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Information

Educator Preparation Committee

Annual Report of the Committee on Accreditation 2024-25

Executive Summary: This agenda item presents the 2024-25 Annual Report of the Committee on Accreditation (COA).

Recommended Action: For information only

Presenters: Robert Frelly and Patrick McKee, COA Co-Chairs; Cheryl Hickey and Miranda Gutierrez, Administrators, Division of Standards, Accreditation, and Workforce Investment

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Annual Report of the Committee on Accreditation 2024-25

Introduction

This agenda item presents the *Annual Accreditation Report of the Committee on Accreditation* (COA). Section I of the report describes the major accomplishments of the Committee's 2024-25 Work Plan, which is organized around the identified purposes of accreditation as defined in the *Accreditation Framework*. Section II of the report presents a summary of the accreditation actions taken in 2024-25. Section III provides the current year – 2025-26 Work Plan for the Committee on Accreditation.

Background

The COA consists of 12 professional educators selected by the Commission for their distinguished records of accomplishment in education. The following responsibilities, delegated to the COA in Education Code §44373, are outlined in the Commission's *Accreditation Framework*:

The Committee shall . . . make decisions about the accreditation of educator preparation. The Committee's decision-making process shall be in accordance with the *Accreditation Framework* adopted by the Commission.

The Committee shall . . . make decisions about the initial accreditation of new programs of educator preparation in accordance with procedures established by the Committee.

The Committee shall . . . determine the comparability of standards submitted by applicants with those adopted by the Commission, in accordance with the *Accreditation Framework*.

The Committee shall . . . adopt guidelines for accreditation reviews, and (shall) monitor the performance of accreditation teams and other aspects of the accreditation system.

The Committee shall . . . present an annual accreditation report to the Commission and respond to accreditation issues and concerns referred to the Committee by the Commission.

In establishing the COA, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Pursuant to Education Code (Chap. 426, Stats. 1993) and the *Accreditation Framework*, the Commission retains the exclusive authority and responsibility to adopt standards for educator preparation and to make all other policy decisions that govern the system of professional accreditation in education. The COA is responsible for implementing the Commission's policies, enforcing the Commission's preparation standards and annually reporting its activities to the Commission.

Accreditation refers to the process of identifying and verifying the quality of each program that prepares educators for serving in the public schools, including verifying that each candidate who completes a program meets the qualifications for licensure established by the

Commission. The major purpose of accreditation is to ensure that those who teach and provide a variety of education-related services in the public schools have the knowledge, skills, and abilities necessary to be effective educators. Additional related purposes of accreditation are below:

- Accreditation assures that the programs meet state standards for professional preparation programs, and, in so doing, are allowed to recommend candidates for state licensure.
- Accreditation assures candidates and the public that educator preparation programs are high quality and effective in preparing candidates to meet licensure requirements.
- Accreditation assures candidates and the public that programs are accountable for the quality and effectiveness of the preparation they provide to candidates.
- Accreditation assures that evidence is reviewed by peers to determine each program's quality and effectiveness in order to retain their accreditation status.
- Accreditation provides the means for programs to continuously improve based on evidence of candidate outcomes, program effectiveness, and feedback from ongoing peer review processes.

The *Annual Report of the COA 2024-25* was adopted by the COA on October 30, 2025. The report provides an update on all activities undertaken by staff and the COA in 2024-25 to implement the accreditation system.



Annual Report of the Committee on Accreditation to the Commission on Teacher Credentialing

2024-25

The Committee on Accreditation 2024-25

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Executive Summary

This report presents a summary of the vast array of activities that comprised the 2024-25 accreditation year for all Commission-approved educator preparation programs. Currently, there are 251 Commission approved program sponsors offering 935 different and active educator preparation programs and many of those are offered through various pathways. The Commission's accreditation system is responsible for ensuring that educator preparation programs meet Commission adopted standards. During 2024-25, many routine accreditation activities were deferred pursuant to Commission action in order to accomplish the mandates of SB 488 (Chapter 678, Statutes 2021) which required the Commission to certify literacy instruction for all Preliminary Multiple Subjects and Education Specialists programs.

Below is a summary of some of the major accreditation activities in 2024-2025 with significantly more detail on these activities in the full report that follows.

Implementation of the Literacy Instruction Standard/Performance Expectation – In order to accomplish the work set forth in SB 488 regarding literacy instruction, many routine accreditation activities needed to be deferred. Staff worked with literacy experts across the state to accomplish the following:

- At the time of this publication, the Commission certified 98 percent of the 229 programs requiring SB 488 (Chapter 678, Statutes 2021) literacy certification. This represents a significant effort on the part of institutions, literacy experts, and Commission staff. Efforts will continue to bring the remaining institutions through to completion of literacy certification.
- Hundreds of hours of technical assistance by multiple staff have been devoted to assisting institutions in demonstrating alignment with the statute.

Deferred Site Visits – Site visits were deferred until 2025-26 for the majority of the 28 institutions in the Green cohort due to the Commission action to focus institutional and Commission resources on completing the literacy certification process required of SB 488 (Chapter 678, Statutes of 2021). Four institutions in the Green cohort decided to move ahead with their site visit as planned. The site visits for the remaining institutions in the Green cohort, with the exception of two that have decided to put their programs on inactive status, have been scheduled and will take place in 2025-26.

Regular Site Visits – Four institutions in the Green cohort completed site visits in 2024-25. Out of the 4 site visits:

- Two (2) institutions received a status of Accreditation.
- Two (2) institutions received Accreditation with Stipulations.

Revisits – Additionally, revisits took place at:

- Five (5) institutions with stipulations from visits in 2023-24 with stipulations that required revisits in 2024-25.

Provisional Site Visits – In addition, a number of institutions in provisional status as part of the Initial Institutional Approval (IIA) process had operated their programs for the provisional period set by the Commission and, therefore, a provisional site visit was conducted.

- Eight (8) institutions in Stage V of Initial Institutional Approval had accreditation site visits conducted. (This includes one institution that required a revisit.)

Addressing Stipulations – Progress was monitored and stipulations removed for ten (10) additional institutions reviewed in previous years. In all but one case, the COA removed stipulations and full accreditation was granted. (The one institution with remaining stipulations has since had the stipulations removed more recently.) These included:

- Six (6) institutions with Stipulations.
- Four (4) institutions with Major Stipulations.

Preconditions Review – This accreditation function was deferred due to Commission action to allow institutions and Commission staff to focus on the completion of SB 488 Literacy Certification.

Program Review – This accreditation function was deferred due to Commission action to allow institutions and Commission staff to focus on the completion of SB 488 Literacy Certification.

Common Standards Review – This accreditation function was deferred due to Commission action to allow institutions and Commission staff to focus on the completion of SB 488 Literacy Certification.

New Credential Program Approvals – Thirty-six (36) new educator preparation programs were approved at existing institutions and those that received provisional approval from the Commission. This represents a significant increase over the most recent year.

New Subject Matter Program Approvals – No new subject matter programs were submitted for approval in 2024-25.

Monitored Changes in Program Status for Commission Approved Programs – Program status changes included the following:

- *Move to Inactive*: 17 programs moved to inactive across eight (8) institutions and several different credential areas.
- *Program Closures through Withdrawal*: 16 programs were withdrawn across 14 institutions.

Initial Institutional Approval Proposals Approved – Ten (10) institutions were brought before the Commission in various stages of the Initial Institutional Approval (IIA) process.

Other Aspects of Implementation of the Accreditation System

Beyond activities listed above, attention was given the following accreditation priorities.

Accreditation Handbook – Revisions to the Accreditation Handbook, where needed to ensure that the language of the handbook accurately represents improvements in processes and procedures, were presented and adopted.

Technical Assistance for Programs – Staff continued to implement an extensive technical assistance program of weekly office hours, webinars, and one-on-one assistance for programs.

Implementation of Program Completer Surveys – Staff continued to implement the system of surveying program completers, employers, and veteran teacher/mentors and using these survey results to inform team decisions about programs.

Accreditation Data System and Dashboards – Staff continued to implement and refine the annual Accreditation Data System including building out performance assessment data in the dashboards.

New and Semi-New Initiatives

Coordination with the RDI-TPA Workgroup

- Commission staff participated, where needed, in RDI-TPA workgroup activities, particularly on matters that relate to the improvements needed with respect to the program implementation of the TPA, required supports for candidates, program standards and expectations, and the use of TPA information and data to inform accreditation decision making.

PK-3 Early Childhood Education (ECE) Specialist Instruction Credential

- Continued rollout of the PK-3 ECE Specialist Credential included providing numerous technical assistance office hours, webinars, and meetings regarding this new credential program.
- Coordinated review sessions for new PK-3 ECE credential programs resulted in approval of 13 new PK-3 ECE programs.

California Standards for the Teaching Profession (CSTP)

- Finalization of the Description of Practice for the new 2024 California Standards for the Teaching Profession were developed, refined, and released for use in the field.

Summary of Activities of the Accreditation System and the 7 Year Cycle.

The major objectives of the current accreditation system, as outlined in the *Accreditation Framework*, include the following:

- Accreditation assures that programs meet state standards for professional preparation programs, and, in so doing, are allowed to recommend candidates for state licensure.
- Accreditation assures candidates and the public that educator preparation programs are of high quality and effective in preparing candidates to meet licensure requirements.
- Accreditation assures candidates and the public that programs are accountable for the quality and effectiveness of the preparation they provide to candidates.
- Accreditation assures that peers determine each program's quality and effectiveness in order to retain their accreditation status.

- Accreditation provides the means for programs to continuously improve based on evidence of candidate outcomes, program effectiveness, and on feedback from ongoing peer review processes.

The current system is designed as a seven-year cycle comprised of the following major components or activities:

| Year of the Accreditation Cycle | Corresponding Component or Activity |
|--|--|
| Annually | Submission of Annual Data to the Accreditation Data System |
| Years 1 and 4 | Preconditions Submission |
| Year 5, fall | Program Review Submission |
| Year 5, spring | Common Standards Submission |
| Year 6 | Site Visit |
| Year 7 | Follow up activities to address issues of concern, if needed |

Each Commission-approved institution has been assigned to a “color cohort” on a seven-year cycle signifying which component or activity is expected of those institutions in any given year. A full schedule of accreditation activities for each cohort can be found on the Commission’s accreditation [webpage](#).

ANNUAL DATA SUBMISSION

Access to consistent data elements from all institutions and programs (such as program enrollment, pathways offered, and/or length of program) and outcomes data (such as those from candidates, employers, field experience supervisor surveys, as well as information from assessment results) is an important part of the accreditation system. The Annual Data Submission by institutions allows the Commission to better identify specific information about credential programs operating in California. The infrastructure for the data system was built in 2017 with institutions submitting initial data in summer 2018. Institutions continue the reporting process by submitting data every summer and the system is refined and improved each year. Data Dashboards have been developed to ensure more effective use of the data contained in the data system.

PRECONDITIONS REVIEW

Preconditions for institutions sponsoring educator preparation are grounded in California Education Code, Title 5 Regulations, or Commission policy. Responses to Preconditions are submitted in Years 1 and 4 by each institution for each program that an institution is approved to offer. Immediate correction is required if an institution is deemed to be out of compliance with any Precondition.

PROGRAM REVIEW

In fall of Year 5 of the cycle, each credential program provides specific, required evidence or documentation demonstrating that the program is aligned to each of the Commission’s adopted program standards for the particular credential area. Documentation is reviewed by trained peer evaluators who are members of the Commission’s Board of Institutional Reviewers (BIR) with expertise in the credential area, and a conclusion is formed about whether programs are preliminarily aligned with the Commission’s standards. The institution is provided feedback and

then must provide an addendum at least 60 days prior to the accreditation site visit addressing any areas that were not found to be preliminarily aligned. This information helps focus and inform the accreditation site visit in Year 6. To further ensure transparency, a subset of the BIR members that reviewed Program Review submissions in Year 5 serve as site visit team members in Year 6.

COMMON STANDARDS REVIEW

In spring of Year 5 of the cycle, program sponsors submit specific documentation that indicates alignment with the Commission's adopted Common Standards. Reviewers examine the documentation and determine whether the standards are preliminarily aligned. The institution is provided feedback and then must provide an addendum at least 60 days prior to the site visit addressing any areas that were not found to be preliminarily aligned. This information helps focus and inform the accreditation site visit in Year 6. The same individuals that review the Common Standards in Year 5 serve on the site visit team in Year 6.

SITE VISITS

A team of trained peer evaluators who are BIR members that reviewed either an institution's program review or common standards submissions are selected for the site visit of that institution. These individuals work together to determine whether the institution and its programs meet the Commission's adopted standards and make an accreditation recommendation to the COA. In addition to determining whether standards are met, the purpose of the site visit is to evaluate the extent to which the program is effectively implemented. As part of the site visit, all data, information, and results from review of Preconditions, Program Review, and Common Standards, as well as the institution's response to any feedback from these activities, are provided to the site visit team not less than 60 days prior to the site visit. At the site visit, in-depth interviews are conducted with program completers, candidates, employers, program faculty and administrators, mentors/supervisors, advisory committees, and other appropriate constituents so that team members can triangulate the evidence and data provided during Years 1 through 5 of the accreditation cycle.

DECISION BY THE COMMITTEE ON ACCREDITATION

The Committee on Accreditation (COA) is entrusted in statute with implementing the Commission's accreditation system. This body is comprised of twelve members of the education community; six from postsecondary education and six K-12 practitioners, who have been appointed by the Commission. While the Commission sets policy for accreditation, the COA implements the accreditation system and makes accreditation decisions for institutions offering educator preparation in California.

Further, the success of the accreditation system depends on the commitment of hundreds of experts in the field. Members of the Board of Institutional Reviewers are comprised of those who have a role in preparing educators and practitioners themselves, who are trained and calibrated to review programs and conduct site visits.

This report presents information about the major activities of the accreditation system, the COA decisions that were made, and some of the major areas of focus for academic year 2024-25.

