

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at San Juan Unified School District

Division of Standards, Accreditation, and Workforce Investment

January 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **San Juan Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: San Juan Unified School District

Dates of Visit: October 27-29, 2025

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 2018	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions have been determined to be **met**.

Program Standards

All program standards for the Teacher Induction program offered by San Juan Unified School District were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were **met** and all Common Standards were **met**, the team unanimously recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

- SJUSD's response to the preconditions be accepted.
- SJUSD be permitted to propose new credential programs for approval by the Committee on Accreditation once the Commission advances the institution from provisional approval to full approval status.
- San Juan Unified School District is permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

Team Lead:

Rick Biscocho
Long Beach Unified School District

Programs Reviewers:

Patricia Chiles
Fullerton School District

Common Standards:

Denise Duewell
Turlock Unified School District

Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Accreditation Website
Candidate Files
Assessment Materials

Candidate Handbooks
Survey Results
Precondition Responses
Performance Assessment Results and Analysis
Accreditation Data Dashboard
Program Overview Slide Deck
Updated Program Summary

Interviews Conducted

Constituencies	TOTAL
Candidates	54
Completers	19
Consulting Teachers (Mentors)	9
Site Coach Mentors	19
Employers	14
Institutional Administration	2
Governance Panel/Advisory Board	7
Program Coordinators	3
Teachers on Special Assignment	2
IHE Representatives	2
Credential Analysts	2
TOTAL	133

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

San Juan Unified School District (SJUSD) is a public school district located in Sacramento County in Northern California. SJUSD is comprised of 40,206 students in grades TK-12. SJUSD’s student body is made up of 45% White, 26% Hispanic or Latino/Latina, 13% Asian, 8.1% two or more races, 5.8% Black or African American, .8% Filipino, .7% Pacific Islander, and .4% American Indian or Alaskan Native students. SJUSD has 2,652 certificated teachers and is made up of 33 elementary schools, 8 K-8 schools, 9 middles schools, 12 high schools, and 7 alternative schools making it one of the largest school districts in California.

Education Unit

SJUSD’s Teacher Induction program began operation in 1997 with the purpose of providing personalized support for new teachers to improve student learning and ensure high quality teaching. The program is referred to as the Center for Teacher Support (CTS) and is overseen by a shared governance panel in a partnership between San Juan Unified and the San Juan Teachers Association (SJTA). The governance panel includes the SJTA President, Director of Professional Learning and Innovation, three teachers, and two administrators. The day-to-day operations of the program are overseen by the Lead Consulting Teacher, Director of Professional Learning and Innovation, and the SJTA President. SJUSD provides a robust two-tiered mentoring system with all year one and Early Completion Option (ECO) candidates being matched with one of SJUSD’s nine full-release Consulting Teachers (mentors). In year two, candidates are then matched with a mentor at their specific school site.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	64	213

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Teacher Induction

Program Design

SJUSD's Teacher Induction program, or Center for Teacher Support (CTS), is under shared authority by the Governance Panel, made up of three teachers, three administrators, and the SJTA President. The program is led by co-directors and the Lead Consulting Teacher (mentor). All program decisions are made through the Governance Panel which brings together diverse backgrounds and a wealth of resources.

During interviews, Governance Panel members emphasized the partnership and collaboration that the program cultivates. The panel works closely with the Professional Learning Team to ensure all candidate needs are met, developing cohort models of professional learning and addressing the needs of new teachers. Professional learning for new teachers that is facilitated by the Professional Learning and Innovation team is guided by the Learning Forward Standards of Professional Learning. This ensures that adult learning opportunities are meaningful, relevant, and impactful. Professional learning team members indicated that teacher retention is a priority in the district and this goal is focused around professional learning, with one member indicating that "This centers on the professional." Further evidence on teacher retention being a priority is the district's development of the Pre-Induction Mentoring Program, in which interns and pre-service teachers receive focused and tiered support based on their needs.

