



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

Commission on Teacher Credentialing

December 2025

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This list reflects the composition of the Commission at the time of adoption of the 2025 Annual Report on the California Classified School Employee Teacher Credentialing Program in December 2025. Current membership of the Commission is available on the [Members of the Commission](#) webpage.

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Executive Summary

This report provides an update on the 2021 California Classified School Employee Teacher Credentialing Program and presents the 2025 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 2025 state report includes information on the 2021 Classified Grant Program and reflects the third 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
- 2024-25 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 2024-25 fiscal year are summarized below:

- Significant growth of Classified Grant participants at grantee LEAs. In 2024-25, Year 3, there were 4063 participants in Classified Grant programs, an increase from 2,063 participants in Year 1 and 3,032 participants in Year 2.
- In the 2024-25 academic year, 523 participants completed the program and earned a preliminary teaching credential, compared to 246 in the 2023-24 year.
- Of the completers teaching within their grantee LEA, 99 percent are teaching in locally defined shortage areas, and 81 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 67 percent of all participants in 2024-25.
- At the end of the 2024-25 fiscal year, \$12,974,438 in grant funds remained unencumbered, and two rounds of Request for Applications were scheduled for the 2025-26 fiscal year – the final project year for the grant.

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

December 2025

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 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.

For the 2024-25 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. Ten sessions were hosted during the 2024-25 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 Eight grants in December 2025, continuing to expand support for LEAs in developing their classified staff into credentialed teachers, and if there are remaining grant funds, a last round of an RFA will be released in December 2025.

The 2025 annual report reflects data collected in the 2024-25 academic year 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), Round Four (December 2023), Round Five (April 2024), Round Six (December 2024), and Round Seven (March 2025) LEAs successfully submitted the annual data reporting requirements.

2024-25 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 2025, one hundred and eleven local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling \$112,025,561. 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 awarded three additional rounds in the 2023-24 academic year. 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. An additional two rounds of funding were awarded during the 2024-25 academic year. In December of 2024, eight LEAs were allocated \$6,720,000 in Round Six. Round Seven, awarded in March 2025, allocated \$6,960,000 to seven LEAs. With \$12,974,438 in grant funds remaining, the Commission published the RFA for Round Eight in September 2025, with awards to be announced December 12, 2025. A final RFA for the Classified Grant will be published December 15, 2025, with awards announced March 16, 2026 should any funds remain after Round 8. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Summary of Classified Grant Award, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	June 27, 2022	40	\$56,057,600	\$68,840,000
Two	January 27, 2023	34	\$34,003,200	\$34,939,200
Three	July 14, 2023	7	\$1,800,000	\$33,139,200
Four	December 22, 2023	11	\$5,616,000	\$27,595,200
Five	April 26, 2024	4	\$940,762	\$26,654,438
Six	December 6, 2024	8	\$6,720,000	\$19,934,438
Seven	March 28, 2025	7	\$6,960,000	\$12,974,438
	Totals	111	\$112,025,561	\$12,974,438

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 31 percent of awarded grantees, COEs were awarded 64 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	55	49.55%	2004	29.76%
County Offices of Education	30	27.03%	4331	64.32%
Charter School	26	23.42%	399	5.93%

Table 3 summarizes, by grant round, the annual awarded participant slots and the number of participants enrolled in 2022–23, 2023–24, and 2024–25. Note that several rounds were awarded after earlier reporting years and some cells are marked “N/A” depending on when grant funds were awarded and the ability to enroll participants based on the timing. Specifically, Rounds One and Two report across all three years; Rounds Three and Four have no 2022–23 data; Round Five has no 2022–23 or 2023–24 data but reports 101 enrollees in 2024–25; and new Rounds Six and Seven first report enrollment in 2024–25 (195 and 24, respectively). In aggregate, enrollment increased from 2,034 (2022–23) to 3,032 (2023–24) and 4,063 (2024–25), with 6,734 participant slots awarded across all rounds. The complete list of grant recipients by round, the LEAs’ annual awarded slots, the number of participants enrolled in the 2024-25 year can be viewed in [Appendix A](#).

Table 3: Summary of Number of Participant Slots Awarded Annually and Number of Participants Enrolled in 2022-23, 2023-24, and 2024-25

Round	# of Participant Slots Awarded	# of Participants Enrolled, 2022-23	# of Participants Enrolled, 2023-24	# of Participants Enrolled, 2024-25
One	2925	1603	1953	2237
Two	1771	431	970	1268
Three	125	N/A*	42	56
Four	390	N/A	67	182
Five	98	N/A	N/A	101
Six	700	N/A	N/A	195
Seven	725	N/A	N/A	24**
Totals	6734	2034	3032	4063

*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.

**Note: Round Seven grantees received their award notification on March 28, 2025, which may have impacted their enrollment for the 2024-25 year.

The 2024–25 fiscal year shows continued growth in program enrollment across rounds. Round One, first awarded in June 2022, increased from 1,953 participants in 2023–24 to 2,237 in 2024–25, reflecting an almost 15 percent increase. Round Two grew from 970 to 1,268 participants, reflecting a 31 percent increase. Among more recently awarded rounds, Rounds Three and Four expanded from 42 to 56 participants and from 67 to 182 participants, respectively. Rounds Five, Six, and Seven launched their first enrollment during the 2024–25 fiscal year: Round Five enrolled 101 participants, Round Six enrolled 195 participants, and Round Seven enrolled 24 participants. As noted in the table above, Round Seven grantees received their award notification on March 28, 2025 with three months remaining in the fiscal year. In aggregate, total enrollment rose from 3,032 participants in 2023–24 to 4,063 participants in 2024–25, a 34 percent increase.

Summary of All Classified School Employee Teacher Credentialing Program Participants

The following data in the state report reflects the annual data 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 shows that paraprofessionals remain the largest group at program entry and among completers, though their portion of the total population dipped slightly year over year. In 2024–25, paraprofessionals comprised 77 percent of participants and 77 percent of completers, compared with 80 percent of participants and 82 percent of completers in 2023–24. “Other classified” staff grew as a share of both participants and completers, rising to 18 percent of participants and 18 percent of completers in 2024–25, up from 13 percent and 12 percent the prior year. Office/clerical staff remained a smaller proportion: 5 percent of participants and 4 percent of completers in 2024–25. These patterns suggest continued strong recruitment and completion among paraprofessionals alongside expanding participation from other classified roles.

