Alternative Pathway to Certification (Intern) Program

Program Report

2008-2009

Commission on Teacher Credentialing

Prepared by
Catherine Creeggan, Consultant
Nadine Noelting, Administrator

November 2009
The Alternative Pathway to Certification (Intern) Program

Background and Purpose
The Teacher Education Internship Act of 1967 established the university internship programs. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Chap. 498, Stats. of 1983) authorizing districts to develop and implement district internship program. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide state funding for teaching internship programs managed by the Commission. In 2007, SB 1209 (Chap. 517, Stats. 2006) established additional funding for “enhanced programs” which provided additional support to eligible participants.

The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, as well as those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in high-need schools, teachers in content and credential shortage fields, and those who could not enter a traditional teacher preparation program because of economic, family or other reasons.

The second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing staffing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring with them.

Internships are designed to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine in the classroom what they learn about teaching in the course of their initial preparation. The goal is to invest in these teachers so that they will have the skills to succeed and the commitment to stay in challenging and high-need classrooms.

Description of Participants
A university or district internship is a fully paid position in a public school. The intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one to three years long, and must meet the same or higher procedural and performance standards as other teacher preparation programs. Internships may be completed in any credential area. State funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

Entry requirements for internships are the same as those for traditional teacher preparation programs. Interns must verify that they have at least a baccalaureate degree from a regionally accredited university, basic skills proficiency, subject matter competency, knowledge of the U.S. Constitution either by coursework or exam, and character identification. Candidates must have an offer of employment, be admitted to an internship credential program, and have completed preservice before they enter the classroom.

In 2008-09, 7,962 interns participated in 68 funded programs, including eight district intern programs. A total of 614 districts were partners in these programs in 55 of the 58 counties.
Eighty percent of the interns participated in university intern programs with the remainder in district intern programs. The length of the program varies with the institution and the type of credential being sought. Some credentials can be earned in one year, while others such as special education take up to three years, although the majority of the programs are two years long. The age of participants (Table 1) shows that the program meets the goals of providing an avenue for older participants to enter the teaching profession. Over half of the participants are over the age of 30. Although candidates who graduated from universities in other states can use the intern program to get a California credential, 6,374 participants came from California schools with 3,902 from the CSU system, 1,199 from the UC system, and 1,273 from private schools.

Table 1
Age of Intern Participants from 2003 to 2008

<table>
<thead>
<tr>
<th></th>
<th>20 to 30</th>
<th>31 to 40</th>
<th>41 to 50</th>
<th>51 to 60</th>
<th>60 Plus</th>
<th>Declined to State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>46.2%</td>
<td>28.6%</td>
<td>16.1%</td>
<td>8.0%</td>
<td>1.0%</td>
<td>0%</td>
</tr>
<tr>
<td>2004-05</td>
<td>44.8%</td>
<td>27.1%</td>
<td>17.0%</td>
<td>8.5%</td>
<td>0.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>2005-06</td>
<td>47.5%</td>
<td>25.3%</td>
<td>15.6%</td>
<td>9.0%</td>
<td>1.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>48.1%</td>
<td>26.2%</td>
<td>15.3%</td>
<td>8.0%</td>
<td>1.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>2007-08</td>
<td>48.6%</td>
<td>26.4%</td>
<td>15.1%</td>
<td>7.8%</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2008-09</td>
<td>47.6%</td>
<td>27.4%</td>
<td>15.1%</td>
<td>7.5%</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

The law requires employers to only hire interns after a fully credentialed teacher cannot be found, making participation in the programs based on the employer’s current need. Participation in the multiple subject programs has decreased over the last five years, while single subject and special education credentials have increased (see Table 2).

Table 2
Types of Credentials

<table>
<thead>
<tr>
<th></th>
<th>Multiple Subject</th>
<th>Single Subject</th>
<th>Special Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>2002-03</td>
<td>4,508</td>
<td>62.5</td>
<td>1,588</td>
<td>22.0</td>
</tr>
<tr>
<td>2003-04</td>
<td>3,882</td>
<td>43.4</td>
<td>2,591</td>
<td>28.8</td>
</tr>
<tr>
<td>2004-05</td>
<td>2,578</td>
<td>30.4</td>
<td>2,817</td>
<td>33.2</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,593</td>
<td>21.8</td>
<td>2,697</td>
<td>36.9</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,753</td>
<td>20.8</td>
<td>3,028</td>
<td>36.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,698</td>
<td>20.2</td>
<td>2,955</td>
<td>35.1</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,369</td>
<td>17.2</td>
<td>2,869</td>
<td>35.1</td>
</tr>
</tbody>
</table>

*Interns may seek more than one type of credential.

Male candidates are well represented in the 2008-09 intern programs: 23.5% of the multiple subject candidates are male, while 47.5% of the single subject candidates and 29.4% of the special education candidates are male. Internships continue to provide an avenue for males to become teachers in elementary schools and in special education, while women are well represented in the secondary single subject programs. Although there are interns serving in all
thirteen single subject content areas, more than seventy percent are pursuing the core curriculum courses of Math, Science or English (see Table 3).

