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Information

Educator Preparation Committee

Annual Report of the Committee on Accreditation 2023-24

Executive Summary: This agenda item presents the 2023-24 Annual Report of the Committee on Accreditation (COA).

Recommended Action: For information only

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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 2023-24

Introduction

This agenda item presents the *Annual Accreditation Report of the Committee on Accreditation* (COA). Section I of the report describes the major accomplishments of the Committee's 2023-24 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 2023-24. Section III provides the current year – 2024-25 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 assure 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 on feedback from ongoing peer review processes.

The *Annual Report of the COA 2023-24* was adopted by the COA on October 31, 2024. The report provides an update on all activities undertaken by staff and the COA in 2023-24 to implement the accreditation system.



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

2023-24

Dear Commissioners:

On behalf of the Committee on Accreditation, we are pleased to present the 2023-24 Annual Report of the COA to the Commission.

Once again, the COA thanks the Commission for its continued support and commitment to high quality educator preparation programs. The COA also thanks the hundreds of volunteers from the field of education and educator preparation who make it possible for this peer review system to continue. These dedicated individuals serve the accreditation system on their own time, drawing from their wide variety of expertise and experiences, and often with personal sacrifice, solely because they are committed to ensuring quality educators for California. They continue to be dedicated servants to the public good ensuring fidelity to the Commission's adopted standards and offering support and guidance to programs in California. We are deeply grateful to their willingness to continue to serve in this capacity.

The 2023-24 academic year seemed to restore some sense of normalcy after the lingering effects of the pandemic. Nevertheless, challenges in our educational system remain and we are committed to working with the Commission to address these challenges. We have learned many lessons over the past few years and we are eager to play our part in shaping the future to ensure that California schools are well equipped to meet the challenges and embrace the opportunities.

Sincerely,

Robert Frelly
Co-Chair

Katrine Czajkowski
Co-Chair

The Committee on Accreditation 2023-24

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Executive Summary

This report presents a summary of the vast array of activities that comprised the 2023-24 accreditation year for all Commission approved educator preparation programs. Currently, there are 252 Commission approved program sponsors offering 933 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. Below is a summary of some of the major accreditation activities in 2023-2024 with significantly more detail on these activities in the full report that follows.

Regular Site Visits: The thirty-two (32) institutions in the Blue cohort completed site visits in 2023-24. Out of the 32 site visits:

- 23 institutions (72 percent) received a status of Accreditation.
- 5 institutions (16 percent) received Accreditation with Stipulations.
- 3 institutions (9 percent) received Accreditation with Major Stipulations.
- 1 institution received a decision of Accreditation with Probationary Stipulations.

Revisits and Provisional Site Visits: Additionally, site visits took place at:

- Two (2) institutions with stipulations from visits in 2022-23 with stipulations that required revisits in 2023-24.
- One (1) institution in provisional status seeking Initial Institutional Approval.

Addressing Stipulations: Progress was monitored and stipulations removed for seven (7) institutions reviewed in previous years. In all cases, the COA removed stipulations and full accreditation was granted. These included:

- Six (6) institutions with Stipulations.
- One (1) institution with Major Stipulations.

Preconditions Review: Staff reviewed preconditions during spring/summer 2024 for 75 institutions (Yellow and Violet cohorts) totaling 2348 preconditions (900 general preconditions and 1,448 program-specific preconditions).

Program Review: Program Review was completed during fall/winter 2023 for the 28 institutions in the Green cohort offering 119 programs reviewed by Board of Institutional (BIR) members.

Common Standards Review: Common Standard Review was completed during spring 2024 for the 28 institutions in the Green cohort using 2-3 reviewers each (team lead plus one to two Common Standards reviewers) for a total of 84 reviewers.

Use of Volunteer Experts from the Field: 134 volunteers with expertise in the various educator preparation programs participated in accreditation site visits, 284 participated in Program Review, and 59 participated in Common Standards Review.

Board of Institutional Review (BIR) Site Visit Trainings - Resulted in approximately 38 additional individuals trained in 2023-24 and available for accreditation site visits in the future.

New Credential Program Approvals: Twenty-seven (27) new educator preparation programs were approved at existing institutions and those that received provisional approval from the Commission. This is a significant increase from the previous year when 13 new programs were approved.

New Subject Matter Program Approvals: No new subject matter programs were submitted and approved in 2023-24.

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

- *Move to Inactive:* 10 programs that went inactive across eight (8) institutions and several different credential areas.
- *Program Closures through Withdrawal:* 7 programs were withdrawn across 6 institutions.

Initial Institutional Approval Proposals Approved - Three (3) 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 routine accreditation activities listed above, attention was given to the following accreditation priorities.

Accreditation Handbook - Revised and adopted specific chapters of the Accreditation Handbook to ensure that the language of the handbook accurately represents improvements in processes and procedures.

Monitoring Implementation and Providing Technical Assistance Regarding New Standards - Commission staff continued to work with institutions on ensuring full implementation of the Education Specialist, Pupil Personnel Services, and Bilingual Authorization programs in these first years of implementing new standards. Additionally, ensuring that all new programs were incorporating the new Literacy Instruction standard, and the associated performance expectation has been a major undertaking.

Technical Assistance for Programs - 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 - Continued to implement a system of surveying program completers, employers, and veteran teacher/mentors and using these survey results to inform team decisions about programs.

Accreditation Data System and Dashboards - Continued to implement and refine the annual

Accreditation Data System including building out performance assessment data in the dashboards.

New and Semi New Initiatives

PK 3 Early Childhood Education (ECE) Specialist Instruction Credential

- *Continued Rollout of PK 3 Early Childhood Education (ECE) Specialist Credential* - Provided numerous technical assistance office hours, webinars, and meetings regarding the new PK-3 Early Childhood (ECE) Specialist credential program.
- *Coordinated review sessions for new PK 3-ECE credential program* and were able to approve first of its kind in spring 2024.

Implementation of the Literacy Instruction Standard/Performance Expectation

- Ensuring new programs are aligned to the new literacy standards and performance expectations prior to approval has been a challenging effort given the breadth of the standard.

Literacy Certification

- Developed process for submission of documentation by programs to be certified for literacy instruction, pursuant to SB 488 (Chapter 678, Statutes of 2021).
- Providing technical assistance webinars and resources for programs to review and update their curriculum in accordance with SB 488.
- Recruited reviewers and began to develop the review process for certification.

California Standards for the Teaching Profession (CSTP)

- Finalization and adoption of the revised CSTPs and communication/technical assistance to the field about the adoption of the new CSTP.
- Development of Descriptions of Practice for the CSTP began.

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 feedback from ongoing peer review processes.

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

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

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

ANNUAL DATA SUBMISSION

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

PRECONDITIONS REVIEW

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

PROGRAM REVIEW

In fall of Year 5 of the cycle, each credential program provides specific, required evidence or documentation demonstrating that the program is aligned to each of the Commission’s adopted program standards for the particular credential area. Documentation is reviewed by trained peer evaluators who are members of the Commission’s Board of Institutional Reviewers (BIR) with expertise in the credential area, and a conclusion is formed about whether programs are preliminarily aligned with the Commission’s standards. The institution is provided with 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 2023-24.

Section I: Accomplishment of the Committee's Work Plan in 2023-24

The Strengthening and Streamlining Accreditation Project took place from 2014-16 and laid out a vision for the Commission's accreditation system. Over the past decade, significant progress has been made in developing, implementing, and refining the various aspects of the accreditation system to make that vision come to fruition. Previous COA Annual Reports highlighted some of these significant efforts and this report focuses on those efforts undertaken over the past year to continue the development of the system to ensure high quality educator preparation programs.

This section presents a summary of the vast array of activities that comprised some of the major efforts of the accreditation system from June 30, 2023 to July 1, 2024. Currently, there are 252 Commission approved program sponsors offering 933 different and active educator preparation programs and many of those are offered through various pathways. The Commission's accreditation system is responsible for ensuring that these programs meet Commission expectations of quality.

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

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

August 10, 2023
October 26, 2023
January 25-26, 2024
March 21, 2024
May 2, 2024
June 6, 2024

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.

All meetings were held in person with the exception of the August meeting which was held virtually. The public was able to access 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, as well as broad-based access to critical accreditation materials for institutions and others interested in accreditation.