Section I: Accomplishment of the Committee’s Work Plan in 2024-25

The Strengthening and Streamlining Accreditation Project took place from 2014-2016 and laid out a vision for the Commission’s accreditation system. Over the past decade, significant progress has been made in developing, implementing, and refining the various aspects of the accreditation system to make that vision come to fruition. Previous COA Annual Reports highlighted some of these significant efforts and this report focuses on those efforts undertaken over the past year to continue the development of the system to ensure high quality educator preparation programs.

This section presents a summary of the vast array of activities that comprised some of the major efforts of the accreditation system from July, 2024 to June 30, 2025. Currently, there are 251 Commission approved program sponsors offering 935 different and active educator preparation programs and many of those are offered through various pathways. The Commission’s accreditation system is responsible for ensuring that these programs meet Commission expectations of quality.

Purpose 1. Ensure Accountability to the Public and to the Profession

Maintain public access to the [Committee on Accreditation](#). The COA held meetings on the following dates:

August 8, 2024
September 26, 2024
October 31, 2024
February 27, 2025
April 17, 2025
May 15, 2025
June 13, 2025

All Committee meetings were held in public in accordance with statutes and all meeting agendas were posted on the Commission’s website in accordance with the timeframe required by those statutes.

Due to deferral of accreditation site visits as a result of SB 488 literacy certification work, the COA meetings were often shorter in duration. The reduced workload with fewer decisions to be made resulted in several of the meetings being held virtually. This saved Commission resources, while allowing for frequency of meetings to continue even if the duration of those meetings was shorter. The public was able to access all meetings through Zoom webcasts. Those without computer access were able to participate by telephone via the US Toll-Free call-in numbers delineated in the meeting agenda. The Commission’s website was used to provide agenda items and notification of meetings, recordings of all meetings, and broad-based access to critical accreditation materials for institutions and others interested in accreditation.

[PSD e-News](#). The PSD e-News, developed in 2008, continued to be distributed weekly. This electronic notification has increased its readership each year and now reaches over 5,302 individuals, including all approved institutions, to inform them of accreditation-related activities

such as the development and revision of standards, technical assistance opportunities, and notification of requests for public comment.

[Program Sponsor Alerts](#). Program Sponsor Alerts (PSAs) continued to be a primary tool used to communicate to program sponsors information about a specific issue such as the adoption of new standards by the Commission or clarification of requirements and deadlines. This tool has continued to be useful during 2024-25 in communicating a variety of information to the field. Program Sponsor Alerts will continue to be used to provide information to the field, when necessary, as they have served this objective well. The Commission staff issued the following 10 PSAs between July 1, 2024, to June 30, 2025:

Program Sponsor Alerts July 1, 2024 to June 30, 2025

| Issue Date | Number | Title |
|--------------------|--------|---|
| July 1, 2024 | 24-07 | <u>Bachelor's Degree as Demonstration of Basic Skills Requirement</u> |
| August 7, 2024 | 24-08 | <u>SB 488 Literacy Instruction Certification - Additional Information and Clarification</u> |
| September 27, 2024 | 24-09 | <u>Pupil Personnel Services Child Welfare and Attendance Standards and Performance Expectations</u> |
| October 8, 2024 | 24-10 | <u>Foundations of Reading Examination Option, Beginning July 1, 2025</u> |
| February 20, 2025 | 25-01 | <u>Flexibilities for Commission-approved preliminary multiple and single subject and induction programs affected by the Southern California wildfires of January 2025</u> |
| March 7, 2025 | 25-02 | <u>Adopted Program Standards and Performance Expectations for Preliminary Speech-Language Pathology Services Credential Programs</u> |
| March 26, 2025 | 25-03 | <u>2025 Transition Guidance for Multiple Subject, Single Subject, World Language, and Education Specialist (Mild to Moderate and Extensive Support Needs) Preliminary Preparation Programs using the CalTPA. ***Updated May 27, 2025***</u> |
| March 26, 2025 | 25-04 | <u>Clarification on Career Technical Education Program Standards</u> |
| April 8, 2025 | 25-05 | <u>Clarifying Acceptable Support for Candidates on Teaching Performance Assessments</u> |
| May 7, 2025 | 25-06 | <u>Update on Teaching Performance Assessment for PK-3 Early Childhood Education Specialist Instruction Credential</u> |

Maintain Public Website of All Accreditation Results and Status for Each Institution. The Commission maintains a website where all [accreditation site visit reports](#) and actions taken by the COA are available to the public. The site includes the team report for each institution as

well as the letter to the institution indicating the formal action taken by the COA.

The website is updated after each COA meeting to reflect any additional actions taken and includes the reports and actions for the most recent accreditation cycle.

Preparation and Presentation of COA Reports to the Commission. COA Co-Chairs Robert Frelly and Patrick McKee presented the 2023-24 COA annual report to the Commission at the [December 2024](#) Commission meeting.

Commission Liaison. The Commission's liaison to the COA provides an important perspective to COA discussions and serves as an effective means of communication between the COA and the Commission. For the 2024-25 year, Commissioner Christopher Davis served as the liaison to the COA.

Implementation of an Annual Accreditation Fee and a Fee Recovery System for Certain Accreditation Activities. The annual accreditation fee structure was originally established through emergency regulations effective in August 2014, followed by permanent regulations that became effective as of April 1, 2015. From July 1, 2020 to June 30, 2022 the fees were suspended due to the COVID-19 pandemic. Fees were resumed beginning in July 2022. Additionally, regulations were promulgated in 2023-24 to update the language of the regulations and these new regulations became effective October 1, 2024.

Purpose 2. Ensure Program Quality

Accreditation of Institutions and their Credential Preparation Programs. This is one of the primary ongoing tasks of the COA. The COA has been given full responsibility for making decisions regarding the continuing accreditation of educator preparation programs. In the 2024-25 academic year, a total of 16 institutions had various types of site visits. This included four accreditation site visits for Green cohort institutions, seven provisional site visits, and five revisits.

The results of the four (4) regular site visits conducted are as follows:

- One (1) institution received Accreditation
- One (1) institution received Accreditation with a required 7th Year Follow-up Report.
- Two (2) institutions received Accreditation with Stipulations

Ensuring Institutions Addressed Stipulations. All institutions with stipulations are expected to address all stipulations within one year. The COA may allow additional time if it believes the institution has made sufficient progress and additional time is warranted. In 2024-25, the COA removed the stipulations fully for 10 institutions.

For institutions receiving major stipulations or probationary stipulations, a revisit is often required. In addition, the COA has frequently required that the institution provide interim reports (quarterly or other), regardless of stipulation level, to ensure that the institution is making adequate and timely progress towards addressing the most pressing issues. This was the case in 2024-25. This approach allows the institutions to regularly check in with Commission

staff and the COA to ensure they are moving in the direction that the COA expects. It also may provide some additional leverage with their institutional leadership to ensure the resources or tools to enact change are provided and allow the COA to provide some suggestions and guidance along the way. From an accountability perspective, requiring interim reports ensures that the institution does not wait a full year before implementing required improvements.

Technical Assistance Efforts. The Commission continued to provide technical assistance throughout 2024-25. The [Accreditation Technical Assistance webpage](#) on the Commission’s website continued to be used and institutions and program personnel were kept informed of upcoming technical assistance opportunities through emails and the PSD News. Additionally, within the limitation on travel imposed by state budget conditions, staff made themselves available to present and discuss information about the accreditation system or standards implementation at a variety of organizational meetings and conferences throughout the year. These typically include, but are not limited to: the California Induction Conference, the Credential Counselors and Analysts of California (CCAC) Conference, the California Council on Teacher Education (CCTE) conferences, the Special Education Administrators of County Offices, the statewide Special Education Local Planning Area (SELPA) director’s meeting, the California Professors of Special Education (CAPSE), Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), California Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), the California Association of Professors of Education Administration, and the Meredith Fellows Performance Assessment Conference.

Because most site visits in the Green cohort were deferred, some of the work staff does to help institutions prepare for site visits was also deferred. Typical activities include the following:

| Technical Assistance Activity | Attendees |
|--------------------------------------|---|
| Year-Out Pre-visit | Consultant and institution representatives |
| Monthly Phone/Zoom Conferences | Consultant and institution representatives |
| 2 Month Out Pre-visit | Consultant, Site Visit Team Lead, and institution representatives |

Staff continued to provide critical technical assistance to institutions on a variety of topics and some institutions in the Green cohort asked to continue monthly check-ins regardless of the fact their site visit was deferred by a year due to literacy certification.

Technical Assistance for the Accreditation Data System (ADS)

Despite the deferral of several accreditation related components due to literacy certification, the Commission continued those related to the Accreditation Data System (ADS) as regularly scheduled. This included holding office hours to answer ADS related questions. The virtual office hours are essential to ensure program sponsors can access, update, and upload data to the system. The office hours have proven to be instrumental in ensuring the Annual Data Submission by all Commission-approved institutions was submitted within the timeframe allotted. These office hours, as well as ongoing support as needed, assist institutions in accessing the ADS, creating accounts, connecting individuals to the institution, giving individuals

appropriate roles, and answering questions related to the data questions. Office hour dates and times were listed on the [Accreditation Technical Assistance](#) page and provided in the weekly PSD e-News. Staff continued to make available [ADS resources](#) such as guidance documents, FAQs, and video presentations to support institutions in understanding the ADS.

| Technical Assistance Activity | Date/Location |
|---|--|
| Accreditation Data System (ADS) Weekly Office Hours (30 mins-1 hour per week) | 22 sessions: Every Friday from April 5th, 2025 - August 31, 2025 |

Training Activities for the Board of Institutional Reviewers (BIR)

The accreditation system is reliant upon a cadre of volunteer educators and educator preparers. Training of these volunteers in order to serve as reviewers for all components of accreditation is essential to the success of the system. In 2024-25, due to the pause on most site visits as a result of the SB488 Literacy Certification no BIR training activities were held.

Technical Assistance Provided to Institutions Seeking Initial Approval

Attending Accreditation 101, an informational session for entities that are interested in seeking initial institutional approval, is the first requirement of the multi-step Initial Institutional Approval (IIA) process. Institutions must come to Accreditation 101 with a team of individuals, including a representative from their partner organization. Additionally, a new Accreditation 201 session was developed in the previous year (2023-24) by staff to provide additional support sessions, when needed, to institutions once they receive provisional approval. Two sessions of Accreditation 101 were held in 2024-25. A total of 12 institutions attended these sessions.

| Date | Session | Number of Institutions | Types of Institution | Attendees |
|-------------------|-------------------|------------------------|----------------------|--------------|
| December 17, 2024 | Accreditation 101 | 5 institutions | 1 LEA/ 4 IHE | 18 attendees |
| June 25, 2025 | Accreditation 101 | 7 institutions | 5 LEA/2 IHE | 8 attendees |

Technical Assistance Office Hours for Programs

The Professional Services Division staff began hosting a variety of office hours during the pandemic to provide technical assistance and support the sharing of best practices by programs. These sessions continue to be well received by the field and have allowed the Commission to better understand and address the challenges facing programs. Staff have continued to hold these sessions throughout 2024-25 although some adjustment to the frequency of some have been made. This includes the following:

| Program Area | Day |
|---|--|
| Early Childhood Education | 3 rd Tuesdays |
| Preliminary Multiple and Single Subject | 1 st Tuesdays |
| Intern | 1 st Tuesdays |
| Preliminary Education Specialist | 2 nd Mondays |
| Teacher Induction | 1 st and 3 rd Thursdays |
| Preconditions for Yellow and Violet Cohorts | Every other Thursday, January 25 th to March 21 st |
| Initial Program Review | 1 st and 3 rd Wednesdays |

Literacy Certification Office Hours

Staff held special literacy certification office hours beginning in early spring of 2024 in order to assist institutions with their specific submissions for the SB 488 Literacy Certification process. Staff began by holding these office hours twice a week and ramped up to holding office hours for programs individually nearly every day, multiple times a day, with several breakout rooms operating at once to address the very specific needs of each program to ensure their success through the process. The staff work and one-on-one assistance provided to programs turned out to be an essential component to completing this process.

Other Related Activities

Technical Assistance for Individual Institutions. The Professional Services Division maintains numerous email accounts to ensure that specific, accreditation-related questions are answered quickly and accurately. Staff fields numerous questions daily from institutions seeking input on changes they are considering making to their programs, revisions to the standards, particular candidate issues, and a host of other topics. In addition, Commission staff work with institutions on particular challenges (such as one that experiences a large turnover in program or institutional leadership) that need some additional guidance and direction about accreditation and program implementation. This effort is intended to address challenges or resolve issues in a more proactive manner for the benefit of the candidates in these programs. In addition to individual staff emails, the following email addresses are maintained and monitored daily to provide assistance to the field in matters related to the accreditation process:

- Professional Services Division (PSDInfo@ctc.ca.gov)
- Cohort Consultant Email (i.e., PSDRed@ctc.ca.gov)
- Accreditation email (accreditation@ctc.ca.gov - General accreditation emails)
- Program Review Email (ProgramReview@ctc.ca.gov)
- Accreditation Data System (ADS@ctc.ca.gov)
- Initial Institutional Approval (IIA@ctc.ca.gov)
- Initial Program Review (IPR@ctc.ca.gov)
- Commission Standards Review CommonStandardsReview@ctc.ca.gov

Technical Assistance Related to the Implementation of Performance Assessments. Numerous technical assistance sessions have been held by staff to ensure that programs understand and are provided necessary support around the implementation of performance assessments. These sessions are listed in the chart below:

