
2C

Action

General Session

Approval of the April 2024 Consent Calendar

Executive Summary: The Commission will review and approve the April 2024 Consent Calendar.

Recommended Action: That the Commission approve the April 2024 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Strategic Plan Goals

Educator Preparation and Advancement

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

Professional Licensure

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

Consent Calendar

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

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

1. **AGUILAR, Monica**

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.

2. **BAKER, David**

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

3. **BAKER, Lindsey**

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.

4. **BELL, Jennifer**

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. **BERNHARD-BECKMAN, Nathan**

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.

6. **BETZ, Troy**

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.

7. **BLANCHARD, 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.

8. **BOLADO, Sabrina**

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.

9. **BOURCIER, Tyler**

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.

10. **BRABHAM, Richard**

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.

11. **BRUM, Jerry**

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.

12. **CANAVAN, Todd**

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.

13. **CANCINO BOLANOS, Diana**

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.

14. **CARNEY, Thomas**

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.

15. **CASTELLANOS, Andrea**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of two hundred (200) days** as a result of misconduct pursuant to Education Code section 44421.

16. **CHUA, Winefreda**

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

17. **CONNELLY, Raquel**

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

18. **CORELLA, Cathleen**

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.

19. **DE JONG, Sarah**

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

20. **DE LUCA, Joseph**

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.

21. **DE VICO, Minnie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code section 44421.

22. **DONNELLY, Charles**

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. **DUBON, Henry**

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.

24. **DUCKWORTH, Laurel**

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.

25. **DURHAM II, Darius**

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, and the pending application is **granted**.

26. **FALLOWS, Christopher**

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

27. **GONZALEZ, Crista**

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.

28. **GONZALEZ, George**

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.

29. **GONZALEZ, Gregorio**

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.

30. **GUTIERREZ RUIZ, Salvador**

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.

31. **GUZMAN, Ramon**

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

32. **HANSON, Nicole**

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

33. **HICKS, Darrell**

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.

34. **HICKS, Lucas**

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 and the pending application is **granted**.

35. **HOLLOWAY, Christopher**

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

36. **IBARRA, Fernando**

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.

37. **JAMISON, Tina**

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. **JAUREGUI, Mario**

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.

39. **JOLLIFF, Jeffrey**

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.

40. **KAPPEN, Douglas**

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. **KING, Daniel**

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

42. **KOBIN, Michael**

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

43. **LANGMAN, Ari**

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

44. **LE MIEUX, Cecilia**

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.

45. **LICATA, Laura**

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.

46. **LICEA, Javier**

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.

47. **LOUBEY, Christopher**

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.

48. **MARTINEZ, Joseph**

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. **MCDONIELS, Michael**

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

50. **MCLEOD, Danyale**

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. **MEAD, Susan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code section 44421.

52. **MORALES, Peter**

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.

53. **MORRISON, Matthew**

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.

54. **MOYER, Heather**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code section 44421.

55. **OLINGER, Steven**

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

56. **PEREZ, Raymond**

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

57. **PERRY, Scott**

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.

58. **PICKAR, Robert**

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.

59. **PIERCE II, James**

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, and the pending application is **granted**.

60. **PORRAS, Michael**

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.

61. **REDD, Daniel**

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.

62. **REDDY, Arvind**

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.

63. **SCOTT, Andre**

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

64. **SELINGA, Kathleen**

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. **SHUERE, Peter**

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

66. **SICKAFOOSE, Colin**

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.

67. **SMITH, Arenzo**

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.

68. **STEPHENS, Kristine**

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.

69. **SUAREZ, Elijah**

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

70. **SULLIVAN, Lisa**

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.

71. **TOM-YUNGER, Daniel**

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

72. **VISCUSO, Deanna**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code section 44421.

73. **VOM STEEG, Scott**

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. **WALL, Rochelle**

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.

75. **WHITE, Brendan**

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.

76. **ZAHEDI, Jeff**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred fifty (150) days** as a result of misconduct pursuant to Education Code section 44421.

PRIVATE ADMONITION(S)

Pursuant to Education Code section 44438, the Committee of Credentials recommends **two (2)** private admonition(s) for the Commission's approval.

REMANDS SUSTAINED BY THE COMMITTEE OF CREDENTIALS

77. **MERCER, Paige**

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.

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.

78. BERNEKING, Brian

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

79. BUCK, Amanda

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

80. DAKHIL, Kareema Dawi

The Attorney General's Consent Determination stipulates that all certification documents are **revoked, the revocation is stayed, is placed on a three (3) year probation**, and the pending application is **granted**.

81. GRANZOTTO, David

The Attorney General's Consent Determination stipulates that He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

82. HAZEN, Lars

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

83. JACKSON, Christopher Ray

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423 and stipulates that any subsequent applications submitted will be rejected.

84. LOPEZ, Elisha

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code section 44421.

85. PIERSON, Gary

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

86. RENNELS-MAGON, Jennifer

The Attorney General's Consent Determination stipulates that She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

87. SHAN, Nicholas

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423 and stipulates that any subsequent applications submitted will be rejected.

88. STANGL, Pauline

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

The Office of the Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

89. BLANCHETTE, Sarah Marie

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

90. BOX, Steve

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

91. KIM, Brian

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

92. LABIB, Nardeen

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

93. SCHULMAN, Marc

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

PROPOSED DECISION FOR ADOPTION

An administrative law judge from the Office of Administrative Hearings has prepared the following Proposed Decision for the Commission's adoption.

94. MOE, Melissa

The Administrative Law Judge's Proposed Decision imposes that all certification documents are **revoked**, and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

FINAL DECISION AND ORDERS

95. **COLEGATE, Diane**

In accordance with the provisions of Government Code section 11517, the petition to revoke probation is **granted, the stay is lifted, and all certification documents are revoked.**

96. **GUTIERREZ, Tara**

In accordance with the provisions of Government Code section 11517, the pending application is **denied.**

97. **KLAUS, Jon**

In accordance with the provisions of Government Code section 11517, the accusation is **dismissed.**

98. **MESISCA, Jonathan**

In accordance with the provisions of Government Code section 11517, all certification documents are **revoked, the revocation is stayed, and is placed on a three (3) year probation.**

99. **MORALES, Lydia**

In accordance with the provisions of Government Code section 11517, all certification documents are **revoked, the revocation is stayed, placed on a five (5) year probation, including a suspension of all certification documents for a period of ninety (90) days.**

100. **OGUNSALU, Cornelius**

In accordance with the provisions of Government Code section 11517, the pending application was **denied.**

Division of Professional Practices Information Items

For your information only, the following items have been placed on the Consent Calendar for the April 18-19, 2024 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.