[PSD News](#). The PSD News, developed in 2008, continued to be distributed weekly. This electronic notification has increased its readership each year and now reaches over 5,084 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 2023-24 in communicating a wide variety of information to the field. Program Sponsor Alerts will continue to be used to provide information to the field, when necessary, as they have served this objective well. The Commission staff issued the following 10 PSAs between July 1, 2023, to June 30, 2024:

Program Sponsor Alerts July 1, 2023 to June 30, 2024

Issue Date	Number	Title
July 14, 2023	23-05	<u>Passage of SB 114- Teaching Performance Assessment Exemption for Candidates with COVID-19 Pandemic Referrals</u>
August 31, 2023	23-06	<u>Grade Span Authorizations for University and District Intern Credentials [Replaced by PSA 24-03]</u>
September 15, 2023	23-07	<u>Implementation of Literacy Standards and Teaching Performance Expectations (TPES)</u>
December 11, 2023	23-08	<u>Approved Adjustments to the Timeline of Scheduled Accreditation Activities</u>
February 2, 2024	24-01	<u>Teacher Preparation Program Literacy Instruction Certification Required by SB 488 (Chapter 678, Statutes of 2021)</u>
February 9, 2024	24-02	<u>TPA Secondary Passing Standards</u>
February 16, 2024	24-03	<u>Grade Span Authorizations for University and District Intern Credentials [Replaces PSA 23-06]</u>
February 23, 2024	24-04	<u>Precondition Changes Related to the Subject Matter Competence Requirement for Integrated Undergraduate Teacher Preparation Programs</u>
March 1, 2024	24-05	<u>Approval of Title 5 California Code of Regulations Pertaining to the PK-3 Early Childhood (ECE) Specialist Instruction Credential</u>
May 31, 2024	24-06	<u>Adoption of Revised California Standards for the Teaching Profession (2024) and Timeline for Teacher Induction Programs to Transition to Full Implementation</u>

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

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

Preparation and Presentation of COA Reports to the Commission. COA Co-Chairs Robert Frelly and Katrina Czajkowski presented the 2022-23 COA annual report to the Commission at the [December 2023](#) 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 2023-24-year, Commissioner Christopher Davis served as the liaison to the COA.

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

Purpose 2. Ensure Program Quality

Accreditation of Institutions and their Credential Preparation Programs. This is one of the primary ongoing tasks of the COA. The COA has been given full responsibility for making decisions regarding the continuing professional education accreditation of educator preparation programs. In the 2023-24 academic year, a total of 35 institutions had various types of site visits. This included thirty-two accreditation site visits for the Blue cohort institutions, one provisional site visit, and two revisits.

The results of the thirty-two regular site visits conducted are as follows:

- Twenty-three institutions Accredited, with no Stipulations, including five with a required follow-up report
- Five institutions Accredited with Stipulations
- Three institutions Accredited with Major Stipulations
- One institution Accredited with Probationary 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 2023-24, the COA

removed the stipulations fully for 7 institutions with stipulations from the previous year.

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 2023-24. This approach allows the institutions to regularly check in with Commission staff and the COA to ensure they are moving in the direction that the COA expects. It also may provide some additional leverage with their institutional leadership to ensure the resources or tools to enact change are provided and allow the COA to provide some suggestions and guidance along the way. From an accountability perspective, requiring interim reports ensures that the institution does not wait a full year before implementing required improvements.

Technical Assistance Efforts. The Commission continued to provide technical assistance throughout 2023-24. The [Accreditation Technical Assistance webpage](#) on the Commission's website continued to be used and institutions and program personnel were kept informed of upcoming technical assistance opportunities through emails and the PSD News. Additionally, within the limitation on travel for staff, staff made themselves available to present and discuss information about the accreditation system or standards implementation at a variety of organizational meetings and conferences throughout the year. These typically include, but are not limited to: the California Induction Conference, the Credential Counselors and Analysts of California (CCAC) Conference, the California Council on Teacher Education (CCTE), the Special Education Administrators of County Offices, the statewide Special Education Local Planning Area (SELPA) director's meeting, the California Professors of Special Education (CAPSE), Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), California Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), the California Association of Professors of Education Administration, and the Meredith Fellows Performance Assessment Conference.

In addition, staff continued to provide critical technical assistance to institutions on a variety of topics, including preparing for site visits. This included:

- 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 2-month pre-visit to ensure that all logistics are scheduled to be handled appropriately, and necessary evidence will be available to the team when it arrives.

Technical Assistance for Institutions Preparing for Site Visits

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

Technical Assistance for Institutions Preparing to Submit Common Standards

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

Activity	Date and/or Location
Preparation for Institutions Submitting Common Standards Review – Virtual Meeting	December 14, 2023 December 20, 2023 January 4, 2024 January 10, 2024 January 17, 2024 January 24, 2024 January 31, 2024 February 7, 2024 February 14, 2024 February 21, 2024

Technical Assistance for the Accreditation Data System (ADS)

The Professional Services Division (PSD) staff conducted a series of Accreditation Data System (ADS) 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 was submitted within the timeframe allotted. These office hours were to support institutions in accessing the ADS, creating accounts, connecting individuals to the institution, giving individuals appropriate roles, and answering questions related to the data questions. Office hour dates and times were listed on the [Accreditation Technical Assistance](#) page and provided in the weekly PSD News. Staff continuously worked with and provided support to institutions in the use of the ADS. Staff developed [ADS resources](#) such as guidance documents, FAQs, and video presentations to support institutions in understanding the ADS.

Technical Assistance Activity	Date/Location
Accreditation Data System (ADS) Weekly Office Hours (30 mins-1 hour per week)	22 sessions - every Friday from April 5th, 2024 - August 30, 2024

Training Activities for the Board of Institutional Reviewers (BIR)

The accreditation system is reliant upon a cadre of volunteer educators and educator preparers. Training of these volunteers in order to serve as reviewers for all components of accreditation is essential to the success of the system. In 2023-24, 38 individuals completed BIR training and are now contributing to the accreditation system. Additional training is conducted for the various aspects and roles for the accreditation system such as team lead training, common standards review training and program review training. These are listed below.

Activity	Number, Date and/or Location
BIR Site Visit Training	July 17-18, 2023 and July 25-26, 2023
BIR Team Lead Training and Review	January 9 and 18, 2024
Common Standards Reviewer Training and Review	10 Common Standards Training and Review Sessions from March through April 2024 (Virtual)
Program Review Training and Review	12 Program Review Sessions from November 2023 through January 2024 (Virtual)

Technical Assistance Provided to Institutions Seeking Initial Approval

Attending Accreditation 101, an informational session for entities that are interested in seeking initial institutional approval, is the first requirement of the multi-step Initial Institutional Approval (IIA) process. Institutions must come to Accreditation 101 with a team of individuals, including a representative from their partner organization. This past year a new Accreditation 201 session was developed by staff to provide additional support sessions to institutions once they receive provisional approval. Two sessions of Accreditation 101 were held in 2023-24. A total of 15 institutions attended these sessions.

Date	Session	Number of Institutions	Types of Institution	Attendees
December 13, 2023	Accreditation 101	5 institutions	3 LEA/ 4 IHE	10 attendees
June 25, 2024	Accreditation 101	6 institutions	3 LEA/3 IHE	15 attendees

Technical Assistance Office Hours for Programs

The Professional Services Division staff began hosting a variety of office hours during the pandemic to provide technical assistance and support the sharing of best practices by programs. These sessions have been 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 2023-24 although some adjustment to the frequency of some have been made. This includes the following:

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

Literacy Certification Office Hours

Staff held special literacy certification office hours beginning in March of 2024 in order to assist institutions in understanding what was required to be submitted for the SB 488 Literacy Certification process. Staff held a total of 14 office hour sessions from March 15 through September 2024.

Other Related Activities

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

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

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

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

Support Event	Dates (July 1, 2023-June 30, 2024)
Candidate Office Hours	GenEd CalTPA: Weekly Wednesday 4:15-5:00 pm
Preliminary Teacher Prep and PASC Office Hours, hosted by the PA Team and ES	GenEd CalTPA: 1 st and 3 rd Thurs. 10:00-10:50 am CalAPA: By appointment
EdSp CalTPA Office Hours	EdSp CalTPA: First and Third Friday 10-10:30am
Lead Assessor Meetings	CalAPA: Bi-monthly - Monday, 4:30-5:30 CalTPA: Bi-monthly - Monday, 4:00-4:30 EdSp CalTPA- Bi-monthly- Monday, 4:00-4:30
Coordinator Meetings (Webinar)	CalAPA: <ul style="list-style-type: none"> • January 17, 2024 • June 5, 2024 CalTPA and EdSp CalTPA: March, June, January
“Deep Dive” Webinars into Specific PA Cycles	CalAPA: <ul style="list-style-type: none"> • November 15, 2023 • March 14, 2024 CalTPA and EdSp CalTPA: 2 sessions October, November 2023
New Assessor Training (two-day, all-day training)	CalAPA: <ul style="list-style-type: none"> • Implicit Bias Training: September 15, 2023 • February -- March 2024 CalTPA: February -- March 2024 EdSp CalTPA <ul style="list-style-type: none"> • MMSN- 2 sessions February-March 2024 • ESN- 2 sessions February-March 2024
Returning Assessor Training	CalAPA: August 12 th and 19 th , 2023 CalTPA: August 2023 (2 sessions) EdSp CalTPA <ul style="list-style-type: none"> • MMSN- 2 sessions- 1 per Cycle August 2023 • ESN- 2 sessions- 1 per Cycle August 2023
Conference Attendance (CalTPA, EdSp CalTPA, CalAPA)	CCTE: October 2023 CCAC: November 7 th -8 th 2023 MFIC: September 13-14 th , 2024 CAPEA: October 15 th -16 th , 2023 (CalAPA) CA Induction: March 4 th -6 th , 2024 (CalAPA)

