
3C

Action

General Session

Approval of the October 2022 Consent Calendar

Executive Summary: The Commission will review and approve the October 2022 Consent Calendar.

Recommended Action: That the Commission approve the October 2022 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goal

III. Communication and Engagement

- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

Consent Calendar

Division of Professional Practices Action Items

For your adoption, the following items have been placed on the Consent Calendar for the October 13-14, 2022 meeting of the California Commission on Teacher Credentialing:

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **ALADROSS, Ibrahim H.**

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

2. **ALVAREZ, Lauren S.**

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

3. **ANDERS, Elizabeth M.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

4. **AVALOS, Gabino**

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

5. **BARNES, James M.**

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

6. **BARNES, Peter C.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

7. **BARNS, Mark R.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.
8. **BARRON, Adan A.**
The pending applications is **denied** as a result of misconduct pursuant to Education Code section 44345.
9. **BOND, Heather M.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
10. **BRENCIUS, Mel F.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
11. **BRIDGMAN, James**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.
12. **BROWN, Oliver**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
13. **BROWN III, Lawrence J.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period three hundred sixty-four (364) days** as a result of misconduct pursuant to Education Code section 44421.
14. **BRUCE, Kevin J.**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.
15. **CABALLERO, Martha**
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

16. **CARO, Jesus R.**

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

17. **CAVAZOS, Anthony M.**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

18. **CHO, Jennifer L.**

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

19. **CUFFY, Luther M.**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

20. **DE LA PENA, Alejandro**

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

21. **DEWEY, Jennifer M.**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

22. **DIMAS, Christina E.**

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

23. **DOUBEK, Erin D.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

24. **ECKHOLDT, Maureen P.**

The **Administrative Services Credentials** under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

25. **FLORES, Christine Joy**

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

26. **GARCIA, Christina L.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

27. **GAYTAN, Lynne M.**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

28. **GONZALEZ, Jeffrey S.**

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

29. **GUANDIQUE, Ricardo J.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

30. **HANSELL, Johnny E.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

31. **HELDER, Deborah J.**

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

32. **IONESCU, David M.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period three hundred sixty-four (364) days** as a result of misconduct pursuant to Education Code section 44421.

33. **ISHIDA, Mark A.**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

34. **JACKSON, Philip H.**

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

35. **JACOBO, JR., Robert**

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

36. **KAHF, Elizabeth N.**

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

37. **KAHL, Eric J.**

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

38. **KELLEY, David S.**

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

39. **KUNKLER-CAIN, Kaye A.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

40. **KWONG, Eric**

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

41. **LAUFFENBERGER, Thomas E.**

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

42. **LAZAR, Sarah A.**

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

43. **LEMMERMAN, Kyle D.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code section 44420.

44. **LINDQUESTER, Michael D.**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

45. **MILLER, Akeem T.**

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

46. **MOLINA, Norma J.**

The pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.

47. **MOSS, Jarrell**

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

48. **MUNOZ, Maria**

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

49. **MURPHY, Samuel A.**

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

50. **NGUYEN, Joseph C.**

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

51. **PESCETTI, Jennifer F.**

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

52. **PIERCY, Kathryn E.**

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

53. **PILAR, Kevin**

The pending applications is **denied** as a result of misconduct pursuant to Education Code section 44345.

54. **PIPER, Camille M.**

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

55. **PRAGGASTIS, Norman C.**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

56. **PRENTISS, Olin M.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

57. **RAMIREZ, Holland B.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty (20) days** as a result of misconduct pursuant to Education Code section 44420.

58. **RAY, Jasmine L.**

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

59. **ROCHA, Ryan K.**

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

60. **SANCHEZ, Katrina**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending application is **granted**.

61. **SANTOS, David R.**

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

62. **SCHAEFFER, Lyndsay A.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

63. **SCHOENROCK, Timothy J.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

64. **SPAGNA, La Trisha M.**

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

65. **STROH, Kathleen E.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code section 44421.

66. **TCHATIKPI, Sandra R.**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

67. **THOMAS, Latonya C.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred seventy (270) days** as a result of misconduct pursuant to Education Code section 44421.

68. **TUCKER, Darian R.**

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

69. **VILLALOBOS, Ralph E.**

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

70. **WARSHAW, Laurence**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code section 44421.

71. **WERT, Robert A.**

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

72. **WHITAKER, Beth M.**

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

73. **WRIGHT, Charles A.**

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

74. **WYCHOPEN, Kevin W.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code section 44421.

75. **ZAMORA, Nicole M.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421, and the pending application is **granted**.

76. **ZMIJAK, Lilyanna**

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

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **one (1)** private admonition(s) for the Commission's approval.

CONSENT DETERMINATIONS

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

77. **BALLOU, Aaron A.**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, his certification documents are **suspended for a period of one hundred eighty (180) days**, and he is **placed on probation for a period of three (3) years**, *effective October 21, 2022 through October 21, 2025*, as a result of misconduct pursuant to Education Code section 44421.

78. **FARMER, Tamara D.**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, her certification documents are **suspended for a period of three hundred sixty-four (364) days**, and she is **placed on probation for a period of three (3) years**, *effective October 21, 2022 through October 21, 2025*, as a result of misconduct pursuant to Education Code section 44421.

79. **PETERKIN, Don**

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

80. **PHAN, Kim H.**

The Attorney General's Consent Determination stipulates that she is the subject of **public reproval** as a result of misconduct pursuant to Education Code section 44420.

81. **TIERNEY, Sharon K.**

The Attorney General's Consent Determination on the Petition to Revoke Probation stipulates that her current **probation** for a period of three (3) years, *effective October 16, 2020 through October 16, 2023*, will be **extended until April 16, 2024**, as a result of misconduct pursuant to Education Code section 44421.

82. **WEIR, Mark E.**

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

DEFAULT DECISIONS AND ORDERS FOR ADOPTION

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

83. **VARTABEDIAN, Alex M.**

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

Division of Professional Practices Information Items

For your information, the following items have been placed on the Consent Calendar for the October 13-14, 2022 meeting of the California Commission on Teacher Credentialing:

**SELF-REVOCAION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A
RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS**

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

84. FORD, Andrew J.

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

85. LOBO, Frank

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

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law.

86. FUENTES, Javier F.

Pursuant to Education Code sections 44425 and 44346, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and all applications for certification are **denied** following his felony conviction for violating California Penal Code section 289(h) (penetration by any foreign object).

87. GREEN, Michele L.

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code section 192(a) (voluntary manslaughter), a serious and violent felony.

88. HUBBLE, Amanda M.

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code sections 261.5(c) (unlawful sexual intercourse) and 287(b)(1) (oral copulation of person under 18 years); for which, as a term of probation, her ability to associate with minors is limited.

89. MENDOZA, Alicia

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her misdemeanor conviction for violating California Penal Code section 273a(b) (cruelty to child by inflicting injury).

90. MIRAMONTES, JR., Fernando

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 647.6(a)(1) (annoy/molest a child).

91. NELSON, Lewis Richard

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his misdemeanor conviction for violating California Penal Code section 245(a)(4) (assault with a deadly weapon with force: possible great bodily injury).

92. PRIMES, Andrew J.

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(a) (possess matter depicting person under 18 years in sexual conduct), for which he is required to register as a sex offender pursuant to Penal Code section 290.

93. RAMIREZ, Melissa L.

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her misdemeanor conviction for violating California Health and Safety Code section 11377(a) (possess control substance).

94. REMEDIOS, Francis A.

Pursuant to Education Code sections 44425 and 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 287(b)(1) (oral copulation of person under 18 years) and 288.4(b) (arrange to meet with minor); for which he is required to register as a sex offender pursuant to Penal Code section 290 and, as a term of probation, his ability to associate with minors is limited.

95. RODRIGUEZ, Leticia M.

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating California Penal Code section 487(a) (grand theft).

96. SUAREZ, Elijah

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his misdemeanor conviction for violating California Penal Code section 245(a)(4) (assault by means likely to cause great bodily injury).

