



**Alternative Pathway to Certification
(Intern)
Program**

Program Report

2008-2009

Commission on Teacher Credentialing

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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

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

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

	Multiple Subject		Single Subject		Special Education		Total
	#	%	#	%	#	%	
2002-03	4,508	62.5	1,588	22.0	1,121	15.5	7,217
2003-04	3,882	43.4	2,591	28.8	2,485	27.8	8,942*
2004-05	2,578	30.4	2,817	33.2	3,094	36.4	8,489*
2005-06	1,593	21.8	2,697	36.9	3,011	41.2	7,309*
2006-07	1,753	20.8	3,028	36.0	3,634	43.2	8,415*
2007-08	1,698	20.2	2,955	35.1	3,755	44.7	8,408*
2008-09	1,369	17.2	2,869	35.1	3,993	50.2	8,231*

*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

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
English Language Arts	847	796	756	797	797	690
Math	530	724	753	821	785	814
Science	553	570	497	547	552	567
Social Science	226	257	254	295	262	224
Foreign Language	133	145	190	194	162	162
Physical Education	120	140	175	228	219	216
Music	52	67	71	87	95	81
Art	45	45	59	63	58	49
Business	41	33	29	30	31	17
Health Science	23	21	58	50	48	28
Home Economics	10	12	9	12	14	4
ITE	7	4	6	14	15	11
Agriculture	4	3	4	12	10	6
TOTAL	2,591	2,817	2,861	3,064	3,048	2,869

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 work force. The ethnic/racial distribution of intern programs has remained relatively constant over the past seven years.

Table 4
Ethnic Distribution of Interns 2002-2008

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
White/Non Hispanic	52.3%	50.3%	52.3%	54.8%	53.7%	50.7%	51%
Hispanic	28.4%	26.7%	24.6%	23.5%	21.8%	23.4%	23.9%
African American	7.3%	9.0%	9.9%	9.1%	8.1%	8.1%	8%
Asian SE Asian	5.7%	5.4%	6.3%	6.5%	6.3%	6.0%	6.2%
Filipino/Pacific Islander	1.3%	1.7%	2.0%	2.4%	2.6%	3.5%	4.1%
Native American / Alaskan Native	.9%	1.0%	.9%	1.2%	1.0%	1.2%	1.9%
Multiple	.4%	1.0%	1.0%	-	-	-	-
Other	3.5%	4.8%	3.8%	2.5%	2.9%	3.2%	1.9%
Unknown/Decline to Submit	(3.9)%	(4.6)%	(3.4)%	(6.2)%	(3.6)%	(3.9)%	(3%)

Program Evaluation Surveys

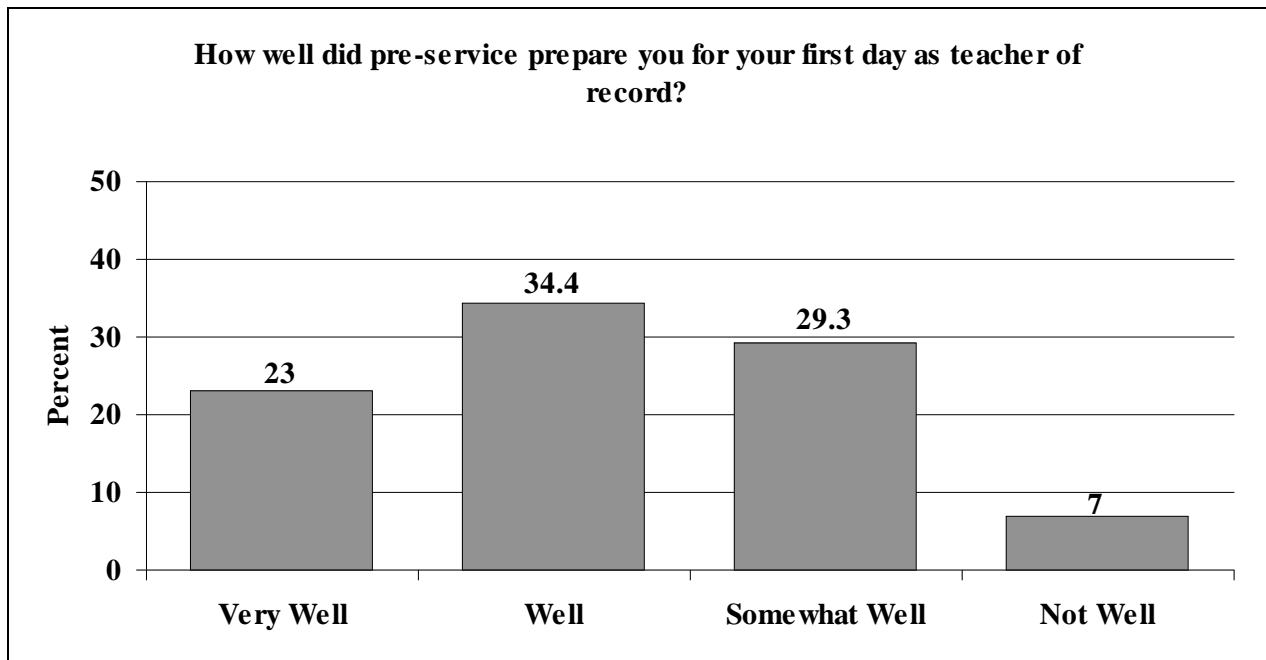
On an annual basis, those who complete Intern programs, their Support Providers, and their employers participate in surveys in which they reflect on and evaluate their experiences in the program. Each program then receives its own data and statewide data for comparison and to make data based adjustments 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.