Table 3
Intern Single Subject Credential Content Areas 2003-2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>847</td>
<td>796</td>
<td>756</td>
<td>797</td>
<td>797</td>
<td>690</td>
</tr>
<tr>
<td>Math</td>
<td>530</td>
<td>724</td>
<td>753</td>
<td>821</td>
<td>785</td>
<td>814</td>
</tr>
<tr>
<td>Science</td>
<td>553</td>
<td>570</td>
<td>497</td>
<td>547</td>
<td>552</td>
<td>567</td>
</tr>
<tr>
<td>Social Science</td>
<td>226</td>
<td>257</td>
<td>254</td>
<td>295</td>
<td>262</td>
<td>224</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>133</td>
<td>145</td>
<td>190</td>
<td>194</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>Physical Education</td>
<td>120</td>
<td>140</td>
<td>175</td>
<td>228</td>
<td>219</td>
<td>216</td>
</tr>
<tr>
<td>Music</td>
<td>52</td>
<td>67</td>
<td>71</td>
<td>87</td>
<td>95</td>
<td>81</td>
</tr>
<tr>
<td>Art</td>
<td>45</td>
<td>45</td>
<td>59</td>
<td>63</td>
<td>58</td>
<td>49</td>
</tr>
<tr>
<td>Business</td>
<td>41</td>
<td>33</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Health Science</td>
<td>23</td>
<td>21</td>
<td>58</td>
<td>50</td>
<td>48</td>
<td>28</td>
</tr>
<tr>
<td>Home Economics</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>ITE</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>14</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,591</td>
<td>2,817</td>
<td>2,861</td>
<td>3,064</td>
<td>3,048</td>
<td>2,869</td>
</tr>
</tbody>
</table>

Table 4 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching. According to the California Basic Educational Data System (CBEDS) data, interns are ethnically more diverse than the existing teacher workforce. The ethnic/racial distribution of intern programs has remained relatively constant over the past seven years.

Table 4
Ethnic Distribution of Interns 2002-2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Non Hispanic</td>
<td>52.3%</td>
<td>50.3%</td>
<td>52.3%</td>
<td>54.8%</td>
<td>53.7%</td>
<td>50.7%</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.4%</td>
<td>26.7%</td>
<td>24.6%</td>
<td>23.5%</td>
<td>21.8%</td>
<td>23.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>African American</td>
<td>7.3%</td>
<td>9.0%</td>
<td>9.9%</td>
<td>9.1%</td>
<td>8.1%</td>
<td>8.1%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian SE Asian</td>
<td>5.7%</td>
<td>5.4%</td>
<td>6.3%</td>
<td>6.5%</td>
<td>6.3%</td>
<td>6.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Filipino/Pacific Islander</td>
<td>1.3%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>2.4%</td>
<td>2.6%</td>
<td>3.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Native American / Alaskan Native</td>
<td>.9%</td>
<td>1.0%</td>
<td>.9%</td>
<td>1.2%</td>
<td>1.0%</td>
<td>1.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Multiple</td>
<td>.4%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>3.5%</td>
<td>4.8%</td>
<td>3.8%</td>
<td>2.5%</td>
<td>2.9%</td>
<td>3.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Unknown/Decline to Submit</td>
<td>(3.9)%</td>
<td>(4.6)%</td>
<td>(3.4)%</td>
<td>(6.2)%</td>
<td>(3.6)%</td>
<td>(3.9)%</td>
<td>(3%)</td>
</tr>
</tbody>
</table>
Program Evaluation Surveys
On an annual basis, those who complete Intern programs, their Support Providers, and their employers participate in surveys in which they reflect on and evaluate their experiences in the program. Each program then receives its own data and statewide data for comparison and to make data based adjustments to improve program quality. Thus, the surveys not only provide valuable information regarding the Intern program throughout the state, but they are also used at the individual program level to gauge how well each program is meeting its goals.

Intern Completer Surveys
In the spring of 2009, a total of 2,619 interns who were completing an Intern teacher preparation program completed the annual survey regarding their experiences with their particular program.

One of the first questions in the survey asks the interns how well they felt their preservice prepared them for their first day as teacher of record. As indicated in Figure 1, the majority (more than 55%) of those interns who completed the survey stated that their pre-service program prepared them well or very well to enter the classroom as teachers of record.

Figure 1

| How well did pre-service prepare you for your first day as teacher of record? |
|---|---|---|---|---|
| Very Well | Well | Somewhat Well | Not Well |
| 23 | 34.4 | 29.3 | 7 |

Percent
Following preservice, on-site support is deemed to be one of the most important elements of a successful internship program. Almost 75% of the Interns who responded indicated that they communicated daily, 2-3 times a week, or at least once a week with their Support Providers (Figure 2).

