

CONCURRENCE IN SENATE AMENDMENTS

AB 2580 (Muratsuchi and Hadwick)

As Amended June 15, 2026

Majority vote

SUMMARY

Requires the Chancellor of the California Community Colleges (CCC) and the Chancellor of the California State University (CSU) to jointly develop, by July 1, 2027, a plan to expand teacher preparation partnerships between CCC districts and CSU campuses, with a particular focus on increasing access to teacher preparation programs in rural communities and creating concurrent enrollment opportunities for community college students pursuing teaching credentials.

Senate Amendments

- 1) Make minor technical changes.
- 2) Add Assemblymember Hadwick as a joint author.

COMMENTS

Key provisions of the bill. This bill would require, contingent upon an appropriation in the annual Budget Act or another statute, the Chancellor of CCC and the Chancellor of CSU, on or before July 1, 2027, to jointly develop a plan to increase professional teacher preparation partnerships between CSU campuses and CCDs. The plan would be required to address the expansion of CSU online teacher preparation programs offered in partnership with CCDs to increase access to teaching careers in rural communities, and the expansion of educator preparation pathways that allow community college students pursuing a teaching credential to concurrently enroll in CSU teacher preparation coursework. If adopted, the provisions of this bill would be repealed on January 1, 2033.

Increased coordination between the CCC and CSU may lead to a strengthening of the teacher preparation pipeline. California has long relied on CSU as the state's primary producer of credentialed teachers, while community colleges serve as a key entry point into higher education for many prospective educators. According to the author, strengthening coordination between the two segments could reduce barriers for students pursuing teaching careers, particularly those who begin their postsecondary education at a community college. This bill seeks to encourage greater alignment among the segments by requiring the development of a plan to expand partnerships and improve pathways into teacher preparation programs.

Rural school districts often face unique educator workforce challenges, including smaller applicant pools, geographic isolation, and limited proximity to institutions offering educator preparation programs. By examining opportunities to expand online delivery models and local partnerships, the bill seeks to identify strategies that may allow prospective teachers to complete preparation requirements while remaining in their home communities, potentially increasing the likelihood that they ultimately teach in those areas.

This bill requires development of a plan and does not establish any new educator preparation programs, transfer pathways, or enrollment authorities. Any implementation activities resulting from the plan would be contingent upon a future appropriation. As a result, this bill primarily serves as a planning and coordination measure intended to identify opportunities for expanded

partnerships and access to teacher preparation programs rather than directly implementing those changes in statute.

Existing efforts to improve teacher preparation pathways. California has undertaken numerous efforts in recent years to strengthen educator workforce pipelines, including investments in teacher residencies, classified school employee credentialing pathways, Golden State Teacher Grants, educator apprenticeship programs, and transfer pathways intended to improve access to teacher preparation. To the extent the segments develop the plan required by this bill, the Legislature may wish to consider how any recommended partnerships or concurrent enrollment models would complement and align with existing state workforce initiatives, rather than duplicating efforts already underway.

158,217 active credential holders are not currently employed in California. According to the CTC, approximately 475,427 individuals held an active preliminary and/or clear teaching credential as of April 1, 2026. It is important, however, to understand that not all individuals who hold an active teaching credential are employed. The California Department of Education's (CDE's) employment data set indicates that the number of teachers employed in California during the 2024-25 school year was 317,210. Teachers who were not employed or identified in CDE's system may be using their active teaching credential at private schools, by teaching abroad, by working at the CTC or CDE, or by being a teacher educator in a CTC-approved preparation program (not tracked by the CTC or CDE). Some active credential holders who are not currently employed in public schools may have retired but are not letting their credentials lapse, and others may choose to keep their credentials active for personal reasons. In addition, individuals recently issued a credential may not have yet had an opportunity to be hired and be included in CDE's employment data system for the active 2024-25 school year. The CTC records estimate that there are 158,217 of 475,427 individuals who can teach and provide services in California's public schools as of the date of this report.

