

Division VIII of Title 5 of the California Code of Regulations

Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to Changes to the California Basic Skills Requirement Final Statement of Reasons

Problem Statement

There is no change in the problem information since the original submission of the Initial Statement of Reasons.

Statement of Purpose

There is no change to the original purpose of the proposed action since the original submission of the Initial Statement of Reasons.

Alternatives Determination

The Commission determined that no alternative it considered or that was otherwise identified and brought to its attention would be more effective in carrying out the purpose for which the regulation is proposed, would be as effective and less burdensome to affected permit holders/educators than the adopted regulation, or would be more cost effective to affected permit holders/educators and equally effective in implementing the statutory policy or other provision of law.

Mandated Costs

These proposed regulations will not impose a mandate on local agencies or school districts.

Summary and Response to Comments received During 45-Day Comment Period

The Commission received 1 written response to the public announcement during the initial 45-day public commenting period (January 9, 2026, through February 23, 2026). There were no comments submitted via the telephone number listed on the Notice of Proposed Rulemaking. On April 16, 2026, the comment was presented to the Commission for review ([2C April 2026 Consent Item](#)). The Commission determined that the regulation be moved forward in the rulemaking process as proposed (see [Approval of April 2026 Minutes](#)).

A summary of the comment submitted during this public comment period is included below:

1. Question:

- Question: The exempt from passing the BSR to be replaced with a degree is concerning. Is the basic skill requirement test any less or more than what high school students are required to pass for the state of California? If teachers are unable to pass this who possess a bachelor's degree (earned D's and C's), how are they able to teach those who are below reading level?
- Degrees incurred over 20 years ago should require individuals to take a basic skill test equivalent to 12 grade high school level, especially if the teacher is seeking a single credential in Math, Science or English.

Response from Commission: Senate Bill 153 (Chapter 38, Statutes 2024) requires that the Commission accept the bachelor’s degree as evidence that a prospective educator has demonstrated competence in basic skills such as reading comprehension, writing ability, and numeracy. This bill was part of a larger effort to remove unnecessary barriers, including excessive and costly testing, for individuals who want to become educators in California. The legislature, by passing this law, determined that an individual who has earned a college degree from a regionally accrediting institution of higher education has, by virtue of taking and passing, those collegiate level courses – which include a wide range of general education coursework – provided sufficient demonstration of their competency in basic skills. By doing so, the legislature reduced the test anxiety that many candidates have when faced with standardized testing, eliminated the examination cost barrier, and acknowledged their prior academic success in earning a college degree by counting it toward this requirement. The commenter suggests that by removing this examination requirement, there are no other important milestones that must be met to ensure that prospective educators are well qualified. On the contrary, candidates must successfully complete a Commission-approved preparation program which includes both coursework and clinical practice experiences, demonstrate subject matter competence through one of a variety of means as outlined in statute, pass the teaching performance examination and, in certain applicable credentials, demonstrate an understanding of and can apply effective literacy instruction. Institutions of higher education and local education agencies approved to offer educator preparation programs are responsible for ensuring that all candidates recommended for a credential have successfully met all requirements prior to the recommendation, be given additional support if they have not been successful, or finally, to be counseled out of the profession. To the question of how individuals will be able to teach those below reading level, Senate Bill 153 (Chapter 38, Statutes 2024) required that the Commission put in place a variety of new structures to ensure all candidates have preparation in effective literacy instruction, including new standards for programs, the development of literacy performance expectations, development/adoption of literacy performance assessments, and the Commission has since engaged in a comprehensive process to certify 231 teacher preparation programs to ensure their alignment with SB 488.

No changes to the proposed regulations are recommended.

Corrections to Initial Statement of Reasons (ISOR)

Rationale Amended:

The ISOR listed the following rationale for changes being made to 80054.1(b)(5):

<i>Amend 80054.1(b)(5)</i>	This section is being amended to remove the word “and” because the subsequent requirement is being due to amendments being made.
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The rationale is corrected to read as follows:

<i>Amend 80054.1(b)(5)</i>	This section is being amended to remove the word “and” because the subsequent requirement is being <u>stricken</u> due to amendments being made.
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Documents Relied Upon

The ISOR referenced an October 2024 Consent Calendar, however the item was referenced incorrectly.