**Figure 2**

![Frequency of Communication with Site Provider](image)

Furthermore, over 80% also stated that the amount of support time they received was adequate or very adequate to meet their needs (Figure 3).

**Figure 3**

![Adequacy of Support Time with Support Provider](image)
As indicated in Figure 4, more than 84% of interns also felt that support was provided in a timely manner.

**Figure 4**

<table>
<thead>
<tr>
<th>Timeliness of Support</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Timely</td>
<td>49.8</td>
</tr>
<tr>
<td>Timely</td>
<td>34.8</td>
</tr>
<tr>
<td>Somewhat Timely</td>
<td>9.5</td>
</tr>
<tr>
<td>Not Timely</td>
<td>3.9</td>
</tr>
</tbody>
</table>

**Support Provider Surveys**

Support Providers were also asked about their preparation and the amount of assistance they were able to provide to interns. As indicated in Figure 5, more than 80% of Support Providers stated that they communicated with their intern teachers on a daily basis, 2-3 times a week, or at least weekly. As noted above 75% of interns reported this level of communication. Differences between intern and Support Provider responses in each category may be due to differing understandings of and/or perception of support offered or received.

**Figure 5**

<table>
<thead>
<tr>
<th>Frequency of Communication with Intern</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>12.8</td>
</tr>
<tr>
<td>2-3 Times/Week</td>
<td>28.3</td>
</tr>
<tr>
<td>Weekly</td>
<td>39.3</td>
</tr>
<tr>
<td>Twice a Month</td>
<td>11.2</td>
</tr>
<tr>
<td>Once a Month</td>
<td>5.3</td>
</tr>
<tr>
<td>Less Than Once a Month</td>
<td>1.6</td>
</tr>
</tbody>
</table>
Support Providers also indicated that the amount of time allotted for their Support Provider role was adequate to meet the needs of the interns they served. As shown in Figure 6, 67.1% felt that the time was adequate, and 15.5% felt that the time was more than adequate.

Figure 6

As shown in Figure 7, over 85% of Support Providers also indicated that they were always or usually able to provide support on a timely basis. More than 84% of interns reported that they received support on a very timely or timely manner.

Figure 7
Orientation to Support Role
Most Support Providers who received orientation to their Support Provider role felt that it was useful or very useful. However, 17.7% stated that they did not receive such orientation. Programs may need to explore additional ways to prepare Support Providers for their role in development of the intern’s skills. (See Figure 8)

![Figure 8](image)

Employer Surveys
The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. Overall, these school leaders indicated that more than 90% of the intern teachers at their schools were as good as or better than other beginning teachers who taught at schools where they had been administrators. (See Figure 9)

![Figure 9](image)
As shown in Figure 10, intern skills were also rated favorably in specific areas of performance by these same administrators when compared with other beginning teachers.

Figure 10

![Comparison of Interns & Beginning Teachers in Selected Areas](image)

When asked how well the intern program supported the development of the intern teacher(s) at their school, 87.6% of principals and other administrators who responded stated the program had supported the intern teachers very well or adequately. (See Figure 11)

Figure 11

![How well has the intern program supported the development of this beginning teacher?](image)
A majority of principals also said that they believed the intern program aligned with and supported their district and school improvement goals. (See Figure 12)

**Figure 12**

Alignment of Intern Program with District & School Improvement Goals

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a Great Extent</td>
<td>69.1</td>
</tr>
<tr>
<td>Moderately</td>
<td>14.3</td>
</tr>
<tr>
<td>A Little</td>
<td>15.1</td>
</tr>
<tr>
<td>Not at All</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Finally, more than 90% of principals and other administrators felt that the intern program met its specified goals adequately or very well. (See Figure 13)

**Figure 13**

Intern Program Achievement of Goals

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting &amp; Assisting Intern Teachers to Become Skilled</td>
<td>53.9</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>39.9</td>
</tr>
<tr>
<td>Preparing Teachers Using &quot;Learn by Doing&quot;</td>
<td>57.2</td>
</tr>
<tr>
<td>Helping Administrators Meet Teacher Needs in Shortage Areas</td>
<td>50.3</td>
</tr>
<tr>
<td></td>
<td>39.8</td>
</tr>
</tbody>
</table>

Very well  □ Adequately  □ Poorly
Retention
Funded Intern Programs agree to track the retention of their participants for 5 years (year one is the first year of the retention) to see if they are retained in the teaching profession. Each intern “class” or cohort is tracked by the participating program and partnering school districts. All interns who successfully complete a one to three year program are recommended for a preliminary credential and are moved into a BTSA teacher induction program or Level II Education Specialist program.

Historically, programs have reported aggregate retention data; however, for 2007-08, the Commission requested reporting by individual, producing a large number of unknowns. In the spring of 2009, the CALTIDES comprehensive system of longitudinal educator data produced placement information for 85% of all those employed by school district. The Commission is currently using this source, albeit incomplete, to calculate participant retention rates. Thus, with the 85% of school districts reporting, it is estimated that 80% of interns are still teaching in a public school setting after five years.