317,932 expired credentials not renewed as of April 1, 2026. An additional pool of teachers who could be employed to teach and provide services in California's public schools are individuals who have not renewed their expired teaching credential(s). Individuals with an expired clear credential can directly renew their credential in the CTC's web-based online system. After the credential is renewed or reissued, the credential becomes valid for another five years. For expired preliminary credentials, individuals would need to complete a teacher induction program and be recommended for the clear credential to obtain a valid credential. CTC records verified that approximately 317,932 individuals hold expired teaching credentials that have not yet been renewed as of April 1, 2026. These 317,932 individuals hold a total of 339,246 credentials that can be renewed for future employment. It is possible that a small number of individuals may currently be employed using their credential as their credential did not expire prior to the start of their employment. These credentials can be renewed for employment in the remaining and following school years. Out of the 339,246 expired teaching credentials, there were:

- 1) 185,945 (54.8%) Multiple Subject Teaching Credentials
- 2) 131,918 (38.9%) Single Subject Teaching Credentials
- 3) 21,383 (6.3%) Education Specialist Instruction Credentials

According to the Author

According to the author, "California's teacher shortage continues to disproportionately impact rural and underserved communities, where students often lack access to qualified, fully credentialed educators. AB 2580 is intended to expand pathways into the teaching profession by strengthening partnerships between community colleges and California State University campuses. By increasing access to online teacher preparation programs and creating opportunities for dual enrollment, this measure will make it easier for students, especially those in rural areas, to pursue a teaching career without leaving their communities. Strengthening these pathways is essential to building a more equitable and sustainable teacher workforce for the state."

Arguments in Support

Education Trust West states, "AB 2580 (Muratsuchi) represents a crucial step toward addressing California's acute teacher shortage, which continues to disproportionately impact rural and underserved communities where students often lack access to qualified, fully credentialed educators. By strengthening partnerships between community colleges and California State University campuses, AB 2580 expands pathways into the teaching profession. This measure will make it easier for students, especially those in rural areas, to pursue a teaching career without leaving their communities. Strengthening these pathways is essential to building a more equitable and sustainable teacher workforce for the state."

Arguments in Opposition

None on file.

FISCAL COMMENTS

According to the Senate Appropriations Committee:

While the bill's provisions would be contingent upon an appropriation, it could lead to one-time General Fund cost pressures in the hundreds of thousands of dollars and ongoing General Fund and Proposition 98 General Fund cost pressures in the low millions to develop and implement the plan to expand teacher preparation partnerships between CSU campuses and CCC districts. Specifically, the CSU estimates one-time costs of \$40,000 per participating campus to develop the plan which includes faculty buy-out time and meetings with community colleges, while the Chancellor's Office one-time General Fund costs of \$33,000 to \$53,000. Additionally, the CSU estimates \$1.2 million in ongoing costs to participate in partnerships established pursuant to the plan developed by this bill. Of this amount, \$450,000 would be used to hire advisors for current and prospective students and \$702,000 for an estimated 90 students from the CCC system to enroll in 24 units at CSU.

VOTES:**ASM EDUCATION: 9-0-0**

YES: Patel, Hoover, Alvarez, Bonta, Castillo, Garcia, Lowenthal, Pellerin, Zbur

ASM HIGHER EDUCATION: 10-0-0

YES: Fong, DeMaio, Boerner, Macedo, Jackson, Muratsuchi, Patel, Ramos, Sharp-Collins, Tangipa

ASM APPROPRIATIONS: 15-0-0

YES: Wicks, Hoover, Aguiar-Curry, Calderon, Caloza, Dixon, Fong, Mark González, Krell, Pacheco, Pellerin, Sharp-Collins, Solache, Ta, Tangipa

ASSEMBLY FLOOR: 79-0-1

YES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Johnson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

ABS, ABST OR NV: Celeste Rodriguez

SENATE FLOOR: 39-0-1

YES: Allen, Alvarado-Gil, Archuleta, Arreguín, Ashby, Becker, Blakespear, Cabaldon, Caballero, Cervantes, Choi, Cortese, Dahle, Durazo, Gonzalez, Grayson, Grove, Hurtado, Jones, Laird, Limón, McGuire, McNerney, Menjivar, Niello, Ochoa Bogh, Padilla, Pérez, Richardson, Rubio, Seyarto, Smallwood-Cuevas, Stern, Strickland, Umberg, Valladares, Wahab, Weber Pierson, Wiener

ABS, ABST OR NV: Reyes

UPDATED

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