SJUSD's Teacher Induction program has a Lead Consulting Teacher (lead mentor) along with eight full-time released Consulting Teachers (mentors). First-year and Early Completion Option (ECO) candidates are mentored by full-time released mentors. Second-year candidates are assigned a site-based mentor with a classroom teaching assignment at the candidate's site and/or teaching the same content or with the same credential type. During interviews, site mentors shared that being at the same location as their candidate was beneficial as they are able to help with site-specific needs. Candidates reflected on this mentoring structure noting that having a mentor from the district (Consulting Teacher) early on meant they received more consistent feedback while the site-based mentor was able to connect more with the curriculum and site-based needs. Candidates shared that both types of mentors were helpful in their development and growth.

Consulting Teachers (CTs) are selected following a rigorous application process. Following an open recruitment, the Governance Panel screens the applicants, who then participate in an interview and a site-based observation conducted by members of the panel. Applicants who successfully complete all steps are added to the CT pool and are selected based on program needs. Site-based mentors are recruited through a district-wide announcement and are

screened by the Lead CT and the Governance Panel and are then assigned to candidates by the Lead CT.

Consulting Teachers receive ongoing training in the use of learning focused conversations and hold weekly collaboration meetings on improving their skills in mentoring and district-related topics. Site mentors receive training on the Individualized Learning Plan (ILP) at the beginning of the year, as well as ongoing training throughout the year. The program uses *Mentoring Matters* to help all mentors grow and support candidates to be reflective practitioners. Mentors also shared that there are “drop-in office hours” with the Lead CT if additional support is needed. Through survey data, 99% of candidates report that mentors are either skilled or highly skilled.

The Governance Panel uses multiple measures to influence program modifications and determine the effectiveness of the program including mid- and end-of-year survey data, induction evaluations, data from Credential Clearing Conferences (CCCs), and data from completer surveys. During interviews, multiple feedback loops were described to ensure candidate needs are met, including one-on-one mid-year reviews and the option to add additional triad (candidate, mentor, administrator) meetings. The program also solicits feedback to improve the program, making modifications as needed.

Program modifications have included providing monthly site mentor drop-in sessions where mentors have the ability to attend a Zoom session to receive additional 1:1 support as they are mentoring their candidates. Additionally, the Governance Panel determined candidate entry dates into the program – September 30 or January 31 for a mid-year candidate. If a candidate enters the program subsequent to these dates, they will receive “just-in-time” support until the next entry point. After analyzing end-of-year survey data, site mentor training was modified to be front loaded with an option for six hours of training before the beginning of the academic year. Also from survey data, additional time was added into site mentor training to allow for more work time with mentors and their candidates. Additionally, CCC101 was developed to help better prepare candidates and site mentors for the May CCC with a second Credential Clearing Interview Protocol being provided in the case of a candidate not passing their first CCC. Site mentor trainings have been differentiated for experienced and new site mentors.

Course of Study (Mentor System)

Full-time released CTs work with Year 1 candidates based on credentials held. A second-year candidate will be assigned a site mentor who has a classroom teaching assignment at the candidates’ site and/or teaching the same content area/credential type. If the mentor assigned has a different credential, grade level, and/or subject matter assignment, then a Teacher on Special Assignment (TOSA) may be asked to provide additional content support. During interviews, candidates described a seamless process of enrolling in the induction program and being matched with a mentor very quickly, with many reporting that they were in contact with their mentor by the first week of school. Survey results reflect that 92% of candidates were assigned a mentor within one month of enrolling in the program. 86.6% of candidates reported that they were well matched with their mentor.

Candidates develop an Individualized Learning Plan (ILP) aligned to the California Standards for the Teaching Profession (CSTPs), which serves as a roadmap throughout the induction program. The ILP builds on the candidate's preliminary program Individual Development Plan (IDP) and/or prior teaching experience and is co-developed with their mentor, with input from the candidate's administrator. Survey data reflect that 83% of candidates felt that the ILP goals prepared them to engage and support all students for learning and to create and maintain effective environments for student learning.