101. **CREAMIER, Allen**

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.

102. **OWENS, Trae**

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.

103. **SANTIAGO, Israel**

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.

104. **BLAISDELL, Jonathan C.**

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 Virginia Code section 18.2-67.4 (sexual battery on a 16-year-old), for which he is required to register as a sex offender pursuant to California Penal Code section 290.

105. **BOURGEOIS, Brandon Devon**

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 288.3(a) (contact minor with intent to commit specific crime) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

106. **DASKO, Daniel**

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 Title 18, United States Code section 2252(a)(2) (distribution of images of minors engaged in sexually explicit conduct), for which he is required to register as a sex offender pursuant to Title 34, United States Code section 20901.

107. **ESQUIVEL, Eduardo**

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) (possession of child or youth pornography), for which he is required to register as a sex offender pursuant to Penal Code section 290.

108. **HILL, Ronnetta E.**

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: money/labor/property), a serious felony.

109. **KEITH, Melton R.**

Pursuant to Education Code section 44346, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his Class B misdemeanor conviction for violating Texas Penal Code section 21.08 (indecent exposure) and Class A misdemeanor conviction for public lewdness, Texas.

110. **MAGDALENO, Steven**

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 sections 288(a) (lewd act upon a child) (1 count), and 288.3(a) (contact minor with intent to commit a sexual offense) (1 count), for which he is required to register as a sex offender pursuant to Penal Code section 290.

111. **MEDINA, Michael**

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 sections 288(a) (lewd or lascivious acts with a child under 14 years) (3 counts) and 288(c)(1) (lewd and lascivious acts with a child 14/15 years) (1 count), with admitted enhancement in violation of California Rules of Court sections 4.421(A)(3) (victim was particularly vulnerable) and 4.421(A)(11) (defendant took advantage of a position of trust or confidence to commit the offense); for which he is required to register as a sex offender pursuant to Penal Code section 290.

112. **MENDONCA, Andrew Arnaldo**

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 child under 18 years) (1 count).

113. **O CONNOR, Richard John**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Title 18, United States Code section 2252A(a)(5)(B) and 2252A(b)(2) (possession of child pornography) (1 count); for which, as a term of probation, his ability to associate with minors is limited.

114. **PHILLIPS, Anthony James**

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 sections 261(a)(2) (rape by force) (1 count), 289(a)(1) (aggravated sexual assault of a child under 14 years) (1 count), and

288(b)(1) (lewd and lascivious acts of a child under 14 years) (1 count); for which he is required to register as a sex offender pursuant to Penal Code section 290.

115. **RAMOS, Marcos**

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 section 311.11(a) (possession of child pornography) (1 count); for which, as a term of probation, his ability to associate with minors is limited, and for which he is required to register as a sex offender pursuant to Penal Code section 290.

116. **REGAN, Christopher Michael**

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 664-261.5(c) (attempted unlawful sexual intercourse with minor/statutory rape) (1 count).

117. **ROLDAN, David L.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony convictions for violating Title 18, United States Code section 2252A(a)(1) and (b)(1) (transportation of child pornography) (2 counts), for which he is required to register as a sex offender.

118. **SANTIAGO, Israel Alejandro**

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 sections 288(b)(1) (lewd or lascivious act on a child by force, violence, duress menace and fear) (1 count), with admitted enhancement of Penal Code section 1170(b) (victim was particularly vulnerable), and 288(a) (lewd or lascivious act on a child under fourteen) (3 counts), with admitted enhancement of Penal Code section 1170(b) (victim was particularly vulnerable); for which he is required to register as a sex offender pursuant to Penal Code section 290.

119. **TORRES BRAVO, Raymundo**

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 a minor in sexual act) (1 count), with admitted enhancement of Penal Code section 311.11(c)(1) (images of minor under 12 years).

120. **TROIANO, Kyle**

Pursuant to Education Code sections 44425 and 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony convictions for violating California Penal Code section 245(a)(4) (assault

with force likely to produce great bodily injury), a serious felony, and California Health and Safety Code sections 11352(a) (sale or transport of controlled substance) and 11379(a) (sale or transport of controlled substance); and misdemeanor convictions for violating California Health and Safety Code sections 11350(a) (possession of a controlled substance) and 11377(a) (possession of a controlled substance).

121. **WASHINGTON, Jared D.**

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 section 288(c)(1) (lewd or lascivious acts with a child 14/15 years) (1 count); for which, as a term of probation, his ability to associate with minors is limited, and for which he is required to register as a sex offender pursuant to Penal Code section 290.

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).

122. **BLAKELY, Kimberly Rachel**

123. **CHANOVE, Conner I.**

124. **COSTELLO, Chad J.**

125. **JONES, Kiah L.**

126. **MC INTYRE, Michael Patrick**

127. **NADEAU, Shawn David**

128. **RODRIGUEZ, Christopher**

129. **RYAN, John R.**

130. **SANDOVAL GRIFFIN, Jonathan C.**

131. **SHAFFER, Emma B.**

132. **SHELTON, Matthew Joseph**

133. **SINDEL II, Kurt Michael**

134. **WILSON, Jonathan Samuel**

SUSPENSION DUE TO REVOCATION OF CREDENTIALS IN ANOTHER STATE

All credentials held by the following individual were suspended, pursuant to Education Code section 44423.5, due to revocation of teaching credentials, license, or permits in another state. The credentials will remain suspended until final disposition by the California Commission on Teacher Credentialing.

135. **BANKSTON, Lamont M.**

TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

136. **FARRIS, Dylan**

137. **MARIN, Yvonne R.**

138. **WU, Brandon**

RESCISSION

JAUREGUI, Christopher

At the February 8-9, 2024 meeting, the Commission adopted the original recommendation of the Committee of Credentials, stipulating that all his certification documents are **revoked**, and the pending application is **denied** in accordance with Education Code sections 44421 and 44345. However, the Committee reconsidered and all certification documents are suspended for a period of one-hundred twenty (120) days and his pending application is granted.

CORRECTIONS

WILLETT, Darin

At the February 8-9, 2024 meeting, the Commission adopted the correct findings and recommendation of the Committee of Credentials, stipulating that his **Clear Administrative Services Credential is suspended for one-hundred (100) days**, in accordance with Education Code section 44421. However, the description in the Consent Calendar incorrectly reflected that *all certification documents* are suspended for a period of one hundred (100) days. This Consent Calendar correction is for information only.