Technical Assistance for Programs Related to the California Administrator Performance Assessment (CalAPA) and the California Teaching Performance Assessment (CalTPA)

| Support Event | Dates (July 1, 2024-June 30, 2025) |
|--|---|
| Candidate Office Hours | <ul style="list-style-type: none">• CalTPA: Weekly Wednesday 4:15-5:00 PM• CalAPA: Weekly, Thursdays 4:15-5:00 PM |
| CalTPA, EdSp CalTPA, and CalAPA Program Office Hours | <ul style="list-style-type: none">• CalAPA: 1st and 3rd Friday, 9-9:30 AM• CalTPA: 1st and 3rd Thursday, 10-10:30 AM• EdSp CalTPA: 1st and 3rd Friday 10-10:30 AM |

| Support Event | Dates (July 1, 2024-June 30, 2025) |
|--|---|
| Lead Assessor Meetings | <ul style="list-style-type: none"> • CalAPA: Bi-monthly - Monday, 4:30-5:30 • CalTPA: Bi-monthly - Monday, 4:00-4:30 • EdSp CalTPA: Bi-monthly- Monday, 4:00-4:30 |
| Coordinator Meetings (Webinar) | <p>CalAPA:</p> <ul style="list-style-type: none"> • February 12, 2025 • June 4, 2025 <p>CalTPA and EdSp CalTPA:</p> <ul style="list-style-type: none"> • February 13, 2025 • June 5, 2025 |
| “Deep Dive” Webinars into Specific PA Cycles | <p>CalAPA:</p> <ul style="list-style-type: none"> • September 4, 2024 <p>Literacy Cycle Deep Dives</p> <ul style="list-style-type: none"> • July 16, 2024 • July 25, 2024 • August 7, 2024 • August 15, 2024 • August 21, 2024 |
| New Assessor Training (session= two-day, all-day training) | <p>CalAPA:</p> <ul style="list-style-type: none"> • March 1-2, 2025 • March 15, 2025 <p>CalTPA:</p> <ul style="list-style-type: none"> • MS/SS/WL - 7 sessions February-March 2025 <p>EdSp CalTPA</p> <ul style="list-style-type: none"> • MMSN- 1 session February 2025 • ESN- 2 sessions February-March 2025 |
| Returning Assessor Training | <ul style="list-style-type: none"> • CalAPA: August 12th and 19th, 2024 • CalTPA: August 2023 (2 sessions) • EdSp CalTPA: MMSN and ESN: August 15 and 20, 2024 |
| Conference Attendance (CalTPA, EdSp CalTPA, CalAPA) | <ul style="list-style-type: none"> • CCAC: November 6th-8th 2024 • MFIC: September 12-13th, 2024 |
| Literacy Design Team Meetings | <ul style="list-style-type: none"> • July 9, 2024 • October 29, 2024 • January 28, 2024 • March 7, 2024 |
| LPA Field Test Program Office Hours | <ul style="list-style-type: none"> • LPA: January 31-April 4; Fridays 9:00-9:45 am |
| LPA Field Test Candidate Office Hours | <ul style="list-style-type: none"> • LPA Field Test: March 18, 2025, 4:00-4:45 pm |

| Support Event | Dates (July 1, 2024-June 30, 2025) |
|--|--|
| LPA Field Test Webinars | <ul style="list-style-type: none"> • November 20, 2024 • December 17, 2024 • January 23, 2025 • February 12, 2025 (Cooperating Teachers) • March 5, 2025 |
| LPA Field Test Scoring | <p>LPA Field Test Marker Assessor Training/ Selection</p> <ul style="list-style-type: none"> • MS- April 14-15 • EdSp-MMSN- April 15-16 • EdSp-ESN- April 16 • EdSp-ECSE- April 17-18 • PK-3 ECE April 24 <p>LPA Field Test Assessor Training</p> <ul style="list-style-type: none"> • MS- April 21-22 • EdSp-MMSN- April 23-24 • EdSp-ESN- April 28-29 • EdSp-ECSE- April 30-May 1 • PK-3 ECE- May 5-7 • EdSp-VI- May 8-9 • EdSp-DHH- May 12-13 <p>LPA Field Test Scoring</p> <ul style="list-style-type: none"> • MS, EdSp-MMSN, ESN, ECSE- April 23-May 16 • PK-3 ECE- May 5-7 • EdSp-VI- May 8-9 • EdSp-DHH- May 12-13 |
| PK-3 ECE Math Cycle Workgroup | <ul style="list-style-type: none"> • July 1, 2024 |
| Math Cycle Field Test Webinars | <ul style="list-style-type: none"> • July 31, 2024 • August 8, 2024 • September 10, 2024 • October 11, 2024 • October 30, 2024 • November 7, 2024 (Cooperating Teachers) |
| Math Cycle Field Test Program Office Hours | <ul style="list-style-type: none"> • Fall: October 4, 2024- November 22, 2024; Fridays 9-9:30 • Spring: January – April 2025; Fridays 9-9:30 |
| Math Cycle Field Test Candidate Office Hours | <ul style="list-style-type: none"> • October 28, 2024 • November 19, 2024 • Jan- April 2025 (Upon Request) |

| Support Event | Dates (July 1, 2024-June 30, 2025) |
|-------------------------------|--|
| Math Cycle Field Test Scoring | Math Field Test Marker Assessor Training/ Selection <ul style="list-style-type: none"> • PK-3 ECE December 2-3, 2024 • EdSp ECSE- December 18-19, 2024 Math Field Test Assessor Training & Field Test Scoring <ul style="list-style-type: none"> • PK-3 ECE: December 9-11, 2024 • EdSp ECSE: January 13-14, 2025 • EdSp VI: January 15, 2025 • PK-3 ECE: April 18, 2025 • PK-3 ECE: April 28-20, 2025 • EdSp DHH: May 20-22, 2025 |

Regular Updates on Commission Activities Related to Accreditation and Provide Commission with Advice on Issues Related to Accreditation. During 2024-25, staff continued to prepare agenda items for the COA on issues related to the Commission’s work to inform the work of the Committee and to provide important context. An example of this is the Commission work around literacy instruction and performance assessment.

Purpose 3. Ensure Adherence to Standards

Review and Take Action to Grant Initial Institutional Approval (IIA) of New Program Sponsors. The Commission staff continues to implement the Commission-approved process for an institution to become a Commission-approved educator preparation program sponsor. The IIA process includes five stages:

- Stage I: Prerequisites
- Stage II: Eligibility Requirements
- Stage III: Common Standards, Preconditions, and Provisional Approval
- Stage IV: Program Approval; and
- Stage V: Full Approval

Accreditation 101 sessions (Stage I) for institutions exploring whether to seek IIA to offer an educator preparation program continued to be held throughout 2023-24. As previously noted, two Accreditation 101 sessions were held in 2023-24 for interested institutions.

In 2024-25, nine institutions were brought to the Commission for consideration for approval under one or more stages of the multi-step IIA process. Seven of these institutions received Full Approval in Stage V. These institutions are listed in Section II of this report.

Review and Take Action to Grant Initial Program Approval for New Credential Programs. The COA has developed procedures for handling the submission of proposed credential programs from Commission-approved institutions. Programs are only granted initial program approval when reviewers have determined that all Commission standards are met and after the COA acts to approve. A total of 36 new credential programs were approved by the COA in 2024-25.

Further, a total of 15 new content areas were added to existing Single Subject credential programs.

Because institutions may submit program proposals any time throughout the year, Commission staff attempts to find reviewers willing and able to review the documents as soon as possible. These reviews are conducted remotely, with reviewers being sent the documents and devoting time from their own schedule, at their homes or offices, working via technology with their initial program review partner. The list of new programs is included in Section II of this report. Finding available reviewers to do this work remains a significant challenge.

Implementation of COA Review Process for Initial Program Approval. The COA receives all of the program proposal documentation for institutions that have recently received provisional approval from the Commission to inform the COA's review and approval. Additionally, personnel from the institution attend the COA meeting to respond to questions about the proposed program. This process provides the COA with the opportunity to gather sufficient information about the program proposal to make determinations. In 2024-25, 36 new programs were approved for existing Commission-approved program sponsors. In addition, one new program was approved for an institution in the Initial Institutional Approval process.

Review of Preconditions. The Commission's accreditation system requires that responses to preconditions be submitted and reviewed in Years 1 and 4 of the 7-year cycle. For the 2024-25 year, the review of preconditions was one component of the accreditation system that was deferred due to the SB 488 literacy certification work and therefore no preconditions were reviewed by staff.

Program Review Process. The current Program Review process is designed to identify the extent to which programs are preliminarily aligned to Commission adopted program standards and includes the submission of specified evidence with limited narratives describing how the institution is implementing the standards in its programs. For the 2024-25 year, the Program Review process was deferred due to the SB 488 literacy certification work and therefore no Program Review activities took place.

Common Standards Review Process. As with the approach to Program Review, Common Standards submissions require prescribed documentation and information as well as limited, but focused, narrative. For the 2024-25 year, the Common Standards review process was one component of the accreditation system that was deferred due to the SB 488 literacy certification work and therefore no Common Standards Review activities took place.

After the program review and common standards review are complete, a subset of those reviewers are asked to serve as site visit team members for the programs and institutions they reviewed. Keeping the same reviewers from Common Standards and Program Review through the site visits has helped ensure that questions and potential issues are followed up on appropriately at the site visit. To the extent possible, many reviewers that were involved in the Green Cohort Program Review and Common Standards review in 2023-2024 were used for the 4 site visits that took place in 2024-2025 and will be used for accreditation site visits in 2025-26.

Implementation of the Accreditation Data System and Accreditation Dashboards. The development of an accreditation data system was one of the key components to the revised accreditation system. The Commission piloted the system in 2017-18 and it continues to be refined and used ever since. The data system is multi-pronged and multi-purposed. Various aspects of the system and the data are being used by institutions, the Commission and its staff, and accreditation teams. In addition, where appropriate, some of the data interfaces with both the public-facing data dashboards and those dashboards which are designed for institutions, Commission staff, and site visit review teams. The dashboards continue to be refined each year, making them more useful to accreditation review teams and institutions than ever before. In 2024-25, performance data continued to be included in the dashboards for use by accreditation teams and institutions for the purpose of program improvement.

Implementation of Survey Instruments. Using data from survey instruments is an important component to ensuring the inclusion of outcomes in the accreditation system. In 2024-25, surveys continued to play an important role in accreditation. Surveys are available for program completers in Preliminary Multiple Subject, Single Subject, and Education Specialist, Preliminary and Clear Administrative Services, Teacher Induction programs, Other Credentials (provided for candidates in Pupil Personnel Services, School Nurse, Teacher Librarian, Speech Language Pathology and Agriculture Specialist), and the Reading and Literacy Leadership Specialist credential. Completer Surveys are open each year from approximately September 1 to August 31, with the survey results (Program Reports) available on the Commission's Accreditation Data Dashboards (ADD) for each institution. Survey results from the prior year are updated in the ADD annually each fall.

In addition, the Commission administers both a Mentor Teacher Survey and an Employer Survey. The Mentor Teacher Survey is open from approximately September 1 to August 31 annually. Preliminary teacher preparation programs send the link to the survey to all their mentor/cooperating teachers and submits information to the Commission on the total number of mentor teachers that program has that year. The Employer Survey is open in the fall—October 1st to December 31st—and asks employers to provide feedback on an institution's programs if the employer has hired at least two completers from that program in the past three years. More information on the surveys can be found on this [webpage](#).

The results continue to be used by the accreditation teams for all visits that were held in 2024-25. Accreditation site visit teams were instructed to use the completer surveys to develop questions for further interviews, to inform their understanding of the program's possible areas of strength and areas in potential need of improvement, and to discuss results with program personnel. In addition, the results could be used to streamline the accreditation process and require fewer program completers for interviews. BIR training includes discussion on ways to use the results from the various surveys.

Implement a Team Lead Training. Team Lead Training was not held in 2024-25 due to the focus on the SB 488 literacy certification process and the fact that veteran team leads were used for a limited number of site visits and revisits.

Purpose 4. Fostering Program Improvement

Noting Programs Out of Compliance with Accreditation Timelines. Providing a report on institutions that have not complied with the required timelines and due dates has become a standard agenda item for the COA. Staff continued the reports in 2024-25 at each COA meeting, although with the deferral of many accreditation activities there was little to report. Since implementation of this requirement, staff has seen an overall increase in compliance with the required timeframes for accreditation activities

Continued Implementation of the Evaluation System for the Accreditation System. Staff monitor the accreditation system in different ways. Staff routinely request feedback from reviewers and institutions on the accreditation processes and some changes to the system have been instituted as a result of this feedback. In addition, post-site visit evaluations are completed by team leads, consultants, all team members, and institutional personnel. This information is used to make improvements to the system, to identify potential new team leads, to identify any future additions to training and technical assistance opportunities, and to address any concerns that may exist as a result of the manner in which the Commission's accreditation processes have been implemented. Because of the limited number of site visits this year, evaluation of the system was suspended to focus on the SB 488 literacy certification process.

Continued Partnership with National Accrediting Bodies. An updated Partnership Agreement between the Commission and the Council for the Accreditation of Educator Preparation (CAEP) was originally signed by both parties in 2022. During 2024-25, Commission staff continued to work with CAEP staff and to implement the agreement for any institution in California that wishes to be CAEP accredited. Over time, a significant number of institutions in California that were CAEP accredited have chosen to no longer pursue that option in the future and as of the date of this report there are only two CAEP accredited institutions in California: Chapman University and Azusa Pacific University.

Also in 2024-25, the Commission continued collaboration with the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP received approval by the Council for Higher Education Accreditation (CHEA) in 2021. Institutions in California continue to express interest in AAQEP accreditation. An agreement was reached in 2020 with AAQEP that outlines the manner and protocols for working formally with this entity on accreditation visits. As of the date of this report, five Commission-approved California institutions are AAQEP accredited: CSU Fresno, CSU Bakersfield, National University, Western Governors University, and UMASS Global.

Board of Institutional Reviewer's (BIR) Training. The current BIR training is divided into two major components: 1) Program Review or Common Standards Review, and 2) Site Visit Training. In the Program Review and Common Standards Review component, the reviewers are trained to review and analyze a prescribed set of evidence as part of an institution's/program's required submission and determine, primarily on the basis of the evidence, whether the standards appear to be preliminarily aligned.

Once individuals have completed either the Program Review or Common Standards training and served as a reviewer, they are invited to attend the site visit training. The site visit training

focuses on the skills and abilities necessary to serve on a site visit team. These include, but are not limited to, understanding the documentation submitted prior to the site visit (Preconditions, Program Review, and Common Standards); the role and importance of standards; conflict of interest, bias, and confidentiality; the use of program completer survey results and other survey data; the use of performance assessment data; the role of the data submitted by institutions in the annual data submission process; interview techniques for the site visit; decision making for reaching standard findings and making accreditation recommendations; and report writing.