- Incorrect reference: “Commission Agenda Item 1C: Approval of the October 2024 Consent Calendar, Item: Proposed Regulatory Amendments Pertaining to Changes to the Basic Skills Requirement as Authorized by Senate Bill 153.”
- Correct reference: ““Commission Agenda Item 1C: Approval of the August 2025 Consent Calendar, Item: Proposed Regulatory Amendments Pertaining to Changes to the Basic Skills Requirement as Authorized by Senate Bill 153.”

Rationale for why electronic versions of the application form are being required for the following subsections: 80033(c)(7), 80036.4(a)(5), 80036.4(b)(7), 80037(a)(7), 80037(b)(5), 80037(c)(4), and 80038(a)(5).

- Applications for University or District Intern Teaching Credentials, Designated Subjects-Adult Education, Designated Subjects-Special Subjects, and Designated Subjects- Supervision and Coordination credentials are all required to be submitted to the Commission by a program/recommending agency. Therefore, the proposed regulatory language in sections 80033(c)(7), 80036.4(a)(5), 80036.4(b)(7), 80037(a)(7), 80037(b)(5), 80037(c)(4), and 80038(a)(5), reference an “electronic version of the application form” because the credential application is only available to be submitted by the program/recommending agency via the online platform.

Repealed Forms

The Commission is repealing the following obsolete forms that are currently incorporated by reference in regulations: *Application for Credential Authorizing Public School Services* (Form 41-4, rev. 4-94); *Application for Character and Identification Clearance* (Form 41-CIC, rev. 11-93); *Application for Credential Authorizing Public School Service* (Form 41-4, rev. 6-97), and *Application for Character and Identification Clearance* (Form 41-CIC, rev. 11-96). The forms are not available in a format that can be readily opened or used with current computers, and the Commission does not possess copies of the forms therefore they cannot be provided for public use. These forms are outdated and have been superseded by subsequent versions of the applicable application materials.

The Commission on Teacher Credentialing’s *Application for Credential Authorizing Public School Service* (Form 41-4) is an application form used to apply for or renew a credential, certificate, or permit. The *Application for Character and Identification Clearance* (Form 41-CIC) was historically required by the Commission to be submitted when professional fitness clearance of an applicant was required. To streamline the Commission’s processing system, in 2005 the Commission developed a revised application form (41-4 rev. 7/05) which combined the credential application with the Character and Identification Clearance form (41-CIC). Currently, as provided in Title 5 Section 80001, the application for a certification issued by the Commission is available via electronic versions online for recommendations or direct applications. The Commission on Teacher Credentialing currently accepts applications from educators to be submitted via a web-based version of the *Application for Credential Authorizing Public School Service*, or by printing and submitting, by mail, the online web application form. Alternatively, some credentials require a Recommendation by a University, Preparation Program, Employer, or County Office of Education. Applications that require a Recommendation are submitted electronically via the Commission’s CTC Online platform.

Per Section 80001(b)(2), “Application”, “application form”, and “application packet” includes the following forms, regardless of earlier revision dates cited throughout Division 8, Chapter 1 and 4:

(A) Application for issuance of a credential, extension of a credential, and added authorizations to an existing credential: Application for Credential Authorizing Public School Service (form 41-4, rev. 12/2014), available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 12/2014) and Professional Fitness Explanation Form (form OA-EF, 9/2013) or the electronic versions available via the Commission's online recommendation, online direct application, and online renewal systems.”

In summary, retaining the obsolete forms in the regulations is unnecessary and may cause confusion regarding the forms and application materials currently required by the Commission. Therefore, repealing the obsolete forms will remove outdated references from regulations and conform the regulations to the current application process and does not impose any new requirement on applicants.