
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2490 (Valencia) - Teacher credentialing: emergency career substitute teaching permit: alternative qualifications

Version: June 15, 2026

Urgency: No

Hearing Date: August 3, 2026

Policy Vote: ED. 7 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill Summary: This bill expands eligibility for the Emergency Career Substitute Teaching Permit by establishing an alternative pathway based on training, professional development, and mentoring rather than prior substitute teaching experience. This bill also authorizes permit holders who qualify through that pathway to serve up to 70 cumulative days in a single classroom assignment, including special education classrooms.

Fiscal Impact:

- The CTC estimates General Fund costs of \$136,000 in the first year and \$134,000 each year thereafter until January 1, 2029. These costs would be used to support one position to address increased applications and inquiries from educators and employers, update resources and training materials, and assist in updating the California Statewide Assignment Accountability System to allow for the reporting of specified substitute teacher assignments.
- There could be additional Proposition 98 General Fund costs for school districts to comply with the various requirements necessary to place these permit holders. However, the bill's authorization is permissive and does not appear to create a reimbursable state mandate.

Background: Existing law establishes the Emergency 30-Day Substitute Teaching Permit, allowing holders to substitute for no more than 30 days per assignment (20 days for special education).

Existing law allows holders of Emergency Career Substitute Permits to serve for up to 60 days per assignment. The law temporarily authorized (until July 1, 2024) any credentialed substitute to serve up to 60 cumulative days in one assignment due to pandemic-related teacher shortages.

Existing law allows districts to request waivers from the CTC for credentialing requirements in special circumstances. It also establishes the Teaching Permit for Statutory Leave (TPSL), allowing temporary assignments covering statutory leaves (medical, parental, military) with required training and support.

Proposed Law: This bill expands the existing alternative eligibility pathway for the Emergency Career Substitute Teaching Permit by authorizing applicants to qualify based on local educational agency (LEA) verification of specified training, professional

development, and mentoring, rather than solely through prior substitute teaching experience.

This bill requires applicants serving in special education classrooms to complete at least five hours of special education-focused professional development, receive orientation training covering specified instructional and student support topics, and be assigned a qualified mentor with special education expertise.

This bill requires applicants serving in general education classrooms to complete at least five hours of professional development, receive orientation training covering specified instructional and student support topics, and be assigned a qualified credentialed mentor.

This bill requires the first renewal of a permit issued through the new pathway to include verification of 30 additional hours of professional development in specified areas.

This bill authorizes permit holders who qualify through the new pathway to serve up to 70 cumulative days in a single classroom assignment, including special education classrooms, notwithstanding the existing 20-day special education limit.

This bill requires LEAs, before placing such a permit holder, to utilize available TPSL holders when appropriate and make reasonable efforts to recruit qualified individuals for vacant assignments, and notify parents or guardians within 10 schooldays when a classroom is assigned a substitute teacher serving under the new authorization.

This bill requires annual public reporting to local governing boards regarding longer-term substitute assignments and annual reporting to the Commission on Teacher Credentialing (CTC) through the California Statewide Assignment Accountability System.

This bill specifies that it does not alter existing definitions of teacher vacancies or otherwise change assignment accountability requirements under existing law.

Related Legislation: AB 1224 (Valencia, 2025), similar to this bill, would have authorized substitute teachers to serve in a substitute teaching assignment aligned with their authorization for up to 60 cumulative days for any one assignment. This bill was vetoed by the Governor with the following message:

Staff Comments: Existing law provides multiple mechanisms to address teacher absences and staffing shortages, including the Emergency 30-Day Substitute Teaching Permit, the Emergency Career Substitute Teaching Permit, the TPSL, internship credentials, short-term staff permits, provisional internship permits, and various waiver authorities. However, a standard substitute permit generally limits service to 30 days in a single assignment while the Emergency Career Substitute Teaching Permit authorizes service for extended periods but currently requires substantial prior substitute teaching experience. This bill would establish an alternative pathway based on professional development, orientation training, and mentoring. According to the author, “AB 2490 seeks to provide better continuity for students by allowing substitute teachers to remain in the classroom for up to 60 days. The increased flexibility will reduce classroom instability and learning disruptions that affect students with disabilities the most. With

greater stability in the classroom, students are able to establish rapport their substitute teacher, leading to better educational outcomes. While in recent years the Legislature has made efforts to strengthen the teacher workforce, the persistent shortages exacerbate the demand for substitute teachers. AB 2490 includes mandatory training requirements for substitute teachers and requires administrators to make every attempt to fill a position with a fully credentialed teacher. In the face of an unprecedented educational workforce shortage, every tool should be utilized to help provide the best educational outcomes for California's students."

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