



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

Commission on Teacher Credentialing

December 2024

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## Executive Summary

This report provides an update on the 2021 California Classified School Employee Teacher Credentialing Program and presents the 2023 Annual Report to the Legislature on the California Classified School Employee Teacher Credentialing Program (Classified Grant) as required by statute (Education Code §44393(f)).

The 2021-22 state budget appropriated \$125 million one-time funds, available for five years through June 30, 2026, to expand the existing California Classified School Employees Teacher Credentialing Program (Classified Grant), which was initially funded with \$20 million in 2016 and an additional \$25 million in 2017 and had a project period that ended June 30, 2021. The 2022 annual state report was the final report for the 2016 and 2017 Classified Grant rounds, and the first report on the 2021 Classified Grant. This 2024 state report includes information on the 2021 Classified Grant Program and reflects the first year of program participant data collected for the 2021 Classified Grant Program. The local education agencies (LEAs) that successfully applied to this competitive grant program use these funds to support tuition, fees, books, and related services for participating classified staff; up to ten percent of grant funds may be used for program administrative purposes. This report responds to the requirements specified in statute and provides an update to policymakers and others interested in the California Classified School Employee Teacher Credentialing Program.

This report is organized with the following headings:

- Introduction
- Background
- 2023-24 Annual Data Report on the 2021 Classified Grant Program
- Summary of All Classified School Employee Teacher Credentialing Program Participants
- Partnerships Between LEAs and Institutions of Higher Education (IHEs)
- Academic Standing of the Participants
- Program Completion
- Ethnic/Racial Composition and Gender Identification of the Participants and Completers
- Program Funding
- Program Narratives
- Summary and Conclusion

Overall findings for the 2023-24 fiscal year are summarized below:

- Significant growth of Classified Program participants at grantee LEAs. There were 2,063 participants in Year 1 of the Classified Program; in 2023-24, programs enrolled 3,032 participants.
- While the percentage of participants making sufficient annual progress decreased slightly from 72.42 percent to 64.71 percent, this appears connected to the program's significant scaling, with many new participants just beginning their educational journey.
- In the 2023-24 academic year, 246 participants completed the program and earned a preliminary teaching credential, compared to 51 in the previous year, representing a nearly five-fold increase in program completers addressing teacher shortages.

- Of the completers teaching within their grantee LEA, 96.38 percent are teaching in locally defined shortage areas, and 80.43 percent are teaching at LEAs with high unduplicated pupil counts, demonstrating the program's continued success in addressing high-need areas.
- The program also maintained its commitment to diversity, with participants of color representing 72.02 percent of all participants in 2023-24, an increase from 64.32 percent in the previous year.
- At the end of the 2023-24 fiscal year, \$26,654,438 grant funds remained unencumbered, and two rounds of Request for Applications were scheduled for the 2024-25 fiscal year.

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# Report to the Legislature on the 2021 California Classified School Employee Teacher Credentialing Program

## December 2024

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### Introduction

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

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

### Background

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

The 2023 annual report to the Legislature highlighted progress in the first year of implementation. The report detailed how grantees were using the funds to support classified staff in obtaining teaching credentials, with 2,063 participants enrolled and 51 completers in 2022-23. Through the annual reporting process, grantees provided comprehensive data on participant demographics, academic progress, program completion, and budget utilization, along with narrative responses about program implementation.

For the 2023-24 reporting cycle, the Commission supported grantees through various mechanisms:

- The Commission hosted regular forums (i.e., office hours) for grant leads and other LEA staff to ask questions and share best practices with the Commission and the broader Classified Grant community. Nine sessions were hosted during the 2023-24 fiscal year.

After each office hours session, questions and their respective answers are published on the Classified Grant webpage and disseminated to all grantees.

- The Commission provided ongoing technical assistance to Classified Grant programs both individually and as a group to support program implementation.
- The Commission maintained a "Program Management Guide" on the Classified Grant webpage under "Resources for Funded Classified Grant Program Grantees" that includes reporting requirements, rules, procedures, and allowable expenses. This guide helps ensure continuity during management changes and clarifies that participants can receive Classified Grant Program funds in addition to other financial aid sources.
- The Commission will award Round Six grants in December 2024, continuing to expand support for LEAs in developing their classified staff into credentialed teachers.

The 2024 annual report reflects the second year of program participant data collected for the 2021 Classified Grant program and includes information on the following topics: program enrollment, IHE partnerships, academic progress, number of credentials issued, participant and program completer demographics, and direct narratives from grantees. All Round One (June 2022), Round Two (January 2023), Round Three (July 2023), and Round Four (December 2023) LEAs successfully submitted the annual data reporting requirements. Round Five (April 2024) will submit their first annual reporting requirement in 2024-25.

**2023-24 Annual Data Report on the 2021 Classified Grant Program**

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of April 2024, ninety-six local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling \$98,417,562. Following the initial award of \$56,057,600 to forty LEAs in Round One (June 2022) and \$34,003,200 to thirty-four LEAs in Round Two (January 2023), the Commission has awarded three additional rounds. Round Three, awarded in July 2023, provided \$1,800,000 to seven LEAs. Round Four, awarded in December 2023, allocated \$5,616,000 to eleven LEAs, and Round Five, awarded in April 2024, provided \$940,762 to four LEAs. With \$26,558,438 in grant funds remaining, the Commission will publish the RFA for Round Six in fall 2024, with awards to be announced December 6, 2024. Grant competitions will continue to be offered twice a year through the end of the 2025-26 fiscal year or until the full \$125 million has been awarded. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

**Table 1: Summary of Classified Grant Award, per Round**

<b>Rounds</b>	<b>Award Date</b>	<b>Total Grantees</b>	<b>Total Funding</b>	<b>Remaining Funds</b>
One	June 27, 2022	40	\$56,057,600	\$68,840,000
Two	January 27, 2023	34	\$34,003,200	\$34,836,800
Three	July 14, 2023	7	\$1,800,000	\$33,036,800
Four	December 22, 2023	11	\$5,616,000	\$27,523,200
Five	April 26, 2024	4	\$940,762	\$26,558,438
	<b>Totals</b>	<b>96</b>	<b>\$98,417,562</b>	<b>\$26,558,438</b>



All three types of eligible LEAs, school districts, county offices of education, and charter schools, were awarded Classified Grants. Table 2 provides a breakdown of the running total number of LEAs and the number of total awarded slots, per type of LEA. While county offices of education (COEs) were 27 percent of awarded grantees, COEs were awarded 62 percent of participant slots.

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

Type of LEA	# of LEAs	% of LEAs	# of Awarded Slots	% of Awarded Slots
School District	50	52.08%	1769	33.32%
County Offices of Education	26	27.08%	3306	62.27%
Charter School	20	20.83%	234	4.41%

Table 3 provides a summary, by round, of annual awarded slots, the number of participants enrolled in the 2022-23 year, the number of participants enrolled in the 2023-24 year, and the change in participant enrollment between the 2022-23 year and 2023-24 year. Note that Rounds Three, Four, and Five grantees did not report any participant data for the 2022-23 year, as they had not been awarded yet and Round Five grantees will start their programs in fall 2024 and also do not have participant enrollment numbers for 2023-24. The complete list of grant recipients by round, the LEAs' annual awarded slots, the number of participants enrolled in the 2022-23 year (if applicable), and the number of participants enrolled in the 2023-24 year (if applicable) can be viewed in [Appendix A](#).