During interviews, candidates shared that they felt supported and could reach out for help when needed. They described the induction program as holistic and supporting them emotionally and with their teaching practices. Staying focused on their goals and providing support was shared as a priority of the program.

The goal of SJUSD's induction program is to strengthen each candidate's teaching practice and support their long-term retention in the profession. This was evident as the professional development providers shared the data- and research-based training provided for candidates. The team reviews "district data, student data, and considers the needs of the teachers from a curricular standpoint" as they research effective practices and culturally responsive practices to share with the teaching staff. Drawing on their experience teaching in credential programs, the team seeks to support candidates throughout their careers, often placing experienced teachers in cohorts with new teachers so that all can learn from one another. The connection among the professional learning providers, mentors, and candidates is focused on teacher retention with a focus on treating them as professionals.

The Governance Panel uses multiple measures to influence program modifications and determine the effectiveness of the program including mid-year and end-of-year survey data, induction evaluations, data from the CCCs and data from completer surveys. Multiple feedback loops were described to ensure candidate's needs are met, including one-on-one mid-year reviews and the option to add additional triad meetings. The program also solicits feedback to improve the program, making modifications as needed. During interviews, candidates and mentors reported that there were surveys following each meeting, and that they were encouraged to provide feedback and request professional learning opportunities they felt would be helpful. Candidates emphasized that the Lead CT consistently encourages people to reach out for support and is very responsive to candidate needs.

Assessment of Candidates

At the start of the year, candidates complete a CSTP self-assessment, citing evidence for each standard. With the support of a trained mentor, candidates engage in ongoing reflection, evidence-based conversations, and job-embedded professional learning to identify areas of strength and growth. Once a CSTP element is selected as a focus area, the candidate and mentor collaboratively set a related goal and design a cycle of inquiry—a series of targeted actions to support progress. These actions may include mentor collaboration, classroom observations, analysis of student work, professional development, and reflection on instructional effectiveness. Mentors shared that the program provides clear and organized

pacing guides that support progress on the ILP. Program staff provide feedback along the way to explain or clarify any concerns that arise or to support improvement and growth. During interviews, candidates noted the value in doing veteran teacher observations (it was “the best thing about induction” and it was “amazing”), and how it supported their growth.

As candidates work through the cycle of inquiry, they gather evidence of growth, analyze their learning, apply new strategies, and reflect on their development. The process concludes with an end-of-year reflection on all CSTP elements, demonstrating how their instructional practice has evolved. Survey data show that 83% of candidates report that the induction program was strongly aligned with their personal professional growth goals.

Candidates collaborate with their mentors at weekly in-person meetings and may be supported through emails, texts, and phone calls. Candidates work on longer term goals outlined in the ILP to ensure they are progressing toward meeting program requirements. The ILP provides evidence of goal setting, professional learning, teaching, and reflecting. Mentors and program staff review the ILP on a regular basis to ensure progress is being made. Administrators provide feedback on goals through the triad meetings. Program staff meet with candidates for a mid-year review to ensure they are on track for successful completion. The Governance Panel reviews all Year 2 and ECO candidates through a CCC panel interview.

The program provides abundant support for candidates who are not making successful progress, starting with the support of their mentor. The induction team provides feedback along the way on the ILP process. If progress is not being made, an additional mentor may provide extra support. Administrators may request additional triad meetings to provide resources and support as well. The team of TOSAs and curriculum specialists may be called in with their menu of services to aid in supporting a candidate. The CTs may suggest an improvement plan to support the candidate, and support is also given to the mentor to provide mentoring supports. The Governance Panel is also involved with struggling candidates, often pulling in additional resources and being part of the solution to help the teacher. With a goal of retaining teachers, the team seeks to provide time, resources, and professional learning to support their new teachers.

During interviews, members of the Governance Panel shared that they made a shift in the final step of the process – the CCC – to ensure candidate success. If a candidate is not successful in this conference, the team may decide to modify the candidate’s second attempt. Instead of redoing the conference, the panel seeks to utilize a different approach and get a broader perspective on the candidate and use different modalities to review the candidate’s progress and growth more holistically. The panel believes this gives them a more informed perspective on program candidates.