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.

<i>Name</i>	<i>School District/Charter</i>	<i>County</i>	<i>Period of Services</i>
Jill Aguirre	Newport-Mesa Unified SD	Orange	03/02/2024-03/19/2024
Carey Aiello	Fullerton Joint Union High SD	Orange	09/01/2023-09/19/2023
Holly Amighetti	San Jacinto Unified SD	Riverside	01/02/2024-01/23/2024
*Daniel Barnes	Grossmont Union High SD	San Diego	01/01/2024-01/04/2024
Elva Barocio	Parlier Unified SD	Fresno	03/02/2024-03/04/2024
Laszlo Berzsenyi	Tustin Unified SD	Orange	02/01/2024-02/05/2024
*Anastasia Bradshaw	Santa Rosa Academy	Riverside	12/01/2023-12/03/2023
Brittney Cairns	Santa Rosa Academy	Riverside	02/01/2024-02/06/2024
Gina Clayton-Tarvin	ABC Unified SD	Los Angeles	02/01/2024-03/13/2024
April Crain	Atwater Elementary SD	Merced	09/02/2023-09/05/2023
Maria Delgado	Delhi Unified SD	Merced	12/01/2023-12/15/2023
April Dixon	Shasta Union High SD	Shasta	07/01/2023-11/01/2023
Nikkita David	Irvine Unified SD	Orange	01/01/2024-01/24/2024
Pamela Erickson	Tustin Unified SD	Orange	02/01/2024-02/05/2024
*Jake Gaeir	Grossmont Union High SD	San Diego	07/01/2023-07/18/2023
*Edwin Gomez	Riverside COE	Riverside	02/02/2024-02/13/2024
Graciela Gomez	La Habra City Unified SD	Orange	03/01/2024-03/24/2024
Kazy Gutierrez	Merced Union High SD	Merced	12/02/2023-12/10/2023
Jacob Hancock	Oceanside Unified SD	San Diego	01/01/2024-01/03/2024
*Tuesday Hancock-Stoffers	ABC Unified SD	Los Angeles	02/01/2024-02/28/2024
Patricia Jacobs	Helendale SD	San Bernardino	09/02/2023-12/17/2023
*Margaret Jacobsen	La Mesa-Spring Valley SD	San Diego	11/01/2023-11/02/2023
Patricia Kekula	Val Verde Unified SD	Riverside	01/01/2024-01/04/2024
Richard Loper	Fresno Unified SD	Fresno	09/01/2023-11/12/2023
Tami La Magna	Placentia-Yorba Linda Unified SD	Orange	02/01/2024-02/19/2024
Irma Martinez	Desert Sands Unified SD	Riverside	02/01/2024-02/22/2024
Rosario Meade	Tustin Unified SD	Orange	02/01/2024-02/05/2024
Terisa Mena	Ocean View SD	Orange	03/01/2024-03/08/2024
*Jennifer Morgan	Tustin Unified SD	Orange	02/01/2024-02/08/2024
Scott Munson	Julian Union High SD	San Diego	11/01/2023-11/27/2023
Francine Nelson	Ojai Unified SD	Ventura	02/12/2024-02/20/2024
Maselino Pese	Fullerton Joint Union SD	Orange	02/01/2024-02/16/2024
*Lyndsay Remmen	Atwater Elementary SD	Merced	09/02/2023-09/18/2023
Heidi Richards	Forest Charter	Nevada	02/02/2024-02/06/2024
Salvador Senar	Tri-Cities ROP	Los Angeles	01/03/2024-02/01/2024
William Swander	Downey Unified SD	Los Angeles	02/02/2024-02/20/2024
Gina Zietlow	ABC Unified SD	Los Angeles	03/01/2024-03/06/2024

*Holds more than one credential

Update to the Start of the Provisional Approval Period in the Initial Institutional Approval Process

Introduction

This consent item presents, for Commission approval, an update to the point at which Provisional Approval in the Initial Institutional Approval (IIA) process begins. Currently, when the Commission takes action to grant Provisional Approval at the conclusion of Stage III of the IIA process, the two-, three-, or four-year Provisional Approval period begins. The institution next seeks program approval from the Committee on Accreditation (COA) in Stage IV. Once receiving program approval, at the conclusion of Stage IV, then the institution may begin operation of their program(s). Commission staff have identified that beginning the Provisional Approval period before an institution has any programs in operation can make facilitating a provisional site visit difficult within this period. For example, if an institution proposing to offer a Teacher Induction program receives Provisional Approval by the Commission at the conclusion of Stage III for a period of three years, it may take that institution one to two years to receive program approval from the COA. In this instance, this institution's provisional site visit would occur outside the Provisional Approval period granted by the Commission. Staff is therefore recommending updating the language of the Commission's action to grant Provisional Approval at the conclusion of Stage III to begin after an institution receives program approval from the COA at the conclusion of Stage IV. This would better align the Provisional Approval period to the point of time at which the institution has operational educator preparation programs. This would also ensure that the provisional site visit, required as part of Stage V of the IIA process, occurs at the end of the Provisional Approval period.

Background

California Education Code §44372(c) gives the Commission the authority to accredit institutions that seek to offer programs that lead to a credential to serve as an educator in California public schools. As such, the Commission devised and formally adopted a five-stage IIA process in 2016. The intention for this process was to create a more rigorous system for approving institutions that have not previously been approved by the Commission to operate educator preparation licensure programs in California. As staff continue to implement the Commission's IIA process and work with institutions moving through it, areas for improvement and further refinement continue to be identified. For example, staff presented [refinements to Stage V at the April 2022 Commission meeting](#) and [refinements to Stages II, III, and IV at the October 2022 Commission meeting](#). The Commission took action to accept the staff recommendation which allowed for the continuous improvement of the IIA process. Commission staff will continue to bring forward recommended refinements and updates to ensure the support of institutions in the IIA process and as a means of continuous improvement with the Commission's accreditation processes.

Recommendation at the end of Stage III Commission Agenda Items

As noted in the introduction, the update being recommended in this item is that Provisional Approval begins when an institution receives program approval at the conclusion of Stage IV. Making this shift will ensure that Provisional Approval is the period in which the institution's program is, or programs are, operational and that the provisional site visit occurs at the conclusion of this period. If approved, the language in the Staff Recommendation section of IIA Stage III Commission items will be changed.