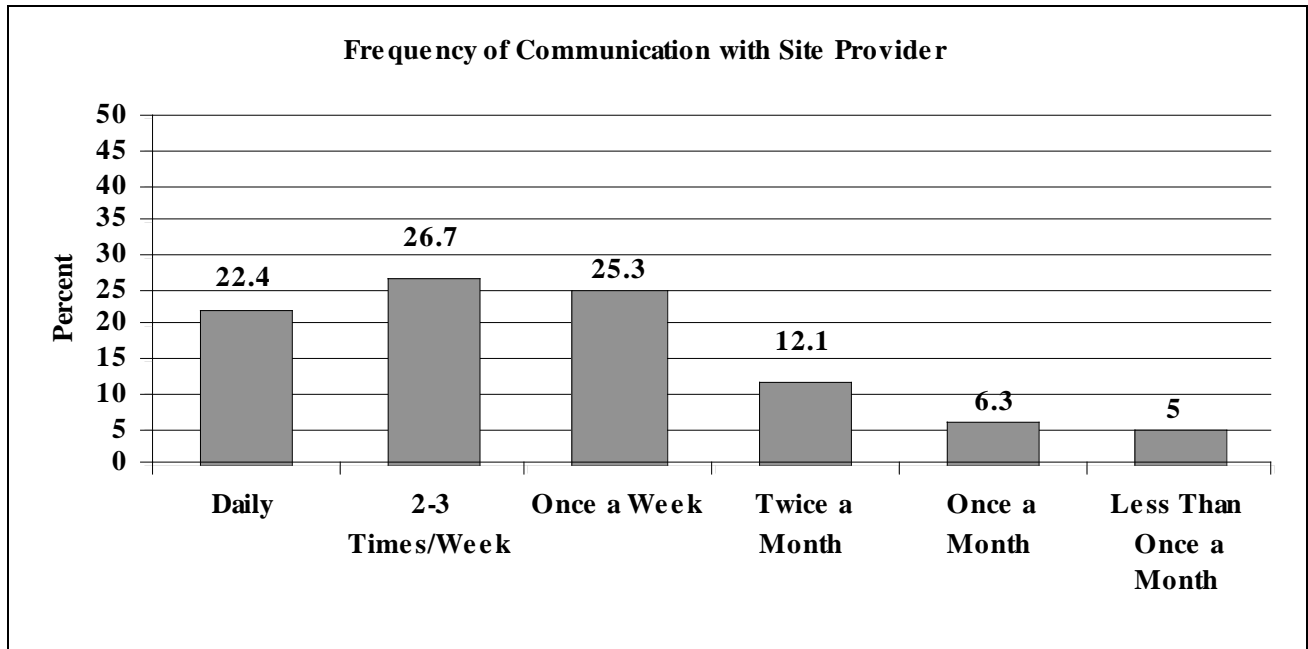
One of the first questions in the survey asks the interns how well they felt their preservice prepared them for their first day as teacher of record. As indicated in Figure 1, the majority (more than 55%) of those interns who completed the survey stated that their pre-service program prepared them well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

Figure 1



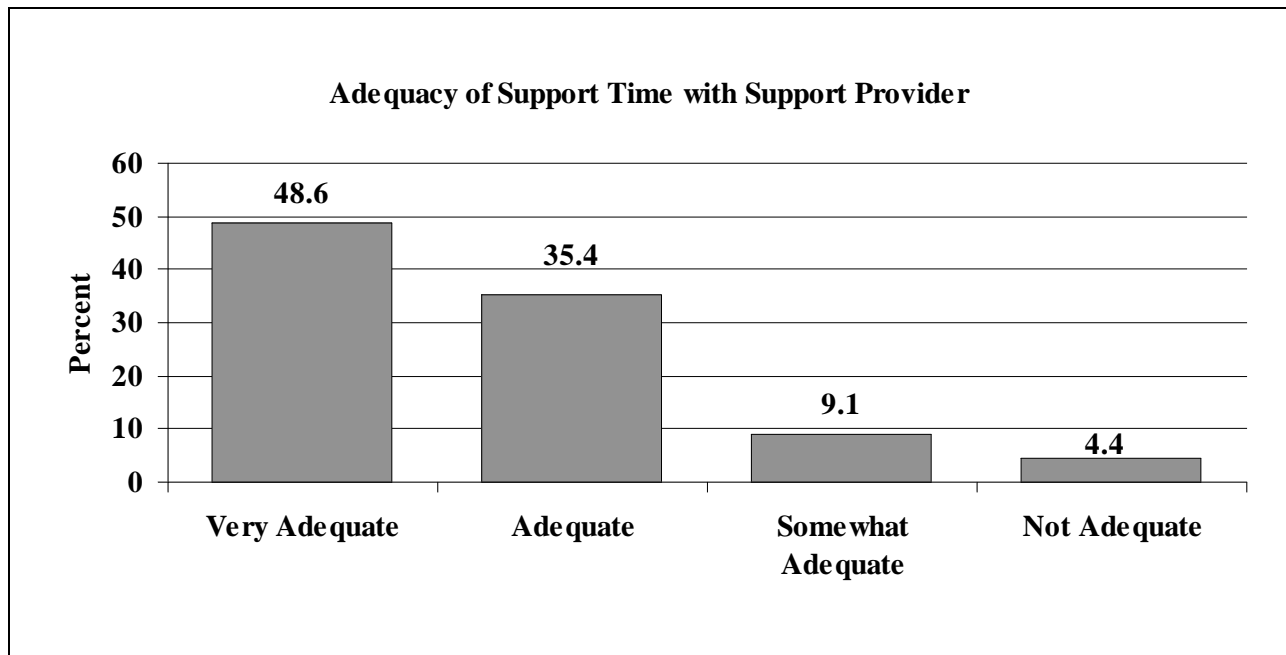
Following preservice, on-site support is deemed to be one of the most important elements of a successful internship program. Almost 75% of the Interns who responded indicated that they communicated daily, 2-3 times a week, or at least once a week with their Support Providers (Figure 2).