Other Activities Not Directly in the Accreditation System

Review and Approve Subject Matter Preparation Programs - Elementary Subject Matter Preparation Programs (ESM) and Single Subject Matter Programs. Subject Matter programs do not fall within the Commission's accreditation system; nevertheless, since reviewing subject matter programs is an important function of the Professional Services Division and approving these programs is an important function of the Commission, this activity is reported here. All teaching candidates must demonstrate subject matter competence.

In 2024-25, no new subject matter program were submitted or approved by the Commission. More information is available in Section II of this report.

General Operations

In addition to the aforementioned items, the COA engaged in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, and orientation of new members.

Section II: Summary of 2024-25 Accreditation Activities

This section of the report provides more detailed information about results of the 2024-25 Work Plan with a focus on the outcome of the accreditation activities.

Accreditation of Program Sponsors and their Educator Preparation Programs

In 2024-25, 16 accreditation related site visits took place. Four of these were institutions in the Green cohort that were scheduled for visits in 2024-25 and opted not to defer. Additionally, five institutions with stipulations from a 2023-24 visit received a revisit in 2024-25. This included one institution on provisional status. Lastly, seven additional institutions in the provisional period of initial institutional approval received a site visit in 2024-25.

All but a couple of site visits were completed via technology – a process begun during the COVID-19 pandemic. During the site visits, teams reviewed documentation and data, interviewed a variety of constituencies (candidates, program completers, faculty, employers, administration, supervisors, etc.), deliberated, came to consensus on findings for all Common Standards and program standards, and made an accreditation recommendation to the COA. Commission consultants, team leads, and institutional representatives attended COA meetings to present the results of the site visit reports and respond to questions. Upon review and discussion of the site visit reports, the COA has the authority to accept or modify the team’s accreditation recommendation. Accreditation decisions were made by the COA after consideration of the written reports of the evidence gathered at the virtual site visit, recommendations made by the site visit team, and the information shared by program leadership and the team lead at the COA meeting. All [site visit team reports](#) and the respective COA actions are made available on the Commission’s public website.

The table below lists the accreditation decisions made by the COA for the four institutions in the Green Cohort that did not defer their site visit.

Accreditation Status for Institutions with Site Visits in 2024-25 (4) Green Cohort Institutions

| Institution | Accreditation Decision |
|--|--|
| California State University, East Bay | Accreditation with Stipulations |
| Los Angeles County Office of Education | Accreditation with Stipulations |
| Montebello Unified School District | Accreditation |
| San Mateo-Foster City School District | Accreditation with a 7 th Year Report |

Institutions Meeting All Standards

The institutions listed in the table below hosted an accreditation site visit in 2024-25 which resulted in a determination that all Common Standards and all program standards for all programs offered by the institution were met. Of the 4 site visits, 2 institutions (50 percent) met all standards applicable for the programs they offer.

Institutions Receiving Accreditation with All Common and Program Standards Met, 2024-25

| Program Sponsor (2) | Number of Educator Programs Offered by the Institution |
|---------------------------------------|---|
| Montebello Unified School District | 1 |
| San Mateo-Foster City School District | 1 |

Summary of Findings on Common Standards

A review of the year’s site visit results serves as information for the COA and staff in determining needs for technical assistance meetings to guide institutions as they prepare for site visits. The information regarding findings using the Common Standards for 2024-25 site visits are presented in the following table.

Findings on Common Standards¹ 2024-25 Accreditation Site Visits (4 institutions)

| Common Standards | Met | Met with Concerns | Not Met |
|---|------------|--------------------------|----------------|
| 1: Institutional Infrastructure to Support Educator Preparation | 3 | 1 | 0 |
| 2: Candidate Recruitment and Support | 3 | 1 | 0 |
| 3: Study, Fieldwork, and Clinical Practice | 4 | 0 | 0 |
| 4: Continuous Improvement | 3 | 1 | 0 |
| 5: Program Impact | 4 | 0 | 0 |

¹The language of the Common Standards may be found at [Common Standards](#)

Summary of Findings on Program Standards

The tables below indicate the number of institutions for which all program standards were met for the program listed and the number of institutions¹ that offer that program.

All Program Standards Found to be Met During 2024-25 Site Visit

| Programs | # of Institutions that Offer the Listed Program | # of Institutions with All Program Standards Met by Program | % of programs with all Program Standards Met |
|--|--|--|---|
| Speech-Language Pathology | 1 | 1 | 100% |
| Supervision and Coordination | 1 | 1 | 100% |
| Added Authorization in Autism Spectrum Disorders | 2 | 2 | 100% |
| Added Authorization in Early Child Special Education | 1 | 1 | 100% |
| Preliminary Administrative Services | 2 | 2 | 100% |
| Teacher Induction | 3 | 3 | 100% |

| | # of Institutions that Offer the Listed Program | # of Institutions with All Program Standards Met by Program | % of programs with all Program Standards Met |
|---|---|---|--|
| Programs | | | |
| Pupil Personnel Services: School Psychology with Intern | 1 | 1 | 100% |
| Pupil Personnel Services: School Counseling | 1 | 1 | 100% |

Results of Other Program Standard Findings

| | # of Institutions that Offer the Listed Program | # of Institutions with All Program Standards Met by Program | % of programs with all Program Standards Met |
|--|---|---|--|
| Programs | | | |
| Clear Administrative Services Credential | 2 | 1 | 50% |
| Designated Subjects: Career Technical Education | 1 | 0 | 0% |
| Added Authorization: Reading and Literacy | 1 | 0 | 0% |
| Adult Education | 1 | 0 | 0% |
| Preliminary Education Specialist: Extensive Support Needs with Intern | 2 | 0 | 0% |
| Teacher Induction | 3 | 3 | 100% |
| Preliminary Education Specialist: Early Childhood Special Education | 1 | 0 | 0% |
| Preliminary Multiple Subject | 2 | 1 | 50% |
| Preliminary Single Subject | 2 | 1 | 50% |
| Preliminary Education Specialist: Mild to Moderate Support Needs with Intern | 2 | 0 | 0% |

Program Standards that are Met with Concerns or Not Met

The summary of the information gathered on all educator preparation programs with determinations of *Met with Concerns* or *Not Met* are presented in the tables below. If a standard is not listed, all institutions met that standard. As with the information about the Common Standards, this information about standards that were *Met with Concerns* or *Not Met* guides the COA and staff in determining what additional technical assistance might be helpful to the field. The full text of all credential program standards adopted by the Commission may be found at: [Commission Adopted Credential Program Standards](#).

| Preliminary Multiple Subject w/Intern (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 3: Clinical Practice | 1 | 0 |

| Preliminary Single Subject w/Intern (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 3: Clinical Practice | 1 | 0 |

| Preliminary Education Specialist: Early Childhood Special Education w/ Intern (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 3: Clinical Practice | 1 | 0 |

| Preliminary Education Specialist: Extensive Support Needs, w/intern (2 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 2: Preparing Candidates to Master the Teaching Performance Expectations | 1 | 0 |
| Standard 3: Selection and Training of Coaches | 1 | 0 |
| Standard 4: Professional Learning | 1 | 0 |

| Preliminary Education Specialist: Mild and Moderate Support Needs, w/intern (2 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 3: Selection and Training of Coaches | 1 | 0 |
| Standard 4: Professional Learning | 1 | 0 |

| Clear Administrative Services (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Program Standard 3: Selection and Training of Coaches | 1 | 0 |

| Career Technical Education (1 Site Visits) | Met with Concerns | Not Met |
|---|------------------------------|----------------|
| Standard 4: Collaboration with Local Educators | 1 | 0 |
| Standard 5: Beginning Teacher Support and Advisement | 1 | 0 |

| Adult Education (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 2: Collaboration with Local Educators | 1 | 0 |
| Standard 4: Beginning Teacher Support, Supervision, and Advisement | 1 | 0 |

| Added Authorization: Reading and Literacy (1 Site Visits) | Met with Concerns | Not Met |
|--|------------------------------|----------------|
| Standard 4: Integrating Curriculum through Fieldwork | 1 | 0 |

Institutions in 7th Year Follow Up

The COA continues to monitor progress made in addressing stipulations for institutions with outstanding issues from previous years' visits. Although any institution with stipulations must address all stipulations within one year, the COA may choose to allow an institution additional time if the COA is satisfied that significant progress is being made to address the stipulations.

In 2024-25, the COA closely monitored 10 institutions (including one institution in provisional status) that had stipulations placed on them as a result of their accreditation site visit in 2023-24. They are listed in the table below. Four of the 10 institutions with stipulations were required to hold a revisit. These are marked in the table below with an (R) next to the institution name and are in bold. All but one of the program sponsors addressed all identified issues such that the COA removed the stipulations in 2024-25 and their status was changed to Accreditation. This information is summarized in the table below.

Action taken in 2024-25 on Institutions with Stipulations from Prior Year Site Visits

| Program Sponsors | 2023-2024 Decision | Updated Decision 2024-25 |
|---|--|-------------------------------------|
| Grossmont Union High School District | Accreditation with Stipulations | Accreditation |
| Chino Valley Unified School District | Accreditation with Stipulations | Accreditation |
| Alameda County Office of Education (Provisional Revisit) (R) | Accreditation with Major Stipulations | Accreditation |
| Santa Clara County Office of Education (R) | Accreditation with Stipulations | Accreditation |
| California School for the Deaf - Fremont | Accreditation with Stipulations | Accreditation |
| Encinitas Union School District | Accreditation with Stipulations | Accreditation |
| San Benito County Office of Education | Accreditation with Stipulations | Accreditation |
| Loma Linda University | Accreditation with Major Stipulations | Accreditation |
| Dominican University (R) | Accreditation with Major Stipulations | Accreditation |
| Alliant International University (R) | Accreditation with Major Stipulations | Accreditation with Stipulations |

(R) Revisit took place

Additionally, five institutions that received full accreditation as a result of site visits in 2023-24 were directed to provide a 7th year report on one or more issues identified by the team. These institutions all fulfilled their responsibility in the 2024-25 year. They include:

- Glendale Unified School District
- California State University, Fullerton
- Kern High School District
- Long Beach Unified School District
- University of California, Riverside

Initial Institutional Approval (IIA)

When a new institution wishes to offer an educator preparation program in California, that process falls within the purview of the Commission on Teacher Credentialing. The Commission requires that an institution to first be approved for initial accreditation as a program sponsor by completing the Initial Institution Approval (IIA) process. Once the Commission determines that an institution is eligible to offer educator preparation in California (Stages I-III), the institution’s responses to standards that have been reviewed by the Board of Institutional Review are brought forward to the COA in Stage IV for its consideration and action. If approved by the COA, the institution operates the program for a provisional period of time from 2-4 years and is brought back before the Commission for full approval.

This process includes the following five stages:

- Stage I: Prerequisites
- Stage II: Eligibility Requirements
- Stage III: Common Standards and Preconditions
- Stage IV: Program Approval (COA)
- Stage V: Implementation and Provisional Site Visit

A full description of the IIA process is available at: [Initial Institutional Approval](#).

The following nine institutions were brought before the Commission for Initial Institutional Approval in 2024-25 – two for Stage II and seven for Stage V (full approval). The table identifies at which stage the institution appeared before the Commission, the type of approval, and the date of the Commission meeting at which the approval was granted. Since this IIA process began, this was the largest number of new institutions (7) in Stage V and had a site visit, followed by full approval by the Commission.

| Approval Date | Program Sponsor | Stage | Approval Status |
|---------------|--|------------------------------------|---------------------|
| April 2025 | Palo Alto University | Stage II: Eligibility Requirements | Moved to Stage III |
| April 2025 | Vista Unified School District | Stage II: Eligibility Requirements | Moved to Stage III |
| June 2025 | Huntington Beach Union High School District | Stage V: Full Approval | Commission Approval |
| June 2025 | Livermore Valley Joint Unified School District | Stage V: Full Approval | Commission Approval |
| June 2025 | Lake County Office of Education | Stage V: Full Approval | Commission Approval |
| June 2025 | Newhall School District | Stage V: Full Approval | Commission Approval |

| Approval Date | Program Sponsor | Stage | Approval Status |
|---------------|---------------------------------------|------------------------|---------------------|
| June 2025 | San Benito County Office of Education | Stage V: Full Approval | Commission Approval |
| June 2025 | San Mateo Union High School District | Stage V: Full Approval | Commission Approval |
| June 2025 | Yuba City Unified School District | Stage V: Full Approval | Commission Approval |

Initial Institutional Approval Revisit

In addition to the IIA work above, an accreditation revisit was held for one program that had undergone an initial institutional approval provisional site visit in 2023 but needed to clear stipulations before full approval by the Commission. The institution below had a site visit in December of 2023 and was given Major Stipulations by the COA in January 2024. A revisit was conducted in January 2025 and stipulations were removed in February 2025. The institution was subsequently approved by the Commission in April of 2025. This institution is listed in the chart below

| Revisit Date | Program Sponsor | Stage | Approval Status |
|--------------|------------------------------------|------------------------|---------------------|
| January 2025 | Alameda County Office of Education | Stage V: Full Approval | Commission Approval |

Initial Approval of New Credential Programs (IPR) at Provisionally Approved Institutions (Stage IV)

Once the Commission grants an institution provisional approval in Stage III, the institution is allowed to submit a program proposal for approval in Stage IV. Provisionally approved institutions submit documentation that indicates how the proposed program will meet each of the Commission-adopted program standards along with supporting evidence to verify alignment with the standards. A team of educators who have expertise in the program area, and are trained for the review process, read the institution’s submission, and consult with one another to determine whether the program proposal is aligned to the standards. If the reviewers jointly agree that the program proposal is aligned to all standards, it is so noted. If the review team agrees that the program is not aligned to all standards, reviewers request additional information.

This feedback is shared with the institution by Commission staff. The institution addresses any concerns and resubmits documentation until the program is found to be aligned with all standards. When all standards are found to be met and all relevant preconditions are determined to be addressed, the COA takes action to grant or deny program approval. If the COA approves the program, the institution may operate the program for the specified provisional period of time as determined by the Commission. Typically, this is two to four years after which the institution will host a provisional site visit and an accreditation team will determine findings that are used to inform the Commission’s approval of the institution as a program sponsor in the last stage of IIA.

