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Information

Educator Preparation Committee

Annual Report of the Committee on Accreditation 2025-26

Executive Summary: This agenda item presents the 2025-26 Annual Report of the Committee on Accreditation.

Recommended Action: For information only

Presenters: Jessica Bogunovich, Committee on Accreditation Co-Chair; Miranda Gutierrez, Administrator, and Sarah Solari Colombini, Interim Administrator, 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 2025-26

Introduction
This agenda item presents the *Annual Accreditation Report of the Committee on Accreditation* (COA). Section 1 of the report describes the major accomplishments of the Committee's 2025-26 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 2025-26. Section III provides the current year 2026-27 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 2025-26* was adopted by the COA on October 29, 2026. The report provides an update on all activities undertaken by staff and the COA in 2025-26 to implement the accreditation system.

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

2025-26

The Committee on Accreditation 2025-26

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Los Angeles Unified School District
Term Ends June 30, 2026

Incoming COA Members (2026)

Brandy Byers
Director of Educator Development
Oakley Union Elementary School District
Term Ends June 30, 2030

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Term Ends June 30, 2030

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Executive Summary

This report presents a summary of the vast array of activities that comprised the 2025-26 accreditation year for all Commission-approved educator preparation programs. Currently, there are 247 Commission approved program sponsors offering 952 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 2025-26, the routine accreditation activities that had been deferred in 2024-25 pursuant to Commission action related to SB 488 (Chapter 678, Statutes 2021) which required the Commission to certify literacy instruction for all Preliminary Multiple Subjects and Education Specialists programs resumed.

Below is a summary of some of the major accreditation activities in 2025-2026 with more detail on these activities in the full report that follows.

Implementation of the Literacy Instruction Standard/Performance Expectation including Literacy Certification: In order to accomplish the work set forth in SB 488 regarding literacy instruction, many routine accreditation activities had been deferred by Commission action in 2024-25. The Commission has completed the certification process for all 229 programs requiring SB 488 (Chapter 678, Statutes 2021) literacy certification. This represents a significant effort on the part of institutions, literacy experts, members of the Board of Institutional Review, and Commission staff.

Resumption of Site Visits and All Accreditation Activities: In 2024-25, the Commission deferred site visits for the Green Cohort institutions except for those institutions that chose to continue with their scheduled visits. Four institutions chose to maintain their original timelines and a site visit was conducted in 2024-25. The remaining 22 institutions in the Green cohort had accreditation site visits conducted in 2025-26.

Regular Site Visits - 22 institutions in the Green cohort completed site visits in 2025-26. Out of the 22 site visits:

- Twelve (12) institutions received Accreditation
- Three (3) institutions received Accreditation with a required 7th Year Follow-up Report.
- Six (6) institutions received Accreditation with Stipulations
- One (1) institution received Accreditation with Major Stipulations

Revisits - Additionally, revisits took place at:

- One (1) institution with stipulations from a previous visit with stipulations that required a revisit in 2025-26.

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.

- Five (5) institutions in Stage V of Initial Institutional Approval had accreditation site visits conducted. Three of the institutions received "Accreditation," one received "Accreditation

with a 7th Year Report," and one received "Accreditation with Major Stipulations."

Addressing Stipulations - Progress was monitored and stipulations removed for four (4) additional institutions reviewed in previous years. In all cases, the COA removed stipulations and full accreditation was granted.

Preconditions Review - Precondition submission and review resumed in 2025-26. In March 2026, a total of 64 institutions from two (2) cohorts (Indigo and Orange) submitted responses to 768 general preconditions and 1395 program specific preconditions. Preconditions are reviewed by staff and all accreditation consultants and accreditation analysts participate in this review process.

Program Review - Program Review also resumed in 2025-26. All programs from institutions in the Yellow Cohort submitted program review in October 2025. This cohort is comprised of 33 institutions that together offer 129 credential programs.

Common Standards Review - Common Standards reviews resumed in 2025-26 with the submission and reviews for the 33 institutions in the Yellow Cohort with site visits scheduled for 2026-27.

New Credential Program Approvals - Thirty-two (32) new educator preparation programs, including eight (8) PK-3 Early Childhood Education (ECE) Specialist Credential programs, were approved at existing institutions and those that received provisional approval from the Commission.

New Subject Matter Program Approvals - No new subject matter programs were submitted for approval in 2025-26.

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

- *Move to Inactive*: 19 programs moved to inactive across 13 institutions and several different credential areas.
- *Program Closures through Withdrawal:* 25 programs were withdrawn across 17 institutions.

Initial Institutional Approval Approved - Twelve (12) 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. Staff also completed a comprehensive review and update of the completer surveys and added three new surveys to the menu of surveys.

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

Other Accreditation Related Initiatives

The full report that follows also includes an update on several important initiatives related to the accreditation system with which the Commission is involved:

- Updating **preconditions** to bring into alignment with updated statute, regulations, and Commission policy.
- Full inclusion of the **literacy instruction standard and TPE** into the precondition, program review, and site visit process.
- Coordination with the Division of Research, Evaluation, and Assessment (DREA) on **implementation of the RDI-TPA recommendations** where there is a nexus with accreditation.
- Providing support for the field to help grow and ensure quality for the recently developed **PK-3 Early Childhood Education (ECE) Specialist Instruction Credential**
- Updating the **Experimental Programs** standards processes.

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 of the Accreditation Cycle	Corresponding Component or Activity
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. Additionally, all institutions respond to the General Institutional Preconditions. 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 2025-26.

Section I: Accomplishment of the Committee's Workplan 2025-26

Over the past decade, significant progress has been made in developing, implementing, and refining the various aspects of the accreditation system designed by the Commission during the 2014-2016 Strengthening and Streamlining project. 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, implementation, and refining 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 1, 2025 to June 30, 2026. Currently, there are 247 Commission approved program sponsors offering 952 different and active educator preparation programs and many of those are offered through various pathways. This number represents a one-year net decrease of three (3) institutions but a net increase of 17 programs. 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, 2025
October 30, 2025
January 29, 2026
March 12, 2026
April 21, 2026
June 16, 2026

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 the 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.

DSAWI EQ Weekly Update. The DSAWI EQ Weekly Update (formerly the PSD Enews), developed in 2008, continued to be distributed weekly. This electronic notification has increased its readership each year and now reaches over 5,495 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 2025-26 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 nine (9) PSAs between July 1, 2025, to June 30, 2026:

Program Sponsor Alerts July 1, 2025 to June 30, 2026

Issue Date	Number	Title
7/16/2026	26-03	Clarifications on ONE TPA Rule for Candidates completing multiple credential programs
2/10/2026	26-02	Sunset Date to Issue Preliminary Education Specialist Credentials under the 2008 Program Standards
1/9/2026	26-01	Responsibilities of a Teacher Intern Program
12/19/2025	25-12	Updates to the Preliminary Administrative Services Credential Beginning January 1, 2026
12/5/2025	25-11	Implementation of AB 606: Pupil Personnel Services Credentials
7/25/2025	25-10	AB 121 Implements Revised RICA Passing Score Effective from July 1, 2015
7/18/2025	25-09	Commission Approval Process for Programs Changing TPA Model
7/18/2025	25-08	Approval of CalTPA, edTPA, and FAST Literacy Performance Assessments and CalTPA Math Performance Assessments and Preliminary Passing Standards for 2025–26 - Updated July 29, 2025
7/1/2025	25-07	2025 State Budget Act Provides Final Flexibilities for Meeting RICA Requirement and COVID-era Performance Assessment Deferrals

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 2024-25 COA annual report to the Commission at the December 2025 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 2025-26 year, Commissioner Christopher Davis served as the liaison to the COA until the end of his term.

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. New regulations became effective October 1, 2024 and continued to be implemented in 2025-26.

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 2025-26 academic year, a total of 28 institutions had various types of site visits. This included 22 accreditation site visits for Green cohort institutions, five (5) provisional site visits, and one (1) revisit.