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

Round	# of Participant Slots Awarded	# of Participants Enrolled, 2022-23	# of Participants Enrolled, 2023-24	Change in Participant Enrollment	% Change
One	2925	1603	1953	350	21.83%
Two	1771	431	970	539	125.01%
Three	125	N/A	42	N/A	N/A
Four	390	N/A	67	N/A	N/A
Five	98	N/A	N/A	N/A	N/A
<b>Totals</b>	<b>5309</b>	<b>2034</b>	<b>3032</b>	<b>998</b>	<b>49.07%</b>

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

The 2023-24 fiscal year shows significant growth in program enrollment across rounds. Round One programs, awarded in June 2022, increased their participant enrollment from 1,603 to 1,953 participants, representing a 21.83 percent increase. Round Two programs, awarded in June 2023, demonstrated the most substantial growth, increasing from 431 participants to 970 participants, a 125.01 percent increase. Rounds Three and Four, more recently awarded in the 2023-24 year, enrolled 42 and 67 participants. The total participant enrollment across all

rounds increased from 2,034 to 3,032 participants, representing a 49.07 percent increase year over year. In grantee narratives, grantees cited several key factors contributing to increased enrollment such as effective support and mentoring systems (28.26% of grantees) and successful recruitment of diverse participants (26.09%). However, some challenges persist – about 27 percent of grantees reporting ongoing recruitment and implementation timeline challenges, and approximately 18 percent noted capacity and staffing constraints that affected program implementation. The enrollment data and narrative feedback suggest that as programs mature and overcome initial implementation hurdles, they are able to more effectively recruit and support participants, though continued attention to recruitment strategies and administrative support remains important for program growth.

**Summary of All Classified School Employee Teacher Credentialing Program Participants**

The following data in the state report reflects the annual data Rounds One, Two, Three, and Four submitted regarding enrolled participants and participants that completed the grant program and earned a preliminary credential. Legislation allocates grant funds for at least 5,208 participants, assuming all participants are funded at the maximum \$4,800 per year, across five years.

Table 4 reflects the distribution of participants’ and completers’ classified position types at the time of program enrollment. In 2023-24, the majority of both participants (80.24%) and program completers (82.11%) were employed as paraprofessionals at their LEA at program start. Other classified staff, which could include positions such as custodians, bus drivers, and food service staff, represented 13.09 percent of participants and 12.20 percent of completers, while office/clerical staff made up 6.66 percent of participants and 5.69 percent of completers. The proportions in 2023-24 remained relatively consistent compared to 2022-23, suggesting stable recruitment patterns across classified position types.

**Table 4: Participant and Completer Classified Position at Program Enrollment**

<b>Classified Position</b>	<b>Participants, 2022-23 (n= 2063)</b>	<b>Participants, 2023-24 (n= 3032)</b>	<b>Completers, 2022-23 (n= 51)</b>	<b>Completers, 2023-24 (n= 246)</b>	<b>Total Completers, (n= 297)</b>
Paraprofessional	1671 (81.00%)	2433 (80.24%)	41 (80.39%)	202 (82.11%)	243 (81.82%)
Office/Clerical	155 (7.51%)	202 (6.66%)	2 (3.92%)	14 (5.69%)	16 (5.39%)
Other Classified	237 (11.49%)	397 (13.09%)	8 (15.69%)	30 (12.20%)	38 (12.79%)

**Partnerships Between LEAs and Institutions of Higher Education (IHEs)**

Grantees are required to submit articulation agreements and signed partnership agreements to receive grant funds for participants enrolled in any institution of higher education (IHE), meaning California Community Colleges (CCC), the California State University (CSU), the University of California (UC), and private not-for-profit institutions of higher education that offer a commission-approved teacher preparation program. [Appendix B](#) lists the LEAs’ approved

IHE partners, in the following order: public institution (CCC, CSU, and UC), private institution, and any additional Commission-approved programs that were not previously listed (i.e., LEAs and out-of-state private institutions with Commission-approved programs).

In grantees' narrative responses, collaboration with IHE partners continued to be an important factor in program success, with 31.52 percent of grantees highlighting positive impacts from the IHE partnership(s). The following are direct quotes from grantees describing the successes of their IHE partnerships:

- “[IHE] has been pivotal in addressing the diverse needs of our participants. [IHE] has warmly embraced our students, offering tailored pathways for those balancing work, family responsibilities, financial obligations, or returning to academia after a hiatus. This personalized support has been crucial in ensuring our participants' success. Additionally, our partnerships with [other] institutions [...] have yielded significant benefits. Through these collaborations, our program participants benefit from substantial tuition discounts ranging from 15% to 45%, exclusively available to classified employees enrolled in our grant. This financial support has made pursuing a credential program feasible for many who initially felt it was beyond their financial reach.”
- "Our collaboration with our IHE partners has had a profound impact on the success of the program, providing academic advisement and university admissions support for the participants. The longstanding partnership, maintained over decades, ensures that program participants receive guidance at every stage of their path towards earning their teaching credential."
- "The IHE and community college partnerships have been collaborative and open to communication by way of support to the grant participants. Enrolled grant participant names are shared with IHE partnerships to ensure collaborative support. For those participants who are not sure of which credentialing pathway to take, it continues to be helpful to share a point of contact so the participant can be supported by the grant as well as the IHE partner."

However, 29.35 percent of grantees reported continuing challenges related to IHE partnerships in 2023-24. Some challenges with LEA/IHE partnerships included:

- Securing and maintaining articulation agreements with multiple IHEs to meet diverse participant needs, particularly for online and flexible learning options
- Managing partnerships when IHE staff turnover occurred, leading to disruptions in communication and support systems
- Coordinating with IHEs on billing and reimbursement processes, with some grantees noting that the lack of direct billing options created financial barriers for participants
- Aligning program timelines with IHE enrollment cycles, especially for programs awarded mid-academic year

Tables 5a, 5b, and 5c summarize the different types of IHE and LEA programs in which participants were actively enrolled. Note that enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential. Table 5a provides a breakdown of participants' type of enrollment, by California

Community College (CCC), Bachelor of Arts or Bachelor of Science (BA/BS), or Commission-approved credential program. For 2023-24, almost half of participants (44.03%) were enrolled in a credential program, although this represents a decrease from 57.15 percent in 2022-23. BA/BS enrollment more than doubled from 13.91% to 30.84%, while CCC program enrollment slightly decreased from 18.23 percent to 16.29 percent. Note: 10.71 percent of participants were enrolled in an Internal LEA Support Program in 2022-23, an option that was only available during the first year of the Classified Grant.

**Table 5a: Type of Program Enrollment**

Type of Enrollment	Enrollment, 2022-23 (n= 2063*)	Enrollment, 2023-24 (n= 3276*)
CCC Program	376 (18.23%)	494 (16.29%)
BA/BS Program	287 (13.91%)	938 (30.84%)
Credential Program	1179 (57.15%)	1844 (44.03%)

*Note: enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential.*

Table 5b provides a breakdown of the participants pursuing a BA/BS degree. While CSUs continue to enroll the majority of BA/BA participants, their share decreased from 73.52 percent to 66.84 percent, and private IHE enrollment increased from 25.09 percent to 32.41 percent.

**Table 5b: Type of IHE Participants Pursing a BA/BS Degree Enrolled in**

Type of Institution	Participants, 2022-23 (n= 287)	Participants, 2023-24 (n= 935)
California State University (CSU)	211 (73.52%)	625 (66.84%)
University of California (UC)	4 (1.39%)	7 (0.75%)
Private	72 (25.09%)	303 (32.41%)

Table 5c provides a breakdown of the types of credential programs participants are enrolled in. The distribution across institution types remained relatively stable year over year, private IHEs showing a slight increase from 33.67 percent to 36.06 percent of credential program participants, while CSUs increased from 26.46 percent to 28.74 percent. Public institutions collectively (CSU, UC, district, county office of education, charter) continued to enroll the majority of credential program participants at 56.73 percent, though this represents a slight decrease from 59.03 percent in the previous year.

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

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)
California State University (CSU)	312 (26.46%)	530 (28.74%)
University of California (UC)	9 (0.76%)	7 (0.38%)
Private, California-based	397 (33.67%)	665 (36.06%)
Private, Out-of-State	86 (7.29%)	133 (7.21%)
County Office of Education	192 (16.28%)	278 (15.08%)
District	180 (15.27%)	222 (12.04%)
Charter	3 (0.25%)	9 (0.49%)

### Academic Standing of the Participants

Programs reported participants' level of education at the start of the program and participants' academic standing at the end of the 2022-23 academic year. Table 6a shows the education level of participants and completers at the time participants entered the Classified Grant program, by Associates of Arts/60 college units/two years of college, BA/BS degree, Master of Arts/Master of Science (MA/MS), and doctoral degree. The distribution of education levels among participants has remained stable, with approximately 40 percent entering with an AA/60 units and 58 percent entering with a BA/BA degree. Among program completers, the vast majority entered the program with at least a bachelor's degree (90.65% in 2023-24), though there was a notable increase in completers who entered with an AA/60 units, rising from 1.96 percent in 2022-23 to 6.10 percent in 2023-24.