Table 4: Participant and Completer Classified Position at Program Enrollment

Classified Position	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Participants, 2024-25 (n= 4063)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 820)
Paraprofessional	1671 (81.00%)	2433 (80.24%)	3111 (76.57%)	41 (80.39%)	202 (82.11%)	403 (77.06%)	646 (78.78%)
Office/Clerical	155 (7.51%)	202 (6.66%)	204 (5.02%)	2 (3.92%)	14 (5.69%)	22 (4.21%)	38 (4.63%)
Other Classified	237	397	748	8	30	98	136

Classified Position	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Participants, 2024-25 (n= 4063)	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 820)
	(11.49%)	(13.09%)	(18.41%)	(15.69%)	(12.20%)	(18.74%)	(16.59%)

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 2024-25 grantee annual report narratives, collaboration with IHEs continued to be a core success driver. Roughly 32 percent of grantees explicitly highlighted partnership benefits, most often citing academic advising/admissions support (13%), flexible online/hybrid options (13%), tuition discounts or fee relief (5%), clear points of contact/liaisons (6%), and smoother articulation/credit transfer (5%) as factors contributing to success. The following are direct quotes from grantees describing the successes of their IHE partnerships:

- *"Each year, more participants are choosing programs that offer flexible modalities... [one IHE] offered a 15% tuition reduction, which is greatly appreciated."*
- *"The established partnership with IHEs through our residency has provided aligned coursework, coaching, and targeted seminars that ensure participants are well-prepared for the classroom."*
- *"In Year 3, our collaboration with [IHE] has matured into regular advising touchpoints and cohort-based supports, giving participants consistent coaching and wraparound support while they pursue credentialing."*

At the same time, about 28 percent of grantees reported IHE-related challenges. The most frequent issues were alignment of timelines/enrollment cycles (11%), IHE staff turnover affecting continuity (8%), articulation/MOUs and transfer credit hurdles (7%), and billing/reimbursement or lack of direct billing (4%).

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 the fiscal years 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. In 2024–25, credential program enrollment accounted for roughly two-thirds of active enrollments (66%), up from 44 percent in 2023–24, while BA/BS represented a smaller share, 28% of enrollments in 2024-25 versus 31 percent in 2023-24. Community college enrollment declined from 16 percent in 2023-24 to 6 percent in 2024-25, reflecting movement of participants into upper-division and credential stages as cohorts progressed. 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*)	Enrollment, 2024-25 (n= 4147*)
CCC Program	376 (18.23%)	494 (16.29%)	247 (5.96%)
BA/BS Program	287 (13.91%)	938 (30.84%)	1142 (27.54%)
Credential Program	1179 (57.15%)	1844 (44.03%)	2758 (66.51%)

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 67 percent to 63 percent, and private IHE enrollment increased from 32 percent to 36 percent.

Table 5b: Type of IHE Participants Pursuing a BA/BS Degree Enrolled

Type of Institution	Participants, 2022-23 (n= 287)	Participants, 2023-24 (n= 935)	Participants, 2024-25 (n= 1142)
California State University (CSU)	211 (73.52%)	625 (66.84%)	723 (63.31%)
University of California (UC)	4 (1.39%)	7 (0.75%)	8 (0.70%)
Private	72 (25.09%)	303 (32.41%)	411 (35.99%)

Table 5c provides a breakdown of the types of credential programs participants are enrolled in.

Across credential programs, public institutions collectively (CSU, UC, district, county office of education, charter) continued to enroll the majority of credential program participants at 64 percent, an increase from 57 percent in the previous year. Enrollment at credential programs through County Offices of Education increased from 15 percent in 2023-24 to 24 percent in 2024-25.

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

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)	Participants, 2024-25 (n= 2758)
California State University (CSU)	312 (26.46%)	530 (28.74%)	750 (27.19%)
University of California (UC)	9 (0.76%)	7 (0.38%)	12 (0.44%)
Private, California-based	397 (33.67%)	665 (36.06%)	910 (32.99%)
Private, Out-of-State	86	133	82

Type of Institution	Participants, 2022-23 (n= 1179)	Participants, 2023-24 (n= 1844)	Participants, 2024-25 (n= 2758)
	(7.29%)	(7.21%)	(2.97%)
County Office of Education	192 (16.28%)	278 (15.08%)	670 (24.29%)
District	180 (15.27%)	222 (12.04%)	315 (11.42%)
Charter	3 (0.25%)	9 (0.49%)	19 (0.69%)

Academic Standing of the Participants

Programs reported participants' education level at entry and completers' education level at entry. The distribution among all participants remained broadly stable but shifted modestly toward bachelor's holders in 2024–25: 36 percent entered with an AA/60 units, down from approximately 40 percent in prior years, while 62 percent entered with a BA/BS, up from 58 percent. A small number of participants reported graduate degrees at entry: three percent with MA/MS and less than one percent with doctorate degrees. Among completers, the profile continued to diversify. While the majority still entered with a BA/BS (86%), the share of completers who began with an AA/60 units rose again, from two percent in 2022-23 to six percent in 2023-24 to 12 percent in 2024-25, indicating continued movement of associate-level entrants through BA completion and into credential programs. MA/MS entrants represented two percent of completers and a small number of completers had entered with a doctorate. Overall, these patterns suggest maturing pipelines that are increasingly supporting classified staff to advance toward completion.