The results of the 22 regular site visits conducted are as follows:

- Twelve (12) institutions received Accreditation
- Three (3) institutions received Accreditation with a required 7th Year Follow-up Report
- Six (6) institutions received Accreditation with Stipulations
- One (1) institution received Accreditation with Major 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 2025-26, the COA removed the stipulations fully for four (4) institutions, two of which were from the Blue Cohort and needed an additional year to remove their stipulations.

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 2025-26. 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 addressing and implementing required improvements.

Technical Assistance Efforts. The Commission continued to provide technical assistance throughout 2025-26. 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 EQ Weekly. Additionally, staff continue 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), the California Association of Professors of Communication Sciences and Disorders, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), and the Meredith Fellows Performance Assessment Conference.

Site Visit Preparation Technical Assistance: In addition, staff continue to provide critical technical assistance to institutions preparing for site visits. This includes:

- A year-out phone call/video conference or in-person meeting with key accreditation staff at the institution.
- A minimum of a monthly phone call/video conference with the institution to help them as they prepare final documentation or respond to reviewer feedback.
- A two-month pre-visit to ensure that all logistics are scheduled to be handled appropriately and necessary evidence will be available to the team when the visit begins.

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

Technical Assistance for Institutions Preparing to Submit Common Standards

Commission staff also held four technical assistance sessions for institutions that were preparing to submit their Common Standards documentation. Staff reviewed the required exhibits and answered questions from institutional representatives.

Activity	Date and/or Location
Preparation for Institutions Submitting Common Standards Review	January 14, 2026 January 28, 2026 February 11, 2026 February 25, 2026

Technical Assistance for the Accreditation Data System (ADS)

During 2025-26, the Commission continued technical assistance meetings related to the Accreditation Data System (ADS) including 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 EQ Weekly Update. 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)	20 sessions - every Friday from April 24th, 2025 - August 28, 2026

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. The BIR site visit training was entirely redesigned in 2018-19 to align to the current system and is refined each year to ensure any changes in the system are incorporated such as the use of the data dashboards. In 2025-26, 26 individuals completed BIR training and are now contributing to the accreditation system.

Activity	Number, Date and/or Location
BIR Site Visit Training	July 22-25, 2025 and September 15-17, 2025
BIR Team Lead Training	September 10 and December 2, 2025
Common Standards Reviewer Training and Review Sessions	12 Common Standards Training and Review Sessions from March through June 2026
Program Review Training and Review Sessions	20 Program Review Sessions from November 2025 through January 2026

Technical Assistance Provided to Institutions Seeking Initial Institutional 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 2023-24 by staff to provide additional support sessions, when needed, to institutions once they receive provisional approval. Three sessions of Accreditation 101 were held in 2025-26. Representatives from 4 institutions attended the Accreditation 101 sessions. Because no new programs were approved for provisionally approved institutions in 2025-26, Accreditation 201 was not offered during this period.

Date	Session	Number of Institutions	Types of Institution	Attendees
12/17/25	Accreditation 101	2	1 IHE, 1 LEA	4
4/8/26	Accreditation 101	1	1 LEA	10
6/18/26	Accreditation 101	1	1 IHE	3

Technical Assistance Office Hours for Programs

The Division of Standards Accreditation and Workforce Investment staff continue to provide technical assistance and support for programs and prospective 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 2025-26 although some adjustments to the frequency of some have been made. This currently includes the following:

Program Area	Day
Early Childhood Education	3rd Tuesdays
Preliminary Multiple and Single Subject	1st Tuesdays
Designated Subjects Programs	2nd Wednesdays
Preliminary Education Specialist	2nd Mondays
Teacher Induction	1st and 3rd Thursdays
Precondition Submission Preparation	2nd and 4th Thursday
Initial Program Review	1st and 3rd Wednesdays
Administrative Services	2nd Tuesdays

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 through the fall of 2025, 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 work of Commission staff 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 Division of Standards, Accreditation, and Workforce Investment 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:

- Division of Standards, Accreditation, and Workforce Investment (DSAWIInfo@ctc.ca.gov)
- Cohort Consultant Email (i.e., DSAWIRed@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

Regular Updates on Commission Activities Related to Accreditation and Provide Commission with Advice on Issues Related to Accreditation. During 2025-26, 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 for the accreditation system.

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
- Stage V: Full Approval

Three Accreditation 101 sessions (Stage I) for institutions exploring whether to seek IIA to offer an educator preparation program were held throughout 2025-26.

In 2025-26, 12 institutions were brought to the Commission for consideration for approval under one or more stages of the multi-step IIA process. Three 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. A total of 32 new credential programs were approved by the COA in 2025-26. Further, a total of 5 new content areas were added to existing Single Subject 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.

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 for Provisionally Approved Institutions. 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 2025-26, no new programs were approved for institutions that received Provisional Institutional Approval by the Commission.

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. Precondition submission and review were resumed in 2025-26. In March 2026, a total of 64 institutions from two (2) cohorts (Indigo and Orange) submitted responses to 768 general preconditions and 1395 program specific preconditions. Preconditions are reviewed by staff and all accreditation consultants participate in this review process.

Program Review Process. Program Review also resumed in 2025-26. 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. All programs from institutions in the Yellow Cohort submitted program review in October 2025. This cohort is comprised of 33 institutions that together offer 129 credential programs.

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. Common Standards reviews resumed in 2025-26 with the submission and reviews for the 33 institutions in the Yellow Cohort with site visits scheduled for 2025-26.

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 Yellow Program Review and Common Standards review in 2025-2026 are used for the site visits 2026-2027.

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 play an important role in the accreditation system. 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. In 2025-26, 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 2025-26, surveys continued to play an important role in accreditation. Surveys have been 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 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 has administered 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 submit 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 2025-26. Accreditation site visit team members 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, to discuss results with program personnel, and where possible, to incorporate data into the team report.

Comprehensive Review and Updates to Survey Instruments – Over this past year, staff has engaged in a review of all of the program completer surveys mentioned in the section above. Outdated language removed, questions updated to better align with revisions in programs or in TPEs, and incorporation of questions related to the literacy instruction standard were part of the objectives of this review process. In addition, three new program completer surveys were created. These three are the following:

- PK 3 Early Childhood Education (ECE) Specialist Instruction
- Pupil Personnel Services: School Counseling, School Social Work and Psychologist
- Designated Subjects: Adult Education and Career Technical Education

The last two programs listed above were previously included in the "Other" credentials

program completers and, after the review, it was determined it would be advantageous to create separate new surveys for individuals who complete these programs. Additionally, the PK 3 ECE credential is the newest of all credentials and the development of this program completer survey was necessary and timely as candidates are now completing these new programs.

Implement a Team Lead Training. Team Lead Training was held twice in 2025-26 to ensure that new team leads understood their role and expectations. It is an opportunity to provide access to important accreditation resources, as well as updates on Commission standards, policies, and processes. This is also an opportunity for team leads to share best practices with one another and to ensure that all are comfortable and prepared for their critical role.

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 2025-26 at each COA meeting, 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. 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.

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. Commission staff continues 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 is only 1 remaining CAEP accredited institution in California: Azusa Pacific University.

Also in 2025-26, 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. Some institutions in California 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, six Commission-approved California institutions are AAQEP accredited: CSU Fresno, CSU Bakersfield, National University, Western Governors University, UMASS Global, and Summit Preparatory Charter High School (listed with AAQEP as Marshall Teacher Residency).

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 BIR 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 Accreditation Related Initiatives

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, reviewing subject matter programs has historically been an important function of the Division of Standards, Accreditation, and Workforce Investment and approving these programs is an important function of the Commission. All teaching candidates must demonstrate subject matter competence.

In 2025-26, no new subject matter programs were submitted or approved by the Commission, most likely due to the number of new options provided by statute in recent years for candidates to demonstrate subject matter competence.