**Table 6a: Education Level at the Start of the Grant Program**

Education Level	Participants, 2022-23 (n= 2063*)	Participants, 2023-24 (n= 3032*)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completors (n= 297)
AA/60 units	827 (40.09%)	1213 (40.01%)	1 (1.96%)	15 (6.10%)	16 (5.39%)

<b>Education Level</b>	<b>Participants, 2022-23 (n= 2063*)</b>	<b>Participants, 2023-24 (n= 3032*)</b>	<b>Completers, 2022-23 (n= 51)</b>	<b>Completers, 2023-24 (n= 246)</b>	<b>Total Completers (n= 297)</b>
BA/BS	1203 (58.31%)	1768 (58.31%)	48 (94.12%)	223 (90.65%)	271 (91.25%)
MA/MS	28 (1.36%)	45 (1.48%)	2 (3.92%)	8 (3.25%)	10 (3.37%)
Doctorate	5 (0.24%)	6 (0.20%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

*Note: enrollment numbers between 2022-23 and 2023-24 do not represent unique participants, as participants remain enrolled until they earn their credential.*

Table 6b highlights the academic standing of participants after each program year, showing significant progress in 2023-24. Two hundred forty-six participants completed the program and earned a preliminary teaching credential in 2023-24. Combined with the number of participants from 2022-23 (51), the total number of participants who have completed the program and earned a preliminary teaching credential is 297. The percentage of participants earning their BA/BS degree more than tripled from 2.13 percent to 7.55 percent, while those earning their preliminary credential more than tripled from 2.47 percent to 8.15 percent. Additionally, the percentage of participants not making progress towards their BA/BS decreased by more than half, from 3.44 percent to 1.55 percent, suggesting improved retention and support systems in the second year. While the majority of participants (64.71%) made academic progress without earning a degree or credential, this represents a decrease from the previous year (72.42%), likely due to the increased completion rates. The percentage of participants not making progress towards their preliminary credential remained relatively stable at around 18-19 percent.

**Table 6b: Academic Standing at Fiscal Year End**

<b>Academic Standing</b>	<b>Participants, 2022-23 (n= 2063)</b>	<b>Participants, 2023-24 (n= 3032)</b>
Number of participants that earned their BA/BS degree.	44 (2.13%)	229 (7.55%)
Number of participants who did NOT make progress towards their BA/BS degree.	71 (3.44%)	47 (1.55%)
Number of participants that earned their preliminary credential.	51 (2.47%)	246 (8.15%)
Number of participants who did NOT make progress towards their preliminary credential.	403 (19.53%)	547 (18.04%)
Number of participants that made academic progress but did not earn a BA/BS or credential.	1494 (72.42%)	1963 (64.71%)

## Program Completion

Completion data in the state report reflects substantial growth in program completers from 51 (2.47%) in 2022-23 to 246 (8.15%) in 2023-24. Grantees collected detailed data regarding the type of preliminary credential earned, employment outcomes, and reasons for program exits. Table 7a shows the distribution of credentials earned, with Special Education credentials (Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood combined) remaining the most common at 45.13 percent of completers in 2023-24, though this represents a decrease from 54.09% in the previous year. Multiple Subject credentials, including those with Bilingual Authorization, increased from 21.57 percent to 34.55 percent of completers.

**Table 7a: Preliminary Credentials Earned**

<b>Preliminary Credentials Earned</b>	<b>Completers, 2022-23 (n= 51)</b>	<b>Completers, 2023-24 (n= 246)</b>	<b>Total Completers, (n= 297)</b>
Multiple Subject	10 (19.61%)	71 (28.86%)	81 (27.27%)
Multiple Subject w/Bilingual Authorization	1 (1.96%)	14 (5.69%)	15 (5.05%)
Single Subject-English	2 (3.92%)	6 (2.44%)	8 (2.69%)
Single Subject-Language other than English	1 (1.96%)	1 (0.41%)	2 (0.67%)
Single Subject-Mathematics	3 (5.88%)	9 (3.66%)	12 (4.04%)
Single Subject-Science	3 (5.88%)	8 (3.25%)	11 (3.70%)
Single Subject-Other	3 (5.88%)	25 (10.16%)	28 (9.43%)
Special Education-Mild to Moderate Support Needs	21 (41.48%)	83 (33.74%)	104 (35.02%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0%)	1 (0.41%)	1 (0.34%)
Special Education-Extensive Support Needs	2 (3.92%)	21 (8.54%)	23 (7.74%)
Special Education-Early Childhood	5 (9.80%)	7 (2.85%)	12 (4.04%)

Tables 7b and 7c reflect employment outcomes for program completers as of July 2024. The percentage of completers committed to teaching with their LEA increased slightly from 52.94 percent in 2022-23 to 56.10 percent in 2023-24. Of those completers employed with their grantee LEA, 96.38 percent are teaching in locally defined shortage areas, and 80.43 percent are teaching at schools with high unduplicated pupil counts. A significant challenge emerged regarding position availability – 29.67 percent of 2023-24 completers were unable to secure

positions at their grantee LEA due to lack of openings, an increase from 19.61 percent the previous year.

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

<b>Completer Teaching Information</b>	<b>Completers, 2022-23 (n= 27)</b>	<b>Completers, 2023-24 (n= 138)</b>	<b>Total Completers (n= 165)</b>
Meets the LEA's teacher shortage needs	27 (100%)	133 (96.38%)	160 (96.97%)
Teaching at an LEA with a high unduplicated pupil count (>50%)	24 (88.89%)	111 (80.43%)	135 (81.82%)
Teaching position by grade level (TK)	2 (7.41%)	13 (9.42%)	15 (9.09%)
Teaching position by grade level (K-5 <sup>th</sup> )	14 (51.85%)	69 (50.00%)	83 (50.30%)
Teaching position by grade level (6 <sup>th</sup> -8 <sup>th</sup> )	4 (14.81%)	28 (20.29%)	32 (19.39%)
Teaching position by grade level (9 <sup>th</sup> -12 <sup>th</sup> )	6 (22.22%)	28 (20.29%)	34 (20.61%)
Completer not placed at time of reporting	1 (3.70%)	0 (0%)	1 (0.61%)

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

**Table 7c: Reasons Completers Changed or Transferred LEAs**

<b>Reason for LEA Change or Transfer</b>	<b>Completers, 2022-23 (n= 51)</b>	<b>Completers, 2023-24 (n= 246)</b>	<b>Total Completers, (n= 297)</b>
N/A - completer committed to teach with LEA	27 (52.94%)	138 (56.10%)	165 (55.56%)
LEA chose not to hire participant	1 (1.96%)	8 (3.25%)	9 (3.03%)
Position not available at LEA	10 (19.61%)	73 (29.67%)	83 (27.95%)
Chose to leave the grantee LEA	5 (9.80%)	9 (3.66%)	14 (4.71%)
Chose not to teach	0 (0%)	0 (0.00%)	0 (0.00%)
Moved	1 (1.96%)	4 (1.63%)	5 (1.68%)
Personal	1 (1.96%)	10 (4.07%)	11 (3.70%)



Reason for LEA Change or Transfer	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Total Completers, (n= 297)
Completer is teaching at an LEA within the COE (COE programs only)	6 (11.76%)	4 (1.63%)	10 (3.37%)

Additional data collected in the annual reports provides insight into program attrition. If applicable, grantees reported on the reason participants were not recommended for a preliminary credential. In 2023-24, the number of participants not recommended for preliminary credentials decreased significantly (from 7 to 1) with the reason remaining the same across years: participants not passing required exam(s). The data in table 7d summarizes early exit reasons reported by participants who left the Classified Grant program before earning their preliminary credential. In 2023-24, early exits increased from 65 to 588 participants. This substantial increase in early exits can be attributed to two key factors: first, the 2023-24 data captures the number of participants who exited early both during and *between* academic years, whereas the 2022-23 data only captured the number of participants who exited early during the academic year. Additionally, three LEA grantees account for 75.17 percent of the 2023-24 early exits, though these programs maintained nearly full enrollment (99.79%) through effective replacement practices. Personal reasons became the dominant factor for early exits in 2023-24 (65.65%), a shift from 2022-23 where “Other” was the primary reason (60%).

