title II | higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

CA | CSU Dominguez Hills
Traditional Report AY 2018-19
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

○ Yes

● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	● No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: CalTPA, RICA (Reading Exam)	○ Yes	● No	● Yes	○ No

2. **What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 2.67

3. **What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 3

4. **Please provide any additional information about the information provided above:**

RICA, an exam about teaching reading, is only required for the multiple subjects and education specialist credentials.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	116
Number of clock hours required for student teaching	450

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	53
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	222
Number of students in supervised clinical experience during this academic year	200

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	538
Subset of Program Completers	163

Gender	Total Enrolled	Subset of Program Completers
Male	153	40
Female	385	123
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	31	11
Black or African American	61	12
Hispanic/Latino of any race	293	82
Native Hawaiian or Other Pacific Islander	5	3
White	91	35

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	43	12
No Race/Ethnicity Reported	13	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	43	12
No Race/Ethnicity Reported	13	7

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	6
13.1202	Teacher Education - Elementary Education	103

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	11
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

○ Yes

● No

☐ **No teachers prepared in academic year 2018-19**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ● Yes
   ○ No
   ○ **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   CSUDH maintains close partnerships with local districts and schools. Members of our Advisory groups give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, and children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by field supervisors who guide their observations and instruction along these lines.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:
>> Report Progress on Last Year's Goal (2018-19)
>> Review Current Year's Goal (2019-20)
>> Set Next Year's Goal (2020-21)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

In 2018-2019, we expected to enroll 15 prospective math teachers. We enrolled 11 math teachers into our traditional teacher preparation program in 2018-2019.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

During the spring of 2019, we hired a staff member responsible for teacher outreach and recruitment.

6. Provide any additional comments, exceptions and explanations below:

There continues to be a need to create a pathway with undergraduate math students at Dominguez Hills who have met subject matter through a Commission-Approved Subject Matter Program or who have the math background to pass CSET. One lesson learned is that many of the math candidates enter the credential program through the traditional pathway but after they complete their first semester of course work and become "university intern" eligible, they switch to the alternative program where they can become the teacher of record and receive a full salary. Another lesson learned is that some of the credential candidates who enter the first semester, are not able to pass the CSET and must complete this before moving on to the next semester. More support for passing these exams in a timely way needs to be implemented.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

During 2019-2020, we expected to enroll an additional 15 prospective math teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We expect to enroll 15 prospective math teachers in 2020-2021.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

In 2018-2019, we expected to enroll 20 prospective science teachers. We enrolled 7 science teachers into our teacher preparation program in 2018-2019.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

During the spring 2019, we hired a staff member responsible for teacher outreach and recruitment.

6. Provide any additional comments, exceptions and explanations below:

There continues to be a need to create a pathway with undergraduate science students at Dominguez Hills who have met subject matter through a Commission-Approved Subject Matter Program or who have the science background to pass CSET. One lesson learned is that many of the science candidates enter the credential program through the traditional pathway but after they complete their first semester of course work and become "university intern" eligible, they switch to the alternative program where they can become the teacher of record and receive a full salary. Another lesson learned is that some of the credential candidates who enter the first semester, are not able to pass the CSET and must complete this before moving on to the next semester. More support for passing these exams in a timely way needs to be implemented.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We expected to enroll an additional 10 prospective science teachers in 2019-2020

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We expect to enroll 10 prospective science teachers in science in 2020-2021.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

In 2018-2019, we expected to enroll 25 prospective special education teachers. We enrolled 10 special education teachers into our teacher preparation program in 2018-2019.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

One lesson learned is that many of the special education candidates enter the credential program through the traditional pathway but after they complete their first semester of course work and become "university intern" eligible, they switch to the alternative program where they can become the teacher of record and receive a full salary. In 2019-2020, we were awarded a grant in collaboration with the Los Angeles Unified School District to create a teacher residency program for preparing special education teachers. This pathway has become the focus for prospective special education teacher recruitment and enrollment. Our goals is to recruit and retain special education teachers in our traditional pathway via the teacher residency program

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ⦿ Yes
- ◯ No

8. Describe your goal.

During 2019-2020, we expected to enroll an additional 25 prospective special education teachers.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ⦿ Yes
- ◯ No

10. Describe your goal.

Given that our focus has turned to our special education residency program, we expect to enroll 25 special education teachers in 2020-2021.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

In 2018-2019, we expected to enroll 200 prospective teachers prepared to teach limited English proficient students. We enrolled 208 prospective teachers prepared to teach limited English proficient students into our teacher preparation program in 2018-2019.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

During the spring 2019, we hired a staff member responsible for teacher outreach and recruitment to increase the number of teacher enrolled in our teacher preparation program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

In California, all of the teaching credential programs (multiple subject, single subject, special education/education specialist) prepare teachers in instruction of limited English proficient students.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