Figure 2



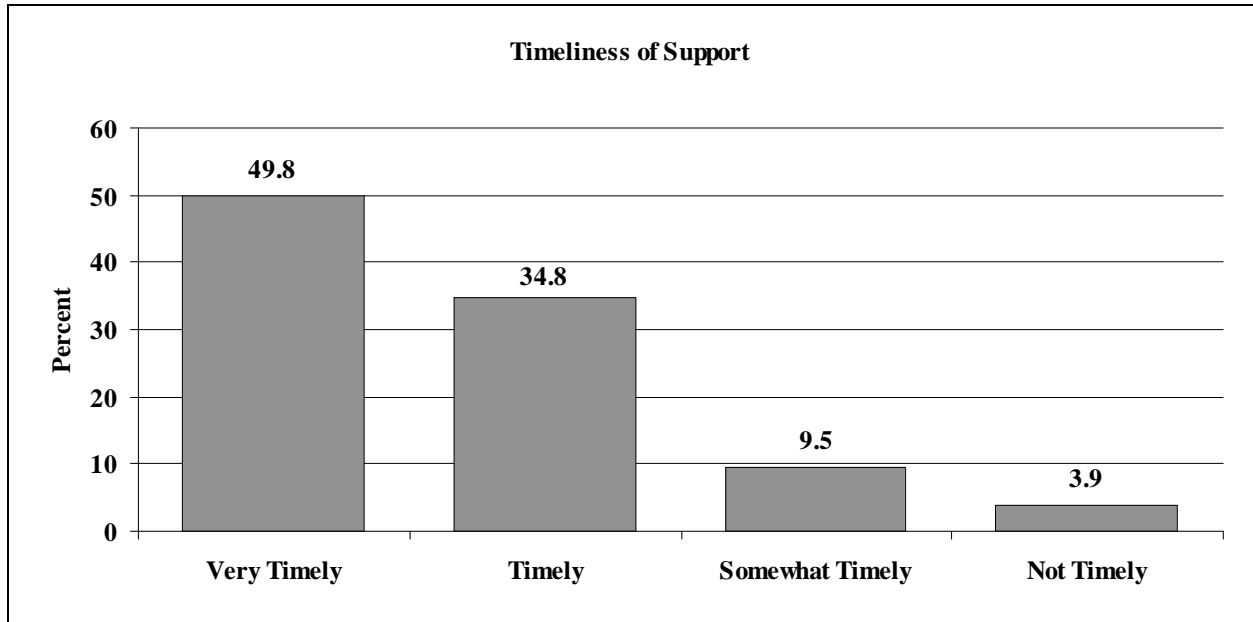
Furthermore, over 80% also stated that the amount of support time they received was adequate or very adequate to meet their needs (Figure 3)

Figure 3



As indicated in Figure 4, more than 84% of interns also felt that support was provided in a timely manner.