**Table 7d: Reasons Participants Exited Early**

Early Exit Reasons	Participants, 2022-23 (n= 65)	Participants, 2023-24 (n= 588)	Total Participants (n= 653)
Changed career plans	8 (12.31%)	44 (7.48%)	52 (7.96%)
Financial	3 (4.62%)	6 (1.02%)	9 (1.38%)
Moved	0 (0.00%)	4 (0.68%)	4 (0.61%)
No longer employed by LEA	10 (15.38%)	33 (5.61%)	43 (6.58%)
Personal	5 (7.69%)	386 (65.65%)	391 (59.88%)
Other	39 (60.00%)	115 (19.56%)	154 (23.58%)

**Ethnic/Racial Composition and Gender Identification of the Participants and Completers**

Grantees reported the participants’ self-identified ethnic and racial compositions and gender identity. The data in table 8a breaks down demographics across total participants, program completers, completers teaching with their grantee LEA, and early exits by self-identified ethnicity/race. Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or

Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian. In 2023-24, participants of color (including Hispanic/Latinx, Asian, Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and those identifying as two or more races) represented 72.02% of all participants, an increase from 64.32 percent in 2022-23. Hispanic/Latinx participants comprised the largest group of participants at 51.91 percent, up from 43.09 percent the previous year. Among program completers, educators of color represented 58.13% of completers in 2023-24 with Hispanic/Latinx educators (43.09%) leading this representation, followed by Asian (6.91%) and those identifying as two or more races (4.47%). Educators of color also comprised 54.34 percent of completers teaching with their grantee LEA.

In narrative responses from 2023-24, 26.09 percent of grantees specifically highlighted success in recruiting diverse participants as a program strength. Several compelling narratives emerged about the impact of this diversity:

- "This program also addresses our district's LCAP goals of increased hiring and retaining teachers representing historically underrepresented communities. Eleven of the twelve participants self-identify as Black, Asian, Latinx or mixed race... [LEA] is deeply committed to equity and working toward hiring and retaining teachers who reflect the diversity of our student body."
- "The program has successfully maintained a 96% diversity rate among its participants, closely mirroring the ethnic diversity of students in [LEA], in contrast to the current demographics of certificated employees."

Table 8b provides a detailed breakdown of completers by credential area and self-identified ethnicity/race. Hispanic/Latinx completers represented 15.04 percent of Special Education-Mild to Moderate Support needs and 11.79 percent of Multiple Subject credentials. When examining specific credential areas, educators of color comprised the majority of completers in several areas. For example, in Special Education- Mild to Moderate Support Needs, which had the highest number of completers, educators of color earned 50 credentials. In Multiple Subject credentials with Bilingual Authorization, Hispanic/Latinx completers represented 9 out of 14 completers.

Overall, 97 percent of participants reported their gender identity; reporting this information to the Commission is voluntary for participants in the program. Gender distribution remained stable across years and categories. The overall proportion of participants who identify as female increased slightly from 81.73 percent to 82.45 percent, while male participation remained steady at around 15%. Female completers continued to show strong representation across all credential types, particularly in Special Education (67 of the 83 Mild to Moderate Support Needs credentials) and Multiple Subject credentials (65 of 71 credentials).

**Table 8a: Ethnic/Racial Composition of Participants**

<b>Race/Ethnicity</b>	<b>Total Participants, 2022-23 (n= 2063)</b>	<b>Total Participants, 2023-24 (n= 3032)</b>	<b>Completers, 2022-23 (n= 51)</b>	<b>Completers, 2023-24 (n=246)</b>	<b>Completers Teaching with LEA, 2022-23 (n= 27)</b>	<b>Completers Teaching with LEA, 2023-24 (n= 138)</b>	<b>Early Exit, 2022-23 (n= 65)</b>	<b>Early Exit, 2023-24 (n= 588)</b>
American Indian or Alaska Native	29 (1.41%)	30 (0.99%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.72%)	0 (0.00%)	9 (1.53%)
Asian	126 (6.11%)	198 (6.53%)	3 (5.88%)	17 (6.91%)	0 (0.00%)	6 (4.35%)	5 (7.69%)	33 (5.61%)
Black or African American	138 (6.69%)	189 (6.23%)	5 (9.80%)	7 (2.85%)	3 (11.11%)	5 (3.62%)	5 (7.69%)	42 (7.14%)
Hispanic/Latinx (of any race)	889 (43.09%)	1574 (51.91%)	19 (37.25%)	106 (43.09%)	9 (33.33%)	53 (38.41%)	32 (49.23%)	275 (46.77%)
Native Hawaiian or Pacific Islander	10 (0.48%)	14 (0.46%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.72%)	0 (0.00%)	4 (0.68%)
White	536 (25.98%)	619 (20.42%)	19 (37.25%)	86 (34.96%)	11 (40.74%)	55 (39.86%)	17 (26.15%)	144 (24.49%)
Two or more races	135 (6.54%)	179 (5.90%)	2 (3.92%)	11 (4.47%)	1 (3.70%)	9 (6.52%)	1 (1.54%)	28 (4.76%)
Decline to state Race/Ethnicity	200 (9.69%)	229 (7.55%)	3 (5.88%)	17 (6.91%)	3 (11.11%)	8 (5.80%)	5 (7.69%)	53 (9.01%)

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

<b>Completer credential area</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic/ Latinx (of any race)</b>	<b>Native Hawaiian or Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>	<b>Decline to state</b>
Multiple Subject	0 (0.00%)	3 (1.22%)	0 (0.00%)	29 (11.79%)	0 (0.00%)	33 (13.41%)	2 (0.00%)	4 (0.00%)
Multiple Subject w/Bilingual Authorization	0 (0.00%)	1 (0.41%)	0 (0.00%)	9 (3.66%)	0 (0.00%)	1 (0.41%)	1 (0.00%)	2 (0.00%)
Single Subject-English	0 (0.00%)	1 (0.41%)	0 (0.00%)	4 (1.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.00%)
Single Subject-Language other than English	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Single Subject-Mathematics	0 (0.00%)	3 (1.22%)	0 (0.00%)	2 (0.81%)	0 (0.00%)	3 (1.22%)	0 (0.00%)	1 (0.00%)
Single Subject-Science	0 (0.00%)	1 (0.41%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	3 (1.22%)	2 (0.00%)	1 (0.00%)
Single Subject-Other	0 (0.00%)	1 (0.41%)	0 (0.00%)	15 (6.10%)	0 (0.00%)	4 (1.63%)	2 (0.00%)	3 (0.00%)
Special Education-Mild to Moderate Support Needs	0 (0.00%)	4 (1.63%)	6 (2.44%)	37 (15.04%)	0 (0.00%)	27 (10.98%)	3 (0.00%)	5 (0.00%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (0.41%)	0 (0.00%)	0 (0.00%)