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

Education Level	Participants, 2024-25 (n= 4063*)	Total Participants (n= 9158)	Completers, 2024-25 (n= 523)	Total Completers (n= 820)
AA/60 units	1444 (35.54%)	3484 (38.04%)	62 (11.85%)	78 (9.51%)
BA/BS	2506 (61.68%)	5477 (59.81%)	450 (86.04%)	721 (87.93%)
MA/MS	106 (2.61%)	179 (1.95%)	9 (1.72%)	19 (2.32%)
Doctorate	7 (0.17%)	18 (0.20%)	2 (0.38%)	2 (0.24%)

Note: enrollment numbers between fiscal years 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 progress in 2024-25. The percentage of participants earning their BA/BS degree remained stable at 8 percent, while those earning their preliminary credential increased from three

percent in 2022-23 to 8 percent in 2023-24 and 13 percent in 2024-25. The percentage of participants not making progress towards their BA/BS remained stable (1%), suggesting improved retention and support systems in the 2024-25 year. While the majority of participants (63%) made academic progress without earning a degree or credential, this represents a decrease from the previous year (73% in 2022-23 and 65% in 2023-24) likely due to the increased completion rates. The percentage of participants not making progress towards their preliminary credential slightly decreased to around 15 percent.

Table 6b: Academic Standing at Fiscal Year End

Academic Standing	Participants, 2022-23 (n= 2063)	Participants, 2023-24 (n= 3032)	Participants, 2024-25 (n= 4063)
Number of participants that earned their BA/BS degree.	44 (2.13%)	229 (7.55%)	324 (7.97%)
Number of participants who did NOT make progress towards their BA/BS degree.	71 (3.44%)	47 (1.55%)	44 (1.08%)
Number of participants that earned their preliminary credential.	51 (2.47%)	246 (8.15%)	523 (12.87%)
Number of participants who did NOT make progress towards their preliminary credential.	403 (19.53%)	547 (18.04%)	626 (15.41%)
Number of participants that made academic progress but did not earn a BA/BS or credential.	1494 (72.42%)	1963 (64.71%)	2546 (62.66%)

Program Completion

Completion data in the state report reflects substantial growth in program completers from 51 (2%) in 2022-23 to 246 (8%) in 2023-24 to 523 (13%) in 2024-25. 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. In 2024-25, Multiple Subject credentials, including those with Bilingual Authorization, increased from 35 percent in 2023-24 to 50 percent of completers and also reflect the most common credential type across all program years.

Table 7a: Preliminary Credentials Earned

Preliminary Credentials Earned	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 811)
Multiple Subject	10 (19.61%)	71 (28.86%)	204 (39.01%)	285 (34.76%)
Multiple Subject w/Bilingual Authorization	1 (1.96%)	14 (5.69%)	57 (10.90%)	72 (8.78%)
Single Subject-English	2 (3.92%)	6 (2.44%)	16 (3.06%)	24 (2.93%)

Preliminary Credentials Earned	Completers, 2022-23 (n= 51)	Completers, 2023-24 (n= 246)	Completers, 2024-25 (n= 523)	Total Completers, (n= 811)
Single Subject-Language other than English	1 (1.96%)	1 (0.41%)	7 (1.34%)	9 (1.10%)
Single Subject-Mathematics	3 (5.88%)	9 (3.66%)	17 (3.25%)	29 (3.54%)
Single Subject-Science	3 (5.88%)	8 (3.25%)	9 (1.72%)	20 (2.44%)
Single Subject-Other	3 (5.88%)	25 (10.16%)	30 (5.74%)	58 (7.07%)
Special Education-Mild to Moderate Support Needs	21 (41.48%)	83 (33.74%)	129 (24.67%)	233 (28.41%)
Special Education-Mild to Moderate Support Needs w/Bilingual Authorization	0 (0%)	1 (0.41%)	2 (0.38%)	3 (0.37%)
Special Education-Extensive Support Needs	2 (3.92%)	21 (8.54%)	38 (7.27%)	61 (7.44%)
Special Education-Early Childhood	5 (9.80%)	7 (2.85%)	14 (2.68%)	26 (3.17%)

Tables 7b and 7c reflect employment outcomes for program completers as of June 30, 2025. The percentage of completers committed to teaching with their LEA decreased slightly from 56 percent in 2023-24 to 53 percent in 2024-25. Of those completers employed with their grantee LEA, 98 percent are teaching in locally defined shortage areas, and 81 percent are teaching at schools with high unduplicated pupil counts. For completers who are not teaching within their grantee LEA, position availability continues to be a barrier: 48 percent of 2024-25 completers who changed or transferred out of their grantee LEA after earning their preliminary credential were unable to secure positions at their grantee LEA due to lack of openings, although this represents a decrease from 68 percent the previous year.

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

Completer Teaching Information	Completers, 2022-23 (n= 27)	Completers, 2023-24 (n= 138)	Completers, 2024-25 (n= 269)	Total Completers (n= 434)
Meets the LEA's teacher shortage needs	27 (100%)	133 (96.38%)	265 (98.51%)	425 (97.93%)
Teaching at an LEA with a high unduplicated pupil count (>50%)	24 (88.89%)	111 (80.43%)	218 (81.04%)	353 (81.34%)
Teaching position by grade level (TK)	2 (7.41%)	13 (9.42%)	42 (15.22%)	57 (12.93%)

Completer Teaching Information	Completers, 2022-23 (n= 27)	Completers, 2023-24 (n= 138)	Completers, 2024-25 (n= 269)	Total Completers (n= 434)
Teaching position by grade level (K-5 th)	14 (51.85%)	69 (50.00%)	162 (58.70%)	245 (55.56%)
Teaching position by grade level (6 th -8 th)	4 (14.81%)	28 (20.29%)	28 (10.14%)	60 (13.61%)
Teaching position by grade level (9 th -12 th)	6 (22.22%)	28 (20.29%)	44 (15.94%)	78 (17.69%)
Completer not placed at time of reporting	1 (3.70%)	0 (0%)	0 (0%)	0 (0.0%)

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

Reason for LEA Change or Transfer	Completers, 2022-23 (n= 24)	Completers, 2023-24 (n= 108)	Completers, 2024-25 (n= 247)	Total Completers, (n= 379)
LEA chose not to hire participant	1 (4.17%)	8 (7.41%)	12 (4.86%)	21 (5.54%)
Position not available at LEA	10 (41.67%)	73 (67.59%)	118 (47.77%)	201 (53.03%)
Chose to leave the grantee LEA	5 (20.83%)	9 (8.33%)	7 (2.83%)	21 (5.54%)
Moved	1 (4.17%)	4 (3.70%)	8 (3.24%)	13 (3.43%)
Personal	1 (4.17%)	10 (9.26%)	50 (20.24%)	61 (16.09%)
Completer is teaching at an LEA within the COE (COE programs only)	6 (25.00%)	4 (3.70%)	52 (21.05%)	62 (16.36%)

Additional data collected in the annual reports provides insight into program attrition. The data in table 7d summarizes early exit reasons reported by participants who left the Classified Grant program before earning their preliminary credential. In 2024-25, 385 participants (9%) exited the Classified Grant program before earning a preliminary credential, a decrease from 13% in the prior year. Personal reasons remain the dominant factor for early exits in 2024-25 (42%).