Below is the current language with italicized text noting information that is filled in with specific information about the institution and the type of program(s) the institution is proposing to operate:

Staff recommends that if Provisional Approval is granted to *institution* by the Commission, the period of Provisional Approval be set to *two to four* years because *type of program* is designed to be *x* years in length. After *x* years, *institution* will have had an opportunity to have a cohort complete the program and the institution will have *x* years' worth of data that includes completers of the program. A Provisional Site Visit would occur and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for *institution* in Stage V.

Below is the proposed updated language with bolded text indicating that the two- to four-year Provisional Approval period granted by the Commission will begin after the COA grants program approval at the conclusion of Stage IV:

Staff recommends that if Provisional Approval is granted to *institution* by the Commission, the period of Provisional Approval be set to *two to four* years because *type of program* is designed to be *x* years in length. **Provisional Approval will begin upon Committee on Accreditation approval of the proposed program(s) at the conclusion of Stage IV of the IIA process.** After *x* years of **program operation**, *institution* will have had an opportunity to have a cohort complete the program and the institution will have *x* years' worth of data that includes completers of the program. A Provisional Site Visit would occur **within the Provisional Approval period** and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for *institution* in Stage V.

Proposed Timeline for Provisional Approval:

- Stage III: Provisional Approval granted by the Commission
- Stage IV: Program Approval granted by the Committee on Accreditation
 - Provisional Approval begins at the date of the COA meeting at which institution's program is approved

Initial Institutional Approval: Five Stages Chart

IIA Process	Stage I - Prerequisites	Stage II – Eligibility Requirements	Stage III – Common Standards	Stage IV – Initial Program Approval	Stage V – Provisional Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission’s accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for a 2–4-year and hosts a provisional accreditation site visit
Institutional Requirements	Must: <ul style="list-style-type: none"> • Have legal eligibility • Attend Accreditation 101 with institutional team 	Submit responses to: <ul style="list-style-type: none"> • 12 Eligibility Criteria • Initial Program Preconditions • General Precondition #9 	Submit responses to: <ul style="list-style-type: none"> • Common Standards 	Submit responses to: <ul style="list-style-type: none"> • Program Preconditions • Program Standards 	Must: <ul style="list-style-type: none"> • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Provisional Approval: <ol style="list-style-type: none"> 1. Grant 2. Deny 	Program(s): <ol style="list-style-type: none"> 1. Approve 2. Deny 	<ol style="list-style-type: none"> 1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

At conclusion of stage **Institutionally approved but cannot offer program(s) *Provisional Approval begins and may offer program(s)*

Staff Recommendation

Staff recommends that the Commission approve the updated language so that Provisional Approval begins upon the COA's action to grant program approval to an institution at the conclusion of Stage IV of the IIA process.

Next Steps

If approved by the Commission, staff will update the Accreditation Framework, the Accreditation Handbook, and ensure that all subsequent Stage III Commission agenda items include the updated language.

Proposed Title 5 Regulation Pertaining to Cost Recovery Fees for Extraordinary Accreditation Activities

Introduction

This agenda item proposes amendments to Title 5 of the California Code of Regulations section 80692 pertaining to cost recovery fees for extraordinary accreditation activities and eliminates and updates outdated language. The item includes edits to the original language of the regulations as well as some edits for clarity and formatting of the text for purposes of review by the Office of Administrative Law.

Authority and Reference

Education Code (EC) section 44225 authorizes the Commission to adopt the proposed regulation amendments. The proposed regulations implement, interpret, and make specific EC section 44374.5 pertaining to fees related to extraordinary accreditation activities.

Background

The Commission adopted regulations related to cost recovery fees for extraordinary accreditation activities at the September 27, 2013, meeting following the addition of Education Code section 44374.5, which authorized the Commission to develop and implement a cost recovery plan for extraordinary accreditation activities. Emergency regulations were approved by the Office of Administrative Law in October 2013 and in 2014 the regulations became permanent.

On December 8, 2022, the Commission adopted amendments to sections 80692(a)(2)(A), 80692(a)(2)(B), and 80692(a)(2)(C), 80692(a)(2)(D) and 80692(a)(2)(E) to update the fee structure of the Cost Recovery regulations. The previous fee structure was based on the number of standards in an educator preparation program. The new fee structure identifies types of preparation programs in each of the fee categories. The amended language took into consideration that the number of educator preparation program standards for any given credential type do not necessarily reflect the complexity of the associated standards. Also, the number of standards for a particular preparation program type are subject to change due to changes in content or other necessary updates. Additionally, a subsection was added to the regulations to address the fee assessment for already approved programs proposing the addition of an intern program pathway only. This fee is specified as \$500.

Accordingly, a notice was submitted to the Office of Administrative Law and a 45-day notice was posted May 12, 2023, with the public comment period closing June 26, 2023. No comments were received. Following the posting of the 45-day notice, the Commission identified the need to correct and clarify some language of the regulation text. These revisions were posted in a 15-day notice on June 29, 2023. No comments or questions were received from the public.

During the June 15, 2023, Commission meeting, Commissioners approved the proposed updates to the adopted regulation text in 80692(a)(2)(A), (B), and (C), 80692(a)(2)(C), and the final rulemaking file was submitted to the Office of Administrative Law for review.

Summary of Proposed Regulation

Following the submission of the Cost Recovery final rulemaking file for review, the Office of Administrative Law (OAL) recommended some corrections and edits. In response, the final cost recovery rulemaking file was withdrawn on August 30, 2023. Pursuant to OAL's review, edits have been made to the regulation text. As a result, a 15-day notice/Coded Correspondence was posted on March 1, 2024, and closed on March 18, 2024, with no comments received. This rulemaking action proposes the following corrections:

- The introductory statement is now included in the organizational numbering of the regulation text and is 80692(a).
- Cross-references to California Code of Regulations and/or Education Code have been added to each credential and authorization listed in the proposed regulation text.
- The list of credentials included in 80692(a)(1)(B)(4) are now listed individually as: 80692(a)(1)(B)(5) - Education Specialist Instruction Credential: Deaf and Hard-of-Hearing; 80692(a)(1)(B)(6) - Education Specialist Instruction Credential: Visual Impairments; and 80692(a)(1)(B)(7) - Education Specialist Instruction Credential: Early Childhood Special Education.
- The list of credentials and authorizations included in 80692(a)(1)(D) are now listed individually as: 80692(a)(1)(D)(1) - Special Education Added Authorization: Autism Spectrum Disorders; 80692(a)(1)(D)(2) - Adapted Physical Education Added Authorization; 80692(a)(1)(D)(3) - Special Education Added Authorization: Deaf-Blind; 80692(a)(1)(D)(4) - Early Childhood Special Education Added Authorization; 80692(a)(1)(D)(5) - Preliminary Resource Specialist Added Authorization; 80692(a)(1)(D)(6) - Clear Resource Specialist Added Authorization.
- Reinstatement of (a)(2)(C)(2) - incorporation by reference of the Accreditation Handbook.
- Edits to numbering and formatting were made in response to the review by the Office of Administrative Law.