The following provisionally approved institution submitted documentation for a new program in 2024-25 which was reviewed by experts in the field and received approval from the COA to begin offering the program during their provisional period.

**New Educator Preparation Programs Sponsored by
Provisionally Approved Institutions**

| Program Sponsor | Credential Program |
|---|--------------------|
| Altus Schools Charter School of San Diego | Teacher Induction |

Provisional Site Visits

In 2024-25, accreditation site visits were conducted at 8 institutions in the final stage (Stage V) of the Initial Institutional Approval process (this includes one revisit). At the end of a provisional period of between two and four years, an institution in provisional status hosts an accreditation site visit team that determines how the institution and program are aligned to the Commission’s adopted standards and preconditions. The information resulting from the provisional site visit is provided to the Commission to inform their decision as to whether to approve the institution in this final stage of IIA. The chart below includes information on the institutions that completed their provisional period, the results of the accreditation site visit, and date of Commission action.

| Institution in Stage | Status of Accreditation | Commission Action |
|--|-------------------------|---|
| Alameda County Office of Education (Revisit) | Accreditation | Full Accreditation April 2025 Approved by Commission |
| San Benito County Office of Education | Accreditation | Full Accreditation June 2025 Approved by Commission |
| Lake County Office of Education | Accreditation | Full Accreditation Approved by Commission |
| Yuba City Unified School District | Accreditation | Full Accreditation Approved by Commission |
| Huntington Beach Union High School District | Accreditation | Full Accreditation Approved by Commission |
| San Mateo Union High School District | Accreditation | Full Accreditation Approved by Commission |
| Livermore Valley Joint Unified School District | Accreditation | Full Accreditation Approved by Commission |
| Newhall School District | Accreditation | Full Accreditation Approved by Commission |

Initial Program Approval for Existing Commission Approved Educator Preparation Programs

The Committee on Accreditation granted approval to the following 36 new preparation programs at existing Commission approved program sponsors. The 36 below represent a significant one-year increase of 33% percent in new programs, from 27 in 2023-24.

| Program Sponsor | Credential Program |
|--|--|
| Alder Graduate School of Education | California Teachers of English Learners (CTEL) |
| Arcadia Unified School District | Clear Administrative Services Credential |
| Biola University | Preliminary PK-3 ECE Specialist Instruction Credential Program |
| California Baptist University | Bilingual Authorization: Spanish |
| California State University, Bakersfield | Child Welfare and Attendance Authorization |
| California State University, Channel Islands | Pupil Personnel Services: School Counseling |
| California State University, Long Beach | Preliminary PK-3 ECE Specialist Instruction Credential with Traditional Student Teaching Pathway |
| California State University, Sacramento | Preliminary Education Specialist: Deaf and Hard of Hearing with Traditional Student Teaching and Intern Pathways |
| California State University, San Francisco | Preliminary PK-3 ECE Specialist Instruction Credential with Traditional Student Teaching, Integrated, and Intern Pathways |
| California State University, San Francisco | Adding an Intern Pathway to an Existing Pupil Personnel Services: School Social Work Program (PPSC) |
| California State University, Stanislaus | Preliminary PK-3 Early Childhood Education Specialist Instruction Credential with Traditional Student Teaching and Intern Pathways |
| California State University, Chico | Pupil Personnel Services: School Social Work |
| California State University, Dominguez Hills | Preliminary PK-3 ECE Specialist Instruction Credential with Intern |
| California State University, Fullerton | Pupil Personnel Services: School Social Work with Child Welfare and Attendance |
| Ceres Unified School District | Clear Administrative Services Credential |
| Fresno Unified School District | Clear Administrative Services Credential (CASC) |
| High Tech High | Clear Administrative Services Credential |
| High Tech High Graduate School of Education | Preliminary Administrative Services Credential |
| King Chavez Neighborhood of Schools | Education Specialist: Mild to Moderate Support Needs Intern |
| Long Beach Unified School District | Clear Administrative Services Credential |
| Napa County Office of Education | Clear Administrative Services Credential (CASC) |

| Program Sponsor | Credential Program |
|--|--|
| National University | Adding a Child Welfare and Attendance (CWA) Authorization to an Existing Pupil Personnel Services: School Counseling Program |
| Oakland Unified School District | Clear Administrative Services Credential |
| Placer County Office of Education | Preliminary PK-3 Early Childhood Education Specialist Instruction Credential Intern |
| Riverside County Office of Education | Bilingual Authorization |
| Sacramento County Office of Education | Designated Subjects: Career Technical Education |
| San Jose State University | Preliminary PK-3 Early Childhood Education Specialist Instruction Intern Pathway |
| Santa Clara Unified School District | Designated Subjects: Adult Education |
| Summit Preparatory Charter High School | Preliminary Multiple Subject Intern |
| Summit Preparatory Charter High School | Preliminary Single Subject Intern |
| University of La Verne | Preliminary Education Specialist: Extensive Support Needs with Intern |
| University of La Verne | Adding a Child Welfare and Attendance (CWA) Program to an Existing Pupil Personnel Services Credential Program |
| University of Southern California | Adding a Child Welfare and Attendance (CWA) Authorization to an Existing Pupil Personnel Services: School Counseling Program |
| University of Southern California | Mathematics Instructional Added Authorization (MIAA) |
| Vanguard University | PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Program |
| Vanguard University | Preliminary Education Specialist: Mild to Moderate Support Needs |

Initial Approval of New Single Subject Content Areas and New Authorization Areas

The Committee on Accreditation granted approval for the following Single Subject teacher preparation programs to add 15 new Single Subject content areas. These are at institutions that are Commission-approved program sponsors. The approval process is led by a Commission staff review and includes a required consultation between Commission staff and the Single Subject program leadership to discuss how the Single Subject program is differentiated to address the needs of teachers in that particular content area.

| Institution | Content Area |
|---|---|
| Sacramento County Office of Education | Single Subject, Art Single Subject, Dance Single Subject, Music Single Subject, Theatre Single Subject, World Languages |
| California State Polytechnic University, Pomona | Bilingual Authorization: Tagalog |
| Vanguard University | Single Subject, Theatre |
| California State University, Stanislaus | Single Subject, Agriculture |
| California State University, San Bernardino | Single Subject, Theatre |
| San Diego State University | Single Subject: World Languages, English Language Development |
| University of California, Berkeley | Single Subject, World Languages |
| California State University, Bakersfield | Single Subject, Dance |
| California State University, San Marcos | Single Subject, Art |
| Notre Dame de Namur University | Single Subject, Theatre |
| Loyola Marymount University | Single Subject, Dance |

Initial Approval of New Subject Matter Preparation Programs

Completion of a Commission approved subject matter preparation program meets the subject matter requirement for candidates seeking a preliminary teaching credential. Although subject matter preparation programs are not formally part of the accreditation system, reviewing new subject matter preparation program proposals is part of the Professional Services Division priorities. The passage of AB 130 (Chapter 44, Statutes of 2021), expanded the options for candidates to demonstrate subject matter proficiency. Candidates may now demonstrate subject matter proficiency in a variety of ways including all of the following: completion of a subject matter program approved by the commission; passage of a subject matter examination; successful completion of coursework at one or more regionally accredited institutions of higher education pursuant to Section 44282, as verified by a Commission-approved program of professional preparation; successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education meeting specific criteria for each credential area; or a combination of the methods in the first three options mentioned above that meet or exceed each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282 for multiple and single subject credentials, or pursuant to Section 44265 for education specialist credentials.

No new subject matter programs were submitted and approved in 2024-25. One could conclude that the lack of new subject matter programs could be due to these additional means available to candidates to demonstrate subject matter.

Inactive Status

Institutions may temporarily cease offering an approved program for a variety of reasons such as decreased need in the service area or changes in faculty with expertise in the area. Inactive programs may teach out the remaining candidates but are not allowed to enroll additional candidates. A program may be declared inactive for a maximum of five years, after which they must be withdrawn if not

reactivated. Inactive status does not excuse an institution from accreditation activities. All inactive programs must participate in accreditation activities in a modified manner as determined by the Administrator of Accreditation. The following 17 programs moved to inactive status in 2024-25.

Programs Entering Inactive Status (17)

| Institution | Program |
|---------------------------------------|--|
| California State University, Chico | Preliminary Single Subject – Business, Home Economics, Industrial Technology |
| California State University, East Bay | Pupil Personnel Services: School Counseling Intern pathway |
| Loyola Marymount University | Specialist Teaching: California Teachers of English Learners (CTEL) |
| Loyola Marymount University | Specialist Teaching: Reading and Literacy Added Authorization |
| Loyola Marymount University | Specialist Teaching: Reading and Literacy Leadership Specialist |
| San Francisco State University | Pupil Personnel Services: School Psychology with Intern |
| San Francisco State University | Education Specialist: Added Authorization: Orthopedic Impairment |
| Touro University California | Preliminary Single Subject with Intern all subject areas |
| Touro University California | Preliminary Multiple Subject with Intern |
| Touro University California | Education Specialist: Mild to Moderate Support Needs |
| Touro University California | Preliminary Education Specialist: Extensive Support Needs with Intern |
| Touro University California | Preliminary Administrative Services with Intern |
| University of California, Berkeley | Designated Subjects Career Technical Education |
| University of California, Riverside | Education Specialist: Extensive Support Needs Intern |
| University of California, Riverside | Education Specialist: Mild to Moderate Support Needs Intern |
| Whittier College | Specialist Teaching: Bilingual Authorization – Spanish |
| Whittier College | Preliminary Single Subject: World Languages |

Reactivation of an Inactive Program

An inactive program may be reactivated only when the institution submits a request to the COA within the 5-year window that an institution is allowed to be inactive, and the COA takes action to reactivate the program. If the preconditions and/or the program standards under which the program was approved have been modified, the institution must address the updated preconditions and/or standards before the program may be reactivated. During 2024-25, no programs previously deemed inactive requested or received reactivation.

Transition of Professional Preparation Program to New Standards

In 2024-25, no transition to new standards were taking place outside of the addition of the literacy related standard 7 and TPE 7 for Preliminary Multiple Subjects, Single Subject, and Education Specialist programs which were required to be implemented by July 1, 2024. The literacy certification process

took place to ensure programs had transitioned to the new standards for effective literacy instruction.

Withdrawal of an Approved Program

For a variety of reasons, institutions may choose to no longer offer an approved program. Institutions are encouraged to formally seek a withdrawal of these programs. The program is thereafter no longer considered a Commission-approved program, and the institution can no longer recommend for that credential area. This action removes the program from the Commission’s accreditation system. Institutions withdrawing a program must not submit a program proposal for the same credential area for a time period of one year. The following 16 programs at 14 institutions were withdrawn in 2024-25 and are no longer offered at the institution.

Withdrawn Programs of Professional Preparation (16)

| Institution | Program |
|--|---|
| California Baptist University | Preliminary Administrative Services |
| California State University, Bakersfield | Added Authorization in Special Education; Autism Spectrum Disorders |
| California State University, East Bay | Added Authorization in Special Education; Autism Spectrum Disorders, |
| California State University, East Bay | Education Specialist: Early Childhood Special Education Added Authorization |
| California State University, Fullerton | Education Specialist: Added Authorization - Autism Spectrum Disorders |
| California State University, Northridge | Education Specialist: Added Authorization in Special Education; Emotional Disturbance |
| Dominican University of California | Education Specialist: Added Authorization in Special Education; Early Childhood Special |
| Loma Linda University | Pupil Personnel Services School Counseling |
| Loyola Marymount University | Preliminary Single Subject: Health with intern |
| Loyola Marymount University | Preliminary Single Subject: Industrial and Technology Education with intern |
| Madera County Superintendent of School | Education Specialist: Added Authorization Traumatic Brain Injury |
| San Diego State University | Added Authorization in Special Education; Autism Spectrum Disorders |
| San Jose State University | Preliminary Administrative Services Credential with Intern |
| Sonoma County Office of Education | Designated Subjects: Adult Education |
| Touro University California | Clear Administrative Services |
| University of California, Berkeley | Specialist Teaching: California Teachers of English Learners (CTEL) |

Institutions that are No Longer Approved Program Sponsors

No Commission approved program sponsor closed all of its remaining programs in the 2024-25 year resulting in it no longer being a Commission approved program sponsor.

Preconditions Review

During Year 1 and Year 4 of the accreditation cycle, institutions must respond to all relevant Preconditions. Preconditions are grounded in statute, regulations, and/or Commission policy, and include general preconditions (institutional level) and program-specific preconditions for each commission-approved program. All accreditation consultants actively take part in precondition reviews.

During 2024-25, this accreditation activity was deferred to focus on the SB 488 Literacy Certification process. Therefore, the institutions in the Orange and Indigo cohort institutions will submit updated preconditions in March 2026.

Program Review and Common Standards

During Year 5 of the accreditation cycle institutions must respond to the Common Standards and complete Program Review. Program Review is the activity during which key program evidence is reviewed to determine whether the educator preparation program appears to be aligned to program standards. BIR members work in teams to review program documentation to determine preliminary alignment with program standards. In 2024-25, this accreditation activity was deferred in order to focus on the SB 488 Literacy Certification process. Institutions in the Yellow Cohort will submit program review documentation in the fall of 2025 and reviewers will be assembled to review these in late fall and early winter 2025-2026.

SB 488 Literacy Certification

Several accreditation functions were deferred per Commission action in order to ensure full implementation of all aspects of [Senate Bill 488 \(Chap. 678, Stats. 2021\)](#). While not directly related to the Commission's regular accreditation system, this work nevertheless was closely tied to ensuring quality preparation.

[Senate Bill 488 \(Chap. 678, Stats. 2021\)](#) required the Commission to update its literacy and reading instruction standards for the preparation of teaching candidates and the corresponding literacy-related Teaching Performance Expectations (TPEs). Additionally, the bill required the Commission to review teacher preparation programs and certify that they are providing curriculum that is in compliance with specific provisions of statute, and to develop a new literacy performance assessment to replace the current Reading Instruction Competence Assessment (RICA).