Updating Preconditions. Staff began the review of preconditions to ensure that they were consistently organized across credential areas and updated to comply with new regulations, statute or Commission policy. This work will continue into 2026-27.

Updating Program Completer Surveys. In 2025-26 Commission staff began the process of reviewing and updating the program completer surveys to remove outdated language, incorporate the new literacy standard and TPE, and create a new program completer survey for the new PK-3 Early Childhood Education (ECE) Specialist Instruction program completers. This work is anticipated to be completed in fall of 2026.

Literacy Instruction. Attention continued on the implementation of Literacy Instruction Standard 7 and TPE 7 for initial teaching credential programs and incorporation of these standards into the regular accreditation processes including instructions for institutions that

completed literacy instruction but had preconditions, program review, and site visits upcoming and instructions and guidance for reviewers.

Coordination with the Division of Research, Evaluation, and Assessment (DREA) on Implementation of the RDI-TPA recommendations. Commission DSAWI and DREA staff participated in discussions to support implementation of recommendations from the RDI-TPA workgroup, along with other performance assessment issues that have a nexus with accreditation. For instance, discussions focused on (a) potential refinements to standards to ensure a greater use of performance assessment data for continuous improvement and (b) clarification of expectations of programs in supporting candidates with performance assessments. The latter will likely lead to an information agenda item at an upcoming Commission meeting for consideration. Further, DSAWI and DREA staff are working to identify the potential role of the new Multiple Measures Report for program accountability.

PK-3 Early Childhood Education (ECE) Specialist Instruction Credential. Continued assistance with institutions interested in the new PK-3 ECE Specialist Credential included providing numerous technical assistance office hours, webinars, and meetings regarding this new credential program. Staff coordinated review sessions for new PK-3 ECE credential programs that resulted in the approval of 8 new PK-3 ECE programs in 2025-26.

Updated Experimental Programs Standards Processes. Education Code Section 44273(a) outlines the objective of an Experimental Program option as "those programs that it finds…to have merit and the potential of improving the quality of service authorized by the credential." The processes around approval of any potential program submission using these standards within the current accreditation system need to be updated. The COA discussed this topic during several meetings, and this work will continue in 2026-27.

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 2025-26 Accreditation Activities

This section of the report provides more detailed information about results of the 2025-26 Work Plan with a focus on the outcome of the accreditation activities.

Accreditation of Program Sponsors and their Educator Preparation Programs

In 2024-25, the Commission acted to defer site visits for institutions in the Green cohort in order to be able to comply with and complete literacy certification required by SB 488 (Chapter 678, Statutes of 2021). Four institutions in Green Cohort decided to move ahead with site visits as scheduled in 2024-2025. Accreditation site visits took place for the remaining 22 institutions in the Green cohort in 2025-26. Additionally, one institution with stipulations from a 2024-25 visit received a revisit in 2025-26. Lastly, five additional institutions in the provisional period of initial institutional approval received a site visit in 2025-26. In total, 28 accreditation site visits took place in 2025-2026.

Twenty-six of the 28 site visits were conducted virtually – 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 22 Green Cohort institutions whose site visits were deferred from 2024-25 to 2025-26.

Accreditation Status for Institutions with Site Visits in 2025-26 (22)
Green Cohort Institutions*

Institution	Accreditation Decision
Antioch Unified School District	Accreditation
Bakersfield City School District	Accreditation
California Lutheran University	Accreditation with a 7th Year Report
California State University, Channel Islands	Accreditation with Major Stipulations
California State University, San Bernardino	Accreditation with Stipulations
Evergreen School District	Accreditation
Fairfield-Suisun Unified School District	Accreditation with Stipulations
Fresno County Superintendent of Schools	Accreditation
Garden Grove Unified School District	Accreditation
Humphreys University	Accreditation
Madera County Office of Education	Accreditation with a 7th Year Report

Institution	Accreditation Decision
Merced County Office of Education	Accreditation with Stipulations
Notre Dame De Namur	Accreditation
San Bernardino City Unified School District	Accreditation
San Diego County Office of Education	Accreditation with Stipulations
San Juan Unified School District	Accreditation
San Luis Obispo County Office of Education	Accreditation
Santa Ana Unified School District	Accreditation
Simpson University	Accreditation with a 7th Year Report
Tulare County Office of Education	Accreditation with Stipulations
United States University	Accreditation with Stipulations
Westmont College	Accreditation

**Four institutions in the Green Cohort chose to continue their site visit as scheduled in 2024-2025.*

Institutions Meeting All Standards

The institutions listed in the table below hosted an accreditation site visit in 2025-26 which resulted in a determination that all Common Standards and all program standards for all programs offered by the institution were met. Of the 22 site visits, 10 institutions (45 percent) met all standards applicable for the programs they offer.

Institutions Receiving Accreditation with All Common and Program Standards Met, 2025-26

Program Sponsor (10)	Number of Educator Programs Offered by the Institution
Antioch USD	1
Bakersfield City SD	1
Evergreen SD	1
Garden Grove USD	1
Humphreys University	1
San Bernardino City USD	1
San Juan USD	1
San Luis Obispo COE	2
Santa Ana USD	2
Westmont College	2

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 2025-26 site visits are presented in the following table.

Findings on Common Standards[1] 2025-26 Accreditation Site Visits (22 institutions)

Common Standards	Met	Met with Concerns	Not Met
1: Institutional Infrastructure to Support Educator Preparation	18	4	0
2: Candidate Recruitment and Support	21	1	0
3: Study, Fieldwork, and Clinical Practice	17	5	0
4: Continuous Improvement	17	4	1
5: Program Impact	20	2	0

[1]*The 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 institutions that offer that program.

All Program Standards Found to be Met During 2025-26 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
Adapted Physical Education Specialist	1	0	0%
Bilingual Added Authorization	4	3	75%
Clear Administrative Services	6	4	67%
Designated Subjects: Adult Education with Intern	1	1	100%
Designated Subjects: Career Technical Education	4	2	50%
Designated Subjects: Special Subjects	1	1	100%
Designated Subjects: Supervision and Coordination	1	1	100%
Education Specialist: Added Authorization in Autism Spectrum Disorders	1	1	100%
Education Specialist: Added Authorization in Early Childhood Special Education	2	1	50%
Education Specialist: Added Authorization: Deaf-Blind	1	1	100%
Education Specialist: Added Authorization: Emotional Disturbance	1	1	100%
Education Specialist: Added Authorization: Orthopedic Impairment	1	1	100%
Preliminary Administrative Services	5	4	80%
Preliminary Education Specialist: Deaf and Hard of Hearing	1	1	100%

Programs	# of Institutions that Offer the Listed Program	# of Institutions with All Program Standards Met by Program	% of Programs with all Program Standards Met
Preliminary Education Specialist: Early Childhood Special Education	3	1	33%
Preliminary Education Specialist: Extensive Support Needs with Intern	6	3	50%
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	7	3	43%
Preliminary Multiple Subject	10	4	40%
Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction	1	1	100%
Preliminary Single Subject	9	2	22%
Pupil Personnel Services: Child Welfare and Attendance	1	1	100%
Pupil Personnel Services: School Counseling	3	3	100%
Pupil Personnel Services: School Psychology with Intern	1	1	100%
Teacher Induction	13	10	77%

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. This information about program 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 (10 Site Visits)	Met with Concerns	Not Met
Standard 3: Clinical Practice	5	0
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	1	0
Standard 5: Implementation of a Teaching Performance Assessment	1	0

Preliminary Single Subject w/Intern (9 Site Visits)	Met with Concerns	Not Met
Standard 3: Clinical Practice	5	0
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	1	0
Standard 5: Implementation of a Teaching Performance Assessment	1	0