Support Event	Dates (July 1, 2023-June 30, 2024)
Literacy Design Team Meetings	5 Design Team Meetings- <ul style="list-style-type: none"> • July 11-12, 2023 • September 19-20, 2023 • November 14, 2023 • January 30, 2024 • March 19, 2024
LPA Pilot Program Office Hours	LPA: January 12-April 5; Fridays 9:00-9:45 am
LPA Pilot Candidate Office Hours	LPA Pilot: Tuesdays, 4:00-4:45 pm <ul style="list-style-type: none"> • February 13, 2024 • March 12, 2024 • April 2, 2024 LPA VI Pilot: Fridays; 3:30-4:30 pm <ul style="list-style-type: none"> • March 8, 2024 • April 5, 2024 • April 26, 2024
LPA Pilot Webinars	November 9, 2023 December 18, 2023 (ECSE and DHH only) December 19, 2023 (VI only) January 4, 2024 (MMSN only) January 8, 2024 (ESN only) January 23, 2024 February 15, 2024 (Cooperating Teachers only) March 7, 2024
LPA Pilot Scoring	LPA Pilot Marker Selection <ul style="list-style-type: none"> • MS-Grades 4-8 April 7-8 • MS-TK-3- April 8-9 • EdSp-MMSN- April 10-11 • EdSp-ESN- April 15-16 • EdSp-ECSE- April 17-18 LPA Pilot Scoring <ul style="list-style-type: none"> • MS-TK-3- April 22-24 • EdSp-DHH- April 25 • MS-Grades 4-8 April 29-30 • EdSp-MMSN- May 6-8 • EdSp-ECSE- May 9-10, 13 • EdSp-VI- May 13, 15 • EdSp-ESN- May 14-16

Support Event	Dates (July 1, 2023-June 30, 2024)
Webinars to Prepare Field for SB 488 Certification Related to LPA	June 27, 2024
PK-3 ECE Workgroup	March 28, 2024 June 17, 2024
CalAPA Validity Meetings for Assessors	April 10, 2024 April 25, 2024 May 23, 2024 May 17, 2024 May 20, 2024 July 6, 2024
ECE CalFTPAP Professional Development Training Sessions	September 21-22, 2023 October 5-6, 2023 November 2-3, 2023 May 3, 2024 May 10, 2024
ECE CalFTPAP Introduction Webinar	April 12, 2024
ECE CalFTPAP Study Session	October 29, 2023 November 28, 2023
ECE CalFTPAP Design Team Meeting	December 12, 2023
CalAPA Weekly Book Club	July 5 th -August 30, 2023
CalAPA Meetings	21CSLA: <ul style="list-style-type: none"> October 17, 2023 July 28th-June 30th, 2023-24 Wallace Summit: March 17, 2024 ECPI State Partners (bi-weekly): July 21, 2023 -- June 30 th , 2023-24

Regular Updates on Commission Activities Related to Accreditation and Provide Commission with Advice on Issues Related to Accreditation. During 2023-24, staff continued to prepare agenda items for the COA on issues related to the Commission's work to inform the work of the Committee and to provide important context. An example of this is the Commission work around literacy instruction and performance assessment.

Purpose 3. Ensure Adherence to Standards

Review and Take Action to Grant Initial Institutional Approval (IIA) of New Program Sponsors. The requirements for an institution to become a Commission-approved educator preparation program sponsor in California had been substantially revised in recent years. The IIA process includes five stages:

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

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

In 2023-24, three institutions were brought to the Commission for consideration for approval under one or more of the multi-step IIA process. Three of these were in some stage between II and IV. These institutions are listed in Section II of this report.

Review and Take Action to Grant Initial Program Approval for New Credential Programs. The COA has developed procedures for handling the submission of proposed credential programs from Commission-approved institutions. Programs are only granted initial program approval when reviewers have determined that all Commission standards are met and after the COA acts to approve. A total of 27 new programs were approved by the COA in 2023-24 for existing Commission approved program sponsors and another 4 were approved by a provisionally approved institution. Further, a total of 12 existing Single Subject credential programs expanded to additional content areas as well. Because institutions may submit program proposals any time throughout the year, Commission staff attempts to find reviewers willing and able to review the documents as soon as possible. These reviews are conducted remotely, with reviewers being sent the documents and devoting time from their own schedule, at their homes or offices, working via technology with their initial program review partner. The list of new programs is included in Section II of this report. Finding available reviewers to do this work remains a significant challenge.

Implementation of COA Review Process for Initial Program Approval. The COA receives all of the program proposal documentation for institutions that have recently received provisional approval from the Commission to inform the COA's review and approval. Additionally, personnel from the institution attend the COA meeting to respond to questions about the proposed program. This process provides the COA with the opportunity to gather sufficient information about the program proposal to make determinations.

Review of Preconditions. The Commission's accreditation system requires that responses to preconditions be submitted and reviewed in Years 1 and 4 of the 7-year cycle. For the 2023-24 year, institutions in both the Yellow and Violet cohorts were required to submit evidence of meeting all relevant preconditions. These two cohorts represent 75 institutions. For these two particular groups of institutions, this resulted in a staff review of evidence for 900 general preconditions and 1448 program specific preconditions. While this is a significant undertaking, staff review of precondition submissions helps ensure that programs are complying with state statutes, regulations, and Commission policy, and it allows the accreditation teams to focus on

review of the standards.

Program Review Process. The current Program Review process is designed to identify the extent to which programs are preliminarily aligned to Commission adopted program standards and includes the submission of specified evidence with limited narratives describing how the institution is implementing the standards in its programs. This process continued in 2023-24 with the review of 119 programs from 28 institutions in the Green cohort this year.

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. This process continued in 2023-24 with the Green Cohort institutions for a review of a total of 28 institution's Common Standards.

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.

Implementation of the Accreditation Data System and Accreditation Dashboards. The development of an accreditation data system was one of the key components to the revised accreditation system. The Commission piloted the system in 2017-18 and it continues to be refined and used ever since. The data system is multi-pronged and multi-purposed. Various aspects of the system and the data are being used by institutions, the Commission and its staff, and accreditation teams. In addition, where appropriate, some of the data interfaces with both the public-facing data dashboards and those dashboards which are designed for institutions, Commission staff, and site visit review teams. The dashboards continue to be refined each year, making them more useful to accreditation review teams and institutions than ever before. In 2023-24, 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 ensure the inclusion of outcomes in the accreditation system. In 2023-24, surveys continued to play an important role in accreditation. Surveys are available for program completers in Preliminary Multiple Subject, Single Subject, Education Specialist, Preliminary and Clear Administrative Services, Teacher Induction programs, Other credentials survey (provided for candidates in Pupil Personnel Services, School Nurse, Teacher Librarian, Speech Language Pathology and Agriculture Specialist), and the Reading and Literacy Leadership Specialist credential. Completer Surveys are open each year from approximately September 1 to August 31, with the survey results (Program Reports) available in the Commission's Accreditation Data Dashboard (ADD). Survey results from the prior year are updated in the ADD annually each fall.

In addition, the Commission administers both a Mentor/Cooperating Teacher Survey and an Employer Survey. The Master 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 master teachers and submit information to the Commission on the total number of master 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 accreditation teams in 2023-24. All accreditation site visit teams were instructed to use the completer surveys to develop questions for further interviews, to inform their understanding of the program’s possible areas of strength and areas in potential need of improvement, and to discuss results with program personnel. In addition, the results could be used to streamline the accreditation process and require fewer program completers for interviews. BIR training includes discussion on ways to use the results from the various surveys.

Implement a Team Lead Training. In 2023-24, staff continued to work closely with accreditation team leads to ensure that they are prepared for their critically important roles. Additionally, staff continues to seek to recruit and identify new team leads as veteran team leads retire or are no longer able to continue to serve. Team lead trainings have continued to take place each year at various times, but in particular prior to the start of accreditation site visits.

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 2023-24 at each COA meeting. These included institutions that were late in submitting required preconditions, Common Standards Review, Program Review, annual data submissions, and in previous years, accreditation fees. This information has improved the COA’s understanding of institutions that have not complied with the Commission’s timelines for accreditation activities and has served as additional leverage with institutions to ensure compliance. Since implementation of this requirement, staff has seen an overall increase in compliance with the required timeframes for accreditation activities and only a small number of institutions were reported in 2023-24.

Continued Implementation of the Evaluation System for the Accreditation System. Staff monitor the accreditation system in different ways. Staff frequently request feedback from reviewers and institutions on the accreditation processes and some changes to the system have been instituted as a result of this feedback. In addition, post-site visit evaluations are completed by team leads, consultants, all team members, and institutional personnel. This information is used to make improvements to the system, to identify potential new team leads, to identify any future additions to training and technical assistance opportunities, and to address any concerns that may exist as a result of the manner in which the Commission’s accreditation processes have been implemented. The number of respondents this year declined significantly, and therefore a renewed effort is being made to ensure that feedback is provided during 2023-24.