Text proposed to be amended is shown in double underline for additions and ~~double strike out~~ for deletions.

Staff Recommendation

Staff recommends that the Commission adopt the proposed amendments to regulations as shown in [Appendix A](#) and authorize staff to move forward with the rulemaking process.

Next Steps

If approved by the Commission, staff will begin the public comment period 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~~. Text proposed to be amended in this 15-day notice is shown in double underline for additions and ~~double strike-out~~ for deletions.

CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

Chapter 5. Approved Programs

Article 3. Other Program Approval Procedures

Subarticle 3. Cost Recovery Fees for Program Approval and Accreditation

§ 80692. Program Approval and Accreditation Fees.

(a) The following fees associated with the activities defined in section ~~§~~80691 shall be submitted to the Commission by the professional preparation program:

~~(a)~~ (1) Fees for document review beyond the Standard Accreditation Cycle shall be submitted with the professional preparation program's formal response to the applicable standards as follows:

(1) (A) Initial institutional approval: \$2,000 flat fee.

(B) Initial program review:

(A) ~~Professional preparation program that addresses twelve or more standards: \$2,000 flat fee. A \$2,000 flat fee shall be assessed for professional preparation programs that lead to one of the following credentials or authorizations types:~~

(i) 1. Preliminary Multiple Subject Teaching Credential (Sections 80003 and 80413; Ed. Code section 44259(b));

(ii) 2. Preliminary Single Subject Teaching Credential (Sections 80004 and 80413; Ed. Code section 44259(b));

~~(iii)~~ 3. Preliminary Education Specialist Instruction Teaching Credential: Mild to Moderate Support Needs (Section 80048.6(b)(3));

~~(i)~~ (iv) 4. Education Specialist Instruction Credential: Extensive Support Needs (Section 80048.6(b)(4)); ~~Early Childhood Special Education, Deaf and Hard of Hearing, and/or Visual Impairments~~

5. Education Specialist Instruction Credential: Deaf and Hard-of-Hearing (Section 80048.6(b)(5));

6. Education Specialist Instruction Credential: Visual Impairments (Section 80048.6(b)(6));

~~(v)~~ 7. Preliminary Early Childhood Education Specialist Instruction Credential: Early Childhood Special Education (Sections 80047 and 80048.6(b)(7));

~~(vi)~~ 8. Preliminary Administrative Services Credential (Section 80054);

~~(vii)~~ 9. Preliminary and Clear Designated Subjects Career/Technical

Education Teaching Credential (Sections 80034.2, [80035.1](#), and [80035.5](#))

~~(viii) 10. Preliminary and Clear Designated Subjects Special Subjects Adult Education Teaching Credential (Section [80037](#));~~

~~(ix) 11. Pupil Personnel Services Credential: School Counseling, School Social Work, or School Psychology (Section [80049](#));~~

~~(x) 12. School Nurse Services Credential (with or without the Special Teaching Authorization in Health) Section [80050](#);~~

~~(xi) 13. Speech-Language Pathology Services Credential (with or without Special Class Authorization) (Sections 80048.9 and 80048.9.4);~~

~~(xii) 14. Clinical or Rehabilitative Services Credential: Orientation and Mobility (Section [80048.9.1](#));~~

~~(xiii) 15. Clinical or Rehabilitative Services Credential: Audiology (Section [80048.9.2](#));~~

~~(xiv) 16. Library Teacher Librarian Services Credential (with or without Special Class Authorization) (Sections [80053](#) and [80053.1](#)).~~

~~(B) Professional preparation program that addresses six to eleven standards:~~

~~\$1,500 flat fee. Second Tier and Specialist program: \$1,500 flat fee. (C)~~

~~Initial program review: A \$1,500 flat fee shall be assessed for professional preparation programs that lead to one of the following credentials or authorizations: ~~types or added authorizations:~~~~

~~(i) 1. Clear Multiple Subject Teaching Credential (Section [80413](#));~~

~~(ii) 2. Clear Single Subject Teaching Credential (Section [80413](#));~~

~~(iii) 3. Clear Education Specialist Instruction ~~Teaching~~ Credential (Section [80048.8.1](#));~~

~~(iv) 4. Professional Clear Early Childhood Education ~~(ECE)~~ Specialist Instruction Credential (Section [80067](#));~~

~~(v) 5. Clear Administrative Services Credential (Section [80054](#));~~

~~(vi) 6. Bilingual Authorization (Section [80033](#)); or~~

~~(vii) 7. Adapted Physical Education Added Authorization (Section [80046.1](#)).~~

~~(C) Added Authorization and Special Class/Teaching Authorization program~~

~~Professional preparation program that addresses fewer than six standards:~~

~~\$1,000 flat fee. (D) Initial program review: A \$1,000 flat fee shall be assessed~~

~~for professional preparation programs that lead to one of the following credentials or authorizations: ~~types or added authorizations:~~~~

~~(i) Special Education Added Authorizations: Autism Spectrum Disorders, Adapted Physical Education, Deaf-Blind, Early Childhood Special Education, Emotional Disturbance, Orthopedic Impairments, Other Health Impairments, Resource Specialist, and/or Traumatic Brain Injury~~

~~1. Special Education Added Authorization: Autism Spectrum Disorders (Section [80048.7\(d\)\(1\)](#));~~

~~2. Adapted Physical Education Added Authorization (Section [80046.1](#));~~

- 3. Special Education Added Authorization: Deaf-Blind (Section 80048.7(d)(2));
- 4. Early Childhood Special Education Added Authorization (Section 80048.5);
- 5. Preliminary Resource Specialist Added Authorization (Section 80070.3);
- ~~(ii)~~ 6. Clear Resource Specialist Added Authorization (Section 80070.4);
- 7. Mathematics Instructional Added Authorization (Section 80069.2);
- ~~(iii)~~ 8. Clear Mathematics Instructional Leadership Specialist Credential (Section 80070);
- ~~(iv)~~ 9. Reading and Literacy Added Authorization (Section 80014);
- ~~(v)~~ 10. Restricted Reading and Literacy Leadership Specialist Teaching Credential in Reading (Ed. Code section 44254);
- ~~(vi)~~ 11. Clear Agricultural Specialist Instruction Credential (Section 80068);
- ~~(vii)~~ 12. Designated Subjects Special Subjects Teaching Credential (Section 80037);
- ~~(viii)~~ 13. Designated Subjects Supervision and Coordination Credential (Section 80038);
- ~~(ix)~~
- 14. Crosscultural, Language and Academic Development (CLAD) Certificate or English Learner Authorization (Section 80015);
- ~~(x)~~ 15. Special Teaching Authorization in Health for School Nurse credential (Section 80050);
- ~~(xi)~~ 16. Special Class Authorization for Speech-Language Pathology for Speech-Language Pathology Services Credential (Section 80048.9.4)
- ~~(xii)~~ 17. School Child Welfare and Attendance Authorization (Section 80049).