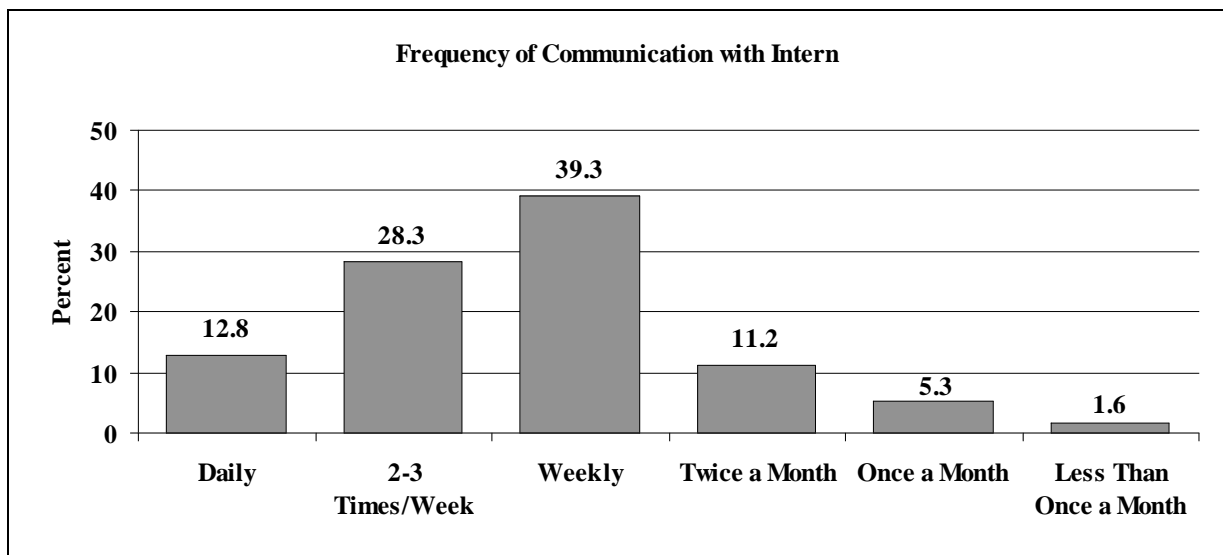
Figure 4



Support Provider Surveys

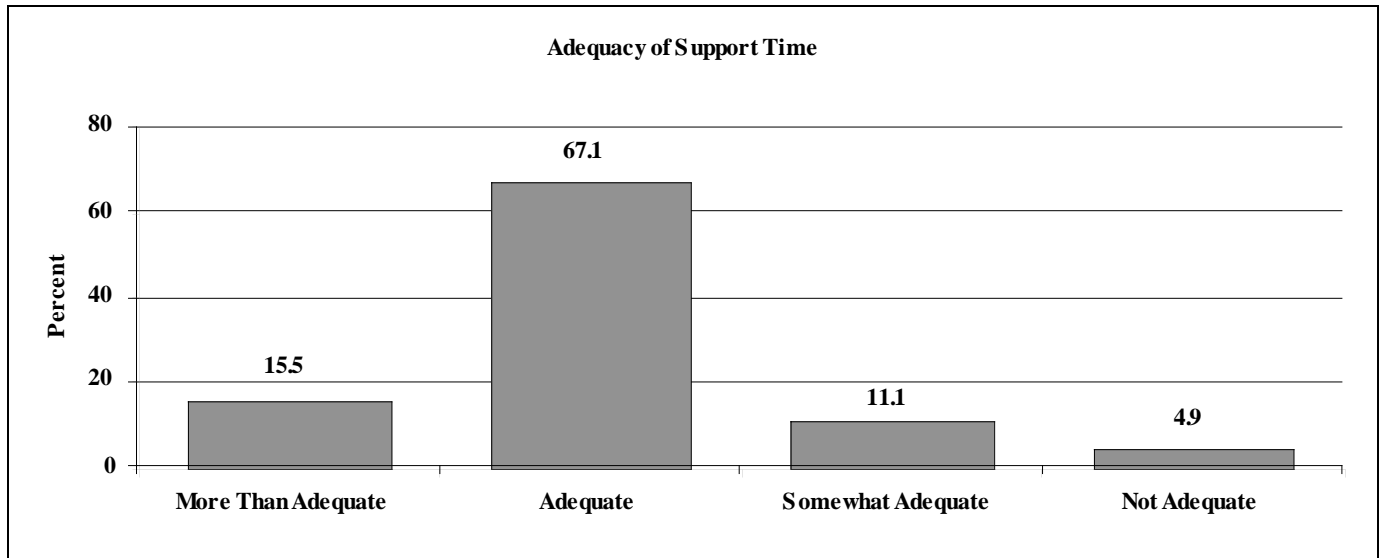
Support Providers were also asked about their preparation and the amount of assistance they were able to provide to interns. As indicated in Figure 5, more than 80% of Support Providers stated that they communicated with their intern teachers on a daily basis, 2-3 times a week, or at least weekly. As 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



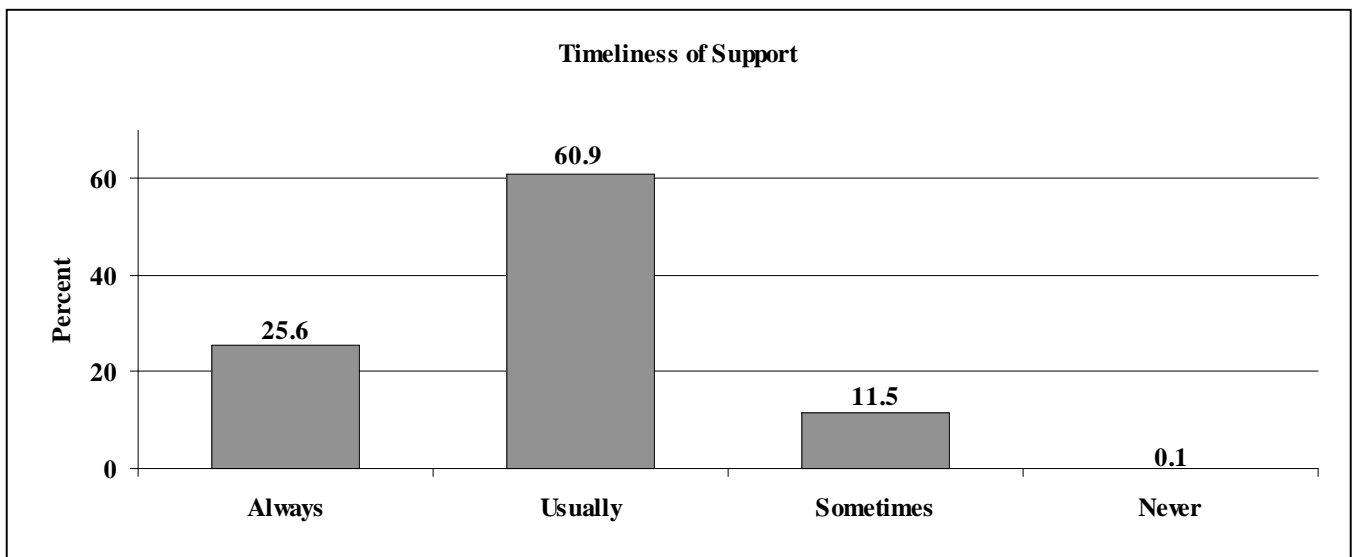
Support Providers also indicated that the amount of time allotted for their Support Provider role was adequate to meet the needs of the interns they served. As shown in Figure 6, 67.1% felt that the time was adequate, and 15.5% felt that the time was more than adequate.