Candidates attend a general orientation at the beginning of the year to review the ILP process, development of goals, cycle of inquiry with explicit actions, evidence collection, candidate handbook, and ECO opportunities. ILP checks are provided a minimum of three times throughout the year by the Lead CT and/or CTs using an ILP worksheet with feedback to the

candidates and mentors. At mid-year review, candidates and their mentors meet with a CT to review progress on their ILP and complete the Induction Completion Action Plan, which ensures that the candidate is making progress towards program completion. As monthly contact logs are collected, the Lead CT monitors that meetings are occurring weekly between candidates and mentors. An online spreadsheet is completed throughout the program to ensure program requirements have been met.

The Governance Panel uses multiple measures to influence program modifications and determine the effectiveness of the program including mid- and end-of-year survey data, program evaluations, data from CCCs, and data from completer surveys.

At the end of the second year, candidates gather evidence of their induction work for use during their CCC and present to members of the Governance Panel. A CCC rubric is used as the evaluation tool. Candidates must earn a combined score of “6” to pass the interview. Following the successful interview, an Induction Verification Form is signed by an interview panel member as well as the site mentor, and a Certificate of Completion is emailed to the candidate.

Candidates who do not pass the first interview have a second CCC interview opportunity. This consists of a video submission of the candidate teaching with a corresponding 2-3 page reflection of the lesson, and this is followed by a second interview before the entire Governance Panel. The candidate also has a written appeal process available to them and a procedure for them to repeat portions of the program, if needed. After assessing a candidate’s progress toward mastery of the CSTPs and meeting program requirements, the credential analyst submits a recommendation to the Commission for issuance of a clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, program completers, program personnel, mentors, and other constituencies, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

San Juan Unified School District (SJUSD) serves as the local educational agency for the San Juan Unified Teacher Induction program, known as the Center for Teacher Support (CTS). The program demonstrates a well-structured system of governance, collaboration, and accountability that reflects a deep commitment to developing and retaining quality educators. Oversight by a Governance Panel composed of teachers, administrators, and union leadership ensures transparency and shared decision-making. Regular meetings and feedback loops guide program improvement, resulting in responsive adjustments to training, mentor support, and candidate needs.

The induction program is thoughtfully designed and grounded in the California Standards for the Teaching Profession (CSTPs). Each candidate engages in an individualized, job-embedded learning process through an Individualized Learning Plan (ILP) that promotes reflection, inquiry, and growth. Consulting Teachers (CTs) receive ongoing professional learning in mentoring practices, while site mentors are systematically trained and supported throughout the year. The program's attention to mentor quality and consistency strengthens its effectiveness. A major strength of the program lies in its clear structures for eligibility, onboarding, and ongoing assessment. Candidates benefit from multiple layers of support, timely communication, and opportunities for professional collaboration. The program effectively uses survey data and constituent feedback to inform revisions and enhance both candidate and mentor experiences.

In the process of program improvement, areas for continued growth include streamlining data systems to increase efficiency in progress monitoring, ensuring consistent communication between school sites and program leadership, and expanding opportunities for mentors and candidates to engage in cross-site professional learning communities.

Overall, the SJUSD's induction program personifies a thorough, reflective, and well-managed system that prioritizes teacher development, professional excellence, and long-term retention in the teaching profession.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

SJUSD's Teacher Induction program is built on a clear and research-based vision of teaching and learning that aligns with California's adopted content standards, curricular frameworks, and the CSTPs. This vision is clearly explained throughout the candidate handbook and other documents which highlight collaboration, inquiry, reflection, and growth as key elements of teacher development. The program overview describes SJUSD's induction efforts as a "learning community of and for beginning teachers" focused on trust, professional collaboration, and a

commitment to high-quality teaching for all students. As one completer noted, “I appreciated my Consulting Teacher because she was supportive and nonjudgemental. I needed that.” The principles guiding program work further support this approach by encouraging professional trust, transparency, and collaboration between new teachers and district leaders. Evident throughout the visit was the collaboration to bring clarity to the robust systems of support. The program’s ILP and cycle of inquiry process bring this vision to life, helping candidates analyze evidence, reflect on practice, and use their learning to improve student outcomes. This structured method ensures candidates engage in an inquiry-based model of professional growth that directly connects to the CSTPs and district goals.