~~(D) (E)~~ Notwithstanding the flat fees in sections (A)(B) and (C) of 80692(a)(2) that shall be applied to student teaching pathways, programs proposing internship pathways proposing internship pathways shall be assessed an additional \$500. Initial Program Review: A flat fee of \$500 shall be assessed for each multiple, single, and Education Specialist internship program.

~~(D) (E)~~ (F) A professional preparation program that provides a number of Board of Institutional Review members that is equal to or greater than two times the number of their program documents submitted for initial program review annually and that assume all travel costs related to the review of the program documents submitted for initial review shall be exempt from payment of the fees associated with this subsection (a)(1).

(b) (2) Fees for the following activities in excess of the regularly scheduled accreditation activities shall be submitted to the Commission in the year that the extraordinary activities are performed:

- (1) (A) Focused site visit: \$1,000 for each individual attending the focused site visit.
- (2) (B) Late reviews: \$500 per ~~document~~ submission.
- ~~(3)~~ (C) Program assessments:
- (A) ~~No fee shall be charged for the first three reviews of a program assessment submitted by a professional preparation program. The fee for review of a program assessment beyond the first three reviews: \$1,000 flat fee.~~
- (B) ~~A professional preparation program that does not complete the program assessment process at least six months prior to a scheduled site visit: \$3,000 flat fee for two additional Board of Institutional Review members to review the program during the site visit.~~
- ~~(4)~~ (3) (C) Stipulations:
- (A) 1. Site revisit: \$1,000 per individual attending the site revisit~~;~~
- (B) 2. Review of a report due to stipulations that does not require a site revisit ~~as detailed in the *Accreditation Handbook* Chapter Nine, Activities during the Seventh Year of the Accreditation Cycle (rev. 2012), available on the Commission's website and hereby incorporated by reference~~ as detailed in the *Accreditation Handbook*, Chapter Nine, Activities during the Seventh Year of the Accreditation Cycle (Rev. 2012), hereby incorporated by reference: \$500 flat fee~~;~~
- (C) 3. Review of a report associated with a site revisit ~~as detailed in the *Accreditation Handbook* Chapter Nine, Activities during the Seventh Year of the Accreditation Cycle (rev. 2012);~~ as detailed in the *Accreditation Handbook*, Chapter Nine, Activities during the Seventh Year of the Accreditation Cycle (Rev. 2012): \$1,000 flat fee.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225~~(b)~~, 44371, 44372, 44373~~(c)~~, 44374 and 44374.5, Education Code.

Amendments to the California Standards for the Teaching Profession adopted by the Commission in February 2024

Introduction

This consent item presents the California Standards for the Teaching Profession (CSTP) with Commission-directed amendments of incorporated language in Appendix A. The item also presents a proposed extended transition timeline allowing program flexibility to make the transition to the CSTP as directed by the Commission at its [February 2024](#) meeting.

Background

The [California Standards for the Teaching Profession \(CSTP\)](#) describe the set of knowledge, skills, and abilities characteristic of accomplished professional practice at the level expected of effective veteran teachers.

The CSTP are organized within six overarching and interrelated domains of teaching, as follows:

- 1) Engaging and Supporting All Students in Learning
- 2) Creating and Maintaining Effective Environments for Student Learning
- 3) Understanding and Organizing Subject Matter for Student Learning
- 4) Planning Instruction and Designing Learning Experiences for All Students
- 5) Assessing Students for Learning
- 6) Developing as a Professional Educator

Several research-based principles of effective teaching common to all of the six CSTP underlie and are an integral part of the Standards, whether expressly stated or not within a given CSTP and/or its component elements. These common underlying principles assert that effective teachers will develop their teaching practice over time in the following ways:

- Teachers deepen their knowledge, skills, and abilities to effectively serve all students (including but not limited to students who are English learners, who may have disabilities, who may have experienced trauma, and who may have other individual learning needs).
- Teachers deepen their knowledge, skills, and abilities particularly in the area of literacy, recognizing that all teachers are teachers of literacy skills within their respective subject specific credential areas.
- Teachers deepen their knowledge, skills, and abilities to create and maintain welcoming classrooms and other instructional settings where students feel safe and supported to learn and interact respectfully with each other.
- Teachers deepen their knowledge, skills, and abilities to value and incorporate the background knowledge and experiences of their students to support and promote student growth, development, and learning (i.e., exemplifying an asset-based perspective of their students).

- Teachers deepen their knowledge, skills, and abilities to collaborate in mutually respectful partnership with families/guardians and others in the community to help support student growth, development, and learning.

Whether explicitly stated or not within a given CSTP, each of these principles should be understood as being incorporated as integral aspects of each of the CSTP and expected to be exemplified within effective professional practice by all teachers.

Education Code section 44279.2 calls for periodic review of the CSTP. An expert workgroup was appointed in 2020 to review and revise as needed the 2009 CSTP. The COVID pandemic stalled the work in 2021, which was restarted in late 2023, culminating with the revised CSTP being adopted at the Commission’s [February 2024](#) meeting. At this meeting the Commission directed staff to incorporate specific amendments, which are included in [Appendix A](#) of this item. The required CSTP language edits found in Appendix A include:

- Replacing “students with exceptional needs” to “students with disabilities.” This edit was incorporated six times.
- Including “students with an Individualized Education Program (IEP)”. This edit was incorporated two times.
- Including “English Learner Roadmap.” This edit was incorporated two times.