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.

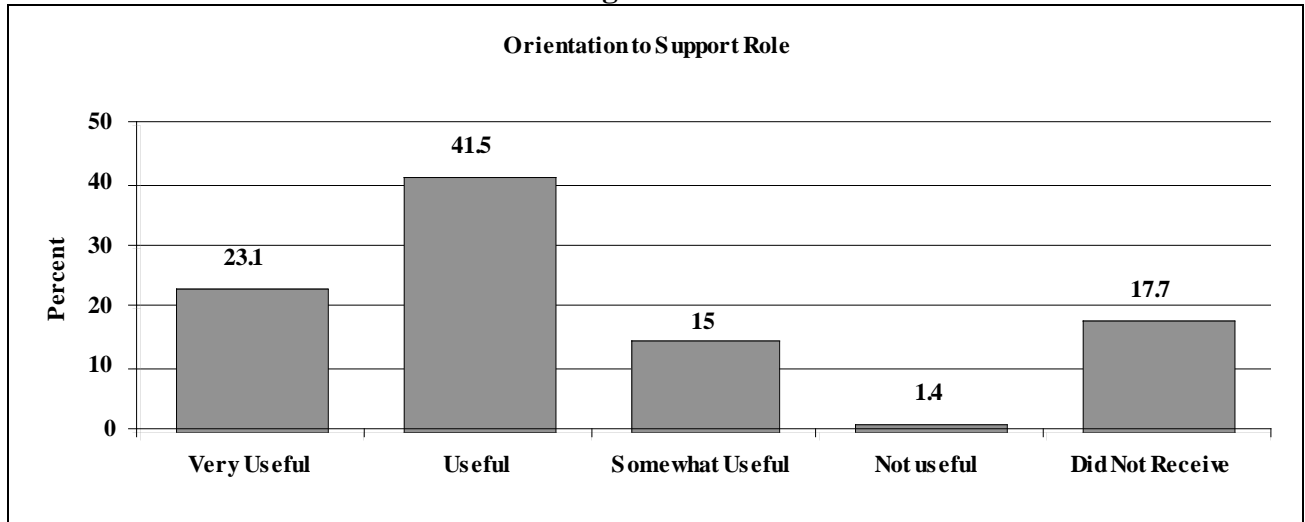
Figure 7



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)