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

Preliminary Education Specialist: Early Childhood Special Education Added Authorization (2 Site Visits)	Met with Concerns	Not Met
ECSEAA Standard 4: Experience in Early Childhood Special Education Programs	1	0

Preliminary Education Specialist: Adapted Physical Education (1 Site Visits)	Met with Concerns	Not Met
APE Standard 9: Assessment of Candidate Performance	1	0

Preliminary Education Specialist: Mild and Moderate Support Needs, w/intern (7 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Curriculum	1	0
Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)	2	0
Standard 3: Clinical Practice	4	0
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements	2	0
Standard 5: Implementation of a Teaching Performance Assessment	1	0

Preliminary Education Specialist: Extensive Support Needs, w/intern (6 Site Visits)	Met with Concerns	Not Met
Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)	1	0
Standard 3: Selection and Training of Coaches	2	0

Preliminary Education Specialist: Deaf and Hard of Hearing, w/intern (1 Site Visits)	Met with Concerns	Not Met
Standard 3: Selection and Training of Coaches	1	0

Teacher Induction (13 Site Visits)	Met with Concerns	Not Met
Standard 2: Components of the Mentoring Design	1	0
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	2	0
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	2	0
Standard 6: Program Responsibilities for Assuring Quality of Program Services	1	0

Administrative Services (5 Site Visits)	Met with Concerns	Not Met
Program Standard 5: Role of Schooling in a Democratic Society	1	0
Program Standard 8: Guidance, Assistance and Feedback	1	0

Clear Administrative Services (6 Site Visits)	Met with Concerns	Not Met
Program Standard 2: Program Collaboration, Communication, and Coordination	1	0
Program Standard 3: Selection and Training of Coaches	2	0

Career Technical Education (4 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Rationale	1	0
Standard 2: Equity, Diversity and Access to the Curriculum for All Students	1	0
Standard 3: Early Orientation	0	1
Standard 4: Collaboration with Local Educators	0	1
Standard 5: Beginning Teacher Support and Advisement	0	1
Standard 6: Determination of CTE Teacher Competence	0	1
Standard 7: Advanced Programs of Preparation	0	1

PK-3 Early Childhood Education (ECE) Specialist Instruction (1 Site Visits)	Met with Concerns	Not Met
Standard 2: Preparing Candidates Toward Mastery of the PK-3 ECE Specialist Instruction Teaching Performance Expectations	1	0
Standard 3: Clinical Practice: Opportunities to Learn and to Practice	1	0
Standard 7: Effective Literacy Instruction in PK-3 Settings	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 2025-26, the COA closely monitored 4 institutions that had stipulations placed on them as a result of their previous accreditation site visit. Two of these were from site visits conducted in 2024-25 and stipulations were removed for both of these institutions in 2025-26. The other two institutions were from site visits with significant findings in 2023-2024 (one being probationary stipulations and one with major stipulations). These two institutions were monitored closely by COA to ensure significant progress in addressing stipulations, had some stipulations removed in 2024-25, and were granted full accreditation with removal of the remaining stipulations in 2025-26. These institutions are listed on the table below.

Action taken in 2025-26 on Institutions with Stipulations from Prior Site Visits

Program Sponsors	2024-2025 Decision	Updated Decision 2025-26
Monterey County Office of Education	Accreditation with Probationary Stipulations (2023-24) Revisit October 2024 Accreditation with Major Stipulations (2024-25) Quarterly Reporting 2025-26	Accreditation
Alliant University	Accreditation with Major Stipulations (2023-2024) Revisit March 2025 Accreditation with Stipulations (2024-25) Revisit December 2025	Accreditation
Los Angeles County Office of Education	Accreditation with Stipulations	Accreditation
California State University, East Bay	Accreditation with Stipulations	Accreditation

Additionally, one institution that received full accreditation as a result of site visits in 2024-25 was directed to provide a 7th year report on one or more issues identified by the team. This institution fulfilled their responsibility in the 2025-26 year.

- San Mateo-Foster City SD

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 12 institutions were brought before the Commission for Initial Institutional Approval in 2025-26 including three for Stage V (full approval). The table below 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.

Approval Date	Program Sponsor	Stage	Approval Status
October 2025	Arizona State University	Stage II – Eligibility Requirements	Moved to Stage III
April 2026	Arizona State University	Stage III – Alignment of Standards and Preconditions	Moved to Stage IV
August 2025	California Institute of the Arts	Stage II – Eligibility Requirements	Moved to Stage III
February 2026	EDvance College	Stage II – Eligibility Requirements	Moved to Stage III
June 2026	Gateway High School	Stage V - Full Approval	Commission Approval
February 2026	Helix Charter High School	Stage II – Eligibility Requirements	Moved to Stage III
June 2026	Helix Charter High School	Stage III – Alignment of Standards and Preconditions	Moved to Stage IV
April 2026	Los Altos Elementary School District	Stage V - Full Approval	Commission Approval
April 2026	Napa Valley Unified School District	Stage II – Eligibility Requirements	Moved to Stage III

Approval Date	Program Sponsor	Stage	Approval Status
August 2025	Reach University	Stage II – Eligibility Requirements	Moved to Stage III
April 2026	Reach University	Stage III – Alignment of Standards and Preconditions	Moved to Stage IV
April 2026	Santa Maria-Bonita Unified School	Stage V - Full Approval	Commission Approval
February 2026	Sylvan Union School District	Stage II – Eligibility Requirements	Moved to Stage III
October 2025	The Chicago School	Stage III – Alignment of Standards and Preconditions	Moved to Stage IV
August 2025	Ventura Unified School District	Stage III – Alignment of Standards and Preconditions	Moved to Stage IV

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

Provisional Site Visits

In 2025-26, accreditation site visits were conducted at 5 institutions in the final stage (Stage V) of the Initial Institutional Approval process. At the end of a provisional period of between two and four years, an institution in provisional status hosts an accreditation site visit. 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
Folsom-Cordova USD	Accreditation with a 7th Year Report	Held until submission of 7th Year Report and all issues addressed.

Institution in Stage	Status of Accreditation	Commission Action
Gateway High School	Accreditation	Full Accreditation Approved by Commission
Los Altos Elementary School District	Accreditation	Full Accreditation Approved by Commission
Los Angeles Pacific University	Accreditation with Major Stipulations	Held until 2026 revisit and institution has addressed all issues.
Santa Maria-Bonita School District	Accreditation	Full Accreditation Approved by Commission

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.
Despite several institutions being granted Stage IV approval in 2025-26, there were no new programs approved during this time for institutions that were provisionally approved.

Initial Program Approval for Existing Commission Approved Educator Preparation Programs

The Committee on Accreditation granted approval to the following 32 new preparation programs at existing Commission approved program sponsors. This is down slightly from the previous year's approval of 36 programs. However, over the last three years, 95 new programs have been approved.