Continued Partnership with National Accrediting Bodies. An updated Partnership Agreement between the Commission and the Council for the Accreditation of Educator Preparation (CAEP) was signed by both parties in 2022. During 2023-24, Commission staff continued to work with CAEP staff to better understand new CAEP standards and processes and to determine their applicability to California's context. The first California institution to undergo a joint Commission/CAEP site visit took place in spring 2019. There was one CAEP site visit that took place in 2023-24. Over time, a significant number of institutions in California that were CAEP accredited have chosen to no longer pursue that option in the future and as of the date of this report there are only two institutions that are CAEP accredited in California (Chapman University and Azusa Pacific University).

Also in 2023-24, the Commission continued collaboration with the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP received approval from the Council for Higher Education Accreditation (CHEA) in 2021. Institutions in California continue to express interest in AAQEP accreditation. Staff have had numerous conversations and meetings with AAQEP staff and institutions who will be seeking AAQEP accreditation in addition to Commission 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, four Commission-approved California institutions are AAQEP accredited (CSU Fresno, CSU Bakersfield, National University, and Western Governors University).

Board of Institutional Reviewer's (BIR) Training. The current BIR training, first implemented in August 2018, is divided into two major components: 1) Program Review or Common Standards Review, and 2) Site Visit Training. In the Program Review and Common Standards Review component, the reviewers are trained to review and analyze a prescribed set of evidence as part of an institution's/program's required submission and determine, primarily on the basis of the evidence, whether the standards appear to be preliminarily aligned.

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

Other Activities Not Directly in the Accreditation System

Review and Approve Subject Matter Preparation Programs - Elementary Subject Matter Preparation Programs (ESM) and Single Subject Matter Programs. Subject Matter programs do not fall within the Commission's accreditation system; nevertheless, since reviewing subject matter programs is an important function of the Professional Services Division and approving

these programs is an important function of the Commission, this activity is reported here. All teaching candidates must demonstrate subject matter competence.

In 2023-24, no new subject matter program were submitted or approved by the Commission. More information is available in Section II of this report.

General Operations

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

Section II: Summary of 2023-24 Accreditation Activities

This section of the report provides more detailed information about the results of the 2023-24 Work Plan with a focus on the outcome of the accreditation activities.

Accreditation of Program Sponsors and their Educator Preparation Programs

In 2023-24, 35 accreditation related site visits took place. Thirty-two of these were institutions in the blue cohort that were scheduled for visits in 2023-24. Additionally, two institutions with stipulations from a 2022-23 visit received a revisit in 2023-24. Lastly, one additional institution in the provisional period of initial institutional approval received a site visit in 2023-24.

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

The table below lists the accreditation decisions made by the COA for institutions in the Blue Cohort:

Accreditation Status for Institutions with Site Visits in 2023-24 (32) Blue Cohort Institutions

Institution	Accreditation Decision
Alliant International University	Accreditation with Major Stipulations
Bellflower Unified School District	Accreditation
California School for the Deaf, Fremont	Accreditation with Stipulations
California State University, Fullerton	Accreditation with a 7th Year Report
Chaffey Joint Union High School District	Accreditation
Chino Valley Unified School District	Accreditation with Stipulations
Corona-Norco Unified School District	Accreditation
Dominican University of California	Accreditation with Major Stipulations
Elk Grove Unified School District	Accreditation
Encinitas Union School District	Accreditation with Stipulations
Escondido Union School District	Accreditation
Fresno Unified School District	Accreditation
Fullerton Elementary School District	Accreditation
Glendale Unified School District	Accreditation with a 7th Year Report

Institution	Accreditation Decision
Grossmont Union High School District	Accreditation with Stipulations
Kern High School District	Accreditation with a 7th Year Report
Loma Linda University	Accreditation with Major Stipulations
Long Beach Unified School District	Accreditation with a 7th Year Report
Monterey County Office of Education	Accreditation with Probationary Stipulations
Mt. Diablo Unified School District	Accreditation
Oak Grove School District	Accreditation
Orange County Department of Education	Accreditation
Palmdale School District	Accreditation
PUC Schools	Accreditation
San Mateo County Office of Education	Accreditation
Santa Clara County Office of Education	Accreditation with Stipulations
Stanford University	Accreditation
Tehama County Department of Education	Accreditation
Torrance Unified School District	Accreditation
University of California, Riverside	Accreditation with a 7th Year Report
Vallejo City Unified School District	Accreditation
Vanguard University	Accreditation

Institutions Meeting All Standards

The institutions listed in the table below hosted an accreditation site visit in 2023-24 which resulted in a determination that all Common Standards and all program standards for all programs offered by the institution were met. Of the 32 site visits, 16 institutions (50 percent with site visits in 2023-24) met all standards applicable for the programs they offer. This was a decrease from 55 percent of institutions who were deemed to have met all standards in 2022-2023.

Institutions Receiving Accreditation with All Common and Program Standards Met, 2023-24

Program Sponsor (16)	Number of Educator Programs Offered by the Institution
Bellflower Unified School District	1
Chaffey Joint Union High School District	1
Corona-Norco Unified School District	2
Escondido Union School District	1
Fresno Unified School District	1
Fullerton Elementary School District	1
Mt. Diablo Unified School District	1
Oak Grove School District	1
Orange County Department of Education	3
Palmdale School District	1
PUC Schools	1
Stanford University	3
Tehama County Department of Education	2

Program Sponsor (16)	Number of Educator Programs Offered by the Institution
Torrance Unified School District	1
Vallejo City Unified School District	1
Vanguard University	2

Summary of Institutions with Site Visits in 2023-24 Meeting All Standards

Total Number of Institutions 16

Percentage of Institutions Meeting All Standards 50%

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 2023-24 site visits are presented in the following table.

Findings on Common Standards¹ 2023-24 Accreditation Site Visits (32 institutions)

Common Standards	Met	Met with Concerns	Not Met
1: Institutional Infrastructure to Support Educator Preparation	27	4	1
2: Candidate Recruitment and Support	28	3	1
3: Study, Fieldwork, and Clinical Practice	25	5	2
4: Continuous Improvement	26	3	3
5: Program Impact	28	3	1

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

Summary of Findings on Program Standards

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

All Program Standards Found to be Met During 2023-24 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
Designated Subjects: Career Technical Education	3	3	100%
Designated Subjects: Special Subjects	1	1	100%
Early Childhood Special Education Added Authorization	1	1	100%
Preliminary Speech Language Pathology Services Credential	2	2	100%
Reading and Literacy Added Authorization	1	1	100%
Reading and Literacy Leadership Specialist	1	1	100%
School Nurse Services Credential	1	1	100%

Results of Other Program Standard Findings

Programs	# of Institutions that Offer the Listed Program	# of Institutions with All Program Standards Met by Program	% of programs with all Program Standards Met
Clear Administrative Services Credential	6	5	83%
Preliminary Administrative Services	5	3	60%
Specialist Teaching: Bilingual Authorization	3	2	67%
Preliminary Education Specialist: Extensive Support Needs with Intern	3	2	67%
Teacher Induction	26	16	62%
Pupil Personnel Services: School Psychology with Intern	2	1	50%
Preliminary Education Specialist: Early Childhood Special Education Intern	2	1	50%
Preliminary Multiple Subject	6	3	50%
Preliminary Single Subject	6	3	50%
Specialist Teaching: California Teachers of English Learners (CTEL)	2	1	50%
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	5	2	40%
Pupil Personnel Services: School Counseling	2	0	0%

Program Standards that are Met with Concerns or Not Met

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

Preliminary Multiple Subject w/Intern (6 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Curriculum	1	0
Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)	1	0
Standard 3: Clinical Practice	1	1
Standard 5: Implementation of a Teaching Performance Assessment	5	0

Preliminary Single Subject w/Intern (6 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Curriculum	1	0
Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)	1	0
Standard 3: Clinical Practice	1	1
Standard 5: Implementation of a Teaching Performance Assessment	2	0

Preliminary Education Specialist: Early Childhood Special Education w/ Intern (2 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Curriculum	1	0
Standard 3: Clinical Practice	1	0
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements	1	0
Standard 6: Induction Individual Development Plan	1	0

Preliminary Education Specialist: Extensive Support Needs, w/intern (3 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Design and Curriculum	1	0
Standard 3: Selection and Training of Coaches	1	0
Standard 4: Professional Learning	1	0
Standard 5: Implementation of a Teaching Performance Assessment	1	0
Standard 6: Induction Individual Development Plan	1	0

Preliminary Education Specialist: Mild and Moderate Support Needs, w/intern (5 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	2	0
Standard 3: Selection and Training of Coaches	1	2
Standard 4: Professional Learning	2	0
Standard 5: Implementation of a Teaching Performance Assessment	2	0
Standard 6: Induction Individual Development Plan	1	0

Bilingual Authorization (3 Site Visits)	Met with Concerns	Not Met
Standard 3: Field Experience	1	0

Preliminary Administrative Services, w/intern (5 Site Visits)	Met with Concerns	Not Met
Program Standard 8: Guidance, Assistance and Feedback	2	0

Clear Administrative Services (6 Site Visits)	Met with Concerns	Not Met
Program Standard 1: Program Design and Rationale	1	0
Program Standard 2: Program Collaboration, Communication, and Coordination	0	1
Program Standard 3: Selection and Training of Coaches	0	1
Program Standard 4: Professional Learning	0	1

Pupil Personnel Services: School Counseling, w/intern (2 Site Visits)	Met with Concerns	Not Met
Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)f	0	1
Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements	0	1
Program Standard 4: Clinical Practice	1	0
Program Standard 5: Determination of Candidate Competence	0	1

Pupil Personnel Services: School Psychology, w/intern (2 Site Visits)	Met with Concerns	Not Met
Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)	1	0

Teacher Induction (26 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Purpose	1	0
Standard 2: Components of the Mentoring Design	1	0
Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	1	0
Standard 4: Qualifications, Selection and Training of Mentors	4	0
Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	5	0
Standard 6: Program Responsibilities for Assuring Quality of Program Services	5	1

Specialist Teaching: California Teachers of English Learners (CTEL) (2 Site Visits)	Met with Concerns	Not Met
Standard 1: Program Philosophy, Design, and Coordination	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 more time if the COA is satisfied that significant progress is being made to address the stipulations.