<b>Completer credential area</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Black or African American</b>	<b>Hispanic/Latinx (of any race)</b>	<b>Native Hawaiian or Pacific Islander</b>	<b>White</b>	<b>Two or more races</b>	<b>Decline to state</b>
Special Education-Extensive Support Needs	0 (0.00%)	1 (0.41%)	1 (0.41%)	7 (2.85%)	1 (0.41%)	9 (3.66%)	2 (0.00%)	0 (0.00%)
Special Education-Early Childhood	0 (0.00%)	2 (0.81%)	0 (0.00%)	3 (1.22%)	0 (0.00%)	2 (0.81%)	0 (0.00%)	0 (0.00%)
<b>Total, 2023-24</b> (N= 246)	1 (0.41%)	17 (6.91%)	7 (2.85%)	108 (43.90%)	1 (0.41%)	83 (33.74%)	12 (4.88%)	17 (6.91%)
<b>Total, All Years</b> (N= 297)	1 (0.34%)	20 (6.73%)	12 (4.04%)	127 (42.67%)	1 (0.34%)	102 (34.34%)	14 (4.71%)	20 (6.73%)

## Program Funding

For each Round of grant funding, table 9a provides the annual grant award, the total amount expended during the 2023-24 year, the percentage expended, and the change in expenditures between grant years (if applicable). The 2023-24 fiscal year data demonstrates significant increases in grant expenditures across implementing rounds, reflecting programs' progression beyond initial implementation challenges. In 2023-24, nearly 50 percent of annual grant funds were expended across all rounds, up from 33 percent across all rounds in 2022-23. The total annual grant award across all rounds was \$24,987,200.00, with total expenditures increasing from \$7,516,172.08 in 2022-23 to \$12,419,498.97 in 2023-24, representing a 61.33% increase in spending. Round One programs, awarded in June 2022, increased their expenditure rate from 39.62% to 55.53%, while Round Two programs, awarded in January 2023, showed the most substantial growth, increasing from 23.10 percent to 51.09 percent expenditure rate. This marked improvement in spending rates appears connected to programs overcoming initial implementation hurdles; in their 2022-23 grantees narrative responses, 23 percent of grantees across Rounds One and Two reported that program recruitment and implementation started late and found the timing of the grant award challenging. Rounds Three and Four, more recently awarded, show early implementation spending patterns at 22.98 percent and 8.33 percent respectively, following similar trends to early Round One and Two expenditure rates.

**Table 9a: Annual Grant Award Expenditure per Round**

Round	Annual Grant Award	Total Expended, 2022-23	Total Expended, 2023-24	% change in expenditures 2022-23 to 2023-24
One	\$14,014,400.00	\$5,552,383.64	\$7,782,457.95 (55.53%)	40.16%
Two	\$8,500,800.00	\$1,963,788.44	\$4,343,201.59 (51.09%)	121.16%
Three	\$600,000.00	N/A	\$137,860.22 (22.98%)	N/A
Four	\$1,872,000.00	N/A	\$155,979.21 (8.33%)	N/A
<b>Total</b>	<b>\$24,987,200.00</b>	<b>\$7,516,172.08</b>	<b>\$12,419,498.97</b>	<b>61.33%</b>

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

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

- Program administration costs (ten percent maximum)

Table 9b further breaks down the total annual expenditures by approved budget categories for 2022-23 and 2023-24. The increase in spending is reflected across budget categories, with particularly notable changes in participant support. Note that, during program implementation, grantees can make changes across approved budget categories to meet the needs of participants if the total of individual changes across all participants remains under 10% of the total grant budget; changes exceeding 10 percent require formal budget change requests. Living Stipends for Participants showed the most substantial increase in allocation, moving from 30.41 percent to 38.90 percent of the total budget, with expenditure rate more than doubling from 24.91 percent to 55.42 percent. While IHE Tuition, Fees, and Books remained the largest allocated category, it decreased from 46.57% to 39.56% of the total budget, though its expenditure increased from 30.05 percent to 38.38 percent. Program Administration maintained a similar allocation (7.52% to 7.41%) while showing improved efficiency with its expenditure rate decreasing from 77.46 percent to 60.98 percent, and its proportion of total spending decreased significantly from 17.46 percent to 9.09 percent. Several categories showed notable improvements in utilization: Collaboration Activities with IHEs exceeded its allocated budget with a 108.81 percent expenditure rate, Participant Recruitment Activities more than doubled its expenditure rate from 31.23 percent to 69.48 percent, and Other Support Services for Participants increased utilization from 50.78 percent to 76.84 percent. Some budget categories continue to show opportunities for increased utilization, including Release Time at 19.44 percent despite slight improvement and Examination/Credential Fees showing slightly decreased utilization from 12.11 percent to 11.01 percent.

**Table 9b: Annual Grant Award Expenditures by Budget Categories**

<b>Budget Categories</b>	<b>Annual Grant Award, 2022-23</b>	<b>Annual Grant Award, 2023-24</b>	<b>Expended, 2022-23</b>	<b>Expended, 2023-24</b>	<b>% Expended, per Category, 2022-23</b>	<b>Expended, per category, 2023-24</b>
Participant Recruitment Activities	\$221,713.85 (0.98%)	\$226,213.85 (0.91%)	\$69,231.73 (0.92%)	\$157,167.96 (1.27%)	31.23%	69.48%
Collaboration Activities with IHEs	\$316,350.00 (1.41%)	\$313,150.00 (1.25%)	\$110,870.00 (1.48%)	\$340,748.59 (2.74%)	35.05%	108.81%
Release Time	\$351,692.00 (1.56%)	\$341,132.00 (1.37%)	\$38,600.00 (0.51%)	\$66,318.00 (0.53%)	10.98%	19.44%
IHE Tuition, Fees, Books	\$10,484,905.04 (46.57%)	\$9,884,433.04 (39.56%)	\$3,151,034.11 (41.92%)	\$3,793,360.31 (30.54%)	30.05%	38.38%
Examination/ Credential Fees	\$495,265.00 (2.20%)	\$513,985.00 (2.06%)	\$59,964.33 (0.80%)	\$56,601.34 (0.46%)	12.11%	11.01%
Living Stipends for Participants	\$6,847,180.00 (30.41%)	\$9,721,076.00 (38.90%)	\$1,705,773.50 (22.69%)	\$5,387,719.76 (43.38%)	24.91%	55.42%
Other Support Services for Participants	\$2,104,008.00 (9.34%)	\$2,111,898.32 (8.45%)	\$1,068,436.69 (14.22%)	\$1,622,872.04 (13.07%)	50.78%	76.84%
Program Administration	\$1,694,086.11 (7.52%)	\$1,851,311.79 (7.41%)	\$1,312,261.72 (17.46%)	\$1,128,975.93 (9.09%)	77.46%	60.98%
<b>TOTAL</b>	<b>\$22,515,200.00</b>	<b>\$24,987,200.00</b>	<b>\$7,516,172.08</b>	<b>\$12,419,498.97</b>	<b>33.38%</b>	<b>49.70%</b>



Grantee narrative responses continued to highlight funding as a challenge. About 16.30% of LEAs reported that the grant amount was insufficient to meet participant needs, while 18.48% noted challenges with program administration costs and staffing capacity. The constraints were particularly evident in several areas:

- The student teaching requirement presented a substantial financial barrier, as participants often had to resign from their positions or take unpaid leaves, with the grant amount insufficient to offset lost wages and benefits. As one grantee noted, "In our district, candidates must resign from their positions as such leaves are not permitted. This policy might be unique to our district, as our classified union is hesitant to allow for leaves because it implies the job is not needed and it distributes the additional work to other employees." Many grantees adapted by shifting more funds to living stipends rather than tuition reimbursement, finding this provided greater flexibility in supporting participants' various financial needs, especially if participants received financial aid from other sources to help cover the costs of tuition.
- Administrative capacity remained a challenge, with one grantee reporting, "With a participant base of 600 individuals, our Program Administration team handles crucial tasks such as managing W-9 forms, overseeing stipends, processing Memorandums of Understanding (MOUs), and maintaining frequent communication with participants via email and phone calls... Given the scope of responsibilities and the need for effective program management, allocating only 10% for Program Administration proves insufficient."
- Several grantees noted that while the \$4,800 per participant was helpful, it often wasn't enough to make the program feasible for many potential participants, particularly when combined with other financial aid limitations. As one grantee explained, "For those that inquire and decide not to enroll, about half make that decision because, while the funding is significant, it is not enough to bridge the financial gap and they are not eligible for other available funding."