Table 7d: Reasons Participants Exited Early

Early Exit Reasons	Participants, 2022-23 (n= 65)	Participants, 2023-24 (n= 588)	Participants, 2024-25 (n= 385)	Total Participants (n= 1038)
Changed career plans	8 (12.31%)	44 (7.48%)	20 (5.19%)	72 (6.94%)
Financial	3 (4.62%)	6 (1.02%)	14 (3.64%)	23 (2.22%)
Moved	0 (0.00%)	4 (0.68%)	4 (1.04%)	8 (0.77%)
No longer employed by LEA	10 (15.38%)	33 (5.61%)	32 (8.31%)	75 (7.23%)
Personal	5 (7.69%)	386 (65.65%)	163 (42.34%)	554 (53.37%)
Other	39 (60.00%)	115 (19.56%)	152 (39.48%)	306 (29.48%)

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 2024-25, 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 73 percent of all participants, a slight increase from 72 percent in 2023-24. Hispanic/Latinx participants comprised the largest group of participants at 51.91 percent. Among program completers, educators of color represented 69 percent of completers, up from 58 percent of completers in 2023-2024. Educators of color also comprised 64 percent of completers teaching with their grantee LEA, an increase from 54.34 percent in 2023-24.

In narrative responses from 2024-25, 16 percent of grantees specifically highlighted success in recruiting diverse participants as a program strength. Several compelling narratives emerged about the impact of this diversity:

- *"We maintained a long history of community partnerships with organizations and universities to recruit candidates who reflect our students."*
- *"Coordinated info sessions and clearer pathways have increased access for underrepresented staff."*

Table 8b provides a detailed breakdown of completers by credential area and self-identified ethnicity/race. Hispanic/Latinx completers represented 9 percent of Special Education- Mild to Moderate Support needs and 18 percent of Multiple Subject credentials. When examining

specific credential areas, educators of color comprised the majority of completers in several areas. For example, in Multiple Subject, which had the highest number of completers, educators of color earned 133 credentials.

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. In 2024-25, the overall proportion of participants who identify as female decreased slightly from 82 percent to 81 percent, while male participation remained increased slightly from 15% to 16%.

Table 8a: Ethnic/Racial Composition of Participants

Race/Ethnicity	Total Participants, 2024-25 (n= 4063)	Total Participants, all years (n= 9158)	Completers, 2024-25 (n= 523)	Completers, all years (n=820)	Completers Teaching with LEA, 2024-25 (n= 276)	Completers Teaching with LEA, all years (n= 441)	Early Exit, 2024-25 (n= 385)	Early Exit, all years (n= 1038)
American Indian or Alaska Native	40 (0.98%)	99 (1.08%)	6 (1.15%)	7 (0.85%)	3 (1.09%)	4 (0.91%)	5 (1.30%)	14 (1.35%)
Asian	329 (8.10%)	653 (7.13%)	42 (8.03%)	62 (7.56%)	14 (5.07%)	20 (4.54%)	13 (3.38%)	51 (4.91%)
Black or African American	240 (5.91%)	567 (6.19%)	24 (4.59%)	36 (4.39%)	14 (5.07%)	22 (4.99%)	31 (8.05%)	78 (7.51%)
Hispanic/Latinx (of any race)	2085 (51.32%)	4548 (49.66%)	245 (46.85%)	370 (45.12%)	116 (42.03%)	178 (40.55%)	188 (48.83%)	495 (47.69%)
Native Hawaiian or Pacific Islander	16 (0.39%)	40 (0.44%)	1 (0.19%)	2 (0.24%)	0 (0.00%)	1 (0.23%)	2 (0.52%)	6 (0.58%)
White	839 (20.65%)	1994 (21.77%)	143 (27.34%)	248 (30.24%)	86 (31.16%)	152 (34.47%)	83 (21.56%)	244 (23.51%)
Two or more races	248 (6.10%)	562 (6.14%)	41 (7.84%)	54 (6.59%)	30 (10.87%)	40 (9.07%)	16 (4.16%)	45 (4.34%)
Decline to state Race/Ethnicity	266 (6.55%)	695 (7.59%)	21 (4.02%)	41 (5.00%)	13 (4.71%)	24 (5.44%)	47 (12.21%)	105 (10.12%)