In 2023-24, the COA closely monitored 7 institutions that had stipulations placed on them as a result of their accreditation site visit in 2022-23. All 7 of the program sponsors addressed all identified issues such that the COA removed the stipulations in 2023-24 and their status was changed to Accreditation. This information is summarized in the table below.

Action taken in 2023-24 on Institutions with Stipulations from Prior Year Site Visits

Program Sponsors	2022-23 Decision	Revisit/Updated Decision 2023-24
California State Polytechnic University, Humboldt	Accreditation with Stipulations	Accreditation
California State Polytechnic University, Pomona	Accreditation with Stipulations	Accreditation
San Jose Unified School District	Accreditation with Stipulations	Accreditation
University of Redlands	Accreditation with Stipulations Revisit Required	Accreditation
Pasadena Unified School District	Accreditation with Major Stipulations Revisit Required	Accreditation
Stella Middle Charter Academy	Accreditation with Stipulations	Accreditation
San Francisco Unified School District	Accreditation with Stipulations	Accreditation

Additionally, four institutions with full accreditation were directed to provide a 7th year report on one or more issues identified by the team. These institutions all fulfilled their responsibility in the 2023-24 year. They include:

- San Dieguito Union High School District
- California State University, Long Beach
- University of San Francisco
- University of Massachusetts Global

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 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 three institutions were brought before the Commission for Initial Institutional Approval in 2023-24. The table identifies at which stage the institution appeared before the Commission, the type of approval, and the date of the Commission meeting at which the approval was granted.

Approval Date	Program Sponsor	Stage	Approval Status
October 2023	The Chicago School of Professional Psychology	Stage II – Eligibility Requirements	Moved to Stage III
October 2023	The Charter School of San Diego	Stage III – Alignment of Standards and Preconditions	Provisional Approval
June 2024	Ventura Unified School District	Stage II – Eligibility Requirements	Moved to Stage III

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

Once the Commission grants the institution provisional approval, the institution is allowed to submit a program proposal for approval. 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 site visit, and an accreditation team will determine findings that are used to inform the Commission's approval of the institution as a program sponsor in the last stage of IIA.

The following provisionally approved institution submitted documentation for new programs in 2023-24 which were reviewed by experts in the field and received approval from the COA to begin offering the programs during their provisional period.

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

Program Sponsor	Credential Program
Mills College at Northeastern University	Preliminary Administrative Services Credential Preliminary Education Specialist: Early Childhood Special Education Preliminary Multiple Subject Preliminary Single Subject

Provisional Site Visits

In 2023-24, accreditation site visits were conducted at one institution 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 team that determines how the institution and program are aligned to the Commission's adopted standards and preconditions. The information resulting from the provisional site visit is provided to the Commission to inform their decision as to whether to approve the institution in this final stage of IIA. The chart below includes information on the institutions that completed their provisional period, the results of the accreditation site visit, and date of Commission action.

Institution in Stage	Status of Accreditation	Commission Action
Alameda County Office of Education	Accreditation with Major Stipulations	Remains in Stage 5 with a revisit planned

Initial Program Approval for Existing Commission Approved Educator Preparation Programs

The Committee on Accreditation granted approval to the following 27 new preparation programs at institutions that are existing Commission approved program sponsors. The 27 below show a significant one-year increase of 52 percent in new programs, from 13 in 2022-23.

Program Sponsor	Credential Program
Alder Graduate School of Education	Bilingual Authorization: Spanish
California State University, Stanislaus	Pupil Personnel Services: Child Welfare and Attendance Authorization
University of San Francisco	Preliminary Administrative Services Intern
California State University, Sacramento	Designated Subjects: Career Technical Education
Santa Barbara County Education Office	Bilingual Authorization: Spanish
Los Banos Unified School District	Clear Administrative Services Credential (CASC)
University of Massachusetts Global	Pupil Personnel Services: School Social Work
University of Massachusetts Global	Child Welfare and Attendance
Long Beach Unified School District	Preliminary Administrative Services Credential (PASC)
California State University, Sacramento	Reading Literacy Added Authorization

Program Sponsor	Credential Program
California State University, Sacramento	Reading Literacy Leadership Specialist Credential
University of California, Los Angeles	Preliminary Education Specialist: Mild to Moderate Support Needs
University of California, Los Angeles	Preliminary Education Specialist: Extensive Support Needs
King Chavez Academy of Excellence	Preliminary Single Subject (intern pathway)
Santa Clara County Office of Education	Preliminary Multiple Subject (intern pathway)
Hope International University	Teacher Induction
Alliant International University	Child Welfare and Attendance (CWA) Authorization to the Pupil Personnel Services: School Counseling Pupil Personnel Services: School Psychology
Loyola Marymount University	Child Welfare and Attendance Authorization to the Pupil Personnel Services: School Psychology
Concordia University Irvine	Pupil Personnel Services: School Psychology, with intern
Imperial County Office of Education	Clear Administrative Services Credential Program
Los Angeles Unified School District	Professional School Nurse
San José State University (SJSU)	PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Programs
San Diego County Office of Education (SDCOE)	PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Programs Intern
California State University, Fresno	PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Programs
Anaheim Elementary School District	Clear Administrative Services Credential
Riverside County Office of Education	Preliminary PK-3 ECE Specialist Instruction Credential (Intern Pathway)
Riverside County Office of Education	Preliminary Multiple Subject (Intern Pathway)

Initial Approval of New Single Subject Content Area

The Committee on Accreditation granted approval for the following 12 Single Subject teacher preparation programs to add new Single Subject content areas. These are at institutions that are existing Commission approved program sponsors. The approval process is led by a Commission staff review and includes a required consultation between Commission staff and the Single Subject program leadership to discuss how the Single Subject program is differentiated to address the needs of teachers in that particular content area.

Institution	Content Area
California State University, Northridge	Single Subject - Dance
California State University, Fresno	Single Subject - Dance
University of San Francisco	Single Subject, Dance
University of La Verne	Single Subject, Dance Single Subject, Theatre

Institution	Content Area
King Chavez Academy of Excellence	Single Subject, Physical Education
California State University, Fullerton	Single Subject, Theatre
California State University, Long Beach	Single Subject, Dance
California State University, Sacramento	Single Subject, Theatre Single Subject, Dance
Saint Mary's College	Single Subject, Dance
San Diego State University	Single Subject, Dance

Initial Approval of New Subject Matter Preparation Programs

Completion of a Commission approved subject matter preparation program meets the subject matter requirement for candidates seeking a preliminary teaching credential. Although subject matter preparation programs are not formally part of the accreditation system, reviewing new subject matter preparation program proposals is part of the Professional Services Division priorities. With the recent passage of AB 130 (Chapter 44, Statutes of 2021), the way candidates can demonstrate subject matter proficiency has expanded. 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 2023-24. 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 10 programs moved to inactive status in 2023-24.

Programs Entering Inactive Status (10)

Institution	Program
California State University, Fullerton	Education Specialist: Added Authorization – Autism Spectrum Disorders
Simpson University	Preliminary Administrative Services with Intern
Sonoma County Office of Education	Designated Subjects- Adult Education
University of California, Berkeley	Designated Subjects: Adult Education
Alliant International University	Specialist Teaching: Bilingual Authorization
Notre Dame de Namur University	Preliminary Administrative Services
University of San Francisco	Preliminary Administrative Services with Intern
San Francisco Unified School District	Specialist Teaching: Bilingual Authorization
San Francisco Unified School District	Preliminary Multiple Subject Intern
San Francisco Unified School District	Preliminary Education Specialist: Mild to Moderate Support Needs Intern

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 2023-24, no programs previously deemed inactive requested or received reactivation.