97. TOVAR, Maria R.

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating California Penal Code section 273a(a) (child cruelty: possible injury/death).

98. TRAN, Tech T.

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code sections 664/187(a) (attempted, deliberate, and premeditated murder) 205 (aggravated mayhem), 206 (torture), and 245(a)(2) (assault with a deadly weapon: firearm), all serious and violent felonies.

99. WILSON, Stephen C.

Pursuant to Education Code sections 44425 and 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his Class 5 felony conviction for violating Colorado Revised Statute section 18-3-405(1) (attempted sexual assault on a child); for which he is required to register as a sex offender and, as a term of probation, his ability to associate with minors is limited.

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d).

100. ALONSO, Steffanie A.

101. LOPEZ, Gerald A.

102. MARTIN, Morgan L.

103. MOSEBY, Nicholas B.

104. PHILLIPS, Anthony J.

105. RUSSELL, David L.

TERMINATION OF NO CONTEST SUSPENSION

The suspension of all credentials held by the following individual is terminated, pursuant to Education Code section 44424 or 44425, following final disposition of the case.

106. SANTANA, Darlene

Division of Professional Practices Workload Report

Introduction

To increase its oversight of the work of the Division of Professional Practices (DPP), in 2011 the Commission on Teacher Credentialing (Commission) directed staff to present information about DPP's workload as part of the Commission's agenda.

Highlights from the August 2022 Statistics

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

The "Total Cases" are the number of open cases within DPP, including cases in the Intake Unit, before the Committee of Credentials (Committee), pending before the Commission, and pending an administrative hearing. At the end of August, the caseload was 2,681 which is within the normal range of 2,600-2,800 cases. (Pre-COVID)

"Cases Opened" are new cases received during the month, from all sources, including criminal arrest notices, district reports, affidavits, and educators who self-report misconduct. In August, staff opened 488 cases, which is also within the normal range of 400-500 cases opened per month.

The "Initial Review" and "Formal Review" charts reflect the number of cases reviewed by the Committee at its normal three-day meeting in August. The two-step process is required by statute. The Committee continues to review fewer Initial Review cases due to the overall decline of the DPP caseload (COVID). However, staff do expect Initial Review cases to increase to at least 90 cases per month within the next six (6) months as the reports of misconduct received return to normal levels.

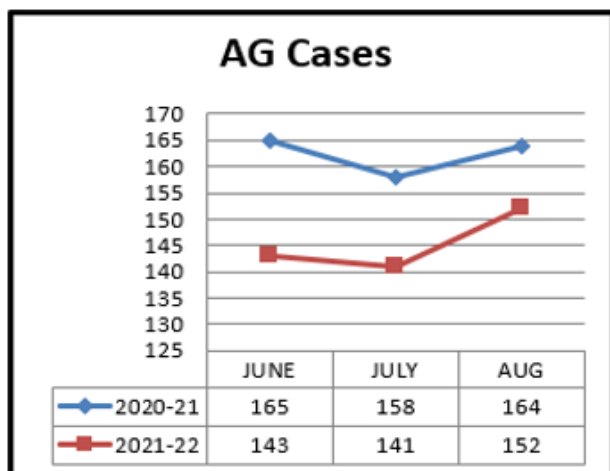
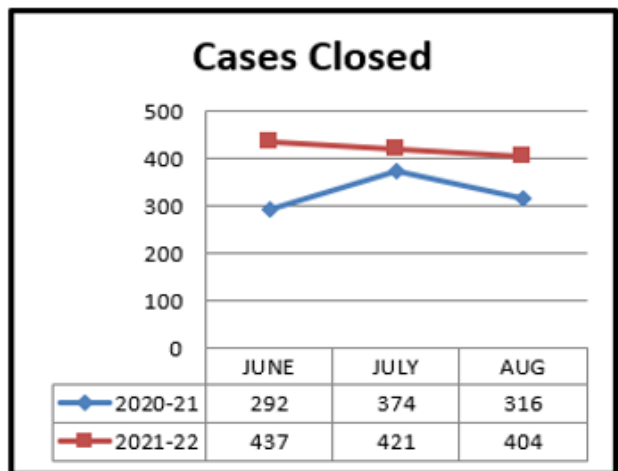
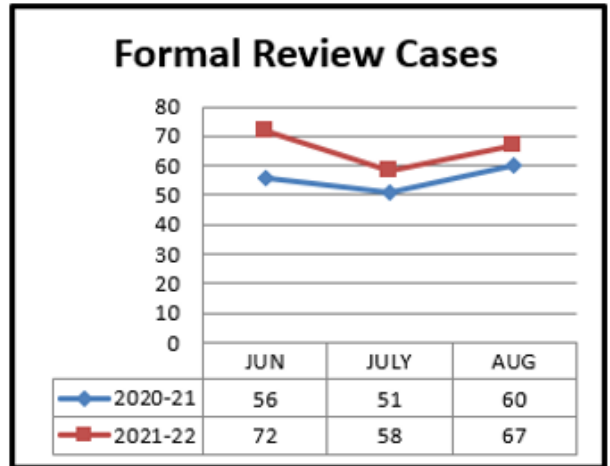
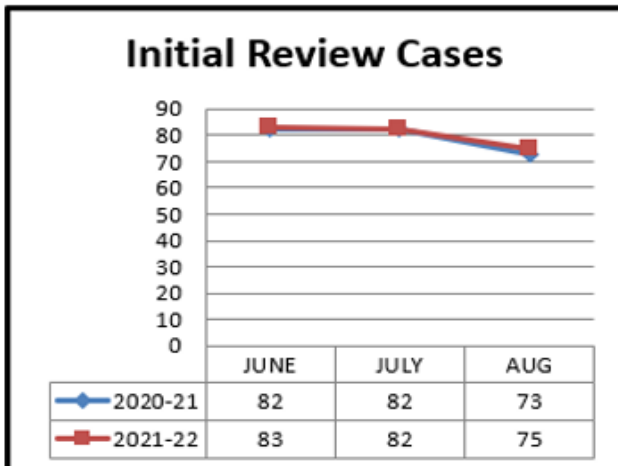
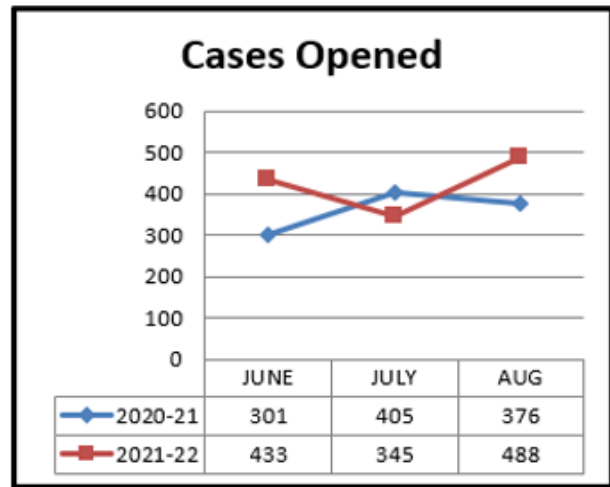
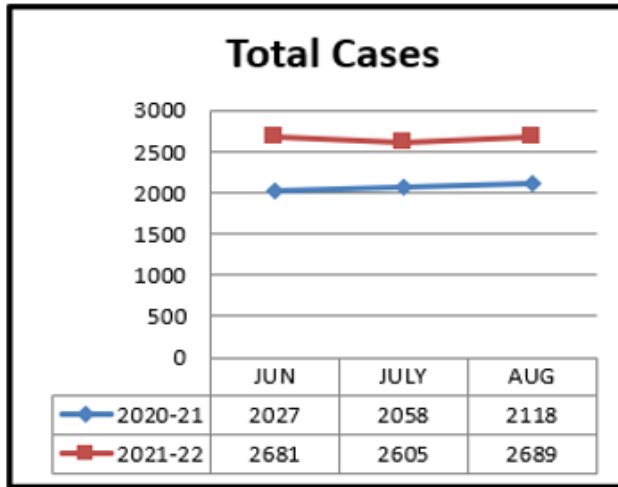
"Cases Closed" is the number of matters closed by Commission action, Committee action or closed by staff where the Commission has given formal delegation of authority (i.e., single alcohol offenses that do not involve schools, minors, or publicity). In August, 404 cases were closed, which is also within the normal range of 400-500 cases per month.