### **Program Narratives**

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

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

Note that some of the grantees' narrative responses were integrated into previous sections of this report. The following section highlights additional program narrative responses.

Program successes centered heavily on participant recruitment and support systems. Nearly two-thirds of grantees (63.04%) reported success in filling program slots and positions, a significant increase from the previous year. Additionally, 28.26 percent of grantees highlighted their mentoring, advising, and professional development efforts as key strengths. The focus on

recruiting diverse participants remained strong, with 26.09 percent of grantees specifically noting success in this area. The following are direct narratives from grantees:

- "We provide 1:1 support to all our participants throughout their time in the program, ensuring they receive immediate assistance and answers to any questions they may have. This proactive support helps to remove any obstacles to their successful completion of their degrees."
- "The cohort meetings have increased the sense of camaraderie and have encouraged support as they build upon the network of community educators. Making university resources clear helps ease the feeling of being overwhelmed, which is typical of individuals who have been away from the university experience in some cases for decades."
- "Through individual pathways plan meetings with each enrolled participant, specific goals, advice and guidance were given to help participants understand their current status in the credentialing pathway, what options are available moving forward, and which next steps would be most beneficial given their specific circumstances."

Grantees continued to face several challenges in 2023-24. Twenty-nine percent of grantees reported IHE partnership challenges, particularly around articulation agreements and enrollment timing. Implementation and recruitment timing remained a consistent challenge (27.17%), and staffing and capacity issues were also reported as a significant concern (18.48%). Some specific challenges included:

- The student teaching requirement continues to present financial hardships, as many participants must resign from their positions and lose income during this period.
- Balancing work, family, and academic commitments remains a significant challenge for participants.
- The emerging PK-3 Early Childhood Education Specialist credential has created both interest and challenges as programs work to develop pathways.

Lessons learned from the 2023-24 implementation year emphasized several key recommendations that could benefit future grantees:

- Early and consistent communication is crucial - 31.52 percent of grantees emphasized the importance of regular, proactive communication with participants.
- Program planning and management requires significant time investment - 30.43 percent of grantees stressed the importance of not underestimating the time needed for program administration.
- Comprehensive participant support systems are essential - 20.65 percent of grantees recommended developing robust support structures including individualized advising, cohort models, and dedicated mentor programs.
- Strong fiscal and administrative collaboration is vital - multiple grantees emphasized the importance of working closely with business services, HR, and other administrative departments to streamline processes.

## Summary and Conclusion

The 2024 annual state report reflects significant growth in the second year of the 2021 California Classified School Employee Teacher Credentialing Program. Local education agencies increased their support from 2,063 to 3,032 participants, demonstrating substantial program expansion. While the percentage of participants making sufficient annual progress decreased slightly from 72.42 percent to 64.71 percent, this appears connected to the program's significant scaling, with many new participants just beginning their educational journey. The program showed remarkable growth in completion rates, with 246 participants earning their preliminary teaching credential in 2023-24 compared to 51 in the previous year, representing a nearly five-fold increase in program completers addressing teacher shortages.

Among completers teaching with their grantee LEA, 96.38 percent are teaching in locally defined shortage areas, and 80.43 percent are teaching at LEAs with high unduplicated pupil counts, demonstrating the program's continued success in addressing high-need areas. The program also maintained its commitment to diversity, with participants of color representing 72.02 percent of all participants in 2023-24, an increase from 64.32 percent in the previous year. Paraprofessionals continued to represent the majority of participants (80.24%) and completers (82.11%), showing strong participation from classroom support staff.

Budget data compiled from the annual reports in July 2024 shows that LEAs are effectively utilizing grant funds, with total expenditures increasing from \$7,516,172.08 in 2022-23 to \$12,419,498.97 in 2023-24. Grantees reported enhanced collaboration with IHE partners, though some continued to face challenges with articulation agreements and enrollment timing. The program demonstrated particular success in providing comprehensive support systems, with many LEAs implementing cohort models, individualized advising, and targeted professional development.

In conclusion, LEAs have shown substantial progress in the second year of the grant program, with marked increases in enrollment, completion rates, and fund utilization. Rounds Three and Four are beginning to implement their programs, with early enrollments of 42 and 67 participants respectively. Round Five, awarded in 2024, will add 98 annual participant slots to the Classified Grant Program. Through continued expansion and refinement of support systems, the program is effectively supporting the recruitment and development of classified school employees into teaching careers, particularly in addressing local teacher shortages and increasing workforce diversity.

## Appendix A

**Table 1: Round One Classified Grant Recipients, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled**

<b>Local Education Agency (LEA)</b>	<b>Annual Grant Award</b>	<b># of Annual Participant Slots Awarded</b>	<b>Expenditures, 2022-23</b>	<b># of Annual Participant Slots Enrolled, 2022-23</b>	<b>Expenditures, 2023-24</b>	<b># of Annual Participant Slots Enrolled, 2023-24</b>
Berkeley Unified School District	\$48,000.00	12	\$27,121.33	11	\$37,342.52	13
Clovis Unified School District	\$192,000.00	40	\$163,709.73	36	\$176,404.88	40
Davis Joint Unified School District	\$648,000.00	135	\$321,035.26	78	\$289,984.28	79
Dinuba Unified School District	\$96,000.00	20	\$0.00	0	\$2,421.50	2
Fresno Unified School District	\$144,000.00	30	\$134,400.00	28	\$144,000.00	30
Garden Grove Unified School District	\$432,000.00	90	\$139,284.64	41	\$230,496.04	59
Glenn County Office of Education	\$144,000.00	30	\$21,525.40	8	\$50,550.01	15
Hawthorne School District	\$172,800.00	36	\$24,000.00	5	\$24,000.00	5
Huntington Beach Union High School District	\$96,000.00	20	\$24,230.16	8	\$22,748.76	13
Kern County Office of Education	\$360,000.00	75	\$206,020.00	44	\$158,000.00	51
Lighthouse Community Public Schools	\$48,000.00	10	\$0.00	0	\$38,400.00	9
Long Beach Unified School District	\$96,000.00	20	\$24,267.68	9	\$33,235.60	16
Los Angeles County Office of Education	\$240,000.00	50	\$120,667.57	36	\$126,299.36	31
Los Angeles Unified School District	\$480,000.00	100	\$9,302.26	10	\$25,683.50	67
Madera Unified School District	\$120,000.00	25	\$22,800.00	19	\$38,347.40	9
Merced County Office of Education	\$80,000.00	20	\$33,549.22	16	\$27,408.64	13
Modesto City Schools	\$129,600.00	27	\$18,448.00	5	\$5,842.00	2
Moreno Valley Unified School District	\$120,000.00	25	\$16,889.54	5	\$14,442.03	4
Oakland Unified School District	\$240,000.00	50	\$178,713.00	40	\$157,526.05	43
Orange County Department of Education	\$2,880,000.00	600	\$1,750,201.60	600	\$2,873,000.00	600
Pajaro Valley Unified School District	\$48,000.00	10	\$0.00	0	\$2,022.32	1