Policy Changes Related to Flexible Funding
As stated previously, the revised 2008-2009 budget altered how funds for General Fund Proposition 98 programs were allocated to the Alternative Pathway to Certification (Intern) program. The allocation is no longer a per participant allocation, but rather a block grant to the LEA. Furthermore, the total appropriation for the Intern program was reduced in 2008-09, and each program saw a reduction in their allocation. Block grants are to remain in place for five years, with a percentage reduction in funding each year.

Intern programs are now part of the Tier III appropriations to Local Education Agencies (LEAs). The LEA has the authority to determine whether or not to continue to allocate funds, and in the same amounts, to the Intern programs they co-sponsored in 2007-08. LEAs that elect not to continue a program that was funded with Proposition 98 funds in 2007-08 must hold a public hearing to make this determination and must report such action to the state, as specified in statute.

In 2008-09, Intern programs reported anecdotally that they were struggling to maintain existing programs with reduced funding. However, it is anticipated that the federal stimulus funding, which has already been applied for by the Commission, will “back fill” the funding that was lost in 2008-09. The Commission has also requested stimulus funds for this purpose in 2009-10. As most reports indicate that reductions in funding at the local level have also resulted in teacher layoffs, there is some indication that the demand for interns may also be reduced in the short term. However, with all of the uncertainty, program sponsors have not been able to provide the Commission with sufficient information to determine if the number of interns will decline. Furthermore, it is anticipated that the need for interns in traditionally hard to serve (content and geographic) areas will continue.

As the average intern program takes two or more years to complete, programs are optimistic that expected teacher retirement levels and improvements in the economy will result in a demand for more teachers, including those prepared through alternative pathways to certification, two years from now.
Race to the Top
The federal Race to the Top Fund provides competitive grants to encourage and reward states that are creating the conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the American Recovery and Reinvestment Act of 2009 (ARRA); and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers. Race to the Top will provide $4.35 billion in competitive grants to encourage and reward states that create the conditions for education innovation and reform.

One of the Race to the Top State Reform Conditions Criteria is that state applicants must provide alternative pathways for aspiring teachers and principals. Specifically, the federal Department of Education will be looking at the extent to which the state has in place legal, statutory, or regulatory provisions that allow alternative pathways to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use. California’s strong alternative pathway to certification (Intern) program for teacher preparation will be an asset if California applies for Race to the Top funds.

Program Growth and Looking to the Future
Participation in the state-funded intern programs has remained relatively constant for the last six years. The only significant decrease occurred during the 2005-2006 year, which may have been due to the discontinuance of the pre-intern program, a feeder to the intern program. Internship programs will continue to adjust to market trends. Block grant funding decisions at the local level may result in lower funding levels for intern programs as programs compete with other local priorities for available funds. However, the Race to the Top may create opportunities for program growth and/or transformation.

Improving preservice preparation and on-site support will continue to be program goals in the next year. Programs continue to work with districts to identify need areas, provide timely preservice preparation, and assure that the intern is supported at the site and by the program and has the necessary preparation to be successful.
## Appendix A

### Districts Using Program Participants

**ALAMEDA**
- Alameda City Unified
- Alameda COE
- Albany City Unified
- Berkeley Unified
- CA School for Blind
- CA School for Deaf
- Castro Valley Unified
- Dublin Unified
- Emery Unified
- Fremont Unified
- Hayward Unified
- Livermore Valley Joint Unified
- New Haven Unified
- Newark Unified
- Oakland Unified
- Piedmont City Unified
- Pleasanton Unifield
- San Leandro Unified
- San Lorenzo Unified
- SBE Livermore Valley Charter

**EL DORADO**
- Buckeye Union Elementary
- El Dorado Union High
- Rescue Union Elementary

**AMADOR**
- Amador County Unified

**BUTTE**
- Biggs Unified
- Butte COE
- Oroville Union High
- Paradise Unified
- Thermalito Union Elementary

**CALAVERAS**
- Bret Harte Union High
- Calaveras COE
- Calaveras Unified
- Vallecito Union

**COLUSA**
- Colusa COE
- Colusa Unified

**CONTRA COSTA**
- Antioch Unified
- Brentwood Union Elementary
- Byron Union Elementary
- Contra Costa COE
- John Swett Unified
- Liberty Union High
- Martinez Unified
- Mt. Diablo Unified
- Oakley Union Elementary
- Orinda Union Elementary
- Pittsburgh Unified
- San Ramon Valley Unified
- West Contra Costa Unified

**FRESNO**
- Alvina Elementary
- American Union Elementary
- Caruthers Unified
- Central Unified
- Clovis Unified
- Coalinga-Huron Joint Unified
- Firebaugh-Las Deltas Joint Unified
- Fowler Unified
- Fresno COE
- Fresno Unified
- Golden Plains Unified
- Kremen Unified
- Kings Canyon Joint Unified
- Kingsburg Elementary Charter
- Mendota Unified
- Parlier Unified
- Raisin City Elementary
- Riverdale Joint Unified
- Sanger Unified
- Selma Unified
- Sierra Unified
- Washington Colony Elementary
- Washington Union High
- West Fresno Elementary
- Westside Elementary