Program Sponsor	Credential Program Approved in 2025-26
Alameda County Office of Education	Teacher Induction
Azusa Pacific University	Preliminary PK-3 Early Childhood Education (ECE) Instruction Credential
Butte County Office of Education	Clear Administrative Services Induction
California Baptist University	Pupil Personnel Services School Social Work
California Baptist University	Pupil Personnel Services School Social Work-CWA
California State University East Bay	PK-3 Early Childhood Education (ECE) Specialist Instruction Credential with Intern
California State University Stanislaus	California Teachers of English Learners (CTEL)
California State University, Long Beach	Clear Administrative Services Induction
Humphreys University	PK-3 Early Childhood Education (ECE) Specialist Instruction Credential
Kern County Superintendent of Schools	Designated Subjects Career Technical Education
Lake County Office of Education	Teacher Induction
Las Virgenes Unified School District	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC)
Los Angeles County Office of Education	Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential
Los Angeles Unified School District	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC)
Madera County Superintendent of Schools	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC)
Mount Saint Mary's University	Preliminary PK-3 Early Childhood Education (ECE) Instruction Credential
Point Loma Nazarene University	California Teachers of English Learners (CTEL/CLAD)
Riverside County Office of Education	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC) Program
Sacramento County Office of Education	Bilingual Authorization - Spanish
Sacramento County Office of Education	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC) Program
Sacramento State University	Preliminary PK-3 Early Childhood Education (ECE) Instruction Credential
San Diego County Office of Education	Bilingual Authorization-Spanish
San Jose State University	Teacher Librarian: Special Class Authorization in Information and Digital Literacy
Santa Clara County Office of Education	Designated Subjects – Career Technical Education (CTE)
Shasta County Office of Education	Adding an Intern Pathway to an existing Preliminary Administrative Services Credential (PASC) Program
Sonoma State University	Adding an Intern Pathway to a Multiple Subject Program
Sonoma State University	Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential

Program Sponsor	Credential Program Approved in 2025-26
University of California Merced	Preliminary PK-3 Early Childhood Education (ECE) Specialist Instruction Credential
University of Massachusetts Global	Bilingual Language Authorization: Mandarin and Spanish
University of Southern California	Clear Administrative Services Induction Program
University of the Pacific	California Teachers of English Learners
Vanguard University	Adding an Intern Pathway to an existing Mild to Moderate Support Needs (MMSN) Education Specialist Preliminary Credential Program

The PK-3 Early Childhood Education (ECE) Specialist Instruction program led the number of new program proposals that were approved in 2025-26 with 8, followed closely by the number of new intern pathways for the Preliminary Administrative Services credential due to a change in statute that explicitly allowed local education agencies to offer this pathway. Below is the number of new programs approved in 2025-26 by credential area by most to least:

Program Type Approved in 2025-26	Number of New Programs Approved 2025-26
PK 3 Early Childhood Education (ECE) Specialist Instruction Credential	8
Adding an Intern Pathway to an Existing Preliminary Administrative Services Credential	6
Bilingual Authorization	3
Clear Administrative Services Induction Program	3
Teacher Induction	2
Designated Subjects: Career Technical Education	2
California Teachers of English Learners (CTEL)	3
Preliminary Education Specialist: Mild to Moderate Intern Program	1
Preliminary Multiple Subjects Program: Intern Pathway	1
Teacher Librarian Special Class Authorization	1
Pupil Personnel Services: School Social Work	1
Pupil Personnel Services: CWA	1
TOTAL	**32**

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 4 new Single Subject content areas and a new language to an existing Bilingual Authorization program. 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.

Program Sponsor	Content Area
California State University, Long Beach	Single Subject, Theatre
Notre Dame de Namur University	Single Subject, Dance
University of California, San Diego	Single Subject, Social Science
University of California, Santa Cruz	Single Subject, World Languages
University of Southern California	Bilingual Authorization: Mandarin (adding new language)

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 Division of Standards Accreditation and Workforce Investment priorities. The passage of AB 130 (Chapter 44, Statutes of 2021) and AB 126 (Chapter 65, Statutes of 2026), 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 2025-26. 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 19 programs at 13 institutions moved to inactive status in 2025-26.

Programs Entering Inactive Status (19)

Program Sponsor	Program
Newark Unified School District	Teacher Induction
San Diego County Office of Education	Education Specialist: added Authorization Traumatic Brain Injury
Sonoma State University	Reading and Literacy Added Authorization
Alternatives in Action	Preliminary Administrative Services
Alternatives in Action	Clear Administrative Services
California State University, Channel Islands	Preliminary Administrative Services
California State University, Channel Islands	Preliminary Education Specialist: Mild to Moderate Support Needs - Intern
California State University, Channel Islands	Preliminary Single Subject Intern
Hacienda La Puente Unified School District	Teacher Induction
San Diego Christian College	Preliminary Multiple Subject
San Diego Christian College	Preliminary Single Subject Credential
St. Mary's College of California	Preliminary Administrative Services
California State Polytechnic University, Humboldt	Preliminary Administrative Services with Intern
Whittier College	Preliminary Single Subject
CSU San Bernardino	Designated Subjects: Special Subjects
CSU San Bernardino	Designated Subjects: Supervision & Coordination
Pasadena Unified School District	Teacher Induction
University of Massachusetts Global (UMass)	Education Specialist Added Authorization: Early Childhood Special Education
University of Massachusetts Global (UMass)	Education Specialist: Preliminary Early Childhood Special Education

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 2025-26, the following 2 programs previously deemed inactive requested to receive reactivation and were approved to reactivate.

Program Sponsor	Program
University of San Francisco	Preliminary Administrative Services Credential
San Jose State University	Early Childhood Special Education Added Authorization (ECSE AA)

Transition of Professional Preparation Program to New Standards (20)

In 2025-26, Speech-Language Pathology programs completed the transition to new standards that were adopted by the Commission in February 2025 and became effective July 1, 2026.

Transition plans were submitted and reviewed by Commission staff. As a result all 20 program sponsors offering a Speech-Language credential program have transitioned to the new Speech-Language Pathology standards. These institutions are listed in the table below.

Institution	Program
California State University, Chico	Speech-Language Pathology: Language, Speech and Hearing
California State University, East Bay	Speech-Language Pathology: Language, Speech and Hearing
California State University, Fresno	Speech-Language Pathology: Language, Speech and Hearing
California State University, Fullerton	Speech-Language Pathology: Language, Speech and Hearing
California State University, Long Beach	Speech-Language Pathology: Language, Speech and Hearing
California State University, Los Angeles	Speech-Language Pathology: Language, Speech and Hearing
California State University, Monterey Bay	Speech-Language Pathology: Language, Speech and Hearing
California State University, Northridge	Speech-Language Pathology: Language, Speech and Hearing
California State University, Sacramento	Speech-Language Pathology: Language, Speech and Hearing
San Diego State University	Speech-Language Pathology: Language, Speech and Hearing
San Francisco State University	Speech-Language Pathology: Language, Speech and Hearing
San Jose State University	Speech-Language Pathology: Language, Speech and Hearing
California State University, San Marcos	Speech-Language Pathology: Language, Speech and Hearing
California Baptist University	Speech-Language Pathology: Language, Speech and Hearing
Biola University	Speech-Language Pathology: Language, Speech and Hearing
Chapman University	Speech-Language Pathology: Language, Speech and Hearing
Loma Linda University	Speech-Language Pathology: Language, Speech and Hearing
University of Redlands	Speech-Language Pathology: Language, Speech and Hearing
University of Southern California	Speech-Language Pathology: Language, Speech and Hearing
University of the Pacific	Speech-Language Pathology: Language, Speech and Hearing

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. Once withdrawn, the program is 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 25 programs at 17 institutions were withdrawn in 2025-26 and are no longer offered at the institution.

Withdrawn Programs of Professional Preparation (25)

Institution	Program
Baldwin Park Unified School District	Teacher Induction
California State University, Monterey Bay	Teacher Induction
Conejo Valley Unified School District	Teacher Induction
CSU Los Angeles	Specialist Teaching: Reading and Literacy Added Authorization
CSU Los Angeles	Specialist Teaching: Reading and Literacy Leadership Specialist
La Sierra University	Preliminary Administrative Services
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
Madera County Superintendent of Schools	Education Specialist: Added Authorization Orthopedic Impairment
Northeastern University	Preliminary Multiple Subject
Northeastern University	Preliminary Single Subject
Northeastern University	Preliminary Education Specialist: Early Childhood Special Education
Notre Dame de Namur University	Preliminary Administrative Services
San Francisco State University	Specialist Teaching: Reading and Literacy Leadership Specialist Credential
San Francisco State University	Specialist Teaching: Reading and Literacy Added Authorization
San Jose State University	Teacher Induction
SIATech	Teacher Induction
Sonoma State University	Preliminary Administrative Services with Intern
Sonoma State University	Specialist Teaching: Reading and Literacy Added Authorization
UC Berkeley	Designated Subjects: Adult Education
UC Berkeley	Designated Subjects: Career Technical Education

Institution	Program
University of Southern California	Teacher Induction
University of the Pacific	Preliminary Administrative Services with Intern
Whittier College	Specialist Teaching: Bilingual Authorization – Spanish

The programs that were most often withdrawn in 2025-26 were the Reading and Literacy Added Authorization and Specialist Credentials at seven (7), Teacher Induction at six (6) programs, and Preliminary Administrative Services at four (4) withdrawn programs.