<b>Local Education Agency (LEA)</b>	<b>Annual Grant Award</b>	<b># of Annual Participant Slots Awarded</b>	<b>Expenditures, 2022-23</b>	<b># of Annual Participant Slots Enrolled, 2022-23</b>	<b>Expenditures, 2023-24</b>	<b># of Annual Participant Slots Enrolled, 2023-24</b>
Placer County Office of Education	\$408,000.00	85	\$236,741.31	57	\$261,805.95	61
Pomona Unified School District	\$144,000.00	30	\$9,731.00	3	\$34,086.31	10
Riverside County Office of Education	\$960,000.00	200	\$467,172.25	196	\$490,520.25	198
Sacramento County Office of Education	\$720,000.00	150	\$325,054.45	100	\$619,904.92	149
San Bernardino County Superintendent of Schools	\$960,000.00	200	\$355,523.30	62	\$960,000.00	200
San Diego Unified School District	\$96,000.00	20	\$19,236.90	5	\$19,200.00	4
San Francisco Unified School District	\$120,000.00	25	\$4,953.52	3	\$27,059.98	6
San Juan Unified School District	\$120,000.00	25	\$28,800.00	6	\$43,200.00	9
San Mateo County Office of Education	\$240,000.00	50	\$50,933.52	11	\$69,432.44	17
San Mateo Union High School District	\$288,000.00	60	\$4,800.00	2	\$24,000.00	8
Santa Ana Unified School District	\$288,000.00	60	\$288,000.00	60	\$199,232.13	51
Santa Barbara County Education Office	\$144,000.00	30	\$83,520.00	16	\$67,200.00	15
Santa Clara County Office of Education	\$1,200,000.00	250	\$139,272.76	9	\$144,000.00	30
Santa Maria Bonita School District	\$552,000.00	115	\$187,107.25	41	\$205,286.01	51
Torrance Unified School District	\$240,000.00	50	\$26,987.00	7	\$33,080.76	8
Ventura County Office of Education	\$240,000.00	50	\$19,598.33	5	\$8,627.62	3
Visalia Unified School District	\$168,000.00	35	\$7,961.95	4	\$0.00	0
West Contra Costa Unified School District	\$120,000.00	25	\$21,376.84	6	\$46,112.00	12
Yuba City Unified School District	\$192,000.00	40	\$39,447.87	11	\$51,554.69	15
<b>Totals</b>	<b>\$14,014,400.00</b>	<b>2925</b>	<b>\$5,552,383.64</b>	<b>1603</b>	<b>\$7,782,457.95</b>	<b>1949</b>

**Table 2: Round Two Classified Grant Recipients, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled**

<b>Local Education Agency (LEA)</b>	<b>Annual Grant Award</b>	<b># of Annual Participant Slots Awarded</b>	<b>Expenditures, 2022-23</b>	<b># of Annual Participant Slots Enrolled, 2022-23</b>	<b>Expenditures, 2023-24</b>	<b># of Annual Participant Slots Enrolled, 2023-24</b>
Acalanes Union High School District	\$38,400.00	8	\$0.00	0	\$4,432.50	1
Alhambra Unified School District	\$144,000.00	30	\$0.00	0	\$20,702.00	7
Allegiance STEAM Academy	\$48,000.00	10	\$0.00	0	\$0.00	0
Alpha Jose Hernandez	\$28,800.00	6	\$0.00	0	\$9,600.00	2
Alternatives in Action High School	\$28,800.00	6	\$7,200.00	1	\$4,800.00	1
American Indian Public Charter School II	\$115,200.00	24	\$0.00	0	\$0.00	0
ARISE High School	\$96,000.00	20	\$0.00	0	\$12,000.00	3
Butte County Office of Education	\$2,880,000.00	600	\$1,438,295.00	342	\$2,875,200.00	599
Caliber Beta Academy	\$76,800.00	16	\$0.00	0	\$0.00	0
Castro Valley Unified School District	\$24,000.00	5	\$0.00	0	\$19,200.00	4
Citizens of the World Charter School Silver Lake	\$96,000.00	20	\$0.00	0	\$48,000.00	10
Coalinga-Huron Unified School District	\$96,000.00	20	\$0.00	0	\$13,972.50	9
Fairfield-Suisun Unified School District	\$96,000.00	20	\$18,160.53	6	\$24,197.08	9
Fontana Unified School District	\$72,000.00	15	\$0.00	0	\$8,765.50	2
Inglewood Unified School District	\$57,600.00	12	\$0.00	0	\$0.00	0
Larchmont Charter School	\$38,400.00	8	\$0.00	0	\$7,728.48	2
Lighthouse Charter School	\$38,400.00	8	\$17,360.00	5	\$17,764.34	5
Long Beach Unified School District	\$48,000.00	10	\$0.00	0	\$19,154.26	5
Long Valley Charter School	\$19,200.00	4	\$0.00	0	\$0.00	0
Los Angeles County Office of Education	\$360,000.00	75	\$84,266.17	23	\$171,970.41	47
Math and Science College Preparatory	\$168,000.00	35	\$38,400.00	8	\$57,600.00	14
Montebello Unified School District	\$480,000.00	100	\$0.00	0	\$133,678.90	35
Multicultural Learning Center	\$9,600.00	2	\$0.00	0	\$9,600.00	2

Local Education Agency (LEA)	Annual Grant Award	# of Annual Participant Slots Awarded	Expenditures, 2022-23	# of Annual Participant Slots Enrolled, 2022-23	Expenditures, 2023-24	# of Annual Participant Slots Enrolled, 2023-24
Oxford Day Academy	\$57,600.00	12	\$0.00	0	\$9,600.00	2
Pleasanton Unified School District	\$72,000.00	15	\$9,600.00	2	\$28,800.00	6
Plumas Charter School	\$24,000.00	5	\$0.00	0	\$24,000.00	5
Redondo Beach Unified School District	\$57,600.00	12	\$0.00	0	\$43,200.00	10
San Diego County Office of Education	\$480,000.00	100	\$0.00	0	\$84,781.48	29
San Luis Obispo County Office of Education	\$192,000.00	40	\$118,140.50	25	\$170,813.46	38
Santa Clara County Office of Education	\$1,200,000.00	250	\$178,908.24	16	\$316,800.00	66
Siskiyou County Office of Education	\$552,000.00	115	\$0.00	0	\$0.00	0
Sonoma County Office of Education	\$480,000.00	100	\$50,100.00	2	\$101,240.68	33
Trinity County Office of Education	\$86,400.00	18	\$3,358.00	1	\$48,000.00	10
William S. Hart Union High School District	\$240,000.00	50	\$0.00	0	\$57,600.00	12
<b>Totals</b>	<b>\$8,500,800.00</b>	<b>1771</b>	<b>\$1,963,788.44</b>	<b>431</b>	<b>\$4,343,201.59</b>	<b>968</b>

**Table 3: Round Three Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award**

Local Education Agency (LEA)	# of Annual Participant Slots Awarded	Annual Grant Award
Community School for Creative Education	8	\$38,400.00
Covina-Valley Unified School District	33	\$158,400.00
Lancaster Elementary School District	10	\$48,000.00
Modoc Joint Unified School District	10	\$48,000.00
San Francisco Unified School District	16	\$76,800.00
Sycamore Creek Community Charter	8	\$38,400.00
Tracy Unified School District	40	\$192,000.00
<b>Totals</b>	<b>125</b>	<b>\$600,000</b>

**Table 4: Round Four Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award**

<b>Local Education Agency (LEA)</b>	<b># of Annual Participant Slots Awarded</b>	<b>Annual Grant Award</b>
Calaveras County Office of Education	53	\$254,400.00
Los Angeles Unified School District	100	\$480,000.00
Norwalk- La Mirada Unified School District	25	\$120,000.00
Oakley Union Elementary School District	20	\$96,000.00
Pittsburg Unified School District	30	\$144,000.00
Plumas Charter School	2	\$9,600.00
Redding Elementary School District	30	\$144,000.00
River Springs Charter School	20	\$96,000.00
Santa Cruz County Office of Education	40	\$192,000.00
Shasta County Office of Education	50	\$240,000.00
Vallejo City Unified School District	20	\$96,000.00
<b>Totals</b>	<b>390</b>	<b>\$1,872,000.00</b>

**Table 5: Round Five Classified Grant Recipients, Number of Participant Slots Awarded Annually, and Annual Grant Award**

<b>Local Education Agency (LEA)</b>	<b># of Annual Participant Slots Awarded</b>	<b>Annual Grant Award</b>
Cox Academy	10	\$48,000.00
Del Norte Unified School District	13	\$62,400.00
Sacramento County Office of Education	60	\$288,000.00
San Joaquin County Office of Education	15	\$71,980.95
<b>Totals</b>	<b>98</b>	<b>\$470,380.95</b>