"AG Cases" refer to cases in which an educator requests an administrative hearing to challenge the recommendation for discipline made by the Committee. An administrative hearing is an evidentiary proceeding where an administrative law judge hears and rules on the evidence. The Commission is represented in these hearings by the Office of the Attorney General (AG). The number of cases where the AG is representing the Commission is shown in the last graph. The number of cases currently at the administrative hearing stage is 152.

Workload Conclusion

DPP is committed to work that is critical to public service and the Commission's mission. DPP continues to maintain a steady case production, while at the same time ensuring quality case preparation for the Committee.

DPP Monthly Dashboard Reports



Validation of Service Rendered Without A Credential

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

Name	School District/Charter	County	Period of Services
Theresa Acosta	Barstow Unified	San Bernardino	07/02/2022-07/18/2022
Jeanine Adams	Merced City	Merced	08/04/2022-08/16/2022
Michele Aguilar	Hemet Unified	Riverside	08/01/2022-08/09/2022
Natalie Aguirre	Oxnard	Ventura	07/02/2022-08/07/2022
Collette Almada-Moore	Alvord Unified	Riverside	07/01/2022-08/30/2022
Heather Anderson	Atwater Elementary	Merced	06/02/2022-06/13/2022
Deanna Angelucci	Alvord Unified	Riverside	06/01/2022-07/26/2022
Daniela Aponte	Jurupa Unified	Riverside	07/02/2022-07/07/2022
Michael Begley	La Mesa-Spring Valley	San Diego	07/01/2022-07/19/2022
Andrea Blackburn	Atwater Elementary	Merced	06/02/2022-06/11/2022
Amy Bonwell	Alvord Unified	Riverside	06/01/2022-06/23/2022
Walter Caceres Jr	Alvord Unified	Riverside	06/01/2022-06/23/2022
Travis Carter	Alvord Unified	Riverside	06/01/2022-06/23/2022
Erin Clopton	Evergreen Elementary	Santa Clara	08/15/2022-08/29/2022
Serena Conde	La Mesa-Spring Valley	San Diego	06/01/2022-07/25/2022
Diane Conn	Atwater Elementary	Merced	07/02/2022-07/15/2022
Eunice Cortez	Alvord Unified	Riverside	06/01/2022-06/23/2022
Jenny Cross	River Springs Charter	Riverside	06/01/2022-08/22/2022
Maryann De Lillo	Lake Elsinore Unified	Riverside	06/01/2022-07/27/2022
Angela Desideri	Chula Vista Elementary	San Diego	08/02/2022-08/02/2022
Jillian Duncan	La Mesa-Spring Valley	San Diego	07/01/2022-07/17/2022
Joshua Dyl	San Mateo Union High	San Mateo	08/08/2022-08/29/2022
Daniel Edwards	Hemet Unified	Riverside	07/01/2022-07/10/2022
Stephanie Estrada	Alvord Unified	Riverside	06/01/2022-06/23/2022
Mario Garcia	Alvord Unified	Riverside	06/01/2022-06/27/2022
Lanise Goosby	River Springs Charter	Riverside	06/01/2022-06/21/2022
Jammie Halberg-Rothwell	Bonita Unified	Los Angeles	08/01/2022-08/25/2022
Danielle Knapp	Atwater Elementary	Merced	06/02/2022-06/09/2022
Adrienne Marshall	Yucaipa-Calimesa Joint Unified	San Bernardino	07/01/2022-07/20/2022
Kelsey Meder	Mt. Pleasant Elementary	Santa Clara	07/01/2022-07/19/2022
Blake Mosher	Shasta Union High	Shasta	08/02/2022-08/18/2022
Salvador Narez	Oxnard	Ventura	08/11/2022-08/11/2022
Linda Ortega	Alvord Unified	Riverside	07/01/2022-07/18/2022

Name	School District/Charter	County	Period of Services
*Crystal Page	River Springs Charter	Riverside	07/01/2022-07/14/2022
Margaret Perkins	Menifee Union	Riverside	08/03/2022-08/25/2022
Elizabeth Pitts	Milpitas Unified	Santa Clara	09/02/2022-09/07/2022
Kimberly Randall	Alta Loma	San Bernardino	07/02/2022-07/04/2022
James Ratigan	Central Elementary	San Bernardino	07/01/2022-08/02/2022
Erika Raya	Hilmar Unified	Merced	07/02/2022-07/14/2022
Michelle Requilman-Bowden	Valley Center-Pauma Unified	San Diego	07/21/2022-08/03/2022
Monica Sandoval	Livingston Union	Merced	08/01/2022-08/16/2022
Matthew Ward	Delhi Unified	Merced	02/02/2022-02/02/2022
Matthew Wellman	Delhi Unified	Merced	07/01/2022-07/15/2022
Jennifer Zhou	Alhambra Unified	Los Angeles	08/03/2022-08/12/2022

*Holds more than one credential

Proposed Title 5 Regulation Pertaining to Examination Fees

Introduction

This rulemaking action proposes the following amendments to regulations pertaining to examination fees:

- 1) To add language to section 80487(a)(4) that makes it clear that the fee for the CBEST is now charged per subtest and that the fee for the state basic skills proficiency test shall be set at \$30 per subtest for fiscal year 2022-23.
- 2) To add language to section 80071.5(f) that the only two testing options for CBEST are computer-based in a testing center and online-proctored where a proctor observes the test taker taking the CBEST online. The paper-based version of the exam will no longer be administered.
- 3) To correct numbering for sections 80487(a) (5)-(7).

Background

At the April 2021 Commission meeting actions were taken to retire the CBEST paper-based examination and remove the \$41 fee from regulations. In addition to removing the paper-based fee from regulations, additional edits to regulations were made to improve clarity and correct numbering and references between sets of regulations. Specifically, the approved amendments to the regulations were:

- A non-substantive amendment to section 80487(a)(2) to correct a typo.
- A repeal of section 80487(a)(4) that listed the outdated fee of \$41 for the California Basic Educational Skills Test (CBEST).
- A non-substantive amendment to sections 80487(a)(5)-(7) to update numbering.
- An amendment to section 80071.4(j) to remove an incorrect cross reference.

Following the approval of the amendments, staff issued a 45-day notice on March 11, 2022, and the public comment period closed on April 25, 2022. No comments were received, and a public hearing was not requested or held. However, as this rulemaking action has identified, there are several clarifications that Office of Administrative Law (OAL) has requested be made to the regulations. In response, staff withdrew the rulemaking packet in June 2022 and are now proposing amendments noted in this item. Should the proposed text be approved by the Commission, staff will finalize the rulemaking record, provided there are no substantive public comments during the 15-day notice.

Summary of Proposed Regulation

[Appendix A](#) of this item includes the following proposed amendments:

80487(a)(4): The fee for the exam, as it is required by statute. This clarifies that the fee for the state basic skills proficiency test shall be set at \$30 per subtest.

800487(a)(5)-(a)(7): Corrections to numbering.

80071.4(f): Language to make clear that the only two testing options for CBEST are computer-based in a testing center and online-proctored where a proctor observes the test taker taking the CBEST online. The paper-based exam has been eliminated and this addition makes it clear to the public that there are two options for how and where to take the exam.

This rulemaking action proposes amendments to language within sections 80487 and 80071 of the regulations pertaining to examination fees. Appendix A includes additional language to make it clear that the fee for the CBEST is now charged per subtest, at the cost of \$30 per subtest. Also, Appendix A includes amended language to make it clear that the only two testing options for CBEST are computer-based in a testing center and online-proctored where a proctor observes the test taker taking the CBEST online. The paper-based version of the exam will no longer be administered.

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments to regulations as shown in [Appendix A](#) and authorize staff to begin the 15-day notice.

Next Steps

If approved by the Commission, staff will begin the 15-day notice and move forward to complete the rulemaking packet for submission to the OAL.