During 2024-25, the Commission focused its efforts on certifying that all relevant educator preparation programs in the state are fully implementing programs that are in alignment with Education Code 44259(b)(4)(A) and (B) that include the following:

The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

- (iii) Ongoing diagnostic techniques that inform teaching and assessment.*
- (iv) Early intervention techniques.*
- (v) Guided practice in a clinical setting.*

A total of 95 institutions submitted literacy coursework for 229 programs. Institutions may offer Multiple Subject, Single Subject, and Education Specialist programs through a variety of pathways which include, but are not limited to, traditional student teaching, intern, residency, concurrent with a bilingual added authorization, and integrated undergraduate. Thus, the number of programs' *pathways* requiring review was 520. The focus on pathways for the purpose of literacy certification was critical because coursework can and, often does, differ based on the type of pathway. Attention was given to ensuring that all candidates, regardless of pathway, were receiving literacy instruction aligned to SB 488. The institutions, programs, and pathways that were reviewed and certified to date are listed in the chart below. At this time, only a small number of institutions and programs have not been certified and the COA has placed all of them on probationary stipulations and will be following up with them to complete this process. A list of certified program sponsors and programs can be found in [Appendix B](#).

Beginning in January 2025, Commission staff facilitated review sessions 2-3 days each week. All sessions included training and calibration, and accreditation consultants were available to work directly with review teams to provide support and assistance. Later in the spring, staff began facilitating review sessions no less than four (4) days a week and asynchronously, when possible. This phase of the review process has been facilitated by eight (8) accreditation consultants and two (2) administrators in the Commission's Professional Services Division (PSD). In addition, the efforts of a PSD staff analyst have also been instrumental to this phase to ensure accurate database updates, transmittal of documentation, and a variety of other critical needs as required to track progress for the 520 different pathways under review.

Between January 2025 and August 2025, Commission staff facilitated 91 review sessions over 94 days. In addition to the review sessions, staff implemented SB 488 Office Hours beginning in April 2025. Between April 2025 and October 2025, Commission staff were available 77 days to provide over 125 hours of individual support to institutions. In most instances, more than one Commission staff (consultant or administrator) joined in each office hour with an institution to provide support.

Section III: Work Plan for the Committee on Accreditation in 2025-26

The work plan for the Commission and COA for 2025-26 is summarized in this section. This year, the workplan for the Commission's accreditation system returns to a more normal accreditation workload. Deferments of accreditation activities for institutions last year due to the passage of SB 488 (Chapter 678, Stats.2021) were necessary in order to redeploy staff from routine accreditation activities to literacy certification in order to meet statutory deadlines.

Below is a quick summary of the workplan at a glance followed by more detailed information:

Regular Accreditation Activities:

- Continue COA meetings as scheduled
- Follow up on two institutions with stipulations and the one institution with 7th Year report from 2024-25 visits
- Follow up on the one institution with remaining stipulations from a revisit in 2024-25
- Accreditation Site Visits for Institutions in Green Cohort
- Program Review Submission
- Common Standards Review Submissions
- Preconditions Submission and Review
- Annual Data Submission

- *Initial Institutional Approval (IIA) and New Program Proposals*
 - Conduct Provisional Site Visits. (5 institutions)
 - Continue to process and monitor institutions that are in various stages of IIA.
 - Host Accreditation 101 and Accreditation 201 sessions.
 - Continue to review and approve new educator preparation programs for provisionally approved and existing program sponsors.
 - Continue to review subject matter program proposals for Commission consideration

- *Continued Operation of the Accreditation Data System and Data Dashboards*
 - Continued Implementation of the Annual Data Submission process for all programs
 - Continued refinement and publishing of Accreditation Data Dashboard for use by the public, institutions, and accreditation teams
 - Continued effort to develop a system to use statewide and institutional data to inform where institutions and programs need greater attention, focus, technical assistance, and accountability for candidate outcomes.
 - Transitioning the BIR database into the ADS system

- *Training and Calibration of Board of Institutional Review*
 - Board of Institutional Review Training in Spring/Summer 2026 and Fall 2026
 - Planning and Implementation of Team Lead Training and Refresher Trainings in 2026

Literacy Certification

- Follow up with any institutions given probationary stipulations due to lack of completion of the SB 488 Literacy Certification process.

Standards Development and Accreditation Policy Work Priorities

- Update the Administrative Services Standards to include attention to literacy and early childhood education and to comply with recent legislation.
- Prepare for the allowance of the local education agencies to offer Administrative Services intern programs and California Teachers of English Learner (CTEL) programs in alignment with passage of recent legislation.
- Update the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist credential in alignment with recent legislation and changes made to base credentials based on SB 488.
- Promulgate regulations for the Initial Institutional Approval process.
- Implementation of any legislation that impacts the accreditation system.

The list above does not represent all the standards that, at this time, are in need of updating, but given limitations in the Commission's workload and staffing at this time, those listed above are of high priority.

Implementation of the Accreditation Related Recommendations of the Review of the Design and Implementation (RDI)-TPA Work

- Plan for the implementation of the various accreditation-related recommendations approved by the Commission.

Purpose 1. Ensure Accountability to the Public and to the Profession

All Committee meetings will continue to be held in public and all meeting agendas posted in accordance with the Bagley-Keene Open Meeting Act. Meetings will continue to be broadcast to allow any individual with access to the internet the ability to hear live or recorded broadcasts of all Committee meetings as well as providing a toll-free phone number for members of the public without internet or computer access to be able to join the meeting and comment. The Commission's website will continue to be used to provide agenda items, notification of meetings, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation. For 2025-26, meetings are scheduled for the following dates:

August 8, 2025
October 30, 2025
January 29-30, 2026
March 12-13, 2026
April 20-21, 2026
June 15-16, 2026

Continuing in 2025-26, the PSD e-News, Program Sponsor Alerts, and other appropriate and applicable communications platforms will continue to be used to provide consistent and accurate information to preparation programs about the accreditation system, changes in credentialing and standards, and other critical information.

Preparation and Presentation of COA Reports to the Commission. The Committee on Accreditation will present its annual report to the Commission in December 2025. Additional updates and reports to the Commission will be provided as necessary and appropriate throughout the year.

Commission Liaison. Maintaining a liaison from the Commission to the COA continues to be key to ensuring that the work of the COA and the accreditation system are aligned with the objectives and vision for the accreditation system set forth by the Commission. Commissioner Christopher Davis continues to hold this role. The Commission's liaison will continue to provide an important perspective to COA discussions and serve as an effective means of communication between the COA and the Commission.

Fee Recovery System for Certain Accreditation Activities and an Annual Accreditation Fee System. In February 2025, the Office of Administrative Law (OAL) approved the Commission's proposed regulations to include the PK-3 ECE Specialist Instruction credential in the Commission's accreditation cost recovery system. Staff will continue implementing the cost recovery and annual accreditation fee process as required by statutes and regulations.

Purpose 2. Ensure Program Quality

Implementation of the Accreditation-Related Recommendations of the RDI-TPA Workgroup as

Approved by the Commission

The Commission approved numerous new initiatives recommended by the RDI-TPA work. In August 2025, the Commission approved a workplan for the implementation of those recommendations. Staff in accreditation will work closely with staff in the Data, Research, Evaluation and Assessment (DREA) division of the Commission to ensure that these recommendations are realized in the implementation of the accreditation system. It is anticipated that this work will span the entire 2025-26 and that various recommendations will be able to be implemented more quickly than other recommendations. Staff will update the COA as necessary and will report back to the Commission on progress for the initiatives.

Professional Accreditation of Institutions and their Credential Preparation Programs

The COA has statutory responsibility for making the decisions regarding the continuing accreditation of education institutions and their credential programs. Given the deferral of many accreditation activities this year due to the Literacy Certification process, a summary of these activities is below.

Follow Up on Accreditation Site Visits—Green Cohort

Because of the one-year deferral of site visits, the institutions with site visits in 2023-24 that required follow up were addressed in 2024-25, leaving a lighter workload in 2025-26 for follow up. Of the four institutions in the Green cohort that did not choose to have their site visit deferred in 2024-25, two were assigned stipulations and one is full accreditation but with a 7th year report. The COA will monitor these three programs for the appropriate follow up in 2025-26. Additionally, the COA will review any follow up reports that will arise from accreditation site visits that are now underway in 2025-26.

Regularly Scheduled Site Visits –Green Cohort

All institutions in the Green cohort that did not choose to defer their site visits will have their visits beginning Fall 2025 through Spring 2026. A total of 22 site visits are currently scheduled for the Green cohort. (Additionally, two institutions are withdrawing or making inactive their programs). Preparation for these visits has returned to normal: staff have been assigned, are meeting with the institutional personnel, review teams have begun their work, and interview schedules are being finalized. Site visit team will use, at minimum, the following to inform them about the programs prior to the site visit: information from the Program Review and Common Standards review, data in the Accreditation Data System and related data dashboards including survey results and performance assessment data, as well as interviews and documentation available on an institution's accreditation website.

Site Visit for Provisional Approval

The Commission's current multistep, multiyear initial institutional approval process requires that, during the provisional period, which is one of the final stages, institutions operate their approved program for two to four years. Information is gathered during this time and a focused site visit takes place in the final year of provisional approval. The Commission then acts to provide full accreditation upon a satisfactory focused visit that determines

whether standards are being met.

In 2025-26, five institutions will undergo a site visit during their provisional period of Initial Institutional Approval in preparation for Commission consideration of full initial institutional approval.

Program Review Submission and Review Yellow Cohort

The Yellow cohort will submit Program Review documentation in fall of 2025 to be reviewed in 2025-26 year in preparation for a Year 6 site visit in 2026-27.

Common Standards Submission and Review –Yellow Cohort

The Yellow cohort will submit Common Standards documentation in Spring 2026 with the review taking place in 2026 in preparation for the Year 6 site visit in Fall 2026 or Spring 2027

Preconditions Submission and Review –Orange and Indigo Cohorts

The Orange and Indigo cohorts will submit precondition responses in March of 2026. At that time staff will review these preconditions and require follow-up as soon as it is determined that there are questions involving any preconditions. If some precondition responses are unresolved, the COA will be notified, and further action will be taken as deemed appropriate by the COA. Staff have undertaken a review of all required evidence (previously referred to as evidence guidance documents) for preconditions as well as will continue to review the language of the preconditions. Staff anticipates putting before the Commission for consideration during 2025-26 some proposed revisions to the language of some preconditions to ensure updated and clear language.

Annual Data Submission

All Commission-approved program sponsors will continue to submit required data this year. It is anticipated that staff will continue to work closely with the COA, the Commission, and the field in general to further refine and clarify the information that is required in the Accreditation Data System. In addition, further work will be done along with the Commission's Data, Research, Evaluation, and Assessment (DREA) unit to determine how the recommendations of the RDI-TPA workgroup will be incorporated into the data system and dashboards. TPA and APA data will continue to be available on the Accreditation Data Dashboards and work will continue to refine how the data from these assessments are included in the dashboards.

Purpose 3. Ensure Adherence to Standards

Review and Take Action to Grant Initial Approval of New Program Sponsors (Initial Institutional Approval).

- *Facilitating Accreditation 101 Sessions*

At least two Accreditation 101 sessions will be held in 2025-26 for institutions interested in becoming a Commission-approved program to better understand the expectations and responsibilities of being a program sponsor and to begin the approval process.

- *Facilitating Accreditation 201 Sessions*

In addition, staff will continue to offer Accreditation 201 to assist programs that have been granted provisional status and are operating programs during the provisional period specified by the Commission. This session was implemented for the first time in 2022 and is tailored to the programs in attendance to assist them with understanding the expectations of being an approved program sponsor and to prepare them for a provisional site visit. The number of times this will be offered will depend on the need.

- *Reviewing Initial Institutional Proposals*

The process for reviewing institutions for Initial Institutional Approval will continue. At this time there are 30 institutions in various stages of the multi-step process. The breakdown of institution by Stage is as follows:

- Stage I: Prerequisites – 2 institutions
- Stage II: Eligibility Requirements – 15 institutions
- Stage III: Provisional Approval – 6 institutions
- Stage IV: Initial Program Approval – 2 institutions
- State V: Provisional Site Visit and Full Approval –5 institutions

The five institutions in Stage V are scheduled for a site visit in 2025-26 as they are completing their provisional approval period. It is anticipated that there will be additional institutions seeking to begin the process throughout the year.

Review and Take Action to Grant Initial Program Approval for New Credential Programs.

- *Initial Program Review (IPR)*

In 2025-26, the COA will continue to consider the review and potential approval of proposed credential programs in accordance with COA procedures. The COA considers granting initial approval when the reviewers have determined that all of the Commission’s standards are met for the proposed program.

As of the writing of this report, 37 program proposals have been submitted and are in the process of being reviewed, with another 29 proposals anticipated to be submitted in the coming months. New program proposals are accepted on an on-going basis so it is unclear how many will be submitted in 2025-26. The number of programs that will be reviewed and approved is largely dependent on being able to garner sufficient number of experts in the field with the appropriate qualifications for the program to volunteer to review the submissions.

Continue to Review and Approve Subject Matter Programs.

- *New Subject Matter Programs*

Institutions seeking to offer one or more subject matter programs are reviewed and, once determined to be aligned to standards, are taken to the Commission for approval. Completion of a subject matter program is one option for candidates demonstrating subject matter competence.

Currently there are no proposals for a new subject matter program in the review process. With additional options for candidates to demonstrate subject matter such as academic degree and coursework evaluations, the Commission is seeing a decline in new subject matter program proposals at this time. Should any be received by the Commission, it will be moved through for review and potential approval.

Purpose 4. Foster Program Improvement

Data – Annual Survey Data. The COA will continue to support the Commission’s effort to implement and, where necessary, refine the annual survey data collection process. Continued implementation of the following surveys is planned for 2025-26:

- Preliminary Multiple Subject Completer Survey
- Preliminary Single Subject Completer Survey
- Preliminary Education Specialist Completer Survey
- Preliminary Administrative Services Completer Survey
- Clear Administrative Services Completer Survey
- Teacher Induction Completer Survey
- Other Educator Survey
- Mentor Teacher Survey
- Employer Survey

In 2025-26, the Commission staff will be reviewing all completer surveys to ensure the addition of questions to address effective literacy instruction (Standard 7). Also, Commission staff will be refining and preparing for implementation of a PK-3 ECE Specialist Instruction completer survey to begin capturing data from program completers in these new credential programs.

