	45	34.1
Cambodian American/Cambodian	2	*	*	6	*	*
Laotian American/Laotian	4	*	*	5	*	*
Vietnamese American/Vietnamese	15	1	6.7	49	19	38.8
Other SE Asian Amer/SE Asian	10	3	30.0	28	8	28.6
Asian Indian American/Asian Indian	10	4	40.0	64	33	51.6
Hawaiian	5	*	*	11	5	45.5
Guamanian	1	*	*	5	*	*
Samoan	2	*	*	5	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	7	*	*
Mexican American/Chicano	338	39	11.5	927	249	26.9
Latino/Latino American/Puerto	157	16	10.2	448	119	26.6

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Rican/Other Hispanic						
Native Amer/Amer Indian/Alaskan Native	16	1	6.3	51	11	21.6
White (non-Hispanic)	1,169	199	17.0	4,278	1,642	38.4
Other	103	19	18.4	359	112	31.2
Gender						
Female	1,674	263	15.7	5,822	2,162	37.1
Male	464	61	13.1	1,693	501	29.6
Nonbinary						
Decline to state	52	10	19.2	139	42	30.2
First Language						
No response	5	*	*	100	52	52.0
English only	1,706	271	15.9	6,080	2,221	36.5
English and one or more other languages	366	50	13.7	1,128	342	30.3
One or more languages other than English	113	12	10.6	346	90	26.0
Education Level						
No response	5	*	*	119	61	51.3
Bachelor's	22	3	13.6	67	20	29.9
Bachelor's and additional credits	244	33	13.5	907	284	31.3
Master's	478	91	19.0	1,691	630	37.3
Master's and additional credits	1,257	177	14.1	4,212	1,473	35.0
Doctorate	182	29	15.9	653	236	36.1
Not yet obtained a Bachelor's degree	2	*	*	5	*	*
Years Since Schooling						
No response	5	*	*	117	59	50.4
Currently attending college or graduate school	221	21	9.5	717	214	29.8
Less than 1 year	142	15	10.6	484	161	33.3
1-3 years	294	41	13.9	1,091	378	34.6
4-6 years	356	56	15.7	1,405	545	38.8

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
7-10 years	438	71	16.2	1,471	538	36.6
More than 10 years	734	129	17.6	2,369	810	34.2
College Grade Point Average						
No response	5	*	*	141	75	53.2
3.5 to 4.0	1,480	243	16.4	4,894	1,806	36.9
3.0 to 3.49	576	80	13.9	2,155	697	32.3
2.5 to 2.99	112	9	8.0	408	113	27.7
2.0 to 2.49	16	1	6.3	52	14	26.9
1.5 to 1.99	1	*	*	3	*	*
Below 1.5	0	*	*	1	*	*
Credential Types						
No response	5	*	*	21	7	33.3
Elementary Teaching	681	114	16.7	2,245	809	36.0
Secondary Teaching	588	93	15.8	2,244	844	37.6
Special Education	304	42	13.8	937	282	30.1
Designated Subjects Teaching	27	3	11.1	80	16	20.0
Pupil Personnel Services	195	26	13.3	663	228	34.4
Speech-Language Pathology Services	11	2	18.2	46	14	30.4
Clinical or Rehabilitative Services	3	*	*	14	8	57.1
Teacher Librarian Services	2	*	*	2	*	*
School Nurse	5	*	*	20	9	45.0
Child Development Permit	2	*	*	11	2	18.2
Employment Status						
No response	7	*	*	140	63	45.0
Elementary school	525	87	16.6	1,625	566	34.8
Middle school	234	36	15.4	827	271	32.8
Secondary school	499	67	13.4	1,779	595	33.4
Adult education	21	1	4.8	94	19	20.2

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
School district level	406	79	19.5	1,494	607	40.6
County Office of Education level	100	17	17.0	315	120	38.1
Employed in another educational setting	56	8	14.3	201	63	31.3
Employed, but not in an educational setting	9	*	*	25	8	32.0
Unemployed	10	1	10.0	53	20	37.7
K-8 school	160	16	10.0	479	139	29.0
Charter School	138	19	13.8	568	220	38.7
Continuation School	25	2	8.0	54	14	25.9
Education Assignment						
No response	11	1	9.1	157	77	49.0
General education teacher	896	138	15.4	3,134	1,077	34.4
Special education teacher	273	34	12.5	833	238	28.6
Adult or vocational education teacher	35	2	5.7	110	22	20.0
Program coordinator	396	67	16.9	1,416	534	37.7
Consultant	28	6	21.4	116	50	43.1
Counselor	115	10	8.7	340	81	23.8
Librarian	6	*	*	20	4	20.0
Nurse	5	*	*	21	9	42.9
Psychologist	64	11	17.2	251	93	37.1
Speech pathologist	8	*	*	51	20	39.2
Other non-administrative public school position	323	59	18.3	1,097	464	42.3
Currently not in an education assignment	30	3	10.0	108	36	33.3

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Experience as an Educator						
No response	5	*	*	118	59	50.0
less than 3 years	17	1	5.9	67	20	29.9
3-5 years	130	12	9.2	518	184	35.5
6-10 years	649	116	17.9	2,241	870	38.8
11 or more years	1,389	204	14.7	4,710	1,572	33.4
Experience Related to Administration						
No response	5	*	*	21	7	33.3
California public school (TK-12)	589	74	12.6	1,952	662	33.9
Out-of-state public school (TK-12)	8	*	*	32	9	28.1
Private school (TK-12)	27	5	18.5	120	42	35.0
Non-educational administrative experience	49	8	16.3	178	43	24.2
No administrative experience	362	55	15.2	1,132	368	32.5
Mentor/master teacher or support provider	213	40	18.8	676	222	32.8
Teacher on special assignment	306	63	20.6	864	310	35.9
Program coordinator or director	190	14	7.4	617	169	27.4
School Administration Related Coursework						
No response	5	*	*	209	109	52.2
1-6 semester credit hours	270	36	13.3	1,041	349	33.5
7-15 semester credit hours	177	23	13.0	571	169	29.6
16-24 semester credit hours	122	11	9.0	361	99	27.4

CPACE 2019–24	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
25 or more semester credit hours	209	27	12.9	727	208	28.6
None	1,407	236	16.8	4,745	1,771	37.3

**Note: Pass rates are not reported for exams with fewer than ten candidates*