Additionally, per Commission directive at the [February 2024](#) meeting to extend the timeline for Teacher Induction program implementation of the CSTP, the following amendments for Teacher Induction Program Transition to the 2024 CSTP are proposed:

Date	Action
April 2024	The Commission adopts proposed revised 2024 CSTP
March – June 2024	Expert work group develops the Continuum of Teaching Practice
Fall 2024	Approved Teacher Induction programs notify the Commission of their intended date for full implementation of the revised CSTP (academic year 2025-26*, or academic year 2026-27).
April 2024 -July 2025	PSD Staff provide Technical Assistance to Teacher Induction Programs to understand and implement the revised CSTP
August 2025–July 2026	PSD Staff continue to provide targeted Technical Assistance for Teacher Induction Programs needing additional time to align to the revised CSTP in academic year 2026-2027
Fall 2026	All Teacher Induction Programs are aligned with the 2024 CSTP, and approved programs have submitted to the Commission an assurance statement verifying full CSTP 2024 implementation within the Teacher Induction Program

**Note: A Commission-approved Teacher Induction program could elect to implement the 2024 CSTP more quickly than the process outlined above.*

Staff Recommendation

That the Commission approve the revised California Standards for the Teaching Profession (CSTP) in [Appendix A](#).

Next Steps

Once the revised CSTP are adopted by the Commission, staff will notify the field and begin to provide technical assistance and support to Teacher Induction programs as they transition to the 2024 CSTP and incorporate them into their approved programs. Staff will also monitor Teacher Induction programs and confirm that CSTP implementation statements are submitted ensuring that by fall 2026 all approved programs are using the 2024 CSTP. Additionally, Commission staff will work with the California Department of Education and additional new teacher development experts to revise the Continuum of Teaching Practice (CTP) which provides qualitative descriptions of CSTP based teaching practice on five levels of development.

Appendix A

2024 CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

Introduction

Teachers are the single most important classroom factor in student learning and achievement. Research demonstrates that the greatest influence on learning progression is having highly expert, inspired, and passionate teachers who work with school leaders, to maximize the effect of their teaching for all learners in their care. The effort to educate every California learner is an incredibly complex undertaking. Thus, continuously strengthening the teaching profession by equipping teachers with effective practices based on available evidence is critical. Moreover, because what teachers know and are able to do directly influences student learning and well-being, educators must have a deep awareness and understanding of what quality teaching looks like—and of how to implement it for every student every day.

The California Standards for the Teaching Profession (CSTP) are foundational for teacher preparation and teacher induction. They also serve as a guide for educator professional learning, development, and evaluation statewide. With the ultimate goal of improving student learning and well-being, the standards provide a broad and complex vision of the teaching profession within which all teachers can define and develop their practice. They also provide a common language for communication and dialogue, and thus play an important role in prompting educators to reflect about student learning and teaching practice; formulate professional goals that improve teaching practice in support of student learning; and guide, monitor, and assess their progress toward professional goals.

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Codified in the California Education Code (EC §44279.1), the standards have been updated over time so that they continue to be relevant and useful in the face of changes in learning expectations and priorities, shifts in student populations, and increased attention on outcomes that incorporate such factors as diversity, equity, and inclusion. This 2024 update was developed by the Commission on Teacher Credentialing in partnership with the California Department of Education (CDE). During 2022–23, the Commission and the CDE engaged a diverse work group of expert practitioners and policymakers from across the state in an in-depth study and revision process. The work group used research, professional literature, an array of California documents, examples from other states, constituent input and comments from online review, and expert consultation to inform decisions about content and structural changes that would revitalize the CSTP.

The 2024 CSTP represent an expertly informed consensus on expectations for the teaching profession. They lay groundwork for next steps in continuously improving teaching in ways that equitably benefit all learners' academic achievement and well-being. The standards attend to the social, emotional, physical, cognitive, and academic needs of learners. Their focus is to ensure inclusive learning experiences based on individual learner assets and needs while also creating equitable outcomes for all. The revised CSTP also highlight enhanced family and community engagement practices, with an emphasis on two-way communication to develop positive and reciprocal family and community connections. Additionally, the standards include

indicators for teaching performance in relation to digital citizenship, restorative justice, a growth mindset, and the implementation of a continuous growth model.

The revised CSTP also acknowledge the increasing complexities of teaching. The standards feature evidence-based strategies that address learners’ academic and social-emotional development; apply to classroom, school, district, and community settings; include actions for both individual teachers and collaborative teaching; and provide strategies that support teachers’ professional judgment while attending to state standards and frameworks, along with family and community goals. The purpose of these standards is to enable teachers to meet the needs of *all* learners (collective), *each* learner (individual), and *every* learner, including but not limited to specifically historically and persistently underserved students.

The Scope of the Updated California Standards for the Teaching Profession (CSTP)

The 2024 CSTP identify and clarify effective teaching strategies that have positive impacts on student achievement and well-being. They describe critical areas of effective teaching and offer a structure to help teachers and other constituents navigate the complexity of teaching and continuously improve practice. A single approach to professional practice will not be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively for the learners they teach. The CSTP provide a framework within which teachers and others can develop individualized action-oriented goals and strategies, with details tailored to their particular learners and contexts—the kind of practice, in other words, that is most likely to result in quality teaching for the state’s broad range of learners and teaching circumstances.

Intentionally broad in scope, the CSTP:

- Represent a holistic view of teaching, organized to address the complexity of educating California’s diverse learners.
- Shape and support teacher behaviors and skills for evidence-based practice that generates equitable, high-quality education.
- Address effective teaching across grade levels—from pre-K early learning through classrooms organized primarily for adults.
- Outline the principles and foundations of teaching practice across all subject areas.
- Provide scaffolding for coherent, ongoing development of teachers across career stages, from teacher preparation through highly accomplished practice.
- Work in concert with state standards, frameworks, guides, and resources that focus on teaching specific subject matter and skills or on various types of learners.

The CSTP Big Ideas and Structure

The updated CSTP are organized into six broad, interdependent standards that embed California’s vision for teaching in an effective, equitable learning system. This six-topic footprint is similar to the previous CSTP (2009) and is intended to facilitate the use of extant research and resources that might be helpful in implementing the updated standards. It also parallels other California state professional standards, such as the California Professional Standards for Education Leaders (CPSEL) and the Quality Professional Learning Standards (QPLS).

Each of the six Standards includes Elements and Example Indicators—a format that illustrates, in increasing detail, the implementation of high-quality teaching. The Elements highlight four to seven focus areas within each standard. They serve to clarify the intention of the standard and help define key components of teaching within the standard. Example Indicators are samples of how a teacher might demonstrate the standard or the element within their own teaching. The example indicators are not intended to be a comprehensive or required list of behaviors. Rather, they illustrate the standard or the element in teacher practice.