Continued effort will be made to incorporate performance assessment data into the data dashboard that is used by the accreditation teams so that all of the available Commission data is in one place for the team members during site visits and for all institutions to use for program improvement. The Commission staff will continue to focus efforts during 2025-26 on using these data to determine if they indicate any potential areas of concern either with an institution, a standard, or a requirement. Analyzing the data from both the surveys and the annual data submissions may allow the Commission to better understand if concerns are distributed evenly across institutions or concentrated in single institutions, suggesting that there may need to be a focused site visit or further exploration of an institution’s programs. The addition of the new Division of Data, Research, Evaluation and Assessment (DREA) suggests that more staff effort can be focused on this than prior years.

Using the Data in Annual Accreditation Data System (ADS) to better understand issues statewide
The ADS system and its related data dashboards have been used well in the past few years by teams for accreditation visits. Continued effort is needed in the 2025-26 year to ensure that these data are used more consistently across all visits as well as articulated in accreditation reports in the future. In addition, efforts are being made to determine how the data may be

examined on a statewide and institutional basis allowing for targeted technical assistance or even more effective oversight, particularly as it relates to performance assessment. Working to implement the recommendations adopted by the Commission by the RDI-TPA workgroup established by the Commission will further this effort.

Continued Implementation of the Evaluation System for the Accreditation System. The COA will continue to use and examine the results of the evaluation that is completed by site visit reviewers, team leads, and institutions to assess the accreditation system. This data will be collected over the course of the year, with a review of the data taking place in the fall of 2026.

Continue Providing Technical Assistance on Accreditation Processes. Technical assistance will continue to be targeted to all cohorts and focused on particular aspects of accreditation as needed. Office hours will continue to be held as they have been highly effective at distributing and clarifying information and allowing institutions to share best practices. Additional technical assistance will be provided as necessary on a variety of topics. Office hours for SB 488 literacy certification – which accounted for a significant number of hours weekly of staff time for the past 10 months – has only recently seen a significant reduction. Staff will continue to provide technical assistance to the few institutions that have not completed the process. Once all institutions have been certified, these office hours will stop entirely.

Monitoring Program Implementation of New Performance Assessments. As new performance assessments are implemented, the COA and Commission staff will continue to review the various implications of that work. Efforts to provide guidance for reviewers and ensure that both institutions and reviewers understand the new assessments and related expectations as articulated in the standards, incorporating the data into the Accreditation Data System, and other appropriate use for the data will be important activities in 2025-26.

General Operations

In addition to the above-mentioned items, the COA will engage in routine matters necessary for general operations of the Committee. This includes the election of Co-Chairs, the adoption of a meeting schedule, and orientation of new members.

Appendix A

Program Sponsors by Accreditation Cohort California State University (23)

| Institution Name | Cohort | Institution Name | Cohort |
|---|--------|--|--------|
| California State University, Bakersfield - AAQEP | Indigo | California State Polytechnic University, Pomona | Indigo |
| California State University, Channel Islands | Green | California State University, Sacramento | Orange |
| California State University, Chico | Indigo | California State University, San Bernardino | Green |
| California State University, Dominguez Hills | Red | California Polytechnic State University, San Luis Obispo | Red |
| California State University, East Bay | Green | California State University, San Marcos | Indigo |
| California State University, Fresno - AAQEP | Violet | California State University, Stanislaus | Yellow |
| California State University, Fullerton | Blue | San Diego State University | Yellow |
| California State Polytechnic University, Humboldt | Indigo | San Francisco State University | Violet |
| California State University, Long Beach | Indigo | San Jose State University | Orange |
| California State University, Los Angeles | Red | Sonoma State University | Red |
| California State University, Monterey Bay | Violet | CalState TEACH | Orange |
| California State University, Northridge | Yellow | | |

University of California (9)

| Institution Name | Cohort | Institution Name | Cohort |
|---------------------------------------|--------|---|--------|
| University of California, Berkeley | Red | University of California, Riverside | Blue |
| University of California, Davis | Violet | University of California, San Diego | Violet |
| University of California, Irvine | Violet | University of California, Santa Barbara | Orange |
| University of California, Los Angeles | Red | University of California, Santa Cruz | Red |
| University of California, Merced | Violet | | |

Independent Institutions (50)

| Institution Name | Cohort | Institution Name | Cohort |
|------------------------------------|--------|-----------------------|--------|
| Academy of Art University | Orange | Pacific Union College | Red |
| Alder Graduate School of Education | Indigo | Pepperdine University | Red |

| Institution Name | Cohort | Institution Name | Cohort |
|---|-----------------------------|--|---------------|
| Alliant International University | Blue | Point Loma Nazarene University | Red |
| Azusa Pacific University - CAEP | Indigo | San Diego Christian College | Yellow |
| Biola University | Yellow | Santa Clara University | Yellow |
| California Baptist University | Orange | Simpson University | Green |
| California Lutheran University | Green | St. Mary's College of California | Orange |
| Chapman University - CAEP | Orange | Stanford University | Blue |
| Claremont Graduate University | Violet | Teachers College of San Joaquin | Indigo |
| Concordia University Irvine | Red | The Master's University | Orange |
| Dominican University of California | Blue | Touro University California | Yellow |
| Fresno Pacific University | Yellow | United States University | Green |
| Hebrew Union College | Violet | University of La Verne | Orange |
| High Tech High Graduate School of Education | Violet | University of Massachusetts Global (UMass Global) - CAEP | Indigo |
| Hope International University | Violet | University of Phoenix | Orange |
| Humphreys University | Green | University of Redlands | Indigo |
| La Sierra University | Violet | University of San Diego | Red |
| Loma Linda University | Blue | University of San Francisco | Indigo |
| Los Angeles Pacific University | <i>Provisional Approval</i> | University of Southern California | Violet |
| Loyola Marymount University | Yellow | University of the Pacific | Orange |
| Mount Saint Mary's University - Los Angeles | Indigo | Vanguard University | Blue |
| National University - AAQEP | Violet | Western Governors University - AAQEP | Yellow |
| Northeastern University | <i>Provisional Approval</i> | Westmont College | Green |
| Notre Dame de Namur University | Green | Whittier College | Yellow |
| Pacific Oaks College | Violet | William Jessup University | Yellow |

Other Program Sponsors (Districts/County Offices/Other) (169)

| Institution Name | Cohort | Institution Name | Cohort |
|---|-----------------------------|--|---------------|
| Alameda County Office of Education | Green | Merced Union High School District | Orange |
| Alhambra Unified School District | Orange | Milpitas Unified School District | Orange |
| Alternatives in Action | Red | Modesto City Elementary School District | Orange |
| Altus Schools Charter School of San Diego | <i>Provisional Approval</i> | Montebello Unified School District | Green |
| Anaheim Elementary School District | Yellow | Monterey County Office of Education | Blue |
| Anaheim Union High School District | Orange | Mt. Diablo Unified School District | Blue |
| Animo Leadership Charter High School (Green Dot Public Schools) | Indigo | Murrieta Valley Unified School District | Violet |
| Antelope Valley Union High School District | Violet | Napa County Office of Education | Yellow |
| Antioch Unified School District | Green | New Haven Unified School District | Violet |
| Arcadia Unified School District | Red | Newark Unified School District | Green |
| Aspire Berkley Maynard Academy | Orange | Newhall School District | Green |
| Association of California School Administrators (ACSA) | Orange | Oak Grove Elementary School District | Blue |
| Atwater Elementary School District | Violet | Oakland Unified School District | Red |
| Bakersfield City School District | Green | Ontario-Montclair School District | Yellow |
| Baldwin Park Unified School District | Indigo | Orange County Department of Education | Blue |
| Bellflower Unified School District | Blue | Orange Unified School District | Red |
| Brentwood Union School District | Indigo | Palmdale Elementary School District | Blue |
| Burbank Unified School District | Red | Palo Alto Unified School District | Violet |
| Burton Elementary School District | Violet | Palos Verdes Peninsula Unified School District | Violet |
| Butte County Office of Education | Violet | Panama-Buena Vista Union School District | Yellow |
| California School for the Deaf, Fremont | Blue | Paramount Unified School District | Orange |
| Campbell Union School District | Red | Pasadena Unified School District | Indigo |

| Institution Name | Cohort | Institution Name | Cohort |
|--|---------------|---|---------------|
| Capistrano Unified School District | Yellow | Placentia-Yorba Linda Unified School District | Indigo |
| Central Unified School District | Indigo | Placer County Office of Education | Red |
| Ceres Unified School District | Yellow | Pleasanton Unified School District | Red |
| Chaffey Joint Union High School District | Blue | Pomona Unified School District | Yellow |
| Chino Valley Unified School District | Blue | Poway Unified School District | Red |
| Chula Vista Elementary School District | Red | PUC Schools | Blue |
| Clovis Unified School District | Yellow | Redwood City Elementary School District | Red |
| Compton Unified School District | Violet | Rialto Unified School District | Orange |
| Conejo Valley Unified School District | Orange | Riverside County Office of Education | Red |
| Contra Costa County Office of Education | Red | Riverside Unified School District | Yellow |
| Corona-Norco Unified School District | Blue | Sacramento City Unified School District | Violet |
| Culver City Unified School District | Red | Sacramento County Office of Education | Indigo |
| Cupertino Union School District | Violet | Saddleback Valley Unified School District | Yellow |
| Davis Joint Unified School District | Red | San Benito County Office of Education | Green |
| El Dorado County Office of Education | Violet | San Bernardino City Unified School District | Green |
| El Rancho Unified School District | Orange | San Diego County Office of Education | Green |
| Elk Grove Unified School District | Blue | San Dieguito Union High School District | Indigo |
| Encinitas Union School District | Blue | San Francisco Unified School District | Violet |
| Escondido Union High School District | Violet | San Gabriel Unified School District | Yellow |
| Escondido Union School District | Blue | San Jose Unified School District | Indigo |
| Etiwanda Elementary School District | Yellow | San Juan Unified School District | Green |

| Institution Name | Cohort | Institution Name | Cohort |
|---|-----------------------------|---|-----------------------------|
| Evergreen Elementary School District | Green | San Luis Obispo County Office of Education | Green |
| Fairfield-Suisun Unified School District | Green | San Mateo County Office of Education | Blue |
| Folsom-Cordova Unified School District | <i>Provisional Approval</i> | San Mateo Union High School District | Green |
| Fontana Unified School District | Orange | San Mateo-Foster City School District | Green |
| Fortune School | Violet | San Ramon Valley Unified School District | Indigo |
| Fremont Unified School District | Orange | Sanger Unified School District | Violet |
| Fremont Union High School District | Yellow | Santa Ana Unified School District | Green |
| Fresno County Superintendent of Schools | Green | Santa Barbara County Education Office | Orange |
| Fresno Unified School District | Blue | Santa Barbara Unified School District | Violet |
| Fullerton Elementary School District | Blue | Santa Clara County Office of Education | Blue |
| Garden Grove Unified School District | Green | Santa Clara Unified School District | Yellow |
| Gateway High School | <i>Provisional Approval</i> | Santa Cruz County Office of Education | Yellow |
| Glendale Unified School District | Blue | Santa Maria-Bonita School District | <i>Provisional Approval</i> |
| Greenfield Union School District | Yellow | Santa Monica-Malibu Unified School District | Indigo |
| Grossmont Union High School District | Blue | Sequoia Union High School District | Violet |
| Hacienda La Puente Unified School District | Green | Shasta County Office of Education | Yellow |
| Hanford Elementary School District | Red | SIATech | Orange |
| Hayward Unified School District | Orange | Sonoma County Office of Education | Yellow |
| High Tech High | Indigo | South San Francisco Unified School District | Yellow |
| Huntington Beach Union High School District | Green | Stanislaus County Office of Education | Yellow |
| Imperial County Office of Education | Violet | Stella Middle Charter Academy | Indigo |

| Institution Name | Cohort | Institution Name | Cohort |
|--|-----------------------------|--|---------------|
| Irvine Unified School District | Violet | Stockton Unified School District | Indigo |
| Keppel Union Elementary School District | Orange | Summit Preparatory Charter High School | Yellow |
| Kern County Superintendent of Schools | Violet | Sutter County Superintendent of Schools | Red |
| Kern High School District | Blue | Sweetwater Union High School District | Orange |
| King-Chavez Academy of Excellence | Red | Tehama County Department of Education | Blue |
| Kings County Office of Education | Orange | Torrance Unified School District | Blue |
| Lake County Office of Education | Green | Tracy Joint Unified School District | Indigo |
| Lancaster Elementary School District | Indigo | Tulare City School District | Red |
| Las Virgenes Unified School District | Violet | Tulare County Office of Education | Green |
| Livermore Valley Joint Unified School District | Green | Turlock Unified School District | Orange |
| Lodi Unified School District | Yellow | Vallejo City Unified School District | Blue |
| Long Beach Unified School District | Blue | Ventura County Office of Education | Indigo |
| Los Altos Elementary School District | <i>Provisional Approval</i> | Visalia Unified School District | Indigo |
| Los Angeles County Office of Education | Green | Walnut Valley Unified School District | Yellow |
| Los Angeles Unified School District | Red | Washington Unified School District | Violet |
| Los Banos Unified School District | Violet | West Contra Costa Unified School District | Orange |
| Madera County Superintendent of Schools | Green | West Covina Unified School District | Indigo |
| Madera Unified School District | Indigo | Westside Union Elementary School District | Indigo |
| Manteca Unified School District | Red | William S. Hart Union High School District | Violet |
| Marin County Office of Education | Red | Yuba City Unified School District | Green |
| Merced County Office of Education | Green | | |