**GLENND**
- Glenn COE
- Orland Joint Unified
- Princeton Joint Unified

**HUMBOLDT**
- Fortuna Union High
- Humboldt COE
- Mattole Unified
- McKinleyville Union Elementary
- Northern Humboldt Union High
- Rohnerville Elementary
- Southern Humboldt Joint Unified
<table>
<thead>
<tr>
<th>County</th>
<th>School Districts</th>
</tr>
</thead>
</table>
| IMPERIAL | Brawley Elementary  
|          | Brawley Union High  
|          | Calexico Unified  
|          | Calipatria Unified  
|          | Central Union High  
|          | El Centro Elementary  
|          | Heber Elementary  
|          | Holtville Unified  
|          | Imperial COE  
|          | Imperial Unified  
|          | McCabe Union Elementary  
|          | Mulberry Elementary  
|          | San Pasqual Valley Unified  
|          | Westmorland Union Elementary  |
| INYO     | Bishop Union Elementary |
| KERN     | Arvin Union Elementary  
|          | Bakersfield City  
|          | Beardsley Elementary  
|          | Belridge Elementary  
|          | Delano Joint Union High  
|          | Delano Union Elementary  
|          | Edison Elementary  
|          | El Tejon Elementary  
|          | Fairfax Elementary  
|          | Fruitvale Elementary  
|          | General Shafter Elementary  
|          | Greenfield Union Elementary  
|          | Kern COE  
|          | Kern Union High  
|          | Kernville Union Elementary  
|          | Lakeside Union  
|          | Lamont Elementary  
|          | Lost Hills Union Elementary  
|          | Maple Elementary  
|          | Maricopa Unified  
|          | McFarland Unified  
|          | Midway Elementary  
|          | Mojave Unified  
|          | Murow Joint Unified  
|          | Norris Elementary  
|          | Panama-Buena Vista Union  
|          | Pond Union  
|          | Richland Union Elementary  
|          | Rio Bravo-Greeley Union Elementary  
|          | Rosedale Union Elementary  
|          | Semitropic Elementary  
|          | Sierra Sands Unified  
|          | Southern Kern Unified  |
| KINGS    | Armona Union Elementary  
|          | Corcoran Joint Unified  
|          | Hanford Elementary  
|          | Hanford Joint Union High  
|          | Kings COE  
|          | Kings River-Hardwick Union Elementary  |
| INYO     | Bishop Union Elementary |
| KERN     | Arvin Union Elementary  
|          | Bakersfield City  
|          | Beardsley Elementary  
|          | Belridge Elementary  
|          | Delano Joint Union High  
|          | Delano Union Elementary  
|          | Edison Elementary  
|          | El Tejon Elementary  
|          | Fairfax Elementary  
|          | Fruitvale Elementary  
|          | General Shafter Elementary  
|          | Greenfield Union Elementary  
|          | Kern COE  
|          | Kern Union High  
|          | Kernville Union Elementary  
|          | Lakeside Union  
|          | Lamont Elementary  
|          | Lost Hills Union Elementary  
|          | Maple Elementary  
|          | Maricopa Unified  
|          | McFarland Unified  
|          | Midway Elementary  
|          | Mojave Unified  
|          | Murow Joint Unified  
|          | Norris Elementary  
|          | Panama-Buena Vista Union  
|          | Pond Union  
|          | Richland Union Elementary  
|          | Rio Bravo-Greeley Union Elementary  
|          | Rosedale Union Elementary  
|          | Semitropic Elementary  
|          | Sierra Sands Unified  
|          | Southern Kern Unified  |
| LAKE     | Konocti Unified  
|          | Middletown Unified  |
| LOS ANGELES | ABC Unified  
|          | Acton-Agua Dulce Unified  
|          | Alhambra Unified  
|          | Antelope Valley Union High  
|          | Arcadia Unified  
|          | Azusa Unified  
|          | Baldwin Park Unified  
|          | Bassett Unified  
|          | Bellflower Unified  
|          | Beverly Hills Unified  
|          | Bonita Unified  
|          | Burbank Unified  
|          | Castaic Union Elementary  
|          | Centinella Valley Union High  
|          | Charter Oak Unified  
|          | Claremont Unified  
|          | Compton Unified  
|          | Covina-Valley Unified  
|          | Culver City Unified  
|          | Downey Unified  
<p>|          | Duarte Unified  |</p>
<table>
<thead>
<tr>
<th>East Whittier City Elementary</th>
<th>William S. Hart Union High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastside Union Elementary</td>
<td>Wilsona Elementary</td>
</tr>
<tr>
<td>El Monte Union High</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>El Rancho Unified</td>
<td></td>
</tr>
<tr>
<td>El Segundo Unified</td>
<td><strong>MADERA</strong> Alview-Dairyland Union Elementary</td>
</tr>
<tr>
<td>Garvey Elementary</td>
<td>Chawanakee Unified</td>
</tr>
<tr>
<td>Glendale Unified</td>
<td>Chowchilla Elementary</td>
</tr>
<tr>
<td>Gorman Elementary</td>
<td>Chowchilla Union High</td>
</tr>
<tr>
<td>Hacienda La Puente Unified</td>
<td>Golden Valley Unified</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>Madera Unified</td>
</tr>
<tr>
<td>Hermosa Beach City Elementary</td>
<td>Raymond-Knowles Union Elementary</td>
</tr>
<tr>