Institutions that are No Longer Approved Program Sponsors

Three Commission approved program sponsors closed all of its remaining programs in the 2025-26 year resulting in it no longer being a Commission approved program sponsor.

Institution	Program
Baldwin Park Unified School District	Teacher Induction
Conejo Valley Unified School District	Teacher Induction
SIATech	Teacher Induction

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 2025-26, institutions in the Indigo and Orange Cohorts submitted preconditions for review. For these two cohorts, a total of 64 institutions submitted preconditions, resulting in 768 general precondition responses and 1,395 total program specific precondition responses reviewed—801 program preconditions for Indigo and 594 for Orange—after the submission date of March 31, 2026. The list below includes the names of institutions that submitted preconditions during this reporting period.

Indigo Institutions

Alder Graduate School of Education
Animo Leadership Charter High School (Green Dot)
Azusa Pacific University
Brentwood Union School District
California State Polytechnic University, Humboldt
California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Chico
California State University, Long Beach
California State University, San Marcos
Central Unified School District
High Tech High
Lancaster Elementary School District
Madera Unified School District
Mount Saint Mary's University - Los Angeles
Pasadena Unified School District
Placentia-Yorba Linda Unified School District
Sacramento County Office of Education
San Dieguito Union High School District
San Jose Unified School District
San Ramon Valley Unified School District
Santa Monica-Malibu Unified School District
Stella Middle Charter Academy
Stockton Unified School District

Teachers College of San Joaquin
Tracy Joint Unified School District
University of Massachusetts Global (UMASS)
University of Redlands
University of San Francisco
Ventura County Office of Education
Visalia Unified School District
West Covina Unified School District
Westside Union Elementary School District

Orange Institutions

Academy of Art University
Alhambra Unified School District
Anaheim Union High School District
Aspire Berkley Maynard Academy
Association of California School Administrators (ACSA)
California Baptist University
California State University, Sacramento
CalState TEACH
Chapman University
El Rancho Unified School District
Fontana Unified School District
Fremont Unified School District
Hayward Unified School District
Keppel Union Elementary School District
Kings County Office of Education
Merced Union High School District
Milpitas Unified School District
Modesto City Elementary School District
Paramount Unified school District
Rialto Unified School District
San Jose State University
Santa Barbara County Office of Education
St. Mary's College of California
Sweetwater Union High School District
The Master's University
Turlock Unified School District
University of California, Santa Barbara
University of La Verne
University of Phoenix
University of the Pacific
West Contra Costa Unified School District

Program Review and Common Standards

During Year 5 of the accreditation cycle institutions must respond to the Common Standards and complete Program Review for each educator preparation program it offers. 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. During 2025-26, the 33 institutions of the Yellow cohort identified in the table below responded to Common Standards and completed Program Review. As indicated in the table below, these 33 institutions offer a total of 129 programs. Each program is reviewed by at least two Board of Institutional Review (BIR) members. Additionally, two reviewers and the team lead typically review the Common Standards. As a result, reviewing the Common Standards and all program standards for the institutions in the Yellow cohort required the effort of around 168 reviewers matched by expertise and availability. Of important note, a number of BIR members completed more than one Program Review and/or Common Standards review in support of these efforts.

Institution	**Initial Teacher Prep**[1]	**Teacher Induction**	**Other Teacher Prep**[2]	**Prelim Admin**	**Admin Induction**	**Other Services Prep**[3]	**Total Programs**
Anaheim Elementary School District	0	1	0	0	1	0	2

Institution	Initial Teacher Prep[1]	Teacher Induction	Other Teacher Prep[2]	Prelim Admin	Admin Induction	Other Services Prep[3]	Total Programs
Biola University	4	1	1	0	0	1	7
California State University, Northridge	6	1	6	1	0	4	18
California State University, Stanislaus	5	0	3	1	0	2	11
Capistrano Unified School District	0	1	0	0	1	0	2
Ceres Unified School District	0	1	0	0	1	0	2
Clovis Unified School District	0	1	0	0	0	0	1
Etiwanda Elementary School District	0	1	0	0	0	0	1
Fremont Union High School District	0	1	0	0	0	0	1
Fresno Pacific University	5	0	4	1	1	2	13
Greenfield Union School District	0	1	0	0	0	0	1
Lodi Unified School District	0	1	0	0	0	0	1
Loyola Marymount University	3	0	1	1	0	3	8
Napa County Office of Education	0	1	0	0	1	0	2
Ontario-Montclair School District	0	1	0	0	0	0	1
Panama-Buena Vista Union School District	0	1	0	0	0	0	1
Pomona Unified School District	0	1	0	0	1	0	2
Riverside Unified School District	0	1	0	0	0	0	1
Saddleback Valley Unified School District	0	1	0	0	0	0	1
San Diego State University	5	1	5	1	1	5	18
San Gabriel Unified School District	0	1	0	0	0	0	1

Institution	Initial Teacher Prep[1]	Teacher Induction	Other Teacher Prep[2]	Prelim Admin	Admin Induction	Other Services Prep[3]	Total Programs
Santa Clara Unified School District	0	1	1	0	0	0	2
Santa Clara University	2	0	1	1	1	0	5
Santa Cruz County Office of Education	0	1	0	0	0	0	1
Shasta County Office of Education	0	0	0	1	0	0	1
Sonoma County Office of Education	4	1	1	1	1	0	8
South San Francisco Unified School District	0	1	0	0	0	0	1
Stanislaus County Office of Education	0	1	0	0	1	0	2
Summit Preparatory Charter High School	3	1	0	0	0	0	4
Walnut Valley Unified School District	0	1	0	0	1	0	2
Western Governors University	2	0	0	0	0	0	2
Whittier College	3	0	0	0	0	0	3
William Jessup University	2	0	0	1	0	0	3
Total	**44**	**25**	**23**	**9**	**11**	**17**	**129**

[1]***Initial Teacher Prep*** **-** *Traditional/Intern Preliminary Multiple, Preliminary Single Subject, and Preliminary Education Specialist*

[2]***Other Teacher Prep*** **-** *All Education Specialist Added Authorizations, Bilingual Authorizations, CTEL, Teacher Librarian, Designated Subjects, Reading and Literacy Added Authorization, Reading and Literacy Leadership Specialist Credential*

[3]***Other Services*** **-** *Pupil Personnel Services, School Nurse, Speech and Language Pathology*

SB 488 Literacy Certification

In 2025-26 all accreditation activities resumed that had been deferred in 2024-25 by Commission action in order to ensure full implementation of all aspects of Senate Bill 488 (Chap. 678, Stats. 2021). This work was closely tied to ensuring quality preparation and adherence to program standard 7 for all initial teaching credential programs.

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 and 2025-26, 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.

At this time, all programs subject to this requirement have received literacy certification. A list of certified program sponsors and programs can be found in Appendix B.

Beginning in January 2025 and continuing throughout the 2025 year, 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 Division of Standards, Accreditation, and Workforce Investment (DSAWI). In addition, the efforts of a DSAWI 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. During this period staff facilitated countless technical assistance sessions – nearly daily – in groups, by institutions, and also by individual programs within institutions, to ensure that the reviewers received the information they needed to verify coverage of the required content.