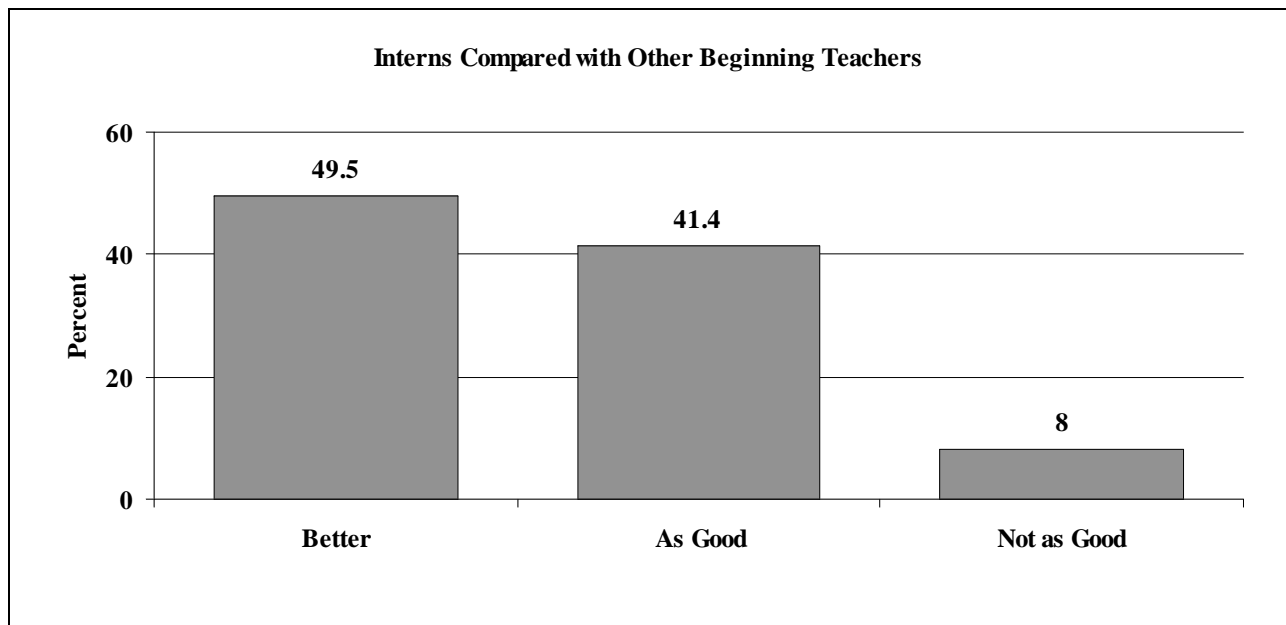
Figure 8



Employer Surveys

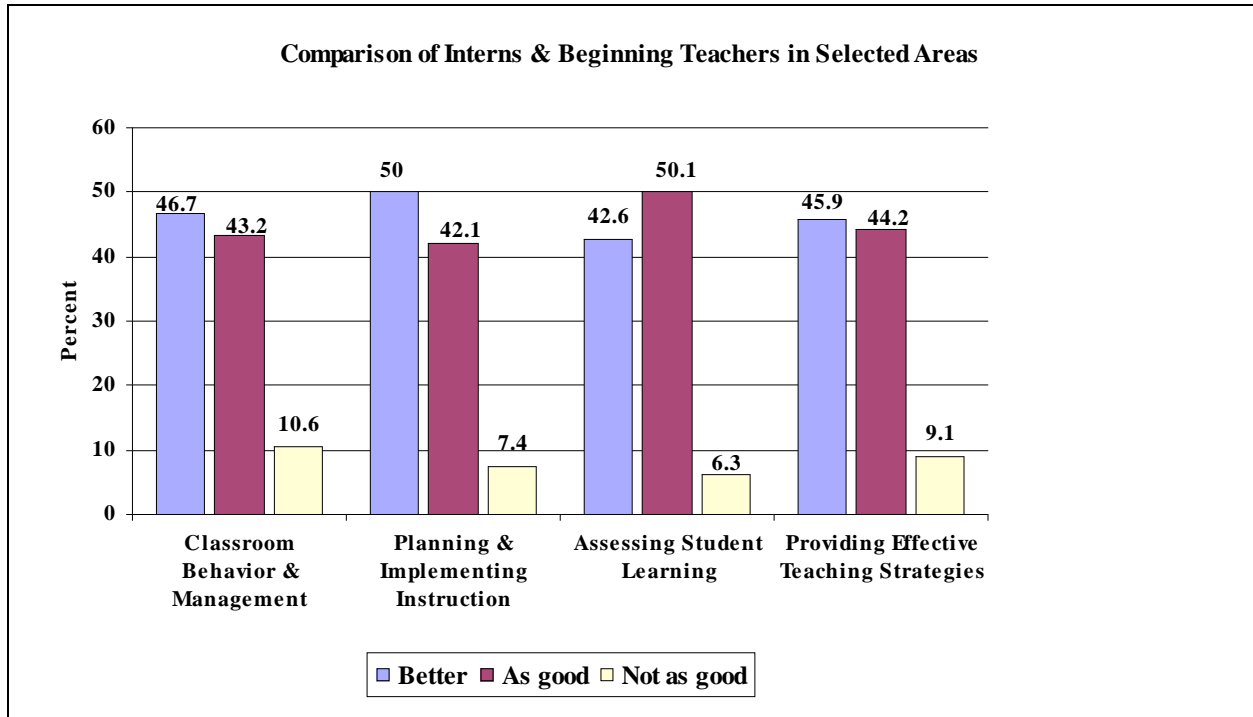
The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. Overall, these school leaders indicated that more than 90% of the intern teachers at their schools were as good as or better than other beginning teachers who taught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

Figure 9



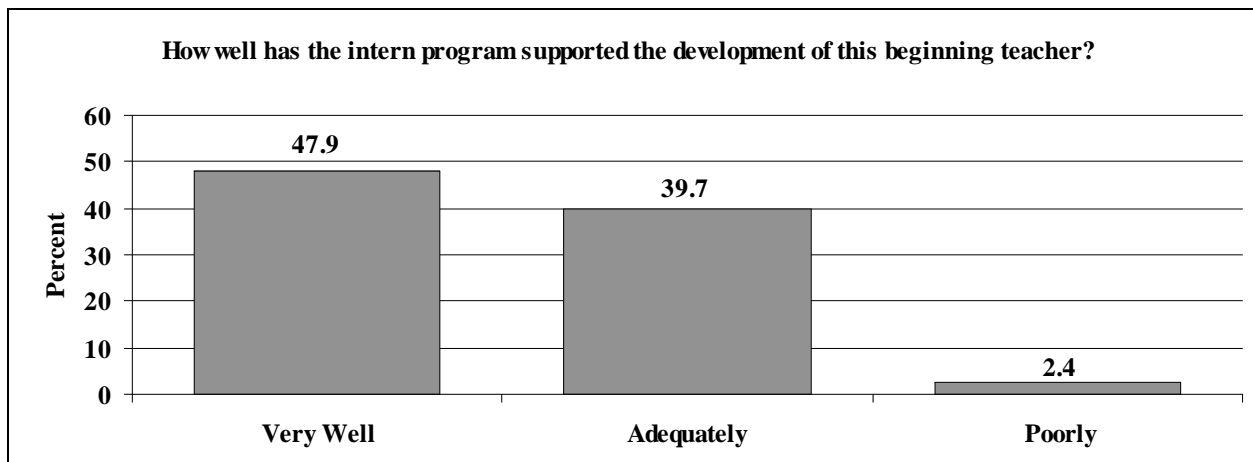
As shown in Figure 10, intern skills were also rated favorably in specific areas of performance by these same administrators when compared with other beginning teachers.

