



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

2024-25

The Committee on Accreditation 2024-25

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Table of Contents

Annual Report of the Committee on Accreditation to the Commission on Teacher Credentialing	1
<i>The Committee on Accreditation 2024-25</i>	2
<i>Table of Contents</i>	3
<i>Executive Summary</i>	4
<i>Section I: Accomplishment of the Committee’s Work Plan in 2024-25</i>	10
Purpose 1. Ensure Accountability to the Public and to the Profession.....	10
Purpose 2. Ensure Program Quality	12
Purpose 3. Ensure Adherence to Standards	19
Purpose 4. Fostering Program Improvement.....	22
<i>Section II: Summary of 2024-25 Accreditation Activities</i>	24
Accreditation of Program Sponsors and their Educator Preparation Programs.....	24
Accreditation Status for Institutions with Site Visits in 2024-25 (4).....	24
Green Cohort Institutions	24
Institutions Meeting All Standards.....	24
Institutions Receiving Accreditation with All Common and Program Standards Met, 2024-25	25
Findings on Common Standards ¹ 2024-25 Accreditation Site Visits (4 institutions)	25
Summary of Findings on Program Standards	25
Action taken in 2024-25 on Institutions with Stipulations from Prior Year Site Visits	28
Provisional Site Visits	31
Initial Approval of New Single Subject Content Areas and New Authorization Areas	33
Initial Approval of New Subject Matter Preparation Programs	34
Programs Entering Inactive Status (17).....	35
Withdrawal of an Approved Program.....	36
Program Review and Common Standards	37
SB 488 Literacy Certification.....	37
<i>Section III: Work Plan for the Committee on Accreditation in 2025-26</i>	39
Purpose 1. Ensure Accountability to the Public and to the Profession.....	41
Purpose 2. Ensure Program Quality	41
Purpose 3. Ensure Adherence to Standards	43
Purpose 4. Foster Program Improvement	45
<i>Appendix A</i>	47
<i>Appendix B</i>	53
SB 488 Literacy Certification.....	53

Executive Summary

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

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

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

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

Deferred Site Visits: Site visits were deferred until 2025-26 for the majority of the 28 institutions in the Green cohort due to the Commission action to focus institutional and Commission resources on completing the literacy certification process required of SB 488 (Chapter 678, Statutes of 2021). Four institutions in the Green cohort decided to move ahead with their site visit as planned. The site visits for the remaining institutions in the Green cohort, with the exception of 2 that have decided to put their programs on inactive status, have been scheduled and will take place in 2025-26.

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

- 2 institutions received a status of Accreditation.
- 2 institutions received Accreditation with Stipulations.

Revisits -Additionally, revisits took place at:

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Aspects of Implementation of the Accreditation System

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

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

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

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

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

New and Semi-New Initiatives

Coordination with the RDI-TPA Workgroup

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

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

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

California Standards for the Teaching Profession (CSTP)

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

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

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

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

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

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

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

ANNUAL DATA SUBMISSION

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

PRECONDITIONS REVIEW

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

PROGRAM REVIEW

In fall of Year 5 of the cycle, each credential program provides specific, required evidence or documentation demonstrating that the program is aligned to each of the Commission's adopted program standards for the particular credential area. Documentation is reviewed by trained peer evaluators who are members of the Commission's Board of Institutional Reviewers (BIR) with expertise in the credential area, and a conclusion is formed about whether programs are preliminarily aligned with the Commission's standards. The institution is provided feedback and then must provide an addendum at least 60 days prior to the accreditation site visit addressing any areas that were not found to be preliminarily aligned. This information helps focus and inform the accreditation site visit in Year 6. To further ensure transparency, a subset of the BIR members that reviewed Program Review submissions in Year 5 serve as site visit team members in Year 6.

COMMON STANDARDS REVIEW

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

SITE VISITS

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

DECISION BY THE COMMITTEE ON ACCREDITATION

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

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

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

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

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

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

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

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

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

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

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

[PSD e-News](#). The PSD e-News, developed in 2008, continued to be distributed weekly. This

electronic notification has increased its readership each year and now reaches over 5,302 individuals, including all approved institutions, to inform them of accreditation-related activities such as the development and revision of standards, technical assistance opportunities, and notification of requests for public comment.