In October 2025, consistent with direction from the Commission, the COA took action to issue Probationary Stipulations on 3 institutions that had not yet submitted sufficient documentation to receive literacy certification. These institutions were: San Diego Christian College, Los Angeles Pacific University, and CSU Dominguez Hills. The stipulations related to non compliance with literacy

certification were removed for CSU Dominguez Hills and Los Angeles Pacific University in March 2026 after receiving literacy certification from the Commission. San Diego Christian College received literacy certification in August 2026 and will be presented to the COA for removal of its stipulations in October 2026.

At this time, all programs subject to this requirement have received literacy certification. A list of certified program sponsors and programs can be found in Appendix B.

Section III: Work Plan for the Committee on Accreditation in 2026-27

The work plan for the Commission and COA for 2026-27 is summarized in this section followed by more detailed information.

Regular Accreditation Activities:

- Continue COA meetings as scheduled
- Follow up on seven institutions with stipulations and the three institutions with 7th Year report from 2025-26 visits
- Accreditation site visits for the 33 institutions in Yellow Cohort
- Program Review Submission for the Orange Cohort (31 institutions)
- Common Standards Review Submissions for Orange Cohort (31 institutions)
- Preconditions Submission and Review (66 institutions in the Red and Blue cohorts)
- Annual Data Submission

- *Initial Institutional Approval (IIA) and New Program Proposals*
  - Conduct Provisional Revisit (1 Institution)
  - 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.
  - Continued transitioning the BIR database into the ADS system
  - Continued development of the Multiple Measures Report into the Dashboards

- *Training and Calibration of Board of Institutional Review*
  - Board of Institutional Review Training in Summer and Fall 2026, Winter 2027
  - Planning and Implementation of Team Lead Training and Refresher Trainings in Fall 2026 and Winter 2027

Other Accreditation Related Efforts:

- Preconditions Updates: Continue the process of review of all program preconditions to ensure that any changes to statute, regulations, and Commission policy are accurately reflected in the preconditions.
- Standards: Monitor the work of the Administrative Services Standards panel and be

prepared to implement any changes in policy or standards when appropriate.

- Standards: Update the Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist credential in alignment with recent statute changes.
- Regulations: Promulgate regulations for the Initial Institutional Approval process.
- Implementation of any legislation that impacts the accreditation system.
- Continue consideration of refinements to Common and Program standards to ensure recommendations of the RDI TPA workgroup including more explicit use of performance assessment data in continuous improvement, clearer standards language around candidate support, and about embedding the performance assessment more seamlessly for candidates in the programs.
- Development and use of the Multiple Measures Report to improve program quality.

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 2026-27, Committee meetings are scheduled for the following dates:

October 29, 2026
January 28-29, 2027
March 18-19, 2027
May 6-7, 2027
August 12, 2027
October 28-29, 2027

In 2026-27, the DSAWI EQ Weekly Update, 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 2026. 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. Currently this position is vacant.

Fee Recovery System for Certain Accreditation Activities and an Annual Accreditation Fee 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. For 2025-26, this work will be centered on the inclusion of the Multiple Measures Report as well as the potential refinement of Common Standards and program standards language related to the implementation of the performance assessment in continuous improvement efforts, support for candidates, and clarity around embedding performance assessments in programs.

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.

Follow Up on Accreditation Site Visits–Green Cohort
The COA will monitor and follow up on the seven institutions that had stipulations from site visits conducted in 2025-26 and the three institutions that are to submit 7th year reports. Additionally, one revisit for an institution that is Provisionally Approved will also take place.

Regularly Scheduled Site Visits –Yellow Cohort
All institutions in the Yellow will have their visits beginning Fall 2026 through Spring 2027. A total of 33 site visits are currently scheduled for the Yellow cohort. 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. When the Multiple Measures Reports are available in fall 2026, that too will serve as an additional piece of information for teams to use.

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 2026-27, no institution is scheduled to undergo a provisional site visit in preparation for Commission consideration of full initial institutional approval. However, one revisit for an institution that is Provisionally Approved will take place and follow up will be conducted with another Provisionally Approved institution that is submitting a 7th year report to address concerns identified by the site visit team.

Program Review Submission and Review Orange Cohort
The 31 institutions in the Orange cohort will submit Program Review documentation in fall of 2026 to be reviewed in 2026-27 year in preparation for a Year 6 site visit in 2027-28.

Common Standards Submission and Review –Orange Cohort
The 31 institutions in the Orange cohort will submit Common Standards documentation in Spring 2027 and reviews conducted in preparation for the Year 6 site visit in Fall 2027 or Spring 2028.

Preconditions Submission and Review –Red and Blue Cohorts
The 66 institutions in the Red (34) and Blue (32) cohorts will submit precondition responses in March of 2027. 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 preconditions responses are unresolved, the COA will be notified, and further action will be taken as deemed appropriate by the COA.

Annual Data Submission
All 247 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.

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 2026-27 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 24 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 – 7 institutions
  Stage III: Provisional Approval – 8 institutions
  Stage IV: Initial Program Approval – 5 institutions
  State V: Provisional Site Visit and Full Approval –2 institutions

  No institutions in Stage V are scheduled for a site visit in 2026-27 as no institution is scheduled to complete their provisional approval period this year. It is anticipated that there will be additional institutions seeking to begin the process throughout the year. However, one institution in Stage V that had a site visit in 2025-26 will undergo a revisit and another one will submit a 7th year report.

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

- *Initial Program Review (IPR)*
  In 2026-27, 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, 34 program proposals have been submitted and are in the process of being reviewed, with another 25 proposals anticipated to be submitted in the coming months. New program proposals are accepted on an on-going basis so it unknown how many will be submitted in 2026-27. 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 the annual survey data collection process. Having just completed a comprehensive review and update to the various program completer surveys, staff will issue these new survey questions this year. Additionally, staff has completed the creation of a program completer survey for the new PK-3 Early Childhood Education (ECE) Specialist Credential programs. Staff will be monitoring the new questions to ensure clarity and also to carefully review the results. Implementation of the following surveys is planned for 2026-27:

- Preliminary Multiple Subject Completer Survey
- Preliminary Single Subject Completer Survey
- Preliminary Education Specialist Completer Survey
- Preliminary PK-3 Early Childhood Education (ECE) Specialist Credential *(new)*
- Designated Subjects: Adult Education and Career Technical Education *(new)*
- Preliminary Administrative Services Completer Survey
- Clear Administrative Services Completer Survey
- Teacher Induction Completer Survey
- Pupil Personnel Services: School Social Work, School Counselor, School Psychologist *(new)*
- Other Educator Survey
- Mentor Teacher Survey
- Employer Survey

Literacy Instruction. Although the literacy certification process has been completed, attention continues on the implementation of Literacy Instruction Standard 7 and TPE 7 for initial teaching credential programs to ensure effective and comprehensive implementation of the standard. Staff continues to work to ensure the incorporation of these standards into the regular accreditation processes (initial program review, preconditions, program review, and site visits), provide institutions and reviewers alike with guidance in light of literacy certification and to provide focus to the applicability of the standard to Single Subject programs given they must align with the literacy standard but were not subject to literacy certification.

Using Data in the Data Dashboards for Accreditation Activities: 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 2026-27 on using these data to

determine if they indicate any potential areas of concern either with an institution, a standard, or a requirement. The addition of the new Division of Data, Research, Evaluation and Assessment (DREA) provides substantial support to this effort than previous 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 being made to ensure that these data are used consistently across all visits as well as being articulated in accreditation reports. In addition, efforts continue 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. 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 2026-27.

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 2027.

