



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: August 1, 2019

Subject: Approve the Submission of Credential Waivers Application to the California Commission on Teacher Credentialing

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Approve the Submission of Credential Waiver Applications to the California Commission on Teacher Credentialing.

Background/Rationale: In order to exercise additional options in which to fill vacant certificated positions, Human Resources will be submitting credential waiver applications to the Commission on Teacher Credentialing for approval. The teachers on the attached list hold a California Preliminary Teaching Credential in their respective subject areas.

The Waiver requests are for specific certifications as teachers continue to work towards their English Language Authorizations, Bilingual Authorization or CBEST Exam. This approval authorizes and delegates to the Superintendent, or his designee, to take all necessary measures and action to obtain the approval of these credential waivers.

Financial Considerations: None

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary
2. Waiver Requests

Estimated Time of Presentation: 2 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Human Resource Services

Approve the Submission of a Credential Waiver Application to the California Commission on Teacher Credentialing
August 1, 2019



I. Overview/History of Department or Program

Since July 1, 1994, the California Commission on Teacher Credentialing (Commission) has had the sole authority to review requests by employing school districts to temporarily waive specific credential requirements for individuals. Waivers are requested by employing agencies when they have exhausted their attempts to find a credentialed individual or an individual who is eligible for an emergency permit. When adopting regulations and developing procedures for exercising its authority, the Commission established as the fundamental goal of the waiver process the transitioning of individuals from waivers to emergency permits and ultimately to full credentials. Since the requirements for credential waivers are at a level below those for emergency permits, regulations require that every waiver presented to the Commission's Appeals and Waivers Committee must go through a public notice process at the local level. Governing boards of public school districts must approve each waiver in a public meeting.

II. Driving Governance:

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of teachers who will teach English learners.

Twenty-five percent of all children enrolled in California public schools are designated as English learners and require specialized instruction in English language development. For these reasons, California has placed a high priority on preparing teachers to work with students from multicultural and linguistically diverse backgrounds. Since 1970, the State of California has required that classes designed to serve students primarily designated as English Learners in public schools must be taught by teachers who have the appropriate preparation to teach linguistically and culturally diverse students.

III. Budget: N/A

IV. Goals, Objectives and Measures:

In order to exercise additional options in which to fill vacant certificated position, Human Resources will be submitting credential waiver applications to the Commission on Teacher Credentialing for approval. The teachers in these current positions hold a California Preliminary

Board of Education Executive Summary

Human Resource Services

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Teaching Credential in their respective subject area and have been working towards the English Language Authorizations, Bilingual Authorization or CBEST Exam. However, additional time is needed to complete the credential process.

V. Major Initiatives:

The school district must submit these waiver requests for current employees who continue to complete programs and move toward this authorization, as well as for newly hired employees who need to enter into an approved program. Having 100% of teachers qualified to teach English Language learners is essential.

VI. Results:

The following teachers will be able to continue in their current positions:

- Scott Dawes - ROTC Teacher
- Todd McPherson - Career & Technical Education Teacher
- Maria Rasul - Career & Technical Education Teacher
- Javier Esparza – ROTC Teacher
- Emmanuel Gutierrez –Teacher, Elementary
- Phoua Chang - Teacher, Elementary
- Yiyin Wang - Teacher, Elementary
- Danilo Castro - Teacher, Special Education
- Shelley Mae De Guzman - Teacher, Special Education
- Louise Francisco - Teacher, Special Education
- Vicki Hui - Professional Preparation Program – Bilingual Crosscultural

VII. Lessons Learned/Next Steps:

Staff recommends the approval of the Submission of a Credential Waiver Application to the California Commission on Teacher Credentialing.

**REGULAR BOARD MEETING FOR AUGUST 1, 2019
CREDENTIAL WAIVER REQUEST**

Name	Position/Location	Education Code Section	Brief Description of Section
Dawes, Scott	ROTC Teacher, C.K. McClatchy High School	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)
McPherson, Todd	Career & Technical Education Teacher, Agriculture and Natural Resources	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)
Rasul, Maria	Career & Technical Education Teacher, American Legion Continuation High School, Culinary Arts	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)
Esparza, Javier	ROTC Teacher, John F. Kennedy High School	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD)
Gutierrez, Emmanuel	Teacher, Elementary, Dual Immersion-Spanish, Edward Kemble Elementary	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (BCLAD)
Chang, Phoua	Teacher, Elementary, Dual Immersion-Hmong, Susan B. Anthony Elementary	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (BCLAD)
Wang, Yiyin	Teacher, Elementary, Dual Immersion-Mandarin, William Land Elementary	EC §44253.3	Professional Preparation Program – Crosscultural, Language & Academic Development (BCLAD)
Castro, Danilo	Teacher, Special Education, Hiram Johnson High School	EC §44253.3 EC §44252(b)	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD) Basic Skills Requirement for a Credential or Permit
De Guzman, Shelley Mae	Teacher, Special Education, Caroline Wenzel School	EC §44253.3 EC §44252(b)	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD) Basic Skills Requirement for a Credential or Permit

Francisco, Louise	Teacher, Special Education, Kit Carson	EC §44253.3 EC §44252(b)	Professional Preparation Program – Crosscultural, Language & Academic Development (CLAD) Basic Skills Requirement for a Credential or Permit
Hui, Vicki	Teacher, Elementary, Elder Creek Elementary School	EC §44265.3	Professional Preparation Program – Bilingual Crosscultural, Language & Academic Development (BCLAD)