Appendix B

SB 488 Literacy Certification

| Institution | Program | Pathways |
|---|--|--|
| Alder Graduate School of Education | Multiple Subject | Residency Student Teaching With Bilingual Concurrent |
| | Education Specialist: Mild to Moderate Support Needs | Residency Student Teaching With Bilingual Concurrent |
| Alliant University | Multiple Subject | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| Alternatives in Action | Multiple Subjects | Intern |
| Azusa Pacific University | Multiple Subject | Student Teaching Intern Integrated |
| | Education Specialist: Mild to Moderate Support Needs | Student Teaching Intern Integrated |
| | Education Specialist: Extensive Support Needs | Student Teaching Intern Integrated |

| Institution | Program | Pathways |
|---|--|---|
| Biola University | Multiple Subject | Residency Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Residency Student Teaching Intern |
| California Baptist University | Multiple Subjects | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| California Lutheran University | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| | Multiple Subjects | Traditional Student Teaching Residency Intern MS plus Bilingual Authorization Concurrent |
| | Education Specialist: Deaf and Hard of Hearing | Traditional Student Teaching Intern |
| California State University, Bakersfield | Multiple Subject | Residency Student Teaching Intern With Bilingual Concurrent Middle School Emphasis |
| | Education Specialist: Mild to Moderate Support Needs | Residency Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Residency Student Teaching Intern |

| Institution | Program | Pathways |
|---|--|---|
| California State University, Channel Islands | Multiple Subjects | Traditional Student Teaching Residency MS plus Bilingual |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Traditional + Dual Credential Intern Residency Residency + Dual Credential |
| California State University, Chico | Multiple Subject | Residency Student Teaching Intern With Bilingual Concurrent |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| California State University, Dominguez Hills | Multiple Subjects | Traditional Student Teaching Intern MS with Bilingual Added Authorization Concurrent |
| California State University, East Bay | Multiple Subject | Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Student Teaching Intern |

| Institution | Program | Pathways |
|--|---|---|
| California State University, Fresno | Education Specialist: Deaf and Hard-of-Hearing | Traditional Student Teaching Intern |
| | Multiple Subjects | Traditional Student Teaching Intern Residency Integrated (BA with Credential) |
| | Education Specialist: Mod to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |
| California State University, Fullerton | Multiple Subject | Student Teaching Intern Combined Masters |
| | Education Specialist: Mild to Moderate | Student Teaching Intern |
| | Education Specialist: Extensive Support | Student Teaching Intern |
| | Education Specialist: Early Childhood Special Education | Student Teaching Intern |
| California State Polytechnic University, Humboldt | Multiple Subject | Traditional Student Teaching Intern Integrated Undergraduate Pathway |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Residency |
| | Education Specialist: Moderate to Severe Support Needs | Traditional Student Teaching |

| Institution | Program | Pathways |
|--|---|---|
| California State University, Long Beach | Multiple Subjects | Traditional Student Teaching Residency Intern |
| | Education Specialist Mild to Moderate Support Needs | Traditional Student Teaching Intern Urban Dual Credential Program-UDCP Residency |
| | Education Specialist: Extensive Support Needs | Student Teaching Traditional Intern |
| California State University, Los Angeles | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Residency Intern |
| | Multiple Subjects | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency Integrated Undergraduate |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Visual Impairments | Traditional Student Teaching Intern |
| California State University, Monterey Bay | Multiple Subject | Traditional Student Teaching Intern Residency |
| | Education Specialist Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |

| Institution | Program | Pathways |
|--|---|---|
| California State University, Northridge | Multiple Subjects | Traditional Student Teaching Intern Residency Undergraduate Integrated (BA plus Credential) MS with Bilingual Authorization |
| | Education Specialist Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency Undergraduate Integrated (BA plus Credential) Special Education/Single Subject Dual Credential |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Education/Single Subject Dual Credential |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| | Education Specialist: Deaf and Hard of Hearing | Traditional Student Teaching Intern Residency |
| California State Polytechnic University, Pomona | Multiple Subject | Traditional Student Teaching Intern MS with Bilingual Concurrently |
| | Education Specialist: Mild to Moderate | Traditional Student Teaching Intern Integrated with Liberal Studies Integrated with Early Childhood Studies |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Integrated with Liberal Studies Integrated with Early Childhood Studies |

| Institution | Program | Pathways |
|---|--|--|
| California State University, Sacramento | Multiple Subject | Traditional Student Teaching Intern |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Residency Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Residency Intern |
| | Education Specialist: Support Needs Extensive Support Needs | Traditional Student Teaching Residency Intern |
| California State University, San Bernardino | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| | Preliminary Multiple Subject with Concurrent Bilingual Added Authorization | |
| | Multiple Subjects | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| California Polytechnic State University, San Luis Obispo | Multiple Subjects | Traditional Student Teaching |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching |
| California State University, San Marcos | Multiple Subjects | Traditional Student Teaching Residency MS plus Bilingual Authorization |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |

| Institution | Program | Pathways |
|--|--|--|
| California State University, Stanislaus | Multiple Subject | Traditional Student Teaching Intern MS plus Bilingual Authorization |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residence Concurrent: BILA Concurrent: MS Concurrent: ESN |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency Concurrent: BILA Concurrent: MS Concurrent: MMSN |
| Cal State TEACH | Multiple Subjects | Traditional Student Teaching Residency Intern |
| Chapman University | Multiple Subjects | Traditional Student Teaching |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| Claremont Graduate University | Multiple Subjects | Traditional Student Teaching Intern Residency |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |
| Concordia University | Multiple Subject | Student Teaching |
| | Education Specialist: Mild to Moderate | Student Teaching |
| Davis Joint Unified School District | Multiple Subject | Intern |
| | Education Specialist: Mild to Moderate SN | Intern |
| | Education Specialist: Extensive Support Needs | Intern |

| Institution | Program | Pathways |
|---|---|---|
| Dominican University of California | Multiple Subjects | Traditional Student Teaching Residency Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Residency Intern |
| Fortune School | Multiple Subjects | Intern |
| | Education Specialist: Mod to Moderate Support Needs | Intern |
| Fresno Pacific University | Multiple Subject | MS plus Bilingual Authorization concurrent |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| | Multiple Subjects | Traditional Student Teaching Residency Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| Hebrew Union College | Multiple Subjects | Traditional Student Teaching |
| High Tech High | Multiple Subject | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| High Tech High Graduate School | Multiple Subject | Residency |
| Hope International University | Multiple Subject | Traditional Student Teaching |
| Humphreys College | Multiple Subjects | Traditional Student Teaching Intern |
| King-Chavez Academy of Excellence | Multiple Subject | Intern |
| Kings County Office of Education | Multiple Subjects | Intern |
| | Education Specialist Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| La Sierra University | Multiple Subjects | Traditional Student Teaching Intern |
| Lake County Office of Education | Multiple Subject | Intern |

| Institution | Program | Pathways |
|---|---|---|
| Los Angeles County Office of Education | Education Specialist Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| | Multiple Subjects | Intern |
| | Education Specialist: Early Childhood Special Education | Intern |
| | Education Specialist: Early Childhood Special Education | Intern |
| Los Angeles Unified School District | Multiple Subjects | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| | Education Specialist: Early Childhood Special Education | Intern |
| Loyola Marymount University | Multiple Subjects | Traditional Student Teaching Intern Residency |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| Merced County Office of Education | Multiple Subjects | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| Mount St. Mary's University | Multiple Subjects | Traditional Student Teaching Intern Residency Private School Pathway |
| | Deaf and Hard of Hearing | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |

| Institution | Program | Pathways |
|---|--|---|
| National University | Multiple Subjects | Traditional Student Teaching Intern Residency MS with Bilingual Added Authorization |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Residency Intern |
| Notre Dame de Namur | Multiple Subjects | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| Pacific Oaks College | Multiple Subjects | Traditional Student Teaching Residency Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Residency Intern |
| | Preliminary Multiple Subjects | Traditional Student Teaching |
| Pepperdine University | Multiple Subjects | Traditional Student Teaching Undergraduate Blended Intern |
| Placer County Office of Education | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| Point Loma Nazarene University | Multiple Subjects | Traditional Student Teaching Intern Undergraduate Integrated |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| Riverside County Office of Education | Education Specialist: Mild to Moderate SN | Intern |
| | Education Specialist: Extensive Support Needs | Intern |

| Institution | Program | Pathways |
|--|---|--|
| Sacramento County Office of Education | Multiple Subjects | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| Saint Mary's College | Multiple Subject | Traditional Student Teaching MS with Bilingual Concurrent Intern Residency |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching MS with Bilingual Concurrent Intern Residency |
| San Diego County Office of Education | Education Specialist: Early Childhood Special Education | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Deaf and Hard-of-Hearing | Intern |
| San Diego State University | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| | Multiple Subjects | Traditional Student Teaching Intern MS Integrated Undergrad with Bilingual Added Authorization |
| San Francisco State University | Multiple Subjects | Traditional Student Teaching Intern Multiple Subject with Bilingual Auth. |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| | Education Specialist: Visual Impairments | Traditional Student Teaching Intern |

| Institution | Program | Pathways |
|---|--|--|
| San Jose State University | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |
| | Multiple Subjects | Traditional Student Teaching Residency Intern MS with Bilingual Added Authorization |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Residency Intern |
| Santa Clara County Office of Education | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| | Education Specialist: Early Childhood Education Specialist | Intern |
| Santa Clara University | Multiple Subjects | Traditional Student Teaching Intern MS plus Bilingual AA |
| Simpson University | Multiple Subjects | Traditional Student Teaching Intern |
| Sonoma County Office of Education | Multiple Subject | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| Sonoma State University | Multiple Subjects | Traditional Student Teaching Residency Intern Multiple Subject with Bilingual Auth. |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Residency Integrated/ Undergraduate Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Residency Integrated/ Undergraduate Intern |

| Institution | Program | Pathways |
|---|---|---|
| Stanford University | Multiple Subject | Residency With Bilingual Concurrent |
| Summit Preparatory Charter High School | Multiple Subject | Intern Residency |
| | Education Specialist: Mild to Moderate Support Needs | Intern Residency |
| Teachers College of San Joaquin | Multiple Subject | Residency Intern Dual MS/MMSN |
| | Education Specialist: Mild to Moderate Support Needs | Residency Intern Dual MS/MMSN |
| | Education Specialist: Extensive Support Needs | Residency Intern |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern |
| The Master's University | Multiple Subjects | Traditional Student Teaching |
| Tulare County Office of Education | Education Specialist: Early Childhood Special Education | Intern |
| | Education Specialist: Mild to Moderate Support Needs | Intern |
| | Education Specialist: Extensive Support Needs | Intern |
| | Multiple Subject | Intern |
| United States University | Multiple Subjects | Traditional Student Teaching Intern MS Concurrent with Bilingual Authorization |
| University of California, Berkeley | Multiple Subjects | Traditional Student Teaching Residency MS plus Bilingual Authorization |
| University of California, Davis | Multiple Subject | Traditional Student Teaching MS plus Bilingual Authorization Concurrent |
| University of California, Irvine | Multiple Subject | Traditional Student Teaching |
| University of California, Los Angeles | Multiple Subjects | Traditional Student Teaching Residency MS with Bilingual Authorization Concurrently |

| Institution | Program | Pathways |
|--|--|---|
| University of California, Merced | Multiple Subjects | Traditional Student Teaching Intern MS plus Concurrent Bilingual Added Authorization |
| University of California, Riverside | Multiple Subjects | Traditional Student Teaching Intern W/Concurrent BILA |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern W/Concurrent BILA |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern W/Concurrent BILA |
| University of California, San Diego | Multiple Subjects | Traditional Student Teaching |
| | Education Specialist: Deaf and Hard-of-Hearing | Traditional Student Teaching |
| University of California, Santa Barbara | Multiple Subjects | Traditional Student Teaching Residency MS plus Bilingual Concurrent |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Traditional Student Teaching Dual Pathway with ESN |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Traditional Student Teaching Dual with MMSN |
| University of California, Santa Cruz | Multiple Subject | Traditional Student Teaching |
| University of LaVerne | Multiple Subjects | Traditional Student Teaching Intern MS plus Bilingual Authorization Concurrent |
| | Education Specialist Mild to Moderate Support Needs | Traditional Student Teaching Intern MS plus Bilingual Authorization Concurrent |

| Institution | Program | Pathways |
|---|--|--|
| University of Massachusetts Global | Multiple Subjects | Traditional Student Teaching Intern Residency |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern Residency |
| | Education Specialist: Early Childhood Special Education | Traditional Student Teaching Intern Residency |
| University of Phoenix | Multiple Subjects | Traditional pathways Graduate: MA/MS Integrated Undergraduate |
| University of Redlands | Preliminary Multiple Subject | Traditional Student Teaching Intern Residency Dual Credential with Education Specialist: Mild to Moderate Support Needs |
| | Preliminary Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern Residency Dual Credential with Multiple Subjects |
| University of San Diego | Multiple Subjects | Traditional Student Teaching MS Concurrent with Bilingual Authorization MS Concurrent with Education Specialist Mild to Moderate Support Needs Residency |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern MMSN Concurrent with Multiple Subject Residency |
| University of San Francisco | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Multiple Subjects | Traditional Student Teaching Intern MS plus Bilingual Authorization |

| Institution | Program | Pathways |
|--|--|--|
| University of Southern California | Multiple Subjects | Traditional Student Teaching with optional Bilingual Intern with optional Bilingual Authorization Residency with optional Bilingual Authorization Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching with dual Multiple Subjects credential and optional Bilingual Authorization Residency with dual Multiple Subjects credential with optional Bilingual Authorization |
| | Education Specialist: Mild to Moderate Support Needs | Dual pathway with Single Subject |
| University of the Pacific | Multiple Subjects | Traditional Student Teaching Intern |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching Intern |
| Vanguard University | Multiple Subjects | Traditional Student Teaching |
| Western Governor's University | Multiple Subjects | Traditional Student Teaching |
| Westmont College | Multiple Subjects | Traditional Student Teaching |
| Whittier College | Multiple Subjects | Traditional Student Teaching Intern MS plus Bilingual Authorization Concurrent |
| | Education Specialist: Mild to Moderate Support Needs | Traditional Student Teaching Intern |
| | Education Specialist: Extensive Support Needs | Traditional Student Teaching |
| William Jessup University | Multiple Subjects | Traditional Student Teaching Integrated/Blended (BA and Credential) |