<td>Inglewood Unified</td>
<td>Yosemite Unified</td>
</tr>
<tr>
<td>Keppel Union Elementary</td>
<td></td>
</tr>
<tr>
<td>La Canada Unified</td>
<td><strong>MARIN</strong> Dixie Elementary</td>
</tr>
<tr>
<td>Lancaster Elementary</td>
<td>Lagunitas Elementary</td>
</tr>
<tr>
<td>Las Virgenes Unified</td>
<td>Marin COE</td>
</tr>
<tr>
<td>Lawndale Elementary</td>
<td>Mill Valley Elementary</td>
</tr>
<tr>
<td>Lennox Elementary</td>
<td>Novato Unified</td>
</tr>
<tr>
<td>Little Lake City Elementary</td>
<td>Ross Valley Elementary</td>
</tr>
<tr>
<td>Long Beach Unified</td>
<td>San Rafael City Elementary</td>
</tr>
<tr>
<td>Los Angeles COE</td>
<td>San Rafael City High</td>
</tr>
<tr>
<td>Los Angeles Unified</td>
<td>Sausalito Marin City</td>
</tr>
<tr>
<td>Los Angeles Unified LAUSD</td>
<td>Tamalpais Union High</td>
</tr>
<tr>
<td>Los Nietos</td>
<td></td>
</tr>
<tr>
<td>Lynwood Unified</td>
<td><strong>MARIPOSA</strong> Mariposa County Unified</td>
</tr>
<tr>
<td>Manhattan Beach Unified</td>
<td></td>
</tr>
<tr>
<td>Monrovia Unified</td>
<td><strong>MENDOCINO</strong> Anderson Valley Unified</td>
</tr>
<tr>
<td>Monte bello Unified</td>
<td>Arena Union Elementary</td>
</tr>
<tr>
<td>Newhall Elementary</td>
<td>Fort Bragg Unified</td>
</tr>
<tr>
<td>Norwalk-La Mirada Unified</td>
<td>Laytonville Unified</td>
</tr>
<tr>
<td>Palmdale Elementary</td>
<td>Potter Valley Community Unified</td>
</tr>
<tr>
<td>Palos Verdes Peninsula Elementary</td>
<td>Round Valley Unified</td>
</tr>
<tr>
<td>Paramount Unified</td>
<td>Ukiah Unified</td>
</tr>
<tr>
<td>Pasadena Unified</td>
<td>Willits Unified</td>
</tr>
<tr>
<td>Pomona Unified</td>
<td></td>
</tr>
<tr>
<td>Redondo Beach Unified</td>
<td><strong>MERCED</strong> Delhi Unified</td>
</tr>
<tr>
<td>Rowland Unified</td>
<td>Dos Palos Oro Loma Joint Unified</td>
</tr>
<tr>
<td>San Gabriel Unified</td>
<td>Gustine Unified</td>
</tr>
<tr>
<td>Santa Monica-Malibu Unified</td>
<td>Hillmar Unified</td>
</tr>
<tr>
<td>SBE Lifeline Education Charter</td>
<td>LeGrand Union High</td>
</tr>
<tr>
<td>SBE School of the Arts and Enterprise</td>
<td>Livingston Union Elementary</td>
</tr>
<tr>
<td>South Pasadena Unified</td>
<td>Los Banos Unified</td>
</tr>
<tr>
<td>South Whittier Elementary</td>
<td>Merced City Elementary</td>
</tr>
<tr>
<td>Southeast ROP</td>
<td>Merced COE</td>
</tr>
<tr>
<td>Sulphur Springs Union Elementary</td>
<td>Merced Unified</td>
</tr>
<tr>
<td>Temple City Unified</td>
<td>Merced Union High</td>
</tr>
<tr>
<td>Torrance Unified</td>
<td>Weaver Union</td>
</tr>
<tr>
<td>Walnut Valley Unified</td>
<td></td>
</tr>
<tr>
<td>West Covina Unified</td>
<td><strong>MODOC</strong> Modoc COE</td>
</tr>
<tr>
<td>Westside Union Elementary</td>
<td>Modoc Joint Unified</td>
</tr>
<tr>
<td>Whittier City Elementary</td>
<td>Surprise Valley Joint Unified</td>
</tr>
<tr>
<td>Whittier Union High</td>
<td>Tulelake Basin Joint Unified</td>
</tr>
<tr>
<td>MONO</td>
<td>Eastern Sierra Unified</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| MONTEREY | Alisal Union Elementary  
Carmel Unified  
Gonzales Unified  
Greenfield Union Elementary  
King City Union Elementary  
Monterey COE  
Monterey Peninsula Unified  
North Monterey County Unified  
Salinas City Elementary  
Salinas Union High  
Saint Rita Union Elementary  
Soledad Unified |
| MONTEREY | Napa Valley Unified  
Saint Helena Unified |
| NEVADA | Nevada COE  
Nevada Joint Union High  
Pleasant Ridge Union Elementary |
| NEVADA | Anaheim City  
Anaheim Union High  
Brea-Olinda Unified  
Buena Park Elementary  
Capistrano Unified  
Centralia Elementary  
Cypress Elementary  
Fountain Valley Elementary  
Fullerton Elementary  
Fullerton Joint Union High  
Garden Grove Unified  
Huntington Beach City Elementary  
Huntington Beach Union High  
Irvine Unified  
La Habra City Elementary  
Los Alamitos Unified  
Magnolia Elementary  
Newport-Mesa Unified  
Ocean View  
Orange COE  
Orange Unified  
Placentia-Yorba Linda Unified  
Saddleback Valley Unified  
Santa Ana Unified  
Tustin Unified  
Westminster Elementary |
| PLACER | Ackerman Elementary  
Aubrun Union Elementary  
Eureka Union  
Placer COE  
Placer Union High  
Rocklin Unified  
Roseville City Elementary  
Roseville Joint Union High  
Western Placer Unified |
| PLUMAS | Plumas Unified |
| RIVERSIDE | Alvord Unified  
Banning Unified  
Beaumont Unified  
Coachella Valley Unified  
Corona-Norco Unified  
Desert Sands Unified  
Hemet Unified  
Jurupa Unified  
Lake Elsinore Unified  
Menifee Union Elementary  
Moreno Valley Unified  
Murrieta Valley Unified  
Nuview Union Elementary  
Palm Springs Unified  
Palo Verde Unified  
Perris Elementary  
Perris Union High  
Riverside COE  
Riverside Unified  
San Jacinto Unified  
Temecula Valley Unified  
Val Verde Unified |
| SACRAMENTO | Center Joint Unified  
Elk Grove Unified  
Elverta Joint Elementary  
Folsom-Cordova Unified  
Galt Joint Union Elementary  
Galt Joint Union High  
Natomas Unified  
River Delta Joint Unified  
Sacramento City Unified  
Sacramento COE  
Sacramento Unified  
San Juan Unified  
Twin Rivers Unified |
SAN BENITO
Hollister
North County Joint Union Elementary
San Benito COE
San Benito High