During 2019-2020, we expected to enroll an additional 200 prospective teachers prepared to teach limited English proficient students.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We expect to enroll 200 prospective teachers prepared to teach limited English proficient students in 2020-2021.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
192 -ARABIC SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
192 -ARABIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
193 -ARABIC SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
193 -ARABIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	3			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	4			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	364	145	364	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2018-19	160	144	160	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2017-18	146	147	146	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	125	146	125	100
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	23	231	18	78
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	5			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	6			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	3			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	23	239	21	91
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	5			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	6			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	3			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	22	226	19	86
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	5			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	6			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	3			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	22	231	20	91
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2018-19	5			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	3			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
160 -KOREAN SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
161 -KOREAN SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
162 -KOREAN SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	18	225	13	72
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	2			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	3			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	15	222	12	80
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	3			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	3			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	4			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	20	23	15	75
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2018-19	60	24	59	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson Other enrolled students	16	26	12	75
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2018-19	28	25	28	100
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	16	24	13	81
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	4			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2018-19	28	24	28	100
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	4			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	17	27	16	94
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2018-19	60	25	60	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	85	231	70	82
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	40	233	40	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	76	235	73	96
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	59	235	59	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	24	242	22	92
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	59	230	48	81
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	14	235	14	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	26	240	26	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	72	241	71	99
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	4			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	59	237	59	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	80	231	66	83
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	41	237	41	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	76	236	73	96
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	59	236	59	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	11	224	7	64
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	11	221	7	64
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	11	212	6	55
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	2			
092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
081.1 -RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	36	214	15	42
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2018-19	76	221	49	64
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2017-18	78	229	71	91
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	72	231	68	94
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	19	234	16	84
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	7			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	4			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	6			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	5			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	7			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	5			
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson Other enrolled students	5			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson Other enrolled students	6			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson Other enrolled students	6			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson Other enrolled students	5			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2018-19	6			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson Other enrolled students	5			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2018-19	6			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2018-19	11	22	10	91
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2018-19	10	27	10	100
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	3			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	18	229	12	67
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	4			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	9			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	18	231	12	67
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	4			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	9			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	9			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	18	235	15	83
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	4			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	9			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	9			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	6			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	6			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	10	235	9	90
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
142 -WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2017-18	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	163	133	82
All program completers, 2017-18	148	138	93
All program completers, 2016-17	125	120	96

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Candidates are required to meet basic requirements for technology proficiency through coursework. In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performances on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate them into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction. Candidates also use complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. The program has adopted TaskStream, an online system that allows candidates to create and submit assignments from their program of courses. Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities. In the 2018-2019 Completers' Exit Survey, 96% of the responding credential candidates had a positive impression of being well trained to plan and adapt instruction using appropriate strategies, resources, and technology with 40% stating they felt very well prepared, and 34% stating they felt well prepared.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   All general education students are required to take a course titled: EDUCATING STUDENTS WITH SPECIAL NEEDS WITHIN INCLUSIVE SETTINGS (SPE 482). In this class, students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students' funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   All general education students are required to take a course titled: EDUCATING STUDENTS WITH SPECIAL NEEDS WITHIN INCLUSIVE SETTINGS (SPE 482). In this class, students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students' funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families.

   c. **Effectively teach students who are limited English proficient.**

   In California, all of the teaching credential programs (multiple subject, single subject, special education/education specialist) prepare teachers in instruction of limited English proficient students. Each credential candidate that completes our program earns an English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD) certificate. This certificate authorizes teachers to deliver instruction for English language development (ELD) and specially design academic instruction delivered in English (SDAIE). The requisite knowledge and skills for this certificate are included in all coursework within our traditional teacher education program.

2. **Does your program prepare special education teachers?**

   ● Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   Candidates in all Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating DiverseLearners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. During their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support student learning over a period of 15 weeks. The Special Education faculty has made revisions to the programs in response to requirements from the CA Commission on Teacher Credentialing.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

Candidates in all Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating DiverseLearners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. During their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support student learning over a period of 15 weeks. The Special Education faculty has made revisions to the programs in response to requirements from the CA Commission on Teacher Credentialing.

c. **Effectively teach students who are limited English proficient.**

In California, all of the teaching credential programs (multiple subject, single subject, special education/education specialist) prepare teachers in instruction of limited English proficient students. Each credential candidate that completes our program earns an English Learner Authorization and Cross-cultural, Language, and Academic Development (CLAD) certificate. This certificate authorizes teachers to deliver instruction for English language development (ELD) and specially design academic instruction delivered in English (SDAIE). The requisite knowledge and skills for this certificate are included in all coursework within our traditional teacher education program.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings. The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences. Students may not move on to the next phase until all coursework and assessment requirements are met for each phase. Special Education transition points are linked to early fieldwork and final fieldwork whereas candidates' coursework and assessment requirements must be met before acceptance into fieldwork. Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education work full-time in a classroom as the teacher of record while taking courses toward their credentials. They are visited regularly by a support provider, and are given further mentoring by an onsite administrator. All candidates have extensive opportunities to study and apply the state-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Signature or key assignments in each program allow faculty to monitor candidates' progress toward completion. Candidates' dispositions are likewise monitored, primarily through fieldwork experiences and interactions with colleagues and peers. Each program as assessment plans that denotes performance and non-performance assessment across each program (beginning, middle, and end). Each assessment is reviewed, at least annually by program faculty. This review includes data analysis, reflection, and program improvement (DRPI+) with documented accountability.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

John Davis, Ph.D.

TITLE:

Dean, College of Education

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

John Davis, Ph.D.

TITLE:

Dean, College of Education