Appendix A

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~. Text proposed to be amended in this 15-day notice is shown in double underline for additions and ~~double strikeout~~ for deletions.

CALIFORNIA CODE OF REGULATIONS TITLE 5. EDUCATION DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

CHAPTER 4. Procedure for Application for Adding Authorization to, and Renewal of Credentials

Article 4. Fees for Credentials

80487. Fees

(a) For the purpose of this section, credential means any certificate, permit, authorization, or other certification document, which the Commission is empowered to issue. The fee for the following services shall be:

(1) The fee for the issuance, reissuance, extension, or renewal of a credential shall be one hundred dollars unless otherwise established by law.

(2) The fee for upgrading a Certificate of ~~Eligibility~~ Eligibility to preliminary credential shall be one-half the fee specified in (a)(1) or the credential fee established by law.

(3) Two hundred fifty dollars for a Board of Examiners' fee as provided in Section 80076.

~~(4)(4) The fee for the state basic skills proficiency test shall be forty one dollars. The fee for the state basic skills proficiency test shall be thirty dollars per subtest.~~

~~(5)(4)(5)~~ Seventeen dollars, or the actual fee charged if different from this amount, to reimburse the Commission for the actual amount charged by the Federal Bureau of Investigation for furnishing its summary criminal history information on applicants for credentials.

~~(6)(5)(6)~~ Thirty-two dollars, or the actual fee charged if it is different from this amount, to reimburse the Commission for the amount charged by the California State Department of Justice, Criminal Identification and Investigation Bureau, for furnishing its summary criminal history information on applicants for credentials.

~~(7)(6)(7)~~ The fee for the Certificate of Clearance as specified in Section 80028 shall be one-half the fee in (a)(1) or the credential fee established by law.

(b) Except for the fee specified in (a)(3), the fees shall accompany the application for issuance, reissuance or renewal. The fees shall be deemed earned upon receipt and shall not be refunded even though the applicant does not qualify for the credential.

(c) The fee for examination administered by a contractor on behalf of the Commission shall be paid directly to the testing contractor unless otherwise specified by contract.

(d) The applicant shall receive either a credential or an evaluation which sets forth the requirements which have not been met.

(e) Where an applicant has met all the qualifications for a credential at the time the application is submitted, but where required verification or documentation has been delayed, no new or additional fee shall be charged if such required verification or documentation is submitted within sixty days.

Note: Authority cited: Sections 44225 and 44252.5, Education Code. Reference: Sections 44235, 44252.5, 44253.5, 44280, 44289, 44298, 44332.5(b), 44339, 44340 and 44341, Education Code; and Section 11105(e), Penal Code.

CHAPTER 1. Credentials Issued Under the Teacher Preparation and Licensing Law of 1970

Article 3. Examinations and Subject Matter Programs

80071.4. Basic Skills Examination

(a) After January 31, 1983, every applicant for a credential, permit or certificate, or for the renewal of an emergency permit shall be required to have obtained a passing score on the California Basic Educational Skills Test (CBEST). The test is not required to renew, reissue or upgrade a credential, certificate or permit except when upgrading a permit would require a baccalaureate degree.

(b) Pursuant to Education Code Sections 44252(b) and (d) applicants for the following credentials, permits, or certificates are exempt from this requirement:

- (1) a credential to be issued solely for teaching adults in an apprenticeship program;
- (2) a credential for an adult education designated subject other than an academic subject; and
- (3) a certificate of clearance;
- (4) a children's center permit or a permit authorizing service in a special center for the handicapped, when a baccalaureate degree is not required;
- (5) a credential, certificate, or permit for an additional teaching authorization when the applicant holds a non-emergency credential, certificate or permit that requires a baccalaureate degree and authorizes teaching;
- (6) a health services credential;
- (7) a Designated Subjects Vocational Education Teaching Credential.
- (8) any Designated Subjects Special Subjects Credential for which a baccalaureate degree is not required.

(c) Pursuant to Education Code Section 44252(b)(3), a school district can request a one year non-renewable credential for an individual who they wish to employ and who has not yet passed the CBEST.

(1) The applicant for the one year non-renewable credential shall satisfy all of the following:

(A) either 1. or 2. below:

1. completed an out-of-state professional preparation program for a credential comparable to the California credential requested; or
2. completed a California approved professional preparation program for the requested credential prior to February 1, 1983 and has resided outside of California for the year immediately preceding application for the one year non-renewable emergency credential.

(B) and all minimum requirements for the California credential requested except for the CBEST requirement; and

(C) a basic skills test developed and administered by the employing school district.

(d) Applicants for an exchange certificated employee credential can be issued a one-year preliminary credential pending the passage of the CBEST.

(e) An applicant for any credential needing the CBEST shall be required to have passed it only once, regardless of the time that has elapsed between the date of passing the test and the date of the application.

(f) The Commission will establish the schedule of test administrations for computer-based testing center exams and for online at-home proctored exams no less than four months prior to the beginning of the next fiscal year, and will publicize the schedule by all reasonable means as quickly as practicable. The only two testing options for CBEST are computer-based in a testing center and online-proctored where a proctor observes the test taker taking the CBEST online.

(g) The Commission will arrange for a special administration of the test in the event that an emergency occurs. An emergency for this purpose is a reasonably unforeseeable circumstance which cannot be avoided or a foreseeable one that cannot be accommodated because of the special and unique staff recruitment problems with which a school district or group of districts is faced.

The special administration will be scheduled by the Commission as soon as possible, consistent with the district's schedule for compliance with the requirements of sections 80071.4(h)(1)(B), (h)(1)(C), and (h)(2)(C) below, except that no special administration will be scheduled in the period three calendar weeks before a scheduled regular administration. No special administration will be scheduled without reasonable assurance that at least forty people will

actually register and take the test at the special administration. Two or more districts or counties may jointly participate in a single administration provided each can satisfy the requirements specified in Section 80071.4(h).

(h) The written request for a special administration must include a copy of relevant sections of the official minutes of the district or county governing board and documentation by the superintendent of the specific facts of the emergency.

(1) The minutes of the governing board meeting must show that the board accepts the following conditions:

- (A) An emergency as defined in subsection (g) exists and is unavoidable.
- (B) District or county staff will assist in locating or providing space for the special administration and in the identification of qualified examination proctors, if such assistance is requested by the Commission or its designated agent;
- (C) District or county staff will provide administrative support in accomplishing the registration process in a manner that will be consistent with the CBEST registration and reporting system;
- (D) The district agrees to pay the full fee required for testing forty persons, even if fewer than forty actually take the test at a special administration.
- (E) The district or county agrees not to require that the people taking the test pay any of the excess administrative cost incurred by the district or county.

(2) The superintendent of the district or county shall provide the following information as part of the written request:

- (A) A detailed statement on the cause of the emergency and the reasons it could not have been anticipated in time to make use of the most recent previous regular administration;
- (B) Documentation on the numbers of substitute or contract teachers needed, the total number of teachers on contract in the district or county, or the average daily number of substitutes used in the preceding year as appropriate to the definition of an emergency cited in the governing board minutes;
- (C) A description of the plans for publicizing the special administration to insure that it will be maximally effective in attracting people not previously tested who can meet the emergency needs of the district or county;
- (D) A definitive statement about whether admission to the special administration will be limited to people who are potential employees of the district or county requesting the special administration, or will be open to anyone who wishes to take the test;
- (E) Designation of the county or district having primary responsibility for administrative arrangements for the special administration, in the event that

two or more counties or districts are participating jointly in the special administration.

(i) No special administration will be scheduled for a college or university.

(j) There will be no limit on the number of times a person may take the entire test or sections of the test. Section(s) of the test that have been passed need not be repeated, but no person taking the test may omit any section that has not been passed. ~~The test fee for repeating the test will be as specified in Section 80487(a)(5) of these regulations.~~

(k) In determining whether a person has passed the test, the highest score obtained on any section of the test at any administration will be used without regard to the length of time that has elapsed since the score was obtained.