SAN BERNARDINO
Adelanto Elementary
Alta Loma Elementary
Apple Valley Unified
Baker Valley Unified
Barstow Unified
Bear Valley Unified
Central Elementary
Chaffey Joint Union High
Chino Valley Unified
Colton Joint Unified
Cucamonga Elementary
Etiwanda Elementary
Fontana Unified
Hesperia Unified
Morongo Unified
Mt. Baldy Joint Elementary
Needles Unified
Ontario-Montclair Elementary
Oro Grande Elementary
Redlands Unified
Rialto Unified
Rim Of The World Unified
San Bernardino City Unified
San Bernardino COE
Silver Valley Unified
Snowline Joint Unified
Upland Unified
Victor Elementary
Victor Valley Union High
Yucaipa-Calimesa Joint Unified

SAN FRANCISCO
San Francisco COE
San Francisco Unified
SBE Edison Charter Academy

SAN JOAQUIN
Escalon Unified
Jefferson Elementary
Lammersville Elementary
Lincoln Unified
Linden Unified
Lodi Unified
Manteca Unified
New Hope Elementary
New Jerusalem Elementary
Ripon Unified
San Joaquin COE
Stockton City Unified
Stockton Unified
Tracy Joint Unified

SAN LUIS OBISPO
Lucia Mar Unified

SAN MATEO
Burlingame Elementary
Cabrillo Unified
Jefferson Elementary
Jefferson Union High
Millbrae Elementary
Pacifica
Ravenswood City Elementary
Redwood City Elementary
San Bruno Park Elementary
San Carlos Elementary
San Mateo COE
San Mateo Union High
San Mateo-Foster City Elementary
Squoia Union High
South San Francisco Unified