Figure 10



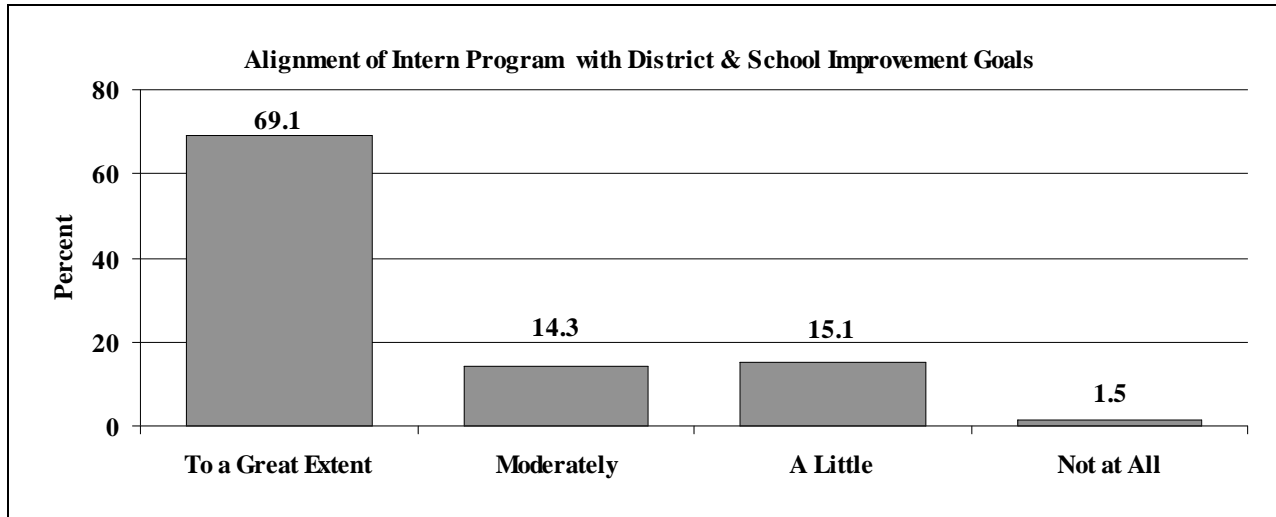
When asked how well the intern program supported the development of the intern teacher(s) at their school, 87.6% of principals and other administrators who responded stated the program had supported the intern teachers very well or adequately. (See Figure 11)

Figure 11



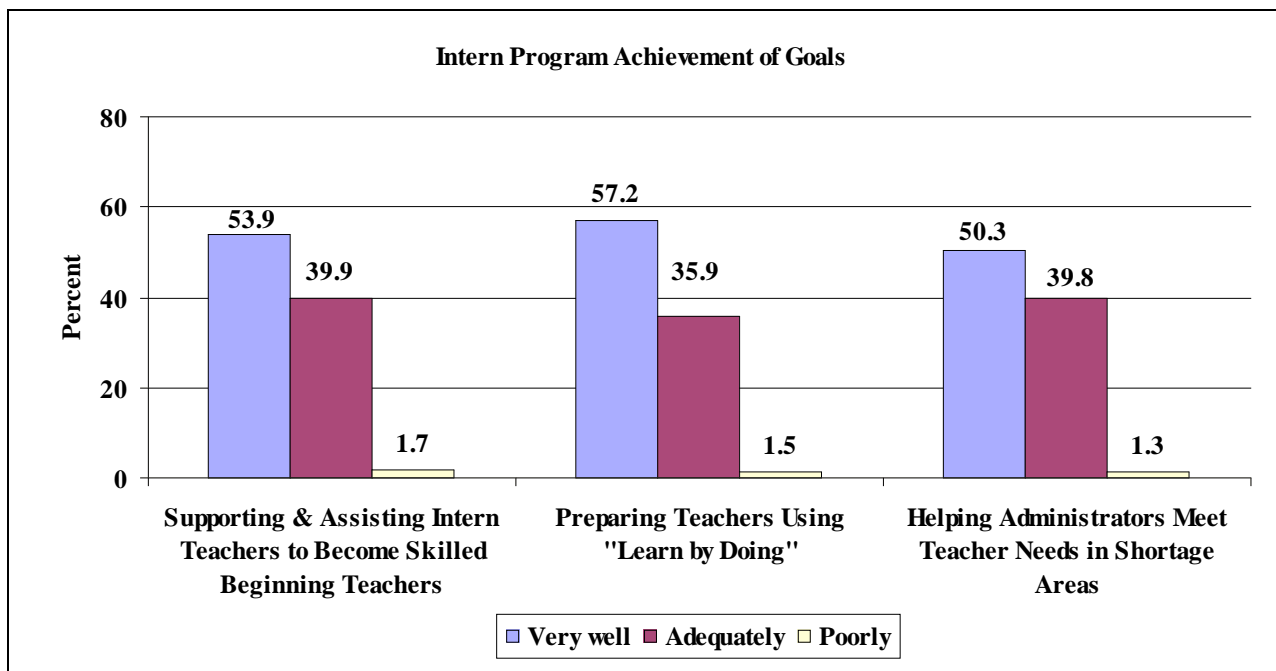
A majority of principals also said that they believed the intern program aligned with and supported their district and school improvement goals. (See Figure 12)