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

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Multiple Subject	2 (0.38%)	16 (3.06%)	5 (0.96%)	93 (17.78%)	0 (0.00%)	65 (12.43%)	17 (3.25%)	6 (1.15%)
Multiple Subject w/Bilingual Authorization	0 (0.00%)	0 (0.00%)	0 (0.00%)	42 (8.03%)	0 (0.00%)	6 (1.15%)	6 (1.15%)	3 (0.57%)
Single Subject- English	0 (0.00%)	1 (0.19%)	0 (0.00%)	8 (1.53%)	0 (0.00%)	2 (0.38%)	4 (0.76%)	1 (0.19%)
Single Subject- Language other than English	0 (0.00%)	0 (0.00%)	0 (0.00%)	6 (1.15%)	0 (0.00%)	0 (0.00%)	1 (0.19%)	0 (0.00%)
Single Subject- Mathematics	0 (0.00%)	1 (0.19%)	0 (0.00%)	8 (1.53%)	0 (0.00%)	5 (0.96%)	2 (0.38%)	1 (0.19%)
Single Subject- Science	0 (0.00%)	2 (0.38%)	0 (0.00%)	5 (0.96%)	0 (0.00%)	1 (0.19%)	0 (0.00%)	1 (0.19%)
Single Subject- Other	0 (0.00%)	3 (0.57%)	1 (0.19%)	12 (2.29%)	0 (0.00%)	9 (1.72%)	1 (0.19%)	4 (0.76%)
Special Education- Mild to Moderate Support Needs	4 (0.76%)	14 (2.68%)	9 (1.72%)	47 (8.99%)	1 (0.19%)	45 (8.60%)	6 (1.15%)	3 (0.57%)
Special Education- Mild to Moderate Support Needs w/Bilingual Authorization	0 (0.00%)	1 (0.19%)	0 (0.00%)	1 (0.19%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Completer credential area	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latinx (of any race)	Native Hawaiian or Pacific Islander	White	Two or more races	Decline to state
Special Education- Extensive Support Needs	0 (0.00%)	5 (0.96%)	6 (1.15%)	14 (2.68%)	0 (0.00%)	9 (1.72%)	3 (0.57%)	1 (0.19%)
Special Education- Early Childhood	0 (0.00%)	0 (0.00%)	2 (0.38%)	9 (1.72%)	0 (0.00%)	1 (0.19%)	1 (0.19%)	1 (0.19%)
Total, 2024-25 (N= 523)	6 (1.15%)	43 (8.22%)	23 (4.40%)	245 (46.85%)	1 (0.19%)	143 (27.34%)	41 (7.84%)	21 (4.02%)
Total, All Years (N= 820)	7 (0.85%)	63 (7.68%)	35 (4.27%)	372 (45.37%)	2 (0.24%)	245 (29.88%)	55 (6.71%)	41 (5.00%)

Program Funding

For each Round of grant funding, table 9a provides the annual grant award, the total amount expended, and the percentage expended. The 2024-25 fiscal year data continues to demonstrate significant increases in grant expenditures across implementing rounds, reflecting programs' progression beyond initial implementation challenges. In 2024-25, nearly 50 percent of annual grant funds were expended across all rounds, staying consistent with the expenditure rate in 2023-24 (50%) up from 33 percent across all rounds in 2022-23. The total annual grant award across all rounds was \$32,273,580.95, with total expenditures totaling \$15,908,019.39. Round One programs, awarded in June 2022, increased their expenditure rate to 62 percent in 2024-25 from 40 percent in 2022-23 and 56 percent in 2023-24. Round Two programs, awarded in January 2023, showed the most substantial growth, increasing to 62 percent in 2024-25 from 23 percent in 2022-23 to 51 percent expenditure rate in 2023-24. 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. Round Three grantees, awarded in July 2023, increased their expenditure rate from 23 percent in 2023-24 to 38 percent in 2024-25 and Round Four programs, awarded in December 2023, increased their expenditure rate from 8 percent in 2023-24 to 23 percent in 2024-25. In their first year of implementation, Round Five grantees utilized 70 percent of their annual grant award in 2024-25. Rounds Six and Seven, most recently awarded, show early implementation spending patterns at 27 percent and 3 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	Total Expended, 2024-25
One	\$14,014,400.00	\$5,552,383.64 (39.62%)	\$7,782,457.95 (55.53%)	\$8,619,625.68 (61.51%)
Two	\$8,500,800.00	\$1,963,788.44 (23.10%)	\$4,343,201.59 (51.09%)	\$5,268,604.11 (61.98%)
Three	\$600,000.00	N/A	\$137,860.22 (22.98%)	\$225,755.99 (37.63%)
Four	\$1,872,000.00	N/A	\$155,979.21 (8.33%)	\$435,827.31 (23.28%)
Five	\$470,380.95	N/A	N/A	\$328,914.30 (69.93%)
Six	\$3,360,000.00	N/A	N/A	\$914,092.00 (27.21%)
Seven	\$3,480,000.00	N/A	N/A	\$115,200.00 (3.31%)
Total	\$32,273,580.95	\$7,516,172.08	\$12,419,498.97	\$15,908,019.39

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 2024-25. 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. In 2024-25, spending was concentrated in Living Stipends for Participants and IHE Tuition, Fees, and Books, which together accounted for most dollars expended. Living Stipends for Participant totaled \$7.41M, reflecting category utilization of 46 percent and 47 percent of overall expenditures. IHE tuition/fees/books totaled \$4.98M, reflecting category utilization of 48 percent and 31 percent of all spending. Other Support Services for Participants showed the strongest within-category drawdown at 65 percent, followed by Program Administration at 56 percent. Smaller categories reflected more modest drawdowns to date: Collaboration Activities with IHEs (35%), Release Time (38%), Participant Recruitment Activities (14%), and Examination/Credential Fees (8 %). These patterns indicate continued prioritization of direct participant supports such as living stipends and tuition

Table 9b: Annual Grant Award Expenditures by Budget Categories, 2024-25

Budget Categories	Annual Grant Award	Expended	% Expended, per Category	% Expended, total
Participant Recruitment Activities	\$268,213.85 (0.81%)	\$37,796.79	14.09%	0.24%
Collaboration Activities with IHEs	\$447,850.00 (1.35%)	\$158,422.75	35.37%	1.00%
Release Time	\$221,740.00 (0.69%)	\$83,680.00	37.91%	0.53%
IHE Tuition, Fees, Books	\$10,589,156.04 (32.81%)	\$4,983,330.78	47.45%	31.33%
Examination/ Credential Fees	\$442,165.00 (1.37%)	\$33,950.48	8.10%	0.21%
Living Stipends for Participants	\$15,117,796.00 (46.84%)	\$7,413,922.73	46.07%	46.60%

Budget Categories	Annual Grant Award	Expended	% Expended, per Category	% Expended, total
Other Support Services for Participants	\$2,763,225.32 (8.56%)	\$1,813,386.99	65.11%	11.40%
Program Administration	\$2,423,434.74 (7.51%)	\$1,383,528.87	56.39%	8.70%
TOTAL	\$32,273,580.95	\$15,908,019.39	N/A	49.33%