Transition of Professional Preparation Program to New Standards

In 2023-24, the Commission's accreditation staff continued to monitor programs that were transitioning to recently adopted revised credential standards. In the area of Pupil Personnel Services: School Counseling, School Social Work, School Psychologist, and Child Welfare and Attendance a total of 14 institutions completed the documentation review to transition to recently updated standards in 2023-24.

Additionally, 47 institutions completed the documentation review to transition to recently updated standards for the Bilingual Authorization in 2023-24.

All institutions with these credential programs have now completed the transition review process for these credentials.

Withdrawal of an Approved Program

For a variety of reasons, institutions may choose to no longer offer an approved program. Institutions are encouraged to formally seek a withdrawal of these programs. The program is thereafter no longer considered a Commission-approved program and the institution can no longer recommend for that credential area. This action removes the program from the Commission's accreditation system. Institutions withdrawing a program must not submit a program proposal for the same credential area for a time period of one year. The following 7 programs at 6 institutions were withdrawn in 2023-24 and are no longer offered at the

institution.

Withdrawn Programs of Professional Preparation (7)

Institution	Program
California State University, Monterey Bay	Education Specialist Added Authorization Autism Spectrum Disorder
Point Loma Nazarene University	Teacher Induction
Point Loma Nazarene University	Pupil Personnel Services- Child Welfare and Attendance
Fresno Pacific University	Education Specialist: Added Authorization Adapted Physical Education
University of Antelope Valley	Preliminary Single Subject
San Jose State University	School Nurse
Loyola Marymount University	Preliminary Administrative Services with Intern

Institutions that are No Longer Approved Program Sponsors

No Commission approved program sponsor closed all of its remaining programs in the 2023-24 year resulting in it no longer being a Commission approved program sponsor. However, one institution, the University of Antelope Valley, that was seeking to be a program sponsor withdrew itself from continuing that effort.

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. A total of 15 CTC staff members from the Professional Services Division conducted this year's Preconditions review.

During 2023-24, institutions in the Yellow and Violet Cohorts submitted Preconditions for review. For these two cohorts, a total of 75 institutions submitted Preconditions, resulting in 900 general precondition responses and 1,448 total program specific precondition responses reviewed—712 program preconditions for yellow and 736 for violet—after the submission date of March 31, 2024. The list below includes the names of institutions that submitted preconditions during this reporting period.

Preconditions – Yellow Cohort Institutions (35)

Anaheim Elementary SD	Saddleback Valley Unified SD
Biola University	San Diego Christian College
California State University, Northridge	San Diego State University
California State University, Stanislaus	San Gabriel Unified SD
Capistrano Unified SD	Santa Clara Unified SD
Ceres Unified SD	Santa Clara University
Clovis Unified SD	Santa Cruz County Office of Ed
Etiwanda Elementary SD	Shasta County Office of Education
Fremont Union HSD	Sonoma County Office of Ed
Fresno Pacific University	South San Francisco SD
Greenfield Union SD	Stanislaus County Office of Ed
Lodi Unified SD	Summit Preparatory Charter HS
Loyola Marymount University	Touro University
Napa County Office of Education	Walnut Valley Unified SD
Ontario-Montclair SD	Western Governors University
Panama-Buena Vista Union SD	Whittier College
Pomona Unified SD	William Jessup University
Riverside Unified SD	

Preconditions – Violet Cohort Institutions (40)

Antelope Valley Union HSD	Los Banos Unified SD
Atwater Elementary SD	Murrieta Valley Unified SD
Burton Elementary SD	National University
Butte County Office of Education	New Haven Unified SD
California State University, Fresno	Pacific Oaks College
CSU Monterey Bay	Palo Alto Unified SD
Claremont Graduate University	Palos Verdes Peninsula Unified SD
Compton Unified SD	Sacramento City Unified SD
Cupertino Union SD	San Francisco State University
El Dorado County Office of Ed	San Francisco Unified SD
Escondido Union High School District	Sanger Unified SD
Fortune School	Santa Barbara Unified SD
Hebrew Union College	Sequoia Union HSD
High Tech High Graduate School of Education	University of California, Davis
Hope International University	University of California, Irvine
Imperial County Office of Education	University of California, Merced
Irvine Unified SD	University of California, San Diego
Kern County Superintendent of Schools	University of Southern California
La Sierra University	Washington Unified SD
Las Virgenes Unified SD	William S. Hart Union HSD

Program Review and Common Standards

During Year 5 of the accreditation cycle institutions must respond to the Common Standards and complete Program Review. Program Review is the activity during which key program evidence is reviewed to determine whether the educator preparation program appears to be aligned to program standards. During 2023-24, the 28 institutions of the Green cohort identified in the table below responded to Common Standards and completed Program Review. As indicated in the table below, these 28 institutions offer a total of 119 programs. To provide some understanding of the scope of this work, each program is reviewed by at least two individuals. 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 Green cohort required the effort of around 250 reviewers matched by expertise and availability.

Antioch Unified School District	Merced County Office of Education
Bakersfield City School District	Montebello Unified School District
California Lutheran University	Newark Unified School District
California State University, Channel Islands	Notre Dame de Namur University
California State University, East Bay	San Bernardino City Unified School District
California State University, San Bernardino	San Diego County Office of Education
Evergreen School District	San Juan Unified School District
Fairfield-Suisun Unified School District	San Luis Obispo County Office of Education
Fresno County Superintendent of Schools	San Mateo - Foster City School District
Garden Grove Unified School District	Santa Ana Unified School District
Hacienda La Puente Unified School District	Simpson University
Humphreys University	Tulare County Office of Education
Los Angeles County Office of Education	United States University
Madera County Superintendent of Schools	Westmont College

Green Cohort Program Review 2023-2024

Below are the institutions in the Green cohort that participated in program review in 2023-24. The cells in the following table indicated by an n/a means that the institution does not offer that type of program.

Institution	Initial Teacher Prep ¹	Teacher Induction	Other Teacher Prep ²	Prelim Admin	Admin Induction	Other Services	Total Programs
Antioch Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Bakersfield City School District	n/a	1	n/a	n/a	n/a	n/a	1
California Lutheran University	5	n/a	1	1	n/a	2	9

Institution	Initial Teacher Prep¹	Teacher Induction	Other Teacher Prep²	Prelim Admin	Admin Induction	Other Services	Total Programs
California State University, Channel Islands	3	n/a	1	1	n/a	1	5
California State University, East Bay	4	n/a	2	1	1	3	11
California State University, San Bernardino	5	n/a	6	1	n/a	2	14
Evergreen School District	n/a	1	n/a	n/a	n/a	n/a	1
Fairfield-Suisun Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Fresno County Superintendent of Schools	n/a	1	1	n/a	1	n/a	3
Garden Grove Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Hacienda La Puente Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Humphreys University	1	n/a	n/a	n/a	n/a	n/a	1
Los Angeles County Office of Education	5	1	5	1	1	n/a	13
Madera County Superintendent of Schools	n/a	n/a	3	1	n/a	n/a	4
Merced County Office of Education	3	1	n/a	n/a	1	n/a	5
Montebello Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Newark Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
Notre Dame de Namur University	4	n/a	n/a	n/a	n/a	n/a	4

Institution	Initial Teacher Prep¹	Teacher Induction	Other Teacher Prep²	Prelim Admin	Admin Induction	Other Services	Total Programs
San Bernardino City Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
San Diego County Office of Education	6	1	10	1	1	n/a	19
San Juan Unified School District	n/a	1	n/a	n/a	n/a	n/a	1
San Luis Obispo County Office of Education	n/a	1	n/a	n/a	1	n/a	2
San Mateo - Foster City School District	n/a	1	n/a	n/a	n/a	n/a	1
Santa Ana Unified School District	n/a	1	n/a	n/a	1	n/a	2
Simpson University	2	n/a	n/a	n/a	n/a	n/a	2
Tulare County Office of Education	5	1	1	1	1	n/a	9
United States University	2	n/a	1	n/a	n/a	n/a	3
Westmont College	2	n/a	n/a	n/a	n/a	n/a	2
Total 28	47	18	30	8	8	7	119

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, CTCL, 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

Section III: Work Plan for the Committee on Accreditation in 2024-25

The work plan for the Commission and COA for 2024-25 is summarized in this section. This year, the workplan for the Commission's accreditation system is notably different than previous years. This is due primarily to the passage of SB 488 (Chapter 678, Stats.2021) which requires significant staff redeployment from routine accreditation activities to literacy certification in the fall of 2024 and spring of 2025 in order to meet statutory deadlines. At the [December 2023](#) meeting, the Commission approved deferring many accreditation activities during 2024-25 in order to provide dedicated time for institutions to review and make necessary changes to its literacy instruction coursework and clinical practice to align with the new literacy standards and for the Commission staff and experts from the field opportunity to focus on the review of institution's programs for literacy certification. The adjusted workplan for 2024-25 is categorized here as: 1) Regular Accreditation Activities 2) Literacy Certification, 3) Standards development and other accreditation related policy work, and 4) Support for the RDI-TPA Workgroup as it relates to accreditation.