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

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
(Current Numbers as of 8/30/2026 and inclusive of Provisionally Approved Institutions)

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 (49)

Institution Name	Cohort	Institution Name	Cohort
Academy of Art University	Orange	Pacific Union College	Red
Alder Graduate School of Education	Indigo	Pepperdine University	Red
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	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	United States University	Green
Fresno Pacific University	Yellow	University of La Verne	Orange
Hebrew Union College	Violet	University of Massachusetts Global (UMass Global) - AAQEP	Indigo
High Tech High Graduate School of Education	Violet	University of Phoenix	Orange
Hope International University	Violet	University of Redlands	Indigo
Humphreys University	Green	University of San Diego	Red
La Sierra University	Violet	University of San Francisco	Indigo
Loma Linda University	Blue	University of Southern California	Violet
Los Angeles Pacific University	*Provisional Approval*	University of the Pacific	Orange
Loyola Marymount University	Yellow	Vanguard University	Blue
Mount Saint Mary's University - Los Angeles	Indigo	Western Governors University – AAQEP	Yellow
National University - AAQEP	Violet	Westmont College	Green
Northeastern University	*Provisional Approval*	Whittier College	Yellow
Notre Dame de Namur University	Green	William Jessup University	Yellow
Pacific Oaks College	Violet		

Local Education Agencies Program Sponsors (Districts/County Offices/Other) (165)

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	*Provisional Approval*	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
Bellflower Unified School District	Blue	Orange County Department of Education	Blue
Brentwood Union School District	Indigo	Orange Unified School District	Red
Burbank Unified School District	Red	Palmdale Elementary School District	Blue
Burton Elementary School District	Violet	Palo Alto Unified School District	Violet
Butte County Office of Education	Violet	Palos Verdes Peninsula Unified School District	Violet
California School for the Deaf, Fremont	Blue	Panama-Buena Vista Union School District	Yellow
Campbell Union School District	Red	Paramount Unified School District	Orange
Capistrano Unified School District	Yellow	Pasadena Unified School District	Indigo
Central Unified School District	Indigo	Placentia-Yorba Linda Unified School District	Indigo
Ceres Unified School District	Yellow	Placer County Office of Education	Red
Chaffey Joint Union High School District	Blue	Pleasanton Unified School District	Red

Institution Name	Cohort	Institution Name	Cohort
Chino Valley Unified School District	Blue	Pomona Unified School District	Yellow
Chula Vista Elementary School District	Red	Poway Unified School District	Red
Clovis Unified School District	Yellow	PUC Schools	Blue
Compton Unified School District	Violet	Redwood City Elementary School District	Red
Contra Costa County Office of Education	Red	Rialto Unified School District	Orange
Corona-Norco Unified School District	Blue	Riverside County Office of Education	Red
Culver City Unified School District	Red	Riverside Unified School District	Yellow
Cupertino Union School District	Violet	Sacramento City Unified School District	Violet
Davis Joint Unified School District	Red	Sacramento County Office of Education	Indigo
El Dorado County Office of Education	Violet	Saddleback Valley Unified School District	Yellow
El Rancho Unified School District	Orange	San Benito County Office of Education	Green
Elk Grove Unified School District	Blue	San Bernardino City Unified School District	Green
Encinitas Union School District	Blue	San Diego County Office of Education	Green
Escondido Union High School District	Violet	San Dieguito Union High School District	Indigo
Escondido Union School District	Blue	San Francisco Unified School District	Violet
Etiwanda Elementary School District	Yellow	San Gabriel Unified School District	Yellow
Evergreen Elementary School District	Green	San Jose Unified School District	Indigo
Fairfield-Suisun Unified School District	Green	San Juan Unified School District	Green
Folsom-Cordova Unified School District	*Provisional Approval*	San Luis Obispo County Office of Education	Green
Fontana Unified School District	Orange	San Mateo County Office of Education	Blue
Fortune School	Violet	San Mateo Union High School District	Green
Fremont Unified School District	Orange	San Mateo-Foster City School District	Green

Institution Name	Cohort	Institution Name	Cohort
Fremont Union High School District	Yellow	San Ramon Valley Unified School District	Indigo
Fresno County Superintendent of Schools	Green	Sanger Unified School District	Violet
Fresno Unified School District	Blue	Santa Ana Unified School District	Green
Fullerton Elementary School District	Blue	Santa Barbara County Education Office	Orange
Garden Grove Unified School District	Green	Santa Barbara Unified School District	Violet
Gateway High School	Green	Santa Clara County Office of Education	Blue
Glendale Unified School District	Blue	Santa Clara Unified School District	Yellow
Greenfield Union School District	Yellow	Santa Cruz County Office of Education	Yellow
Grossmont Union High School District	Blue	Santa Maria-Bonita School District	Green
Hacienda La Puente Unified School District	Green	Santa Monica-Malibu Unified School District	Indigo
Hanford Elementary School District	Red	Sequoia Union High School District	Violet
Hayward Unified School District	Orange	Shasta County Office of Education	Yellow
High Tech High	Indigo	Sonoma County Office of Education	Yellow
Huntington Beach Union High School District	Green	South San Francisco Unified School District	Yellow
Imperial County Office of Education	Violet	Stanislaus County Office of Education	Yellow
Irvine Unified School District	Violet	Stella Middle Charter Academy	Indigo
Keppel Union Elementary School District	Orange	Stockton Unified School District	Indigo
Kern County Superintendent of Schools	Violet	Summit Preparatory Charter High School - AAQEP	Yellow
Kern High School District	Blue	Sutter County Superintendent of Schools	Red
King-Chavez Academy of Excellence	Red	Sweetwater Union High School District	Orange
Kings County Office of Education	Orange	Tehama County Department of Education	Blue

Institution Name	Cohort	Institution Name	Cohort
Lake County Office of Education	Green	Torrance Unified School District	Blue
Lancaster Elementary School District	Indigo	Tracy Joint Unified School District	Indigo
Las Virgenes Unified School District	Violet	Tulare City School District	Red
Livermore Valley Joint Unified School District	Green	Tulare County Office of Education	Green
Lodi Unified School District	Yellow	Turlock Unified School District	Orange
Long Beach Unified School District	Blue	Vallejo City Unified School District	Blue
Los Altos Elementary School District	Green	Ventura County Office of Education	Indigo
Los Angeles County Office of Education	Green	Visalia Unified School District	Indigo
Los Angeles Unified School District	Red	Walnut Valley Unified School District	Yellow
Los Banos Unified School District	Violet	Washington Unified School District	Violet
Madera County Superintendent of Schools	Green	West Contra Costa Unified School District	Orange
Madera Unified School District	Indigo	West Covina Unified School District	Indigo
Manteca Unified School District	Red	Westside Union Elementary School District	Indigo
Marin County Office of Education	Red	William S. Hart Union High School District	Violet
Merced County Office of Education	Green	Yuba City Unified School District	Green

Appendix B

SB 488 Literacy Certification

Intuitions/Programs/Pathways Receiving Literacy Certification by the Commission Action

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
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

Institution	Program	Pathways
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
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

Institution	Program	Pathways
	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
	Education Specialist: Mild to Moderate Support Needs	Traditional Student Intern
	Education Specialist: Extensive Support Needs	Traditional Student Teaching Intern
	Education Specialist: Early Childhood Special Education:	Traditional Student Teaching Intern
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
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

Institution	Program	Pathways
	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
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

Institution	Program	Pathways
	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
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

Institution	Program	Pathways
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
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 MS with Concurrent Bilingual Authorization

Institution	Program	Pathways
	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
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

Institution	Program	Pathways
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
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

Institution	Program	Pathways
		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
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 Pacific University	Multiple Subjects	Traditional Student Teaching Intern

Institution	Program	Pathways
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
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

Institution	Program	Pathways
	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 Christian College	Preliminary Multiple Subjects	Traditional Student Teaching
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

Institution	Program	Pathways
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
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

Institution	Program	Pathways
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
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

Institution	Program	Pathways
		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
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

Institution	Program	Pathways
	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
University of Massachusetts Global	Multiple Subjects	Traditional Student Teaching Intern Residency

Institution	Program	Pathways
	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

Institution	Program	Pathways
	Multiple Subjects	Traditional Student Teaching Intern MS plus Bilingual Authorization
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

Institution	Program	Pathways
	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)