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

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

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

Issue Date	Number	Title
May 7, 2025	25-06	Update on Teaching Performance Assessment for PK-3 Early Childhood Education Specialist Instruction Credential

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

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

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

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

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

Purpose 2. Ensure Program Quality

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

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

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

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

For institutions receiving major stipulations or probationary stipulations, a revisit is often required. In addition, the COA has frequently required that the institution provide interim reports (quarterly or other), regardless of stipulation level, to ensure that the institution is making adequate and timely progress towards addressing the most pressing issues. This was the case in 2024-25. This approach allows the institutions to regularly check in with Commission staff and the COA to ensure they are moving in the direction that the COA expects. It also may provide some additional leverage with their institutional leadership to ensure the resources or tools to enact change are provided and allow the COA to provide some suggestions and guidance along the way. From an accountability perspective, requiring interim reports ensures that the institution does not wait a full year before implementing required improvements.

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

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

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

Staff continued to provide critical technical assistance to institutions on a variety of topics and

some institutions in the Green cohort asked to continue monthly check-ins regardless of the fact their site visit was deferred by a year due to literacy certification.

Technical Assistance for the Accreditation Data System (ADS)

Despite the deferral of several accreditation related components due to literacy certification, the Commission continued those related to the Accreditation Data System (ADS) as regularly scheduled. This included holding office hours to answer ADS related questions. The virtual office hours are essential to ensure program sponsors can access, update, and upload data to the system. The office hours have proven to be instrumental in ensuring the Annual Data Submission by all Commission-approved institutions was submitted within the timeframe allotted. These office hours, as well as ongoing support as needed, assist institutions in accessing the ADS, creating accounts, connecting individuals to the institution, giving individuals appropriate roles, and answering questions related to the data questions. Office hour dates and times were listed on the [Accreditation Technical Assistance](#) page and provided in the weekly PSD e-News. Staff continued to make available [ADS resources](#) such as guidance documents, FAQs, and video presentations to support institutions in understanding the ADS.

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

Training Activities for the Board of Institutional Reviewers (BIR)

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

Technical Assistance Provided to Institutions Seeking Initial Approval

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

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

Technical Assistance Office Hours for Programs

The Professional Services Division staff began hosting a variety of office hours during the pandemic to provide technical assistance and support the sharing of best practices by

programs. These sessions continue to be well received by the field and have allowed the Commission to better understand and address the challenges facing programs. Staff have continued to hold these sessions throughout 2024-25 although some adjustment to the frequency of some have been made. This includes the following:

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

Literacy Certification Office Hours

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

Other Related Activities

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

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

- Initial Program Review (IPR@ctc.ca.gov)
- Commission Standards Review CommonStandardsReview@ctc.ca.gov

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

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

Support Event	Dates (July 1, 2024-June 30, 2025)
Candidate Office Hours	<ul style="list-style-type: none"> • CalTPA: Weekly Wednesday 4:15-5:00 PM • CalAPA: Weekly, Thursdays 4:15-5:00 PM
CalTPA, EdSp CalTPA, and CalAPA Program Office Hours	<ul style="list-style-type: none"> • CalAPA: 1st and 3rd Friday, 9-9:30 AM • CalTPA: 1st and 3rd Thursday, 10-10:30 AM • EdSp CalTPA: 1st and 3rd Friday 10-10:30 AM
Lead Assessor Meetings	<ul style="list-style-type: none"> • CalAPA: Bi-monthly - Monday, 4:30-5:30 • CalTPA: Bi-monthly - Monday, 4:00-4:30 • EdSp CalTPA: Bi-monthly- Monday, 4:00-4:30
Coordinator Meetings (Webinar)	CalAPA: <ul style="list-style-type: none"> • February 12, 2025 • June 4, 2025 CalTPA and EdSp CalTPA: <ul style="list-style-type: none"> • February 13, 2025 • June 5, 2025
“Deep Dive” Webinars into Specific PA Cycles	CalAPA: <ul style="list-style-type: none"> • September 4, 2024 Literacy Cycle Deep Dives <ul style="list-style-type: none"> • July 16, 2024 • July 25, 2024 • August 7, 2024 • August 15, 2024 • August 21, 2024