SJUSD’s program actively involves a wide range of faculty, instructional personnel, and educational constituents in its organization and decision-making. Using the district organizational chart, the Liaison Communication System clearly outlines the regular exchange of information among district departments, including the Superintendent’s Cabinet, Division of Teaching and Learning, Human Resources, and the San Juan Teachers Association (SJTA). Additionally, the Governance Panel, which includes teachers, administrators, and union representatives, meets regularly to review program operations, candidate progress, and mentor support systems. One member of the Governance Panel highlighted that her previous work with program was invaluable in understanding the work she does at the district level to support new teachers at various sites. CTs, site mentors, and other induction leaders also participate in professional development, surveys, and feedback sessions that directly help improve the program. These structures ensure shared ownership of the program and offer consistent opportunities for collaborative decision-making, enhancing coherence across all educator preparation efforts.

Collaboration with P-12 educators and the broader educational community is a central pillar of the program. CTs and site mentors meet weekly with candidates, and triad meetings involving mentors, administrators, and candidates are held to align induction goals with site and district instructional priorities. The cycle of inquiry process promotes professional dialogue centered on evidence of student learning, reflective practice, and data-driven instructional adjustments. One administrator appreciated the triad meeting for the “supportive growth model approach which is different from an evaluative perspective. It supports struggling teachers in a supportive, relational way.” The ECO, which includes administrator recommendations and classroom observations, provides further evidence of the district’s partnership with site leaders and program staff in identifying, supporting, and verifying teacher candidate readiness. These structures ensure that induction experiences remain connected to authentic classroom contexts and foster ongoing collaboration among all levels of the district systems.

SJUSD provides substantial institutional resources and support to ensure the effective operation of its induction program. The program’s organizational structure identifies specific leadership roles – including co-directors, a Lead CT, CTs, and site mentors – responsible for program management and coordination. The mentors receive professional development, release time, and compensation to allow for meaningful engagement with candidates. Partnerships with California State University, Sacramento (CSUS) provide candidates with

opportunities to earn graduate credit through aligned coursework, further reinforcing the connection between theory, research, and practice. During the interview with the IHE partners, a constituent cited the close connection to the induction program from the preliminary program to the “practitioner phase” as new teachers. This partnership continues with several teachers hired from the preliminary programs.

Leadership within the program has the authority and institutional backing necessary to oversee all aspects of educator preparation. The Governance Panel and program co-directors provide decisions for policy, program oversight, and credential recommendations. They also manage mentor assignments, conflict resolution, and candidate appeals. When issues arise, such as a mismatch between mentor and candidate, the Lead CT will, at times, intervene, mediate, or reassign mentors as appropriate based on information gathered from the sites and administrators. Along with other responsibilities, the directors are a part of the Early Completion Option approvals and extension requests, further demonstrating the leadership’s accountability to the program. This collaborative and coherent leadership model ensures that program decisions are both responsive to individual needs and consistent with state and district policies.

The district’s recruitment and professional development efforts reflect a commitment to diversity, equity, and instructional excellence. Mentors are selected through a rigorous process that emphasizes demonstrated teaching effectiveness, cultural responsiveness, and expertise in the CSTPs. The mentor role descriptions and district board policy on nondiscrimination in employment ensure that recruitment and retention align with equitable and inclusive practices. Once selected, mentors participate in ongoing professional learning through mentor learning meetings and drop-in coaching sessions, allowing them to refine their skills and remain current with best practices in mentoring, pedagogy, and culturally responsive teaching. This cycle of professional learning supports mentor growth and ensures that the mentor community reflects the diversity and instructional expertise of the district as a whole.