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

Regular Accreditation Activities:

- Continue COA meetings as scheduled
- Follow up on all institutions with stipulations and with 7th year reports as a result of 2023-24 accreditation site visits. (4 Revisits)
- *Accreditation Site Visits for Institutions in Green Cohort Continuing without Deferral (3 institutions)*
- *Deferred – Accreditation Site Visits for Most Green Cohort*
- *Deferred – Program Review Submission*
- *Deferred – Common Standards Review Submissions*
- *Deferred – Preconditions Submission and Review*
- *Initial Institutional Approval (IIA) and New Program Proposals*
 - Conduct Provisional Site Visits. (8 institutions)
 - Continue to process and monitor institutions that are in various stages of IIA.
 - Host Accreditation 101 and Accreditation 201 sessions.
 - Continue to review and approve new educator preparation programs.
 - 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.

- Training and Calibration of Board of Institutional Review
 - Planning for Resumption of Board of Institutional Review Training in Spring/Summer 2025
 - Planning and Implementation of Team Lead Training and Refresher Trainings in 2025

Literacy Certification

- Develop and implement intake process and tracking mechanisms for nearly 300 programs
- Train and calibrate external reviewers with literacy expertise
- Train and calibrate staff for review of particular aspects of the document submissions
- Review program submissions demonstrating alignment with the new literacy standards and performance expectations

Standards Development and Accreditation Policy Work Priorities

- Continued update of the Speech Language Pathology Credential to align with the updated national American Speech and Hearing Association (ASHA) standards.
- Promulgate regulations related to the cost recovery fees to reflect the addition of the PK-3 Early Childhood Education credential.
- Promulgate regulations to include the initial institutional approval process
- Establish and Implement Early Completion Options for PK-3 Early Childhood Education (ECE) Specialist Instruction programs and Education Specialists programs per recent legislation.

The list above does not represent all the standards that, at this time, are in need of updating, but given limitations in the Commission's workload and staffing at this time, those listed above are in process at the time of the writing of this report. Commission staff will work with leadership to determine whether additional standards work can feasibly take place in 2024-25.

Support for Review of the Design and Implementation (RDI)-TPA Work

- Provide technical support to the Review of the Design and Implementation of the TPA workgroup mandated by SB 1263 (Chapter 889, Statute of 2024).
- Prepare for the implementation of any accreditation recommendations to be approved by the Commission in 2024-25.

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 2024-25, meetings are scheduled for the following dates:

August 8, 2024
September 26, 2024
October 31, 2024
February 27, 2025
April 17-18, 2025
May 15-16, 2025
June 13, 2025

Continuing in 2024-25, the PSDNews, Program Sponsor Alerts, and other appropriate and applicable communications platforms will continue to be used to provide consistent and accurate information to educator 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 2024. Additional updates and reports to the Commission will be provided as necessary and appropriate throughout the year.

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

Fee Recovery System for Certain Accreditation Activities and an Annual Accreditation Fee System. Having successfully updated the cost recovery fee regulations in 2023-24, the regulations now require a further update to include the PK-3 ECE Specialist Instruction credential. Staff has begun the regulatory process to include this credential.

Purpose 2. Ensure Program Quality

Professional Accreditation of Institutions and their Credential Preparation Programs

The COA has statutory responsibility for making the decisions regarding the continuing accreditation of education institutions and their credential programs. Given the deferral of

many accreditation activities this year due to the Literacy Certification process, a summary of these activities is below.

Follow Up on Accreditation Site Visits– Blue Cohort

Nine institutions with site visits that took place in 2023-24 (Blue Cohort) received stipulations. Ensuring these institutions address the stipulations will be an important part of the work for 2024-25. Additionally, the COA will review quarterly reports that were required to ensure programs are making progress in addressing stipulations as well as 7th year reports from five institutions that received full accreditation but needed to address one or more areas of concern.

Deferred - Regularly Scheduled Site Visits –Green Cohort

All but 4 institutions (24 of 28) chose to have their site visit deferred until the 2025-26 year in order to focus on literacy certification. These 24 visits have all been rescheduled and work is continuing to prepare them for their visits in 2025-26.

Regularly Scheduled Accreditation Site Visits for Institutions in Green Cohort Continuing without Deferral

The Commission will conduct accreditation site visits for 4 institutions that requested to continue their accreditation site visit without a deferral, pursuant to Commission direction. These institutions will undergo a site visit by a trained team of reviewers. 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 will be used by the site visit team to inform them about the programs prior to the site visit.

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 2024-25, 8 institutions will undergo a site visit during their provisional period of Initial Institutional Approval in preparation for Commission consideration of full initial institutional approval.

Deferred - Program Review Submission and Review Yellow Cohort

Program Review activities were completed for the Green cohort in 2024. The one-year deferral due to the Literacy Certification process will result in no Program Review documents being submitted in Fall 2024. Instead, the Yellow cohort will submit Program Review documentation in fall of 2025 to be reviewed in 2025-26 year in preparation for a Year 6 site visit in 2026-27.

Deferred - Common Standards Submission and Review –Yellow Cohort

Common Standards activities for the Green cohort were completed in 2024. The one year deferral due to the Literacy Certification will result in no Common Standards documents being submitted in Spring 2025. Instead, the Yellow cohort will submit Common Standards documentation in Spring 2026 with the review taking place in 2026 in preparation for the Year 6 site visit in Fall 2026 or Spring 2027

Deferred - Preconditions Submission and Review –Orange and Indigo Cohorts

Preconditions submissions for the Yellow and Violet cohorts were submitted In March 2024 and reviews completed by fall of 2024. The one-year deferral due to the Literacy Certification process will result in no submissions of preconditions in March of 2025. Instead, the Orange and Indigo cohorts will submit precondition responses in March of 2026. At that time staff will review these preconditions and require follow up as soon as it is determined that there are questions involving any preconditions. If some 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 Commission-approved program sponsors will continue to submit required data this year. It is anticipated that staff will continue to work closely with the COA, the Commission, and the field in general to further refine and clarify the information that is required in the Accreditation Data System. In addition, further work will be done to determine what data should be incorporated into the data dashboards with easy access for the general public. Performance assessment data (TPA and APA) will continue to be available on the Accreditation Data Dashboards and work will continue around refining how the data from these assessments are included in the dashboards.

Purpose 3. Ensure Adherence to Standards

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

- *Facilitating Accreditation 101 Sessions*
Two Accreditation 101 sessions will be held in 2024-25 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.
- *Reviewing Initial Institutional Proposals*
Additionally, the process for reviewing institutions for Initial Institutional Approval will continue. At this time there are 33 institutions in various stages of the multi-step

process. The breakdown of institution by Stage is as follows:

Stage I (Prerequisites)– 8 institutions

Stage II (Eligibility Requirements)– 7 institutions

Stage III (Provisional Approval) – 2 institutions

Stage IV (Initial Program Approval) – 1 institution

State V (Provisional Site Visit and Full Approval) – 15 institutions

Eight of these institutions will require a site visit in 2024-25 as they are completing their provisional approval period. It is anticipated that there will be additional institutions seeking to begin the process throughout the year.

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

- *Initial Program Review (IPR)*

In 2024-25, 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.

As of the writing of this report, 45 program proposals have been submitted and are in the process of being reviewed, with another 21 proposals anticipated to be submitted in the coming months.

Continue to Review and Approve Subject Matter Programs.

- *New Subject Matter Programs.*

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

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

Purpose 4. Foster Program Improvement

Data – Annual Survey Data. The COA will continue to support the Commission's effort to implement and, where necessary, refine the annual survey data collection process. Continued implementation of the following surveys is planned for 2024-25:

- Preliminary Multiple Subject Completer Survey
- Preliminary Single Subject Completer Survey
- Preliminary Education Specialist Completer Survey
- Preliminary Administrative Services Completer Survey

- Clear Administrative Services Completer Survey
- Teacher Induction Completer Survey
- Other Educator Survey
- Mentor Teacher Survey
- Employer Survey

Additionally, the Commission staff are currently working on drafting a PK-3 ECE Specialist Instruction completer survey.

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 2024-25 on using these data to determine if they indicate any potential areas of concern either with an institution, a standard, or a requirement. Analyzing the data from both the surveys and, to some extent, the annual data submissions, may allow the Commission to better understand if concerns are distributed evenly across institutions or concentrated in single institutions, suggesting that there may need to be a focused site visit or further exploration of an institution's programs.

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. More work is needed in the 2024-25 year to ensure that these data are used more consistently across all visits as well as articulated in accreditation reports in the future. In addition, efforts are being made to determine how the data may be examined on a statewide and institutional basis allowing for targeted technical assistance or even more effective oversight, particularly as it relates to performance assessment. Working with the RDI-TPA workgroup established by the Commission will further this effort.

Continued Implementation of the Evaluation System for the Accreditation System. The COA will continue to use and examine the results of the evaluation that is completed by site visit reviewers, team leads, and institutions to assess the accreditation system. This data will be collected over the course of the year, with a review of the data taking place in the fall of 2025.

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, started during the pandemic, will continue to be held as they have been highly effective as distributing and clarifying information and allowing institutions to share best practices. Additional technical assistance will be provided as necessary on a variety of topics.

