

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Fairfield-Suisun 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 **Fairfield-Suisun 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 with Stipulations** 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 With Concerns
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met With Concerns
5) Program Impact	Met With Concerns

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	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: Fairfield-Suisun Unified School District

Dates of Visit: December 8-10, 2025

Accreditation Team Recommendation: Accreditation With Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
March 5, 2018 Site Visit Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** 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 administrators, faculty, candidates, completers, and local school personnel. 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 aligned.

Program Standards

The Program Standards for the Teacher Induction Program were determined to be **Met**.

Common Standards

Common Standards 2 and 3 were determined to be Met. Common Standards 1, 4, and 5 were found to be **Met with Concerns**.

Overall Recommendation

Based on the fact that the team found that all standards for the Teacher Induction program were met; that two Common Standards were met, and three Common Standards were met with concerns, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

- 1) Fairfield Suisun Unified School District (FSUSD) will submit a six-month report on progress towards addressing the stipulations and host a seventh year focused revisit.
- 2) Provide evidence that the education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, relevant constituencies, and members of the broader educational community in the organization, coordination, and decision making for all educator preparation programs to improve educator preparation. (Common Standards 1.2, 1.3, 3.3)
- 3) Provide evidence that qualifications for faculty and instructional personnel that FSUSD employs, assigns and retains to teach courses, provide professional development, and supervise field-based and clinical experiences include (but are not limited to) the following:
 - 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;
 - d. demonstration of effective professional practices in teaching and learning, scholarship, and service. (Common Standard 1.7)
- 4) Provide evidence that the education unit has developed and implemented a comprehensive continuous improvement process at the unit level that identifies program and unit impact on teaching and learning in California and involves educational partners in making appropriate data-based modifications. (Common Standard 4.1, 5.2)
- 5) That the institution not be permitted to propose new programs until the above stipulations have been resolved. (Common Standard 4.1)

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:

- The institution's response to the preconditions be accepted.
- Fairfield-Suisun Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Exit Interview Questions
Accreditation Website
Faculty Vitae
Candidate Files
Program Guide (Candidate Handbook)

Survey Results
Program Completion Transcript
Precondition Responses
Professional Development Offerings
Calendar
Accreditation Data Dashboard
Administrative Organizational Chart
Induction Program Organizational Chart
Major Changes - Program Updates

Interviews Conducted

Constituencies	TOTAL
Candidates	31
Completers	5
Consulting Teachers (Mentors)	8
Program Director	1
Program Coordinators	2
Assistant Superintendents/Superintendent	3
Assistant Directors/Directors	9
Regional Educational Partners	11
Professional Development Facilitators	15
Site Administrators	39
Credential Analysts	2
Advisory Group Members	6
TOTAL	132

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

The Fairfield-Suisun Unified School District's (FSUSD) Teacher Induction Program (TIP) is based in Fairfield, California, the county seat of Solano County in the San Francisco Bay Area. Located midway between Sacramento and San Francisco, Solano County is home to more than 450,000 residents and offers a balance of urban, suburban, and agricultural communities. Fairfield and Suisun City, where FSUSD schools are located, cover 237.2 square miles, and are home to Travis Air Force Base, regional health care facilities, and a mix of industries. Many residents also commute to surrounding metropolitan areas for work. With its central location along the I-80 corridor and relatively affordable housing, Solano County continues to grow and diversify.

FSUSD serves approximately 20,000 students across 30 schools, making it the largest district in Solano County. The district reflects the diversity of the region: more than one-quarter of students are English Learners, nearly two-thirds come from low-income households, and many are from military and migrant families. The student body is majority Hispanic/Latino, followed by African American, White, Asian, and multiracial students. This rich diversity shapes FSUSD's educational programs and supports.

Education Unit

The Teacher Induction Program in Fairfield-Suisun Unified School District provides a two-year, individualized, job-embedded system of mentoring, support, and professional learning that builds upon a teacher's pre-service preparation. Each participating teacher (PT) is paired with a highly skilled Consulting Teacher (CT) and meets weekly to strengthen their practice. Together, they co-create an Individualized Learning Plan (ILP) that guides professional growth and encourages teachers to examine evidence of their practice in connection with the California Standards for the Teaching Profession (CSTP). Through this process, the induction program supports teachers in developing, refining, and sustaining strong instructional practices