All instructional personnel within the program are qualified and current in their knowledge of pedagogy, self-reflection, research-based best practices, and California’s educational standards. CTs and site mentors possess deep content knowledge and classroom experience, which are reinforced through the district’s ongoing professional learning opportunities. One candidate shared, “They are more than mentors, they are friends and colleagues I can trust. They all want the best for me.” The partnership with CSU Sacramento connects mentors and candidates to current educational research, enhancing the quality of instruction and coaching. District policies ensure that all personnel practices – including employment, retention, and development – adhere to nondiscrimination and equal opportunity standards. These practices maintain a professional, diverse, and expert group of educators who guide and support new teachers effectively.

The district’s credential recommendation process is transparent, comprehensive, and carefully monitored to ensure that only candidates who have met all program and state requirements are recommended for the clear credential. There is also collaboration with the Lead CT and the

credential analyst on a regular basis to provide the latest information about the new hires and credential updates. Each candidate completes the ILP and participates in multiple cycles of inquiry, documenting professional growth and evidence of impact on student learning. The final Credential Clear Conference (CCC) requires candidates to present and defend their learning journey, demonstrating alignment with the CSTPs and program goals. One completer shared, “The CCC was a great last step of the induction process because it was my work and reflections.” The Governance Panel and Human Resources Department jointly review documentation and verify completion before forwarding credential recommendations to the Commission. This rigorous, evidence-based process guarantees that every credential recommendation reflects a candidate’s verified competence and readiness to continue as a professional educator.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

According to the SJUSD’s Human Resources Director, who oversees certificated hiring, new teachers entering the district complete a form indicating their credential status. A credential analyst then reviews the information and sends it to the induction program, where the Lead CT verifies it before sending an email to eligible candidates. This process ensures that all candidates enrolled in the induction program meet the qualifications.

Documents on the website and interviews confirm that SJUSD provides support, advisement, and assistance to promote candidates' successful entry and retention in the profession. During the interview, the Human Resource director explained a detailed system of "pipelines" for recruiting a diverse teacher pool. SJUSD has three agreements in place to participate in job fairs for recruiting purposes: Alder Graduate School of Education (Alder), Sacramento County Office of Education (SCOE), and CSUS. The Alder agreement also enables classified staff to earn their master's degree and teaching credential while the district holds their jobs while the SCOE agreement enables classified staff to earn their bachelor's degree. All three of these are essential because, as the HR director points out, they have a diverse community. While their classified staff is currently more diverse than their teaching staff, SJUSD is working to change that, so the teaching community more closely represents their broader community because, according the superintendent in a letter to the community, "Our students benefit from teachers who deeply understand their unique backgrounds."

Appropriate information and personnel are clearly identified and readily accessible to guide each candidate in meeting program requirements. The program provides new candidates with a map of requirements, so they know what to expect and how to navigate it. Documentation review and candidate interviews confirm that candidates are made aware of everyone from whom they can seek help in understanding the program requirements. During interviews, it was repeated that candidates would go often go to their mentors and the Lead CT for questions and concerns with one candidate specifically noting that she was "So grateful. I love (the Lead CT) holding my hand."

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

SJUSD's Teacher Induction program provides candidates with site-based work and clinical experiences focused on issues of diversity that affect school climate. Candidates consistently praised the program and the district's professional development offerings and veteran teacher observations that allowed candidates to focus on diversity and improving learning for all students. Many candidates also described the book talks offered as "invaluable" to improving their teaching and student learning. Furthermore, candidates have opportunities to focus on the district's essential CSTP elements to implement research-based differentiation strategies effectively and to use appropriate strategies to meet student needs. Evidence such as the handbook, the professional development list, and interviews confirm this.