Monitoring Program Implementation of New Performance Assessments. As new performance assessments are or have been developed and implemented, such as those for Education Specialist candidates, literacy and early childhood education, the COA and Commission staff will

continue to review the various implications of that work. Efforts to provide guidance for reviewers and ensure that both institutions and reviewers understand the new assessments and related expectations as articulated in the standards, incorporating the data into the Accreditation Data System, and other appropriate use for the data will be important activities in 2024-25.

General Operations

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

Appendix A

Program Sponsors by Accreditation Cohort

California State University (23)

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

University of California (9)

Institution	Cohort	Institution	Cohort
UC Berkeley	Red	UC Riverside	Blue
UC Davis	Violet	UC San Diego	Violet
UC Irvine	Violet	UC Santa Barbara	Orange
UC Los Angeles	Red	UC Santa Cruz	Red
UC Merced	Violet		

Independent Institutions (52)

Institution	Cohort	Institution	Cohort
Academy of Art	Orange	Pepperdine University	Red
Alder Graduate School of Education	Indigo	Point Loma Nazarene University	Red
		St. Mary's College of California	
Alliant International University	Blue	San Diego Christian College	Yellow
Antioch University	Violet	Santa Clara University	Yellow
Azusa Pacific University*S - CAEP	Indigo	Simpson University	Green
Biola University	Yellow	Stanford University	Blue
University of Massachusetts Global*S - CAEP	Indigo		
California Baptist University	Orange	Teachers College of San Joaquin	Indigo
California Lutheran University	Green	The Master's College	Orange
Chapman University*F - CAEP	Orange	Touro University	Yellow
Claremont Graduate University	Violet	United States University	Green

Institution	Cohort	Institution	Cohort
Concordia University	Red	University of La Verne	Orange
Dominican University of California	Blue	University of Phoenix	Orange
Fresno Pacific University	Yellow	University of Redlands	Indigo
Hebrew Union College	Violet	University of San Diego	Red
High Tech High Graduate School of Education	Violet	University of San Diego	Red
Hope International University	Violet	University of Southern California	Violet
Humphreys College	Green	University of the Pacific	Orange
La Sierra University	Violet	Vanguard University	Blue
Loma Linda University	Blue	Western Governors University-AAQEP	Yellow
<i>Los Angeles Pacific University</i>	<i>Provisional Approval</i>	Westmont College	Green
Loyola Marymount University	Yellow	Westmont College	Green
Mount St. Mary's College	Indigo	Whittier College	Yellow
National University - AAQEP	Violet	University of San Francisco	Indigo
<i>Northeastern University</i>	<i>Provisional Approval</i>	William Jessup University	Yellow
Notre Dame de Namur University	Green		
Pacific Oaks College	Violet		
Pacific Union College	Red		

Other Program Sponsors (Districts/County Offices/Other) (168)

Institution	Cohort	Institution	Cohort
Assoc. of CA School Admin/ASCA	Orange	Milpitas USD	Orange
<i>Alameda County Office of Education</i>	<i>Provisional Approval</i>	Modesto City Schools	Orange
Alhambra USD	Orange	Montebello USD	Green
<i>Altus Schools Charter School of San Diego</i>	<i>Provisional Approval</i>	Monterey COE	Blue
Anaheim City SD	Yellow	Mt. Diablo Unified School District	Blue
Anaheim Union HSD	Orange	Murrieta Valley USD	Violet
Animo Leadership Charter HS	Indigo	Alternatives in Action/REACH	Red
Antelope Valley Union HSD	Violet	Napa COE	Yellow
Antioch USD	Green	New Haven USD	Violet
Arcadia USD	Red	<i>Newhall School District</i>	<i>Provisional Approval</i>

Institution	Cohort	Institution	Cohort
Aspire Berkley Maynard Academy	Orange	Newark USD	Green
Atwater Elementary	Violet	Oak Grove SD	Blue
Bakersfield City SD	Green	Oakland USD	Red
Baldwin Park USD	Indigo	Ontario-Montclair SD	Yellow
Bellflower USD	Blue	Orange County DOE	Blue
Brentwood Union SD	Indigo	Orange USD	Red
Burbank USD	Red	Palmdale SD	Blue
Burton School District	Violet	Palo Alto USD	Violet
Butte COE	Violet	Palos Verdes Peninsula USD	Violet
California School of the Deaf/Fremont	Blue	Panama-Buena Vista Union SD	Yellow
Campbell Union SD	Red	Paramount USD	Orange
Capistrano USD	Yellow	Pasadena USD	Indigo
Central USD	Indigo	Placentia-Yorba Linda USD	Indigo
Ceres USD	Yellow	Placer COE	Red
Chaffey Joint Union HSD	Blue	Pomona USD	Yellow
Chino Valley USD	Blue	Pleasanton USD	Red
Chula Vista ESD	Red	Poway USD	Red
Clovis USD	Yellow	PUC Schools	Blue
Compton USD	Violet	Redwood City SD	Red
Conejo Valley USD	Orange	Rialto USD	Orange
Contra Costa COE	Red	Riverside COE	Red
Corona –Norco USD	Blue	Riverside USD	Yellow
Culver City USD	Red	Sacramento City USD	Violet
Cupertino Union SD	Violet	Sacramento COE	Indigo
Davis Joint USD	Red	Saddleback Valley USD	Yellow
El Dorado COE	Violet	<i>San Benito County Office of Education</i>	<i>Provisional Approval</i>
El Rancho USD	Orange	San Bernardino City USD	Green
Elk Grove USD	Blue	San Diego COE	Green
Encinitas Union SD	Blue	San Dieguito Union HSD	Indigo
Escondido Union SD	Blue	San Francisco USD	Violet
Escondido Union HSD	Violet	San Gabriel USD	Yellow
Etiwanda SD	Yellow	San Jose USD	Indigo
Evergreen SD	Green	San Juan USD	Green
Fairfield-Suisun USD	Green	San Luis Obispo COE	Green
<i>Folsom Cordova Unified School District</i>	<i>Provisional Approval</i>	San Mateo-Foster City SD	Green
Fontana USD	Orange	San Mateo COE	Blue
Fortune School	Violet	<i>San Mateo Union High School District</i>	<i>Provisional Approval</i>

Institution	Cohort	Institution	Cohort
Fremont UHSD	Yellow	San Ramon Valley USD	Indigo
Fremont USD	Orange	Sanger USD	Violet
Fresno COE	Green	Santa Ana USD	Green
Fresno USD	Blue	Santa Barbara CEO	Orange
Fullerton SD	Blue	Santa Barbara Unified	Violet
Garden Grove USD	Green	Santa Clara COE	Blue
<i>Gateway HS</i>	<i>Provisional Approval</i>	Santa Clara USD	Yellow
Glendale USD	Blue	Santa Cruz COE	Yellow
Greenfield Union SD	Yellow	<i>Santa Maria-Bonita School District</i>	<i>Provisional Approval</i>
Grossmont Union HSD	Blue	Santa Monica-Malibu USD	Indigo
Hacienda La Puente USD	Green	Sequoia Union HSD	Violet
Hanford ESD	Red	School for Integrated Academics and Technology/SIA Tech	Orange
Hayward USD	Orange	Shasta COE	Yellow
High Tech High	Indigo	Sonoma COE	Yellow
<i>Huntington Beach Union High School District</i>	<i>Provisional Approval</i>	South San Francisco USD	Yellow
Imperial COE	Violet	Stanislaus COE	Yellow
Irvine USD	Violet	Stella Middle Charter Academy	Indigo
Keppel Union SD	Orange	Stockton USD	Indigo
Kern County SOS	Violet	Sutter County SOS	Red
Kern High SD	Blue	Summit Preparatory Charter HS	Yellow
King Chavez Academy	Red	Sweetwater Union HSD	Orange
Kings COE	Orange	Tehama County DOE	Blue
<i>Lake County Office of Education</i>	<i>Provisional Approval</i>	Torrance USD	Blue
Lancaster SD	Indigo	Tracy Joint USD	Indigo
Las Virgenes Unified School District	Violet	Tulare City SD	Red
<i>Livermore Valley Joint Unified School District</i>	<i>Provisional Approval</i>	Tulare COE	Green
Lodi USD	Yellow	Turlock USD	Orange
Long Beach USD	Blue	Vallejo City USD	Blue
<i>Los Altos Elementary SD</i>	<i>Provisional Approval</i>	Ventura COE	Indigo
Los Angeles COE	Green	Visalia USD	Indigo
Los Angeles USD	Red	Walnut Valley USD	Yellow
Los Banos USD	Violet	Washington USD	Violet
Madera COE	Green	West Contra Costa USD	Orange

Institution	Cohort	Institution	Cohort
Madera USD	Indigo	West Covina USD	Indigo
Manteca USD	Red	Westside Union SD	Indigo
Marin COE	Red	Wm S Hart Union HSD	Violet
Merced COE	Green	<i>Yuba City Unified School District</i>	<i>Provisional Approval</i>
Merced Union HSD	Orange		