(l) All credential program applicants shall take the CBEST for diagnostic purposes no later than the deadline for submission of his/her application for admission to the credential program unless the applicant is exempt from the CBEST for the credential.

(m) An individual credential applicant who already holds a valid non-emergency teaching credential that requires a baccalaureate degree and is seeking an additional teaching authorization is exempt from the provisions of subsection (l).

(n) The Commission will not consider appeals by credential applicants who have failed to achieve the passing standard established by the Commission at the time the CBEST has been most recently attempted.

(o) The Commission will issue annually a report on the passing rates of various groups on the CBEST, including passing rates by institution attended.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44252, 44252.5, 44203 and 44830, Education Code.

Additional Language to Clarify Verification of Veteran Teacher Bilingual Teaching Experience and Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bilingual Authorization Educator Preparation

Introduction

This agenda item presents an addition to the Bilingual Authorization Program Standards (Program Standard 3: Field Experience) and proposed amendments to Title 5 of the California Code of Regulations pertaining to Bilingual Authorization Educator Preparation.

Background

In [December 2021](#), the Commission adopted updated Bilingual Authorization Program Standards and Bilingual Teaching Performance Expectations. The 2021 Bilingual Authorization program standards include a 20-hour field experience, which was not required in the prior (2008) standards. Program Standard 3: Field Experience, as approved by the Commission in December 2021, does not include how veteran teacher bilingual teaching experience may be recognized. Staff met with constituents to determine how the field experience requirement can be implemented while honoring veteran teacher bilingual teaching experience. The consensus between constituent groups is represented in Program Standard 3: Field Experience and is included below. The added language is underlined:

Program Standard 3: Field Experience

The program demonstrates initial and ongoing collaboration with LEAs that serve as sites for field experiences, so candidates have opportunities to apply concepts and knowledge as described in the BTPEs. The program provides candidates with opportunities to apply bilingual pedagogies in practice in a bilingual setting through a bilingual system of support that includes linguistic proficiency, cultural responsiveness, and pedagogical competence. The program provides candidates with guidance and assistance by qualified and trained bilingual mentors to guide improvements in practice. The program provides candidates with experiences that are integrated into coursework and are aligned with the BTPEs. Field experiences must consist of a minimum 20 hours of field experience throughout the bilingual authorization program. Verification of fieldwork may be completed by the preparation program or by a credentialed teacher, instructional coach, administrator, or other credentialed educator holding a bilingual authorization and having relevant and recent classroom or coaching experience mutually agreed to by the program and candidate.

Summary of Proposed Updated Regulations for the Bilingual Authorization and Bilingual Teaching Performance Expectations

[Appendix A](#) includes the proposed amendments to the regulations staff is proposing to sections 80615, 80615.1, and 80615.2 of Title 5, Division 8 of the California Code of Regulations. The

purpose of these regulations is to ensure the regulations are aligned with the policy shift for Bilingual Education in California and to ensure that the newly adopted standards are placed into regulation so that institutions operating Bilingual Authorization Teacher Preparation Programs are aware of the standards for operating a program. Staff is also proposing to amend section 80033(d)(2) and repeal outdated documents incorporated by reference. Section 80033 includes regulations for intern credentials and section (d)(2) includes the now outdated Bilingual Authorization standards incorporated by reference. Amendments are proposed to direct the reader to the actual precondition, program standards, and teaching performance expectations, proposed sections 80615.1, 80615.2, and 80615.3, and to repeal the outdated standards from incorporation by reference.

Staff Recommendation

Staff recommends that the Commission adopt the proposed language added to Program Standard 3: Field Experience and adopt the proposed updated regulations.

Next Steps

If the Commission adopts the proposed language to Program Standard 3: Field Experience and adopts the proposed updated regulations, staff will notify the field with the updates to Program Standard 3: Field Experience and begin the public comment period, public hearing, and submission of the proposed updated regulations to the Office of Administrative Law.

Appendix A

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~.

**CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING**

§ 80033. Intern Teaching Credentials

(a) The Commission may issue the following types of multiple subject, single subject, and education specialist instruction intern credentials:

- (1) University intern credentials pursuant to Education Code section 44452.
- (2) District intern credentials pursuant to Education Code section 44325.

(b) Support and Supervision.

(1) Intern programs are a partnership between the Commission approved program sponsor and the California employing agency that elects to employ an individual on the basis of an intern credential. Prior to an intern teacher assuming daily teaching responsibilities, a signed Memorandum of Understanding must be in place between the Commission approved program sponsor and the California employing agency detailing the support and supervision that will be provided.

(2) The Commission approved program sponsor in cooperation with the California employing agency shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential. The Commission approved program sponsor, employing agency, and the intern teacher shall concur on the program planned.

(3) Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.

(4) A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

(5) The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1:

(A) The Commission approved program sponsor shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

(B) The California employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to (b)(3) provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.

(C) An individual who passes the CTEL examinations specified in section 80015.3(b) prior or subsequent to the issuance of the intern credential may be exempted from the provisions of (b)(5)(A) and (b)(5)(B).

(c) The following are the minimum requirements for a university or district intern credential:

(1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of higher education.

(2) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute or regulation.

(3) Demonstration of knowledge of the Constitution of the United States as provided in Education Code section 44335.

(4) Subject-matter knowledge.

(A) Multiple subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(A).

(B) Single subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(B).

(C) Education specialist instruction intern credential applicants shall meet this requirement as specified in section 80048.8(a)(4).

(5) Enrollment in a Commission approved program as follows:

(A) For the multiple subject and single subject university or district intern credential, a program based on the SB 2042 Multiple Subject and Single Subject Preliminary Credential Program (rev. 2/11/14), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(B) For the education specialist instruction university or district intern credential, a program based on the Program Standards in section 80612 and the credential specific Teaching Performance Expectations in section 80613, and which has been accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(6) Completion of intern preservice preparation provided by a Commission approved program sponsor as detailed in (c)(5):

(7) Submission of an application form as defined in section 80001; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(8) Recommendation from a Commission approved intern program as specified in Education Code section 44227(b).

(d) Intern credentials shall be issued with an English learner or bilingual authorization for applicants who meet the conditions specified in either (d)(1) or (d)(2).

(1) An English learner authorization for applicants who do not possess one of the following:

(A) a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction credential;

(B) a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or

(C) a valid bilingual authorization issued pursuant to section 80015.1.

(2) A bilingual authorization if requested by a Commission approved bilingual authorization program based on the ~~standards in sections 80615.1, 80615.2, and 80615.3 and Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization (rev. 1/13), available on the Commission's website and hereby incorporated by reference,~~ accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(e) An intern credential shall be restricted to service with the California employing agency identified by the Commission approved program sponsor.

(f) Term.

(1) An intern credential issued pursuant to this section, except the education specialist instruction district intern credential, shall be initially issued for no more than two years.

(2) The education specialist instruction district intern credential shall be initially issued for no more than three years.

(g) Authorization.

(1) The following shall be listed on each intern credential: “This individual has completed the intern preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission approved intern preparation program. The individual must be supported by both the Commission approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential.”

(2) The university intern credential authorizes the following:

(A) A multiple subject university intern credential authorizes the holder to provide the services specified in sections 80003(a) through (d) in grades twelve and below, including preschool, and in classes organized primarily for adults.

(B) A single subject university intern credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults as specified in sections 80004(a) through (e).

(C) An education specialist instruction university intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A university intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A university intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(3) The district intern credential authorizes the following:

(A) A multiple subject district intern credential authorizes the holder to teach self-contained classes in grades kindergarten through eight.

(B) A single subject district intern credential authorizes the holder to teach departmentalized courses within the content area(s) listed on the document in grades six through twelve.

(C) An education specialist instruction district intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A district intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A district intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(b), 44252(b), 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d), 44325, 44326, 44335, 44373(c), 44452, 44453, 44454, 44455, 44461, 44464 and 44465, Education Code.