Grantee narrative responses in 2024-25 continue to flag funding and operational capacity as meaningful constraints. When asked about challenges to program implementation, about eight percent of grantees explicitly said available funds were insufficient to meet participant needs, while a much larger share of grantees (42%) pointed to administrative capacity/costs (workload, staffing, paperwork) as ongoing barriers. Financial frictions tied to clinical/student-teaching realities surfaced for 16 percent of grantees (e.g., balancing work, coursework, and unpaid clinical time). Thirteen percent of grantees described shifting dollars toward living stipends to address near-term financial pressures. The following are direct quotes from grantees regarding budget-related challenges:

- *“The main challenge is that our participants are working adults balancing coursework and clinical hours... the grant does not cover all tuition and expenses.”*
- *“One of the most significant challenges this year has been administrative capacity... it has delayed some outreach and recruitment activities.”*
- *“The largest challenge in the 24–25 school year was the timeline for reimbursements... requests doubled due to additional participants.”*
- *“Financial challenges continue to be a major obstacle, particularly for candidates without access to flexible schedules or additional supports.”*

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. About 43 percent of grantees reported success with recruitment/filling slots through targeted outreach, information sessions, and streamlined intake processes. Another 27 percent highlighted mentoring, advising, coaching, PD, and cohort supports as key strengths. Efforts to recruit diverse candidates were noted by 16 percent of grantees, and flexible/online modalities by 13.1%. The following are direct narratives from grantees:

- *“Our greatest success continues to be the positive impact on classified staff—they feel seen, supported, and valued, which reinforces that they are a vital part of our educational community.”*
- *“This program has been motivational and inclusive, providing a clear pathway and financial support for tuition and books to classified employees who wish to participate.”*
- *“The Classified Grant provides participants with mentoring, advising, and cohort supports that help them persist; they feel better prepared and more likely to remain in the teaching profession.”*
- *“Several key strategies contributed to our success this year—targeted outreach, clear messaging about pathways, and encouraging more staff to participate.”*

Grantees continued to face several challenges in 2024-25. Some of the biggest challenges reported were staffing & capacity (reported by 45%), IHE partnership & timing (articulation/MOUs, admissions/enrollment cycles; 26%), and student-teaching/clinical finances (lost wages, unpaid time; 16 %). A smaller share noted implementation/recruitment timing constraints (8%).

Lessons learned from the 2024-25 implementation year emphasized several key recommendations that could benefit future grantees. Current grantees emphasized fiscal/administrative collaboration in 20 percent of responses and building durable support structures in 15% of responses. The following are direct narratives from grantees:

- *“One of the key lessons learned is the need to partner closely with business services/HR to streamline reimbursements and build the infrastructure required to administer the program effectively.”*
- *“Individualized support through regular check-ins, mentoring, and cohort meetings continues to keep candidates engaged who might otherwise not see a pathway.”*
- *“One key lesson learned is the importance of regular, proactive communication—clarifying how the program runs, expectations, timing of disbursements, etc.”*

Summary and Conclusion

The 2025 annual state report reflects significant growth in the third year of the 2021 California Classified School Employee Teacher Credentialing Program. Local education agencies increased their support from 3,032 participants to 4,063 participants, demonstrating substantial program

expansion. The program showed remarkable growth in completion rates, with 523 participants earning their preliminary teaching credential in 2024-25 compared to 246 in the previous year.

Among completers teaching with their grantee LEA, 99 percent are teaching in locally defined shortage areas, and 81 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 67 percent of all participants in 2024-25. Paraprofessionals continued to represent the majority of participants (77%) and completers (77%), showing strong participation from classroom support staff.

Budget data compiled from the annual reports in July 2025 shows that LEAs are effectively utilizing grant funds, with total expenditures increasing from \$12.4M in 2023-24 to \$15.9M in 2024-25. 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 third year of the grant program, with marked increases in enrollment, completion rates, and fund utilization. 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 – Awarded June 2022, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Berkeley Unified School District	\$48,000.00	\$59,443.95	12	15*
Clovis Unified School District	\$192,000.00	\$155,001.79	40	35
Davis Joint Unified School District	\$648,000.00	\$263,993.66	135	82
Dinuba Unified School District	\$96,000.00	\$7,200.00	20	2
Fresno Unified School District	\$144,000.00	\$139,200.00	30	30
Garden Grove Unified School District	\$432,000.00	\$220,418.61	90	66
Glenn County Office of Education	\$144,000.00	\$37,379.31	30	10
Hawthorne School District	\$172,800.00	\$38,400.00	36	10
Huntington Beach Union High School District	\$96,000.00	\$23,715.72	20	7
Kern County Office of Education	\$360,000.00	\$222,000.00	75	47
Lighthouse Community Public Schools	\$48,000.00	\$48,000.00	10	0
Long Beach Unified School District	\$96,000.00	\$26,063.35	20	18
Los Angeles County Office of Education	\$240,000.00	\$155,949.56	50	46
Los Angeles Unified School District	\$480,000.00	\$57,271.14	100	89
Madera Unified School District	\$120,000.00	\$10,800.00	25	7
Merced County Office of Education	\$80,000.00	\$31,805.53	20	13
Modesto City Schools	\$129,600.00	\$43,834.00	27	16
Moreno Valley Unified School District	\$120,000.00	\$18,610.98	25	5
Oakland Unified School District	\$240,000.00	\$158,013.71	50	45
Orange County Department of Education	\$2,880,000.00	\$2,682,500.00	600	639*
Pajaro Valley Unified School District	\$48,000.00	\$3,138.52	10	2

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Placer County Office of Education	\$408,000.00	\$288,376.50	85	78
Pomona Unified School District	\$144,000.00	\$68,026.05	30	16
Riverside County Office of Education	\$960,000.00	\$639,091.25	200	235*
Sacramento County Office of Education	\$720,000.00	\$635,958.00	150	145
San Bernardino County Superintendent of Schools	\$960,000.00	\$1,275,360.00	200	277*
San Diego Unified School District	\$96,000.00	\$19,200.00	20	4
San Francisco Unified School District	\$120,000.00	\$42,470.01	25	12
San Juan Unified School District	\$120,000.00	\$52,800.00	25	12
San Mateo County Office of Education	\$240,000.00	\$60,014.74	50	18
San Mateo Union High School District	\$288,000.00	\$48,000.00	60	11
Santa Ana Unified School District	\$288,000.00	\$147,986.70	60	35
Santa Barbara County Education Office	\$144,000.00	\$67,200.00	30	14
Santa Clara County Office of Education	\$1,200,000.00	\$441,800.00	250	92
Santa Maria Bonita School District	\$552,000.00	\$233,792.97	115	54
Torrance Unified School District	\$240,000.00	\$14,429.13	50	6
Ventura County Office of Education	\$240,000.00	\$35,775.70	50	8
Visalia Unified School District	\$168,000.00	\$0.00	35	0
West Contra Costa Unified School District	\$120,000.00	\$71,481.31	25	18
Yuba City Unified School District	\$192,000.00	\$75,123.49	40	18
Totals	\$14,014,400.00	\$8,619,625.68	2925	2237

** Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.*

Table 2: Round Two Classified Grant Recipients – Awarded January 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Acalanes Union High School District	\$38,400.00	\$0.00	8	0
Alhambra Unified School District	\$144,000.00	\$26,308.93	30	7
Allegiance STEAM Academy	\$48,000.00	\$0.00	10	0
Alpha Jose Hernandez	\$28,800.00	\$14,400.00	6	3
Alternatives in Action High School	\$28,800.00	\$12,960.00	6	3
American Indian Public Charter School II	\$115,200.00	\$9,600.00	24	2
ARISE High School	\$96,000.00	\$38,400.00	20	16
Butte County Office of Education	\$2,880,000.00	\$2,757,188.00	600	636*
Caliber Beta Academy	\$76,800.00	\$4,800.00	16	1
Castro Valley Unified School District	\$24,000.00	\$24,000.00	5	5
Citizens of the World Charter School Silver Lake	\$96,000.00	\$72,000.00	20	15
Coalinga-Huron Unified School District	\$96,000.00	\$20,212.00	20	6
Multicultural Learning Center	\$9,600.00	\$4,800.00	2	2
Fairfield-Suisun Unified School District	\$96,000.00	\$7,626.75	20	10
Fontana Unified School District	\$72,000.00	\$26,703.00	15	9
Inglewood Unified School District	\$57,600.00	\$0.00	12	0
Larchmont Charter School	\$38,400.00	\$24,000.00	8	5
Lighthouse Charter School	\$38,400.00	\$12,214.92	8	4
Long Beach Unified School District	\$48,000.00	\$27,659.41	10	9
Long Valley Charter School	\$19,200.00	\$12,000.00	4	3
Los Angeles County Office of Education	\$360,000.00	\$237,518.20	75	64
Math and Science College Preparatory	\$168,000.00	\$43,200.00	35	10
Montebello Unified School District	\$480,000.00	\$89,569.75	100	27
Oxford Day Academy	\$57,600.00	\$9,600.00	12	2

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Pleasanton Unified School District	\$72,000.00	\$33,393.76	15	10
Plumas Charter School	\$24,000.00	\$18,081.00	5	5
Redondo Beach Unified School District	\$57,600.00	\$42,138.39	12	12
San Diego County Office of Education	\$480,000.00	\$343,247.94	100	76
San Luis Obispo County Office of Education	\$192,000.00	\$119,632.38	40	34
Santa Clara County Office of Education	\$1,200,000.00	\$777,599.36	250	164
Siskiyou County Office of Education	\$552,000.00	\$89,350.00	115	23
Sonoma County Office of Education	\$480,000.00	\$253,509.32	100	80
Trinity County Office of Education	\$86,400.00	\$44,891.00	18	10
William S. Hart Union High School District	\$240,000.00	\$72,000.00	50	15
Totals	\$8,500,800.00	\$5,268,604.11	1771	1268

** Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.*

Table 3: Round Three Classified Grant Recipients – Awarded July 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Community School for Creative Education	\$38,400.00	\$9,600.00	8	2
Covina-Valley Unified School District	\$158,400.00	\$24,000.00	33	6
Lancaster Elementary School District	\$48,000.00	\$47,183.00	10	10
Modoc Joint Unified School District	\$48,000.00	\$0.00	10	1
San Francisco Unified School District	\$76,800.00	\$17,562.99	16	5
Sycamore Creek Community Charter	\$38,400.00	\$4,320.00	8	1

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Tracy Unified School District	\$192,000.00	\$123,090.00	40	31
Totals	\$600,000	\$225,755.99	125	56

Table 4: Round Four Classified Grant Recipients – Awarded December 2023, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Calaveras County Office of Education	\$254,400.00	\$14,400.00	53	3
Los Angeles Unified School District	\$480,000.00	\$84,455.07	100	92
Norwalk- La Mirada Unified School District	\$120,000.00	\$50,376.76	25	15
Oakley Union Elementary School District	\$96,000.00	\$17,120.00	20	4
Pittsburg Unified School District	\$144,000.00	\$41,018.16	30	9
Plumas Charter School	\$9,600.00	\$0.00	2	0
Redding Elementary School District	\$144,000.00	\$7,500.00	30	6
River Springs Charter School	\$96,000.00	\$29,400.00	20	7
Santa Cruz County Office of Education	\$192,000.00	\$143,557.32	40	36
Shasta County Office of Education	\$240,000.00	\$24,000.00	50	5
Vallejo City Unified School District	\$96,000.00	\$24,000.00	20	5
Totals	\$1,872,000.00	\$435,827.31	390	182

Table 5: Round Five Classified Grant Recipients – Awarded April 2024, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Cox Academy	\$48,000.00	\$19,200.00	10	4
Del Norte Unified School District	\$62,400.00	\$14,400.00	13	3
Sacramento County Office of Education	\$288,000.00	\$247,327.00	60	84*
San Joaquin County Office of Education	\$71,980.95	\$47,987.30	15	10
Totals	\$470,380.95	\$328,914.30	98	101

* Note: Grantees may use unexpended funds from previous years to support additional candidates in subsequent years; this will result in the number of candidates exceeding the number of slots provided annually.