Based on evidence in the handbook and confirmed through candidate and mentor interviews, candidates are first matched with mentors who share the same credentials or subject areas. When a credential match cannot be made, the mentors and program create a direct line to other supports, such as instructional coaches, professional growth, special education-specific supports, and curriculum experts, to ensure their candidates are receiving the strongest possible support in all areas while the mentor focuses on teaching strategies, professional development recommendations, and ILP support. Candidates repeatedly described their

mentor matches as “perfect,” and mentor support was summed up by a candidate who said, “We all have extraordinary support.”

Program mentors are trained throughout their tenure. In the first year, mentors are trained on skills such as pausing and paraphrasing, mentoring basics, and through *Mentoring Matters*. As mentors become more experienced, they train and support new site-based mentors, who are the non-release mentors assigned to Year 2 candidates. Documents indicate and mentors confirm that site mentors also attend five mentor training sessions per year.

The program has a system in place to evaluate the program and candidate work, including ILP rubrics, frequent checks by the mentor and program, as well as candidate, mentor, and administration surveys. Document review and interviews confirm that CCCs with members of the Governance Panel allow second-year and Early Completion Option (ECO) candidates to describe the impact of the program on themselves and students. A former ECO candidate said, “Through this experience, my students were impacted.”

Interviews with candidates, mentors, professional development providers, and the Governance Panel confirm that the district ensures candidates have significant experience with diverse populations. The unit provides these experiences through student and parent communities and in other ways: candidates assess themselves on the district’s essential elements, observe a veteran teacher for effective practices, and apply and reflect upon the effective strategies utilized in their classrooms, and the district and the program offer professional development opportunities based on data and feedback collected from candidates and mentors.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

SJUSD and the induction program implement a comprehensive system of improvement using multiple data sources to reflect upon program effectiveness and the quality of preparation the candidates are receiving. During interviews, candidates and completers confirmed that the program uses beginning- and end-of-year surveys. Site administrators also said they are surveyed at the end of each year to determine the quality of preparation and services provided. Administrators noted that when they have a struggling candidate, they can call a second or even a third triad meeting to ensure they are on the same page with the candidate and their mentor—it is an opportunity to make a plan. One program leader defined this as “part of the wrap-around support we offer.” This leader noted that the wrap-around support is necessary for new teacher candidates because their jobs are so difficult. Indeed, administrators and Governance Panel members confirmed that such support allows candidates to grow and improve, ensuring they are qualified to provide an education to the full range of California’s students.

According to members of the Governance Panel, they review surveys as a team and make changes “in real time.” One member concurrently serves on the Superintendent’s Cabinet and takes the identified needs of the program to the cabinet to ensure their support for the resources and modifications the program must make. Data is also shared, reviewed, and analyzed with the mentors themselves. This is where they receive feedback on their mentoring and on the program itself. Here, mentors are provided an opportunity to reflect and improve upon their mentoring approach. During interviews, a mentor noted that this opportunity may encourage them to change or add to their mentoring growth goal. Additionally, another mentor highlighted that this system of feedback and immediate change enables candidates to “have a voice.”

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

SJUSD ensures that all candidates demonstrate the knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Interviews with candidates and program completers confirm that the successful completion of two ILPs with the support of trained mentors, individually chosen professional development, and observations of veteran teachers help candidates achieve this. Several candidates mentioned that their mentors care about them as individuals and teachers. Mentors often inquire about their candidate's needs as a personal check-in, as well as what candidates specifically need to do their job better. When referring to veteran teacher observations, mentors often ask their candidates what they would like or need to see in practice. All of this is to say that candidates appreciate the support of their mentors. During interviews, candidates also noted that they are being held accountable after the teacher observations and professional development sessions with questions such as "How are you using or will you use what you just learned?" Additionally, candidates highlighted how their mentors build their confidence with one specifically noting, "I feel better about myself" and "(My mentor) has given me confidence."

It is evident that this confidence transfers to the classroom. When teachers complete their professional development, they provide the program with feedback which the program and Governance Panel then look at to determine what professional development should be offered. According to the Accreditation Data Dashboard for the 2024-25 school year, 92% of respondents found the program and their mentor to be helpful or very helpful in impacting student learning.