Figure 12



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



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 Unified San Leandro Unified San Lorenzo Unified SBE Livermore Valley Charter		Pittsburgh Unified San Ramon Valley Unified West Contra Costa Unified
		EL DORADO	Buckeye Union Elementary El Dorado Union High Rescue Union Elementary
		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
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	GLENN	Glenn COE Orland Joint Unified Princeton Joint 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	HUMBOLDT	Fortuna Union High Humboldt COE Mattole Unified McKinleyville Union Elementary Northern Humboldt Union High Rohnerville Elementary Southern Humboldt Joint Unified

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
 Muroc 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

Standard Elementary
 Taft City
 Taft Union High
 Tehachapi Unified
 Vineland Elementary
 Wasco Union Elementary
 Wasco Union High

KINGS

Armona Union Elementary
 Corcoran Joint Unified
 Hanford Elementary
 Hanford Joint Union High
 Kings COE
 Kings River-Hardwick Union
 Elementary
 Kit Carson Union Elementary
 Lakeside Union Elementary
 Lemoore Union Elementary
 Lemoore Union High
 Reef-Sunset Unified

LAKE

Konocti Unified
 Middletown Unified

LASSEN

Lassen COE
 Lassen Union High
 Susanville Elementary
 Westwood 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
 Duarte Unified

East Whittier City Elementary		William S. Hart Union High
Eastside Union Elementary		Wilsona Elementary
El Monte Union High		Los Angeles
El Rancho Unified		
El Segundo Unified	MADERA	Alview-Dairyland Union Elementary
Garvey Elementary		Chawanakee Unified
Glendale Unified		Chowchilla Elementary
Gorman Elementary		Chowchilla Union High
Hacienda La Puente Unified		Golden Valley Unified
Hawthorne		Madera Unified
Hermosa Beach City Elementary		Raymond-Knowles Union Elementary
Inglewood Unified		Yosemite Unified
Keppel Union Elementary		
La Canada Unified	MARIN	Dixie Elementary
Lancaster Elementary		Lagunitas Elementary
Las Virgenes Unified		Marin COE
Lawndale Elementary		Mill Valley Elementary
Lennox Elementary		Novato Unified
Little Lake City Elementary		Ross Valley Elementary
Long Beach Unified		San Rafael City Elementary
Los Angeles COE		San Rafael City High
Los Angeles Unified		Sausalito Marin City
Los Angeles Unified LAUSD		Tamalpais Union High
Los Nietos		
Lynwood Unified	MARIPOSA	Mariposa County Unified
Manhattan Beach Unified		
Monrovia Unified	MENDOCINO	Anderson Valley Unified
Montebello Unified		Arena Union Elementary
Newhall Elementary		Fort Bragg Unified
Norwakl-La Mirada Unified		Laytonville Unified
Palmdale Elementary		Potter Valley Community Unified
Palos Verdes Peninsula Elementary		Round Valley Unified
Paramount Unified		Ukiah Unified
Pasadena Unified		Willits Unified
Pomona Unified		
Redondo Beach Unified	MERCED	Delhi Unified
Rowland Unified		Dos Palos Oro Loma Joint Unified
San Gabriel Unified		Gustine Unified
Santa Monica-Malibu Unified		Hillmar Unified
SBE Lifeline Education Charter		LeGrand Union High
SBE School of the Arts and Enterprise		Livingston Union Elementary
South Pasadena Unified		Los Banos Unified
South Whittier Elementary		Merced City Elementary
Southeast ROP		Merced COE
Sulphur Springs Union Elementary		Merced Unified
Temple City Unified		Merced Union High
Torrance Unified		Weaver Union
Walnut Valley Unified		
West Covina Unified	MODOC	Modoc COE
Westside Union Elementary		Modoc Joint Unified
Whittier City Elementary		Surprise Valley Joint Unified
Whittier Union High		Tulelake Basin Joint Unified

MONO	Eastern Sierra Unified	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
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	PLUMAS	Plumas Unified
NAPA	Napa Valley Unified Saint Helena 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 Nuvview 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
NEVADA	Nevada COE Nevada Joint Union High Pleasant Ridge Union Elementary		
ORANGE	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	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

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

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

**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

SISKIYOU

Butte Valley Unified
Dunsmuir Elementary
Happy Camp Union Elementary
Scott Valley Unified
Siskiyou COE
Siskiyou Union High

SOLANO

Benicia Unified
Dixon Unified
Fairfield-Suisun Unified
Silveyville Primary
Solano COE
Travis Unified
Vacaville Unified
Vallejo City Unified

SONOMA

Bellevue Union Elementary
Cotati-Rohnert Park Unified
Geyserville Unified
Gravenstein Union Elementary
Healdsburg 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

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

TUOLOMNE

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

VENTURA

Conejo Valley Unified
 Fillmore Unified
 Hueneme Elementary
 Moorpark Unified
 Oak Park Unified
 Ocean View Elementary
 Ojai Unified
 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
 Esparto 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