The **2024 California Standards for the Teaching Profession (CSTP)** are:

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students’ identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student’s intrinsic motivation to embrace new learning challenges.
- 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student’s assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student’s cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students’ interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.

- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students’ linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students’ social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student’s learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students’ and families’ lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social–emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students’ diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student’s unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.

- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with exceptional needs and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student’s academic and social–emotional growth.

Element 2A Example Indicators

Teachers

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students’ leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.
- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.

- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another’s learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
- 2C–3: Coordinate logistics and resources needed to facilitate students’ in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with exceptional needs and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students’ assets—students’ abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students’ identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students’ commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student’s access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.

- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others’ learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students’ social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state-adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student’s academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student’s content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California’s ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students’ unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students’ assets, experiences, and knowledge to design meaningful pre-K–12 standards-based lessons that connect to practical and relevant applications.

- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner’s growth.

Element 3C Example Indicators

Teachers

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and exceptional needs.
- 3C–5: Use the California Practitioners’ Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C–6: Use the English language development standards and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers

- 3D–1: Integrate key concepts, themes, and connections across subject matter areas.

- 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks.
- 3D–3: Extend students’ interests in learning new or challenging content with inquiry-based learning experiences or projects focusing on real-world applications.
- 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.
- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students’ identities, prior knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment—will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social–emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students’ knowledge and skills and that facilitate student engagement, well-being, and efficacy.

Element 4C Example Indicators

Teachers

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students’ engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students’ responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in-person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students’ identified assets and needs.

Element 4D Example Indicators

Teachers

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social–emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with exceptional needs, high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students’ actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student’s achievement and well-being.

Element 5A Example Indicators

Teachers

- 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A–3: Informally assess students’ application of academic and social–emotional content and skills, based on consistent interactions with students.
- 5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student’s academic and social–emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments

and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students’ areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with exceptional needs, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional competencies and how these teacher capacities contribute to each student’s learning and well-being.
- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how these influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators’ improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students’ backgrounds, interests, and experiences and that positively affect students’ learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities.
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, and support plans that provide insights from each teacher's area of instructional

expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with exceptional needs and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers

- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.

Literacy Performance Assessment- Pilot Study Participant Waiver Requests

Introduction

This consent item requests that the Commission waive the reading instruction competence requirement (RICA) and, if applicable, CalTPA Cycle 2, for candidates who successfully complete the Literacy Performance Assessment (LPA) and meet the pilot expected performance level set by the Commission. This item recommends that the Commission approve the requested waiver for selected institutions that meet the adopted passing standard of 14 points from [Item 4B](#) at the August 2023 Commission Meeting. These waiver requests are in addition to the requests approved at the [October 2023 Commission](#), [December 2023 Commission](#), and [February 2024 Commission](#) meetings on the Consent Calendar.

Institutions Requesting Candidate Waivers

The following tables provide the information for programs who have submitted waiver requests on behalf of candidates as of April 5, 2024. Changes from the February 2024 Commission Meeting are indicated by bolded, italicized text.

Waiver requests on behalf of the candidates are found in Appendix A.

Table 2: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - Multiple Subject

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	4
Cal Poly Pomona	Southern	CSU	Traditional 5 th Year	16
California State University- Bakersfield	Central	CSU	ITEP, Intern, Traditional 5 th Year	5
California State University- San Marcos	Southern	CSU	Traditional 5 th Year	8
California State University- Stanislaus	Central	CSU	Intern, Residency	6
National University	Online	Private	Intern	5
The Master’s University	Southern	Private	Traditional 5 th Year	4
University of San Diego	Southern	Private	Traditional 5 th Year	5
			TOTAL	53
			TARGET	40

Table 3: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - Multiple Subject in PK-3 Settings

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS in PK-3
Cal Poly Humboldt	Northern	CSU	Intern, ITEP, Residency, Traditional 5 th Year	16
Point Loma Nazarene University	Southern	Private	Intern, Traditional 5 th Year	8
University of San Francisco	Northern	Private	Traditional 5 th Year	5
Vanguard University	Southern	Private	ITEP, Traditional 5 th Year	7
			TOTAL	36
			TARGET	40

Table 4: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - MMSN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MMSN
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	6
California State University-Bakersfield	Central	CSU	Intern, Residency	9
California State University East Bay	Northern	CSU	Intern, Traditional 5 th Year	21
California State University-Stanislaus	Central	CSU	Intern, Residency, Traditional 5 th Year	11
Chapman University	Southern	Private	Traditional 5 th Year	4
National University	Online	Private	Intern	13
Placer County Office of Education	Northern	LEA	Intern	1
San Diego County Office of Education	Southern	LEA	Intern	4
San Diego State University	Southern	CSU	Intern, ITEP, Traditional 5 th Year	10
University of San Diego	Southern	Private	Intern	1
			TOTAL	80
			TARGET	75

Table 5: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - ESN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	3
California State University-Bakersfield	Central	CSU	Intern	1

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
California State University East Bay	Northern	CSU	Intern, Traditional 5 th Year	11
California State University-Stanislaus	Central	CSU	Traditional 5 th Year	8
Chapman University	Southern	Private	Traditional 5 th Year	6
National University	Online	Private	Intern	6
San Diego County Office of Education	Southern	LEA	Intern	3
San Diego State University	Southern	CSU	Intern, ITEP, Traditional 5 th Year	9
			TOTAL	47
			TARGET	40

Table 6: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - ECSE

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ECSE
Intern, Credentialing, and Added Authorization Program(iCAAP)- Los Angeles Unified School District	Southern	LEA	Intern	22
San Diego County Office of Education	Southern	LEA	Intern	6
			TOTAL	28
			TARGET	15

Table 7: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - DHH

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	DHH
San Diego County Office of Education	Southern	LEA	Intern	2
			TOTAL	2
			TARGET	15

Table 8: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - VI

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	VI
San Francisco State University	Northern	CSU	Intern	11
			TOTAL	11
			TARGET	15

Staff Recommendation

Staff recommends that the Commission:

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

Next Steps

If the Commission approves the waiver requests for candidates participating in the pilot study, then ES and staff will work with the institutions and their selected candidates for the pilot, conduct an orientation with participating programs and candidates, and engage the pilot in Spring 2024.

Appendix A
Waiver Requests from Programs on Behalf of Candidates

Education Specialist-ECSE Credential Candidates

San Diego County Office of Education

- San Diego County Office of Education requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined
 - Nidia Figueroa