Support Event	Dates (July 1, 2024-June 30, 2025)
New Assessor Training (session= two-day, all-day training)	CalAPA: <ul style="list-style-type: none"> • March 1-2, 2025 • March 15, 2025 CalTPA: <ul style="list-style-type: none"> • MS/SS/WL - 7 sessions February-March 2025 EdSp CalTPA <ul style="list-style-type: none"> • MMSN- 1 session February 2025 • ESN- 2 sessions February-March 2025
Returning Assessor Training	<ul style="list-style-type: none"> • CalAPA: August 12th and 19th, 2024 • CalTPA: August 2023 (2 sessions) • EdSp CalTPA: MMSN and ESN: August 15 and 20, 2024
Conference Attendance (CalTPA, EdSp CalTPA, CalAPA)	<ul style="list-style-type: none"> • CCAC: November 6th-8th 2024 • MFIC: September 12-13th, 2024
Literacy Design Team Meetings	<ul style="list-style-type: none"> • July 9, 2024 • October 29, 2024 • January 28, 2024 • March 7, 2024
LPA Field Test Program Office Hours	<ul style="list-style-type: none"> • LPA: January 31-April 4; Fridays 9:00-9:45 am
LPA Field Test Candidate Office Hours	<ul style="list-style-type: none"> • LPA Field Test: March 18, 2025, 4:00-4:45 pm
LPA Field Test Webinars	<ul style="list-style-type: none"> • November 20, 2024 • December 17, 2024 • January 23, 2025 • February 12, 2025 (Cooperating Teachers) • March 5, 2025

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

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

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

Purpose 3. Ensure Adherence to Standards

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

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

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

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

Review and Take Action to Grant Initial Program Approval for New Credential Programs. The COA has developed procedures for handling the submission of proposed credential programs from Commission-approved institutions. Programs are only granted initial program approval

when reviewers have determined that all Commission standards are met and after the COA acts to approve. A total of 36 new credential programs were approved by the COA in 2024-25. Further, a total of 15 new content areas were added to existing Single Subject credential programs.

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

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

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

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

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

After the program review and common standards review are complete, a subset of those reviewers are asked to serve as site visit team members for the programs and institutions they reviewed. Keeping the same reviewers from Common Standards and Program Review through the site visits has helped ensure that questions and potential issues are followed up on

appropriately at the site visit. To the extent possible, many reviewers that were involved in the Green Cohort Program Review and Common Standards review in 2023-2024 were used for the 4 site visits that took place in 2024-2025 and will be used for accreditation site visits in 2025-26.

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

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

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

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

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

Purpose 4. Fostering Program Improvement

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

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

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

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

Board of Institutional Reviewer's (BIR) Training. The current BIR training is divided into two major components: 1) Program Review or Common Standards Review, and 2) Site Visit Training.

In the Program Review and Common Standards Review component, the reviewers are trained to review and analyze a prescribed set of evidence as part of an institution's/program's required submission and determine, primarily on the basis of the evidence, whether the standards appear to be preliminarily aligned.

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

Other Activities Not Directly in the Accreditation System

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

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

General Operations

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

Section II: Summary of 2024-25 Accreditation Activities

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

Accreditation of Program Sponsors and their Educator Preparation Programs

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

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

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

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

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

Institutions Meeting All Standards

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

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

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

Summary of Findings on Common Standards

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

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

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

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

Summary of Findings on Program Standards

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

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

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

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

Program Standards that are Met with Concerns or Not Met

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

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

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

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

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

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

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

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

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

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

Institutions in 7th Year Follow Up

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

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

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

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

(R) Revisit took place

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

fulfilled their responsibility in the 2024-25 year. They include:

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

Initial Institutional Approval (IIA)

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

This process includes the following five stages:

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

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

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

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

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

Initial Institutional Approval Revisit

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

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

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

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

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

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

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

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

Provisional Site Visits

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

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

Institution in Stage	Status of Accreditation	Commission Action
Newhall School District	Accreditation	Full Accreditation Approved by Commission