## Appendix B

### LEA and IHE Partnerships

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

<b>Local Education Agency</b>	<b>IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program</b>
Cox Academy	Alder Graduate School of Education
Davis Joint Unified School District	Sacramento State; UC Davis; University of Massachusetts Global
Del Norte Unified School District	College of the Redwoods; Cal Poly Humboldt
Dinuba Unified School District	Fresno State
Fairfield-Suisun Unified School District	University of Massachusetts Global
Fontana Unified School District	CSU San Bernardino
Fresno Unified School District	Fresno State; Fresno Pacific University; Tulare County Office of Education
Garden Grove Unified School District	Whittier College; CSU Channel Islands, CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; UC Irvine; Chapman University, Hope International University, National University, Vanguard University
Glenn County Office of Education	Chico State
Hawthorne School District	CSU Dominguez Hills
Huntington Beach Union High School District	Cal State Fullerton, CSU Long Beach; National University
Inglewood Unified School District	CSU Dominguez Hills
Kern County Office of Education	CSU Bakersfield; Point Loma Nazarene University, University of La Verne
Lancaster Elementary School District	CSU Bakersfield; University of Massachusetts Global
Larchmont Charter School	CSUN
Lighthouse Charter School	Reach University; Alternatives in Action
Lighthouse Community Public Schools	Reach University; Alder Graduate of Education
Long Beach Unified School District	CSU Dominguez Hills
Long Beach Unified School District	CSU Long Beach, CSU Dominguez Hills
Long Valley Charter School	Lassen Community College; National University, Reach University; Alternatives in Action, CalState TEACH, Western Governors University
Los Angeles County Office of Education	East Los Angeles College, Pasadena City, Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach, Cal State LA, CSUN; Azusa Pacific, National University, University of La Verne; Alder Graduate School of Education, Los Angeles County Office of Education
Los Angeles Unified School District	CSU Long Beach, Cal State LA, CSUN; Los Angeles Unified School District
Madera Unified School District	Fresno State

<b>Local Education Agency</b>	<b>IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program</b>
Math and Science College Preparatory	San José State; Loyola Marymount University; Summit Preparatory Charter High School
Merced County Office of Education	Stanislaus State; Fresno Pacific University, University of Massachusetts Global; Merced County Office of Education
Modesto City Schools	CSU Stanislaus
Modoc Joint Unified School District	CSU Stanislaus
Montebello Unified School District	Cal State LA
Moreno Valley Unified School District	CSU San Bernardino; University of Massachusetts Global
Multicultural Learning Center	CSU Northridge
Norwalk- La Mirada Unified School District	CSU Long Beach
Oakland Unified School District	Peralta Community College District; CSU East Bay; Dominican University, EDvance College, National University, Notre Dame de Namur, Pacific Oaks College, Reach University, St. Mary's College, University of Massachusetts Global, University of San Francisco; Alder Graduate School of Education, Alternatives in Action, CalState TEACH
Oakley Union Elementary School District	National University
Orange County Department of Education	Barstow Community College, Butte-Glenn Community College, Cerritos Community College, Cerro Coso Community College, Chaffey College, Coastline College, College of the Desert, College of the Siskiyous, Cypress College, El Camino College, Feather River College, Fullerton College, Golden West College, Grossmont College, Long Beach Community College, Mendocino College, Mira Costa College, Palomar College, Saddleback College, San Diego Mesa College, San Diego Miramar College, Santa Ana College, Santiago Canyon College, Southwestern College; Humboldt State, Cal Poly San Luis Obispo, Cal Poly Pomona, CSU Channel Island, Chico State, CSU Dominguez Hills, Fresno State, Cal State Fullerton, CSU Long Beach, Cal State LA, CSU Northridge, CSU San Bernardino, CSU San Marcos, Stanislaus State, San Diego State, Sonoma State; UC Irvine, University of San Diego Division of Extended Studies; Alliant International University, Azusa Pacific University, California Baptist University, California Lutheran College, Chapman University, Concordia University Irvine, Fresno Pacific University, Hope International University, Humphreys University, Los Angeles Pacific University, Mount Saint Mary's University, National University, Pacific Oaks University, Point Loma Nazarene University, United States University, University of La Verne, University of Redlands,

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
	University of Massachusetts Global, Vanguard College; CalState TEACH, San Diego County Office of Education, University of San Diego Division of Extended Studies, Western Governors University
Oxford Day Academy	Reach University; Alternatives in Action
Pajaro Valley Unified School District	CSU Monterey Bay
Pittsburg Unified School District	Alder Graduate School of Education
Placer County Office of Education	University of Massachusetts Global; Placer County Office of Education
Pleasanton Unified School District	CSU East Bay; National University
Plumas Charter School	National University; CalState TEACH
Pomona Unified School District	Cal Poly Pomona; University of La Verne
Redding Elementary School District	Reach University; Alternatives in Action
Redondo Beach Unified School District	CSU Dominguez Hills
Riverside County Office of Education	CSU San Bernardino; University of Massachusetts Global; Riverside County Office of Education, Western Governors University
Sacramento County Office of Education	Pacific Oaks College, University of Massachusetts Global; Davis Joint Unified School District, Sacramento County Office of Education
San Bernardino County Superintendent of Schools	Feather River College, College of the Siskiyous; Cal Poly Pomona, CSU San Bernardino, Cal State Fullerton, CSUN; UC Riverside; Alliant International University, Azusa Pacific University, California Baptist University, Claremont Graduate University, National University, University of La Verne, University of Massachusetts Global, University of Redlands, University of Southern California; Alder Graduate School of Education, Western Governors University
San Diego County Office of Education	San Diego State, CSU San Marcos; National University, Point Loma Nazarene University, Western Governors University; San Diego County Office of Education
San Diego Unified School District	University of La Verne
San Francisco Unified School District	City College of San Francisco; San Francisco State University; National University, University of San Francisco; CalState TEACH
San Joaquin County Office of Education	Reach University; Alternatives in Action, Teachers College of San Joaquin
San Juan Unified School District	Alder Graduate School of Education

<b>Local Education Agency</b>	<b>IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program</b>
San Luis Obispo County Office of Education	Cuesta College; Cal Poly San Luis Obispo; University of Massachusetts Global; CalState TEACH
San Mateo County Office of Education	Fresno State, San Francisco State University; Alliant University, Notre Dame De Namur University; Western Governors University
San Mateo Union High School District	San José State; Summit Preparatory Charter High School
Santa Ana Unified School District	Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach; Alliant International University, Azusa Pacific University, Chapman University, Concordia University Irvine, Hope International University, National University, Point Loma Nazarene University, University of Massachusetts Global, Vanguard University; Western Governors University
Santa Barbara County Education Office	UC Santa Barbara; University of Massachusetts Global
Santa Clara County Office of Education	San José State; National University, Santa Clara University; Santa Clara County Office of Education, Teachers College of San Joaquin
Santa Cruz County Office of Education	CSU Monterey Bay, CSU East Bay, San Jose State University; UC Santa Cruz; University of La Verne; Santa Clara County Office of Education, University of Massachusetts Global
Santa Maria Bonita School District	Hancock College; California Baptist University, California Lutheran University, National University, University of Massachusetts Global; CalState TEACH
Shasta County Office of Education	Reach University; Alternatives in Action
Siskiyou County Office of Education	Alternatives in Action
Sonoma County Office of Education	Santa Rosa Junior College; Humboldt State, Sonoma State; National University, Reach University, University of Massachusetts Global; Sonoma County Office of Education
Sycamore Creek Community Charter	Reach University; Alternatives in Action
Torrance Unified School District	CSU Dominguez Hills, CSU Long Beach; Alder Graduate School of Education
Tracy Unified School District	Reach University; Alternatives in Action, Teachers College of San Joaquin
Trinity County Office of Education	Chico State, Humboldt State; National University, Simpson University; CalState TEACH, Lake County Office of Education
Vallejo City Unified School District	Reach University; Alternatives in Action
Ventura County Office of Education	CSU Channel Islands, CSUN; California Lutheran University, National University, University of La Verne, University of Massachusetts Global

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