80615. Bilingual Authorization Educator Preparation Program Definitions
Institutions seeking to prepare candidates for the Bilingual Authorization must align their program to meet the standards in sections 80615.1, 80615.2, and 80615.3. Definitions in section 80605 and the following terms defined in this section shall apply to articles 80615.1, 80615.2, and 80615.3.

(a) Bilingual Program Models: Various instructional programs that support emergent bilinguals. These models can have different goals including but not limited to focusing on developing English proficiency or on developing bilingualism and/or biliteracy skills. Models can be categorized into four types: Developmental Bilingual Program, Dual Language Immersion Program, One-Way Immersion Program, and Transitional Bilingual Education.

(b) Concurrent Candidates: Candidates seeking to earn both a Preliminary teaching credential and a Bilingual Authorization as part of their initial preparation for the credential.

(c) Contrastive Analysis: The systematic study of a pair of languages with the purpose of identifying their structural differences and similarities.

(d) Cross-Linguistic Transfer: Language learners' use of linguistic knowledge of one of their languages to leverage the learning of another language.

(e) Culturally and Linguistically Appropriate Learning Activities: Activities that build on asset-based pedagogical research including culturally relevant pedagogy, and culturally responsive pedagogy, and linguistic pedagogy.

(f) Culturally Relevant: A theoretical model which addresses student achievement and helps students accept and affirm their cultural identity while also developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate.

(g) Culturally Responsive: Recognizing and incorporating the cultural resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.

(h) Developmental Bilingual Program: Programs that provide instruction for English learners utilizing English and students' native language for literacy and academic instruction with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight but may be offered through grade twelve.

(i) Distance Learning: May include video and/or audio instruction in which the primary mode of communication between the student and instructor is virtual interaction, instructional television, video, or telecourses. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

(j) Dual Language Immersion Program (Two-Way Immersion): Language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight, but may be offered through grade twelve. Dual Language Immersion and Two-Way Immersion are synonymous.

(k) One-Way Immersion Program: Instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding. This program is typically found in kindergarten through grade eight but may be offered through grade twelve.

(l) Transitional Bilingual Education: Provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language

proficiency and academic achievement in English. Students typically transition to “English only” instruction by third grade. This program is typically found in kindergarten through grade three but may be offered at higher grade levels.

(m) Translanguaging: Refers to using linguistic repertoire, without regard for socially and politically defined language labels or boundaries.

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6 44253.7, and 44373 Education Code.

80615.1. Bilingual Authorization Program Precondition

(a) An institution operating a program for the Bilingual Authorization must verify, prior to recommending a candidate for the authorization, that the candidate holds a prerequisite credential or is recommended for a prerequisite credential simultaneously. The prerequisite credential must include an English Learner authorization, or the candidate must be eligible for an English learner authorization pursuant to the provisions of Education Code section 44253.4(b)(1), and Title 5 California Code of Regulations (CCR) sections 80015.1(a)(1) and 80015.2.

Acceptable prerequisite credentials include a valid California teaching credential, services credential with the added special class authorization, visiting faculty permit, child development permit (excluding assistant and associate permits), or children’s center permit which credential or permit authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12, inclusive, or classes primarily organized for adults, except for the following: emergency credentials or permits, exchange credentials as specified in education code section 44333, district intern credentials as specified in education code section 44325, sojourn certificated employee credentials as specified in Education Code section 44856, and teacher education internship credentials as specified in education code Article 3 (commencing with Education Code section 44450) of Chapter 3.

80615.2. Bilingual Authorization Educator Preparation Program Standards

(a) Program Design. The bilingual teacher preparation program provides an explicit guiding statement of its philosophy, purpose, and rationale relating to bilingual education. This guiding statement acts as a modality for teaching and learning, advancing the educational success of bilingual learners and facilitating the effective participation of bilingual citizens within healthy schools and communities. Consistent with the elements of the program’s guiding statement, the program’s design of coursework and field experiences for candidates demonstrate valuing the linguistic and cultural assets brought by students to the content and practice of bilingual education; promoting policies, practices, and activities for faculty, staff, and candidates consistent with the ideals of ethnic, racial, and social justice; and supporting equity, inclusion, and racially sensitive practices in all aspects of the program.

The program’s design is cohesive and effective in coordinating activities, services, and interactions between the program and its sponsoring institution. The program’s design of

coursework and field experiences provide candidates with a clear theoretical and practical understanding necessary to design and implement instruction that addresses the sociocultural, socioemotional, sociolinguistic, sociopolitical, and instructional needs of bilingual learners in a variety of bilingual instructional settings in California public schools.

The roles of the program's leadership team are clearly delineated, and program's leadership is provided by highly qualified faculty and staff with prior experience in a bilingual setting in California and/or who hold a Bilingual Authorization (or the equivalent), or an advanced degree in bilingual/multicultural education or related field.

The program demonstrates initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) which serve as sites for field experiences so that candidates have opportunities to apply concepts and knowledge as described in the Bilingual Teaching Performance Expectations (BTPEs) in section 80615.3. The program ensures candidates gain knowledge and experience, through coursework and fieldwork in bilingual LEA settings, about the types of bilingual programs being offered to Transitional Kindergarten (TK)-12 students (e.g., one-way immersion, dual immersion, developmental), so that candidates are prepared to be effective in their field placements.

The program helps candidates make connections between the universal teaching performance expectations and the BTPEs, so candidates understand how these two sets of related competencies are reflected in both preparation and instructional practice with bilingual TK-12 students in California public schools. The program's curriculum ensures candidates are offered opportunities such as peer collaboration and other ways to learn, practice, and be assessed on the BTPEs, as well as to understand the complex theoretical and practical theories of the bilingual field (e.g., language acquisition theory and practice, bilingual and multilingual instructional approaches and methodologies, cultural products and respect for cultural traditions, English Language Development instruction, and content instruction and assessment using more than one language as the medium of communication and assessment).

The design of the program includes options for candidates to complete the program in a concurrent model and/or as a post-credential model and takes into consideration a candidate's prior bilingual teaching experiences toward meeting program requirements. The design also specifies how the program is responsive to local needs and current contextual conditions. The program provides opportunities for ongoing professional development in the field of bilingual education and helps concurrent candidates transition to teacher induction.

(b) Preparing Candidates toward Mastery of BTPEs. The BTPEs describe the set of professional knowledge, skills, and abilities expected of bilingual and biliterate candidates to be able to effectively educate and support all students in meeting the state-adopted academic content standards.

The program's coursework and field experience provide opportunities for candidates to learn, apply, and reflect on each BTPE. As candidates progress through the program, pedagogical

assignments are increasingly complex and challenging. The scope of the pedagogical assignments addresses the BTPEs as they apply to bilingual teacher preparation, and includes program-embedded candidate assessments that provide formative feedback to candidates relative to their progress in the program and towards meeting requirements for the authorization.

As candidates progress through the curriculum, faculty and other qualified mentors assess candidates' pedagogical performance in relation to the BTPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the BTPEs.

(c) Field Experience. The program demonstrates initial and ongoing collaboration with LEAs that serve as sites for field experiences so candidates have opportunities to apply concepts and knowledge as described in the BTPEs. The program provides candidates with opportunities to apply bilingual pedagogies in practice in a bilingual setting through a bilingual system of support that includes linguistic proficiency, cultural responsiveness, and pedagogical competence. The program provides candidates with guidance and assistance by qualified and trained bilingual mentors to guide improvements in practice. The program provides candidates with experiences that are integrated into coursework and are aligned with the BTPEs. Field experiences must consist of a minimum 20 hours of field experience throughout the bilingual authorization program. Verification of fieldwork may be completed by the preparation program or by a credentialed teacher, instructional coach, administrator, or other credentialed educator holding a bilingual authorization and having relevant and recent classroom or coaching experience mutually agreed to by the program and candidate.

(d) Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements. Program faculty, supervisors, and mentors monitor and support candidates during their progress towards mastering the BTPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who make progress toward meeting program expectations and requirements for the authorization. Appropriate information, advice, and assistance is accessible to guide candidates' satisfaction of all program requirements in addition to mastering the BTPEs.