Initial Program Approval for Existing Commission Approved Educator Preparation Programs

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

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

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

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

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

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

Initial Approval of New Subject Matter Preparation Programs

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

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

Inactive Status

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

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

Programs Entering Inactive Status (17)

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

Reactivation of an Inactive Program

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

Transition of Professional Preparation Program to New Standards

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

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

Withdrawal of an Approved Program

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

Withdrawn Programs of Professional Preparation (16)

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

Institutions that are No Longer Approved Program Sponsors

No Commission approved program sponsor closed all of its remaining programs in the 2024-25 year

resulting in it no longer being a Commission approved program sponsor.

Preconditions Review

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

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

Program Review and Common Standards

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

SB 488 Literacy Certification

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

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

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

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

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

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

- (iv) *Early intervention techniques.*
- (v) *Guided practice in a clinical setting.*

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

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

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

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

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

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

Regular Accreditation Activities:

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

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

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

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

Literacy Certification

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

Standards Development and Accreditation Policy Work Priorities

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

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

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

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

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

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

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

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

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

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

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

Purpose 2. Ensure Program Quality

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

Approved by the Commission

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

Professional Accreditation of Institutions and their Credential Preparation Programs

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

Follow Up on Accreditation Site Visits—Green Cohort

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

Regularly Scheduled Site Visits –Green Cohort

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

Site Visit for Provisional Approval

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

Commission then acts to provide full accreditation upon a satisfactory focused visit that determines whether standards are being met.

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

Program Review Submission and Review Yellow Cohort

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

Common Standards Submission and Review –Yellow Cohort

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

Preconditions Submission and Review –Orange and Indigo Cohorts

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

Annual Data Submission

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

Purpose 3. Ensure Adherence to Standards

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

- *Facilitating Accreditation 101 Sessions*

At least two Accreditation 101 sessions will be held in 2025-26 for institutions interested

in becoming a Commission-approved program to better understand the expectations and responsibilities of being a program sponsor and to begin the approval process.

- *Facilitating Accreditation 201 Sessions*

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

- *Reviewing Initial Institutional Proposals*

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

Stage I: Prerequisites – 2 institutions

Stage II: Eligibility Requirements – 15 institutions

Stage III: Provisional Approval – 6 institutions

Stage IV: Initial Program Approval – 2 institutions

State V: Provisional Site Visit and Full Approval –5 institutions

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

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

- *Initial Program Review (IPR)*

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

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

Continue to Review and Approve Subject Matter Programs.

- *New Subject Matter Programs.*

Institutions seeking to offer one or more subject matter programs are reviewed and, once determined to be aligned to standards, are taken to the Commission for approval.

Completion of a subject matter program is one option for candidates demonstrating subject matter competence.

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

Purpose 4. Foster Program Improvement

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

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

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

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

Using the Data in Annual Accreditation Data System (ADS) to better understand issues statewide
The ADS system and its related data dashboards have been used well in the past few years by

teams for accreditation visits. Continued effort is needed in the 2025-26 year to ensure that these data are used more consistently across all visits as well as articulated in accreditation reports in the future. In addition, efforts are being made to determine how the data may be examined on a statewide and institutional basis allowing for targeted technical assistance or even more effective oversight, particularly as it relates to performance assessment. Working to implement the recommendations adopted by the Commission by the RDI-TPA workgroup established by the Commission will further this effort.

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

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

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

General Operations

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

Appendix A

Program Sponsors by Accreditation Cohort California State University (23)

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

University of California (9)

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

Independent Institutions (50)

Institution Name	Cohort	Institution Name	Cohort
Academy of Art University	Orange	Pacific Union College	Red

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

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

Institution Name	Cohort	Institution Name	Cohort
Alameda County Office of Education	Green	Merced Union High School District	Orange
Alhambra Unified School District	Orange	Milpitas Unified School District	Orange
Alternatives in Action	Red	Modesto City Elementary School District	Orange

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

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

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

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

Appendix B

SB 488 Literacy Certification

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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