SAN DIEGO
Bonsall Union Elementary
Cajon Valley Union Elementary
Chula Vista Elementary
Escondido Union Elementary
Fallbrook Union Elementary
Fallbrook Union High
Grossmont Union High
Jamul-Dulzura Union Elementary
Julian Union High
La Mesa-Spring Valley
Lakeside Union Elementary
National Elementary
Oceanside Unified
Poway Unified
Ramona City Unified
Rancho Santa Fe Elementary
San Diego COE
San Diego Unified
San Dieguito Union High
San Marcos Unified
San Ysidro Elementary
SBC High Tech High
South Bay Union Elementary
Sweetwater Union High
Vista Unified
<table>
<thead>
<tr>
<th>County</th>
<th>School Districts</th>
</tr>
</thead>
</table>
| **SANTA BARBARA** | Buellton Union Elementary  
College Elementary  
Hope Elementary  
Lompoc Unified  
Santa Barbara COE  
Santa Barbara Elementary  
Santa Barbara High  
Santa Maria Joint Union High |
| **SANTA CLARA** | Alum Rock Union Elementary  
Berryessa Union Elementary  
Cambrian Elementary  
Campbell Union Elementary  
Campbell Union High  
Cupertino Union  
East Side Union High  
Evergreen Elementary  
Franklin-McKinley Elementary  
Fremont Union High  
Gilroy Unified  
Los Altos Elementary  
Los Gatos-Saratoga Joint Union High  
Milpitas Unified  
Moreland Elementary  
Morgan Hill Unified  
Mountain View Whisman  
Mountain View-Los Altos Union High  
Mt. Pleasant Elementary  
Oak Grove Elementary  
Orchard Elementary  
Palo Alto Unified  
San Jose Unified  
Santa Clara COE  
Santa Clara Unified  
Sunnyvale  
Union Elementary |
| **SANTA CRUZ** | Live Oak Elementary  
Pajaro Valley Unified  
Pajaro Valley Unified School  
San Lorenzo Valley Unified  
Santa Cruz City Elementary  
Santa Cruz City High  
Santa Cruz COE  
Scotts Valley Unified  
Soquel Union Elementary |
| **SHASTA** | Anderson Union High  
Cascade Union Elementary  
Enterprise Elementary  
Gateway Unified  
Juntion Elementary  
Redding Elementary  
Shasta COE  
Shasta Union High  
Butte Valley Unified  
Dunsmuir Elementary  
Happy Camp Union Elementary  
Scott Valley Unified  
Siskiyou COE  
Siskiyou Union High  
Benicia Unified  
Dixon Unified  
Fairfield-Suisun Unified  
Silveyville Primary  
Solano COE  
Travis Unified  
Vacaville Unified  
Vallejo City Unified  
Bellevue Union Elementary  
Cotati-Rohnert Park Unified  
Geyserville Unified  
Gravenstein Union Elementary  
Healdsburd Unified  
Horicon Elementary  
Mark West Union Elementary  
Old Adobe Union Elementary  
Petaluma City Elementary  
Petaluma Joint Union High  
Santa Rosa Elementary  
Santa Rosa High  
Sonoma COE  
Sonoma Valley Unified  
Twin Hills Union Elementary  
West Sonoma County Union High  
Windsor Unified |

December 2009
STANISLAUS  
Ceres Unified  
Chatom Union Elementary  
Denair Unified  
Empire Union Elementary  
Hughson Unified  
Keyes Union  
Modesto City Elementary  
Modesto City High  
Newman-Crows Landing Unified  
Oakdale Joint Unified  
Patterson Joint Unified  
Riverbank Unified  
Salida Union Elementary  
Stanislaus COE  
Stanislaus Union Elementary  
Sylvan Union Elementary  
Turlock Unified  

SUTTER  
Live Oak Unified  
Sutter COE  
Sutter Union High  
Yuba City Unified  

TEHAMA  
Los Molinos Unified  
Red Bluff Union Elementary  
Tehama COE  

TRINITY  
Lewiston Elementary  
Trinity COE  

TULARE  
Alpaugh Unified  
Burton Elementary  
Cutler-Orosi Joint Unified  
Dinuba Unified  
Earlimart Elementary  
Exeter Union Elementary  
Farmersville Unified  
Lindsay Unified  
Pixley Union Elementary  
Pleasant View Elementary  
Porterville Unified  
Stone Corral Elementary  
Strathmore Union Elementary  
Terra Bella Union Elementary  
Tulare City Elementary  
Tulare COE  
Tulare Joint Union High  
Visalia Unified  
Woodlake Union Elementary  
Woodville Union Elementary  

TUOLUMNE  
Belleview Elementary  
Toulomne County Superintendent  
Twain Harte-Long Barn Union Elementary  

VENTURA  
Conejo Valley Unified  
Fillmore Unified  
Huenele Elementary  
Moorpark Unified  
Ojai Unified  
Ocean View Elementary  
Oxnard Elementary  
Oxnard Union High  
Pleasant Valley  
Rio Elementary  
Santa Paula Elementary  
Santa Paula Union High  
Simi Valley Unified  
Ventura COE  
Ventura Unified  

YOLO  
Davis Joint Unified  
Elsarto Unified  
Washington Unified  
Winters Joint Unified  
Woodland Joint Unified  
Yolo COE  

YUBA  
Marysville Joint Unified  
Plumas Lake Elementary  
Wheatland Elementary  
Wheatland Union High  
Yuba COE