Table 6: Round Six Classified Grant Recipients – Awarded December 2024, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Aspire Titan Academy	\$163,200.00	\$0.00	34	0
Butte County Office of Education	\$1,920,000.00	\$232,492.00	400	53
KIPP Bridge Academy	\$436,800.00	\$0.00	91	0
KIPP Illuminar Academy	\$96,000.00	\$43,200.00	20	9
Ocean Charter School	\$19,200.00	\$19,200.00	4	4
Plumas Charter School	\$28,800.00	\$0.00	6	0
San Bernardino County Superintendent of Schools	\$600,000.00	\$600,000.00	125	125
San Rafael City Schools	\$96,000.00	\$19,200.00	20	4
Totals	\$3,360,000.00	\$914,092.00	700	195

Table 7: Round Seven Classified Grant Recipients – Awarded March 2025, Annual Grant Award, Expenditures, Number of Participant Slots Awarded Annually, and Number of Participants Enrolled

Local Education Agency (LEA)	Annual Grant Award	Expenditures, 2024-25	# of Annual Participant Slots Awarded	# of Annual Participant Slots Enrolled, 2024-25
Alameda County Office of Education	\$960,000.00	\$96,000.00	200	20
Brentwood Union School District	\$312,000.00	\$0.00	65	0
Fresno Unified School District	\$144,000.00	\$0.00	30	0
Los Angeles Unified School District	\$480,000.00	\$0.00	100	0
Lighthouse Community Charter School	\$48,000.00	\$0.00	10	0
Orange County Department of Education	\$1,440,000.00	\$0.00	300	0
Palo Alto Unified School District	\$96,000.00	\$19,200.00	20	4
Totals	\$3,480,000.00	\$115,200.00	725	24

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
Alameda County Office of Education	Reach University; Alder Graduate School of Education, Alternatives in Action, San Diego County Office of Education, Santa Clara Office of Education
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
Aspire Titan Academy	Alder Graduate School of Education
Berkeley Unified School District	CSU East Bay, San Francisco State University; National University, St. Mary's College, University of Massachusetts Global
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, Porterville 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

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
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
Cox Academy	CSU East Bay; Reach University; Alder Graduate School of Education, Alternatives in Action, CalState TEACH
Davis Joint Unified School District	Sacramento State; UC Davis; National University, Sacramento County Office of Education, Sonoma County Office of Education, University of Massachusetts Global
Del Norte Unified School District	College of the Redwoods; Cal Poly Humboldt; Reach University; CalState TEACH, National University, Western Governors University
Dinuba Unified School District	Fresno State
Fairfield-Suisun Unified School District	University of Massachusetts Global
Fontana Unified School District	CSU San Bernardino; University of Redlands
Fresno Unified School District	Fresno State; Fresno Pacific University; National 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; CalState TEACH
KIPP Bridge Academy	San Jose State University; Alder Graduate of Education, Alternatives in Action
KIPP Illuminar Academy	Alder Graduate School of Education
Lancaster Elementary School District	CSU Bakersfield; University of Massachusetts Global
Larchmont Charter School	CSUN; Loyola Marymount University
Lighthouse Charter School	Cal State East Bay; Reach University; Alder Graduate School of Education, Alternatives in Action
Lighthouse Community Public Schools	CSU East Bay; Reach University; Alder Graduate of Education
Long Beach Unified School District	CSU Long Beach, CSU Dominguez Hills

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
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	Cerritos Community College, East Los Angeles College, Mt. San Antonio Community College, Pasadena City, Santa Ana College; CSU Dominguez Hills, Cal State Fullerton, CSU Long Beach, Cal State LA, CSUN; Azusa Pacific, Los Angeles Pacific University, National University, Pacific Oaks College, University of La Verne; Alder Graduate School of Education, Los Angeles County Office of Education
Los Angeles Unified School District	Cal State LA, CSU Long Beach, CSU Northridge, CSUN; Los Angeles Unified School District
Madera Unified School District	Fresno State
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, CSU Fresno; 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, University of Massachusetts Global; Teachers College of San Joaquin, Santa Clara County Office of Education
Ocean Charter School	CSU North Beach; 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

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
	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, 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
Palo Alto Unified School District	San Jose State University
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	Cal Poly Humboldt, CSU East Bay, San Jose State University; National University
Plumas Charter School	National University; CalState TEACH, University of Massachusetts Global
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, Mendocino College; CSU Chico, CSU East Bay, CSU Long Beach, Cal Poly Pomona, CSU San Bernardino, Cal State Fullerton, CSUN; UC Riverside; Azusa Pacific University, California Baptist University, Claremont Graduate University, La Sierra

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
	University, Mount St. Mary's, National University, Pacific Oaks College, University of La Verne, University of Massachusetts Global, University of Redlands, University of Southern California; Alder Graduate School of Education, Riverside County Office of Education, Western Governors University
San Diego County Office of Education	Grossmont College; CSU San Marcos, San Diego State; National University, Point Loma Nazarene University, Reach University; Alternatives in Action, High Tech High, University of Massachusetts Global, 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
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
San Rafael City Schools	Alder Graduate School of Education
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	Sacramento State, UC Santa Barbara; University of Massachusetts Global
Santa Clara County Office of Education	San José State; National University, Reach University, Santa Clara University; Alternatives in Action, San Diego County Office of Education, Santa Clara County Office of Education, Teachers College of San Joaquin
Santa Cruz County Office of Education	CSU Chico, CSU Monterey Bay, CSU East Bay, San Jose State University; UC Santa Cruz; University of La Verne; CalState TEACH, Santa Clara County Office of Education, University of Massachusetts Global

Local Education Agency	IHEs, by Public Institution (CCC; CSUs; UCs); Private Institution; Additional Credential Program
Santa Maria Bonita School District	Hancock College; California Baptist University, California Lutheran University, Los Angeles Pacific University, National University, University of Massachusetts Global; CalState TEACH
Shasta County Office of Education	National University, Reach University, Simpson University, Alternatives in Action
Siskiyou County Office of Education	Chico State; California Baptist University, Reach University, National University, Alternatives in Action, CalState TEACH
Sonoma County Office of Education	Santa Rosa Junior College; Humboldt State, Sonoma State; National University, Reach University, University of Massachusetts Global; Kings County Office of Education, 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, Davis Joint Unified School District, 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
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