(e) Assessment of Candidate Competence. Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine, using documented evidence, that each candidate has demonstrated satisfactory performance on the full range of the BTPEs and language proficiency in accordance with this standard. During the program, candidates are guided and coached on their performance in bilingual instruction using formative and summative coursework and fieldwork-embedded assessments. Evaluation as well as verification of each candidate's performance is provided by coursework, faculty, mentors, and program supervisors.

The program must assess candidate competence and readiness by verifying that the candidate has attained a language proficiency level in listening, speaking, reading, and writing the target

language that is equivalent to the passing standard on the appropriate California Subject Examinations for Teachers (CSET): World Languages language examination. Using the most current American Council on the Teacher of Foreign Languages (ACTFL) Proficiency guidelines, this performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. The program creates clear guidelines by which the candidate will be assessed. If assessment of candidate language competency is conducted by the program, rather than through the CSET examination, the assessment must measure the candidate’s knowledge of linguistic repertoires and registers across contexts, instructional language, and content-specific language of the target language appropriate to the credential sought by each candidate.

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6 44253.7, and 44373 Education Code.

80615.3. Bilingual Teaching Performance Expectations (BTPE)

(a) BTPE 1: Engaging and Supporting all Students in Learning. Bilingual teacher candidates:

- (1) Apply their knowledge of students, students’ backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.
- (2) Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.
- (3) Support all students in learning through respecting the dynamic nature of language change, students’ own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.
- (4) Recognize students’ transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.
- (5) Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.
- (6) Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially- sensitive lens.
- (7) Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students’ educational achievement.

(b) BTPE 2: Creating and Maintaining Effective Environments for Student Learning Bilingual teacher candidates:

- (1) Demonstrate an understanding that students’ motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.

- (2) Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.
- (3) Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners' assets and needs.
- (4) Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
- (5) Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.
- (6) Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.
- (7) Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.

(c) BTPE 3: Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy). Bilingual teacher candidates:

- (1) Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.
- (2) Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.
- (3) Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.
- (4) Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.
- (5) Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.

(d) BTPE 4: Planning Instruction and Designing Learning Experiences for All Students. Bilingual teacher candidates:

- (1) Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.
- (2) Apply knowledge of research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.
- (3) Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.
- (4) Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.

(e) BTPE 5: Assessing Student Learning. Bilingual teacher candidates:

- (1) Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
- (2) Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
- (3) Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.
- (4) Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.

(f) BTPE 6: Developing as a Professional Educator. Bilingual teacher candidates:

- (1) Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.
- (2) Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.
- (3) Demonstrate awareness of organizations committed to the advancement of bilingual education.

- (4) Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.
- (5) Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.
- (6) Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.
- (7) Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6 44253.7, and 44373 Education Code.

Update on the Local Solutions to the Shortage of Special Education Teachers Grant Programs

Introduction

This agenda item presents an update on the Local Solutions to the Shortage of Special Education Teachers grant program administered by the Commission on Teacher Credentialing (Commission) and provides the data collected for Year Three of the Local Solutions grant program.

Background

The Local Solutions to the Shortage of Special Education Teachers (Local Solutions) grants were included in the 2018-19 state budget to support the recruitment, preparation, and support of new special education teachers. Authorizing legislation provided a total of \$50 million for competitive grants to eligible local education agencies (LEAs) and provided up to \$20,000 per participating teacher to grantees to implement locally identified solutions to address the shortage of special education teachers.

In September 2018, the Commission published the Request for Proposals (RFP) for the Local Solutions grant. The grant awards were announced in December 2018, and 41 LEAs were funded to implement the provisions required of the authorizing statute which include:

- Addressing teacher shortages in special education,
- Helping to recruit and support the preparation of more individuals in the teaching profession,
- Supporting the induction of educators into the profession, and
- Supporting the continued professional learning of credentialed special education educators.

This grant program allows eligible LEAs the opportunity and flexibility to design and implement local solutions to meet their needs for credentialed special education teachers. LEA grant recipients were required to use this grant opportunity to increase the supply of special education teachers by prioritizing strategies for identifying, recruiting, preparing, employing, and supporting newly credentialed special education teachers and for assisting teachers who may be credentialed in another field who want to become credentialed special education teachers.

At the [October 2020](#) and [September 2021](#) Commission meetings, staff presented the data from Year One and Year Two of the Local Solutions grant programs.

Data Collection

As part of the RFP, Local Solutions grantees committed to gathering data each year over the life of the funding, through June 2023. The data in this agenda item reflects the second full year of implementation of the Local Solutions grants.

To analyze the impact of this state-funded grant program, staff requested data as outlined in the RFP in these areas:

- The number of teachers participating in each type of local solutions activities implemented in the project.
- The percent of funding allocated to all of the following types of activities, including the number of teachers participating in each type of activity:
 - Recruitment, including signing bonuses for newly credentialed teachers who earn an Education Specialist credential,
 - Preparation, including teacher services scholarships and student debt payment,
 - Induction,
 - Professional learning,
 - Teacher career pathways, and
 - Other pertinent activities implemented by the Local Solutions grantee.
- Information regarding the effectiveness of the Local Solutions Grant Program in recruiting, developing support systems for, and retaining special education teachers, including all of the following:
 - The reduction in teacher turnover rates for special education teacher within the grantee LEA;
 - The reduction in educators serving on intern credentials, permits, or waivers;
 - Best practices found to be effective in implementing the program;
 - Factors hindering program implementation; and
 - Lesson learned in order to inform future investments in this type of program.

The results of data collected are described in the remainder of this item.

Participation in Local Solutions Activities

For the Local Solutions grant program, grantees were required to report the total number of participants, the distribution of participants across local solution activities, and the amount of funds expended for the local solutions activities.

Annual reports were due July 15, 2022, as of this time 35 of 41 grant recipient LEAs have submitted annual demographic reports and 38 of 41 submitted annual expenditure reports. Included in this agenda item is a compilation of the data received to date. Grant recipients reported 1,994 unique participants in the Local Solutions grant program in Year Three (July 1, 2021 through June 30, 2022). Table 1 lists the fifteen local solutions activities suggested in authorizing legislation, and reflected in the RFP, and shows the distribution of participants across local solutions activities and related expenditures. It is important to note that any number of the unique participants could participate in one or more of the listed local solutions activities. For example, a single participant may have been at a recruitment fair, then might

have benefited from tuition assistance, and finally might have received a signing bonus upon hire. In the overall total, this individual is counted once. In the table below, the individual is counted as many times as they received support from the Local Solutions Program.

Table 1: Local Solutions Grant Program Activities: Number of Participants and Funds Expended

Locally Identified Solutions	# of Participants per Activity	Funds Expended
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers	818	\$ 1,978,863
Assisting special education candidates with tuition	605	\$ 3,310,262
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential	0	\$ 0
Preparation costs of classified personnel to earn an Education Specialist teaching credential	105	\$503,697
Assisting newly credentialed special education teachers with student debt payment *	90	\$ 807,665
Living stipends for newly credentialed special education teachers	28	\$35,045
Signing bonuses for newly credentialed special education teachers*	89	\$1,127,833
Induction for special education teachers	361	\$1,028,250
Teacher service scholarships*	36	\$86,533
Service awards	3	\$46,000
Preparing mentor/master teachers to support new special education teachers	475	\$960,143
Professional Learning Communities	285	\$486,314
Teacher career pathways	90	\$116,891
Other locally identified solutions	309	\$664,836
Totals	3294	\$11,152,332

*Required four-year service commitment

Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers garnered the most participants. Not unexpectedly, tuition assistance, student debt payment, and preparation costs for classified employees were provided to a significant number of individuals and as a result, are areas where the most funds were expended. The next largest areas of expenditure that were not direct monetary support for participants were for Induction programs; other locally identified solutions that all include support structures for new special education teachers that are unique to each LEA; and the preparation of mentors/master teachers, who are instrumental to the success of support programs for educators.

Demographic Data of Local Solutions Participants

Local Solutions grant recipient LEAs are required to gather and report demographic data related to number of participants by race and ethnicity, and as a result of AB 677 (Chap. 744, Stats. 2017), demographic data related to gender is also required. The data presented in the following tables is the data submitted by LEA grant recipients and was self-identified by program participants.

Number of Participants by Ethnicity and Race

As of July 15, 2022, LEA grantees reported the number of participants in the Local Solutions grant program by self-identified race and ethnicity, as indicated above. Table 2 reports race and ethnicity data of Local Solutions teacher participants and Table 3 reports the self-identified gender of program participants.

Table 2: Number of Participants Self-Identified by Ethnicity and Race

Ethnicity and Race	Number of Participants Self-Identified	Percent
Hispanic/Latinx (of any race)	498	25%
American Indian or Alaska Native	22	1%
Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong)	148	7.5%
Black or African American	87	4%
Native Hawaiian or Pacific Islander (Guamanian, Samoan, Tahitian)	11	0.5%
White	580	29%
Two or more races	129	7%
Decline to state	519	26%
Total	1994	100%

Of the data reported for race and ethnicity, one quarter of Local Solutions participants self-identify their ethnicity as Hispanic or Latinx. Twenty-nine percent report their race as White; the total of all other races, including Multiracial, equaled 20%; and 26% of reporting participants chose the option “Decline to state.”

Table 3: Number of Participants Self-Identified by Gender

Gender	Number of Participants Self-Identified	Percent
Male	373	19%
Female	1231	61.5%
Nonbinary	13	0.5%
Decline to state	377	19%
Total	1994	100%

The data reported for gender has largely remained consistent with the majority of those who provided data self-identifying as female and a little under 20% having declined to state their gender.

Effectiveness of the Local Solutions Grant Program

The intent of the authorizing legislation for the Local Solutions grant program is to provide funding to LEAs for the recruitment, preparation, and support of new special education teachers. The legislation also requires that a participant who received a teacher service scholarship, signing bonus, or student debt payment shall agree to teach at a school within the jurisdiction of the grant recipient and work as an education specialist serving a caseload of pupils who receive special education services in a special education setting for four years. Participants have five years to fulfil the four-year service commitment. Table 4 reports the hiring data of these participants. It is important to note that any number of the unique participants could have received funding in one or more of the listed local solutions activities. For example, a single participant may have received student debt payment as well as a signing bonus. In the table below, the individual is counted as many times as they received support from the Local Solutions Program.

Table 4: Number of Participants on Track to be Hired by the Grantee LEA

Types of Fund(s) Received	Actual Number of Participants Receiving Fund(s)	Number of Participants on Track to be Hired by the LEA	Number of Participants NOT on Track to be Hired by the LEA
Teacher Service Scholarship	431	420	11
Signing Bonus	94	87	7
Student Debt Payment	112	110	2
Total	637	617	20

It is exciting to see that 97% of Local Solutions participants who received one or more of these three types of financial support are on track to be hired. Commission staff has contacted all the programs who employed the 20 recipients not on track to be hired to offer support on reminding participants that they have five years to fulfill the four-year commitment and/or on

tracking them in their employment as an education specialist within California but outside the grant funded LEA.

For Year Three (July 1, 2021 through June 30, 2022) data collection, program leaders were also asked to provide a short narrative response to questions regarding turnover rates; effective program practices; factors that hindered full implementation; and lessons learned. Following is a selection of themes that appeared in the narratives provided by grantees for each of these areas.

Turnover Rate and Reduction of Educators Serving on Intern Credentials, Permits, or Waivers

Local Solutions program leaders were asked to provide anecdotal evidence on how the implementation of the grant has reduced the LEAs turnover rate as well as the number of educators teaching with intern credentials, permits, and waivers. The overwhelming majority of program leaders noted that while turnover rates remain consistent, they are able to fill vacancies with more fully credentialed teachers than before their participation in this grant funded program.

The following are sample responses from grantees regarding turnover rates and teachers on intern credentials, permits, or waivers:

- Interns who have participated in this program have continued to work for the district on a tenure path and are highly effective teachers because of the intense support they had during their career path. [Our district] currently has 55 special education teachers. Nine of its special education staff are currently on intern credentials, permits, or waivers. Last year, there were a total of 28 special education teachers working on less than a full Education Specialist credential. Thanks to the Local Solutions program, we have been able to entice more of our current staff to pursue their special education credential, have added a few additional members to our team, and have provided master mentors to help assist our participants along the way.
- There was a slight reduction in turn over from 6.6 to 6.3%. Overall, there has been a 61% decrease (from 67 to 26) in the number of special education teachers serving on intern credentials, permits, or waivers over the first two years of the program.
- The grant hasn't reduced turnover but has provided opportunities to fill vacancies.

Effective Program Practices

Throughout the data reports and emails received with the data reports, grantees expressed overwhelming enthusiasm and gratitude for the Local Solutions grant program and the opportunities the funds have provided to improve the number and quality of special education teachers. Program leaders have contacted Commission staff expressing an interest for continued funding for this grant funding opportunity and explain that the pipeline created using Local Solutions grant funds has made a significant difference in attracting, training, and retaining the types of teachers they want in their classrooms. Most programs have indicated that offering signing bonuses and tuition reimbursement/payment are very effective recruitment strategies. However, having a strong mentoring program to support enrolled

participants is almost universally noted as the practice that is improving special education across grantee LEAs.

The following are sample responses from grantees regarding effective program practices:

- Tuition support and the ability to train mentors was critical. PLCs and mentoring were also important.
- It's important to recruit a strong team of related service providers to support special education teachers. Signing bonuses, tuition assistance, and student debt incentives were also important. Signing bonuses were the most effective recruitment tool.
- Multiple supports are key - new teacher induction with 1:1 support from a full-release support provider. The support provider can provide real-time, in-class support, coaching, and guidance. We mirrored induction for interns with in-class support. Targeted PD for best practices in instruction, curriculum, and assessment.
- Engaging with staff where they are and recruitment of classified employees were most effective. This has doubled our access to people and tripled the number of applicants and active participants in the grant.

Factors Hindering Full Implementation

COVID-19 has been a significant factor hindering implementation of many Local Solutions programs. Program leaders noted having to cancel professional development events as well as difficulty with recruiting both participants and mentors because of the myriad impacts of the pandemic on teachers' personal lives.

The following are sample responses from grantees regarding hindrances to full implementation of the Local Solutions grant program:

- COVID - lack of willingness to commit to the service requirement.
- Teacher stress and burnout due to COVID and mental health challenges. Demands on teacher time have made it difficult to establish a strong community of practice.
- Lack of substitutes, teachers could not be released for PLCs so meetings were canceled.
- Finding qualified special education coaches is difficult.
- Disconnect between state's desire for inclusive settings and universities wanting clinical practice to take place in special day classes. University programs have rigid programs offerings and locations, which are barriers for candidates.

Lessons Learned

Local Solutions grantees indicated many lessons learned and made connections between that which was proposed in the approved grant proposals and the reality of the day-to-day work related to local solutions activities. Many program leaders indicated that they now know to write grant applications more broadly to allow themselves flexibility with the allocation of grant funds over the life of the grant project period.

The following are sample responses from grantees regarding lessons learned related to implementing the Local Solutions grant program:

- Providing teacher support is the most effective investment in the areas of instruction, inclusion, sped law, IEPs/FAPE.
- The grant has created a platform for the districts and COEs to collaborate and create best practices that meet local needs.
- Collaboration with regular education teachers to build co-teaching skills and strategies in the least restrictive environment, raising awareness (and thus interest) through recruitment efforts about the need for greater teacher diversity in special education.
- A hindrance was that we could not change the language of the budget once we had approval, and we could not allocate funds for different needs such as marketing and advertising. Partnering with only one IHE for the BA option was not a good idea. We would partner with multiple IHEs for the BA option so people have more options in terms of starting/finishing times and cost of completion for the bachelor's degree.
- Braiding funds and collaborating with districts to deliver customized support and solutions is the key to recruitment and retention.

Next Steps

Staff will continue to provide technical assistance to all Local Solutions grantees, with a focus on data collection, and will provide regular updates to the Commission regarding this state-funded grant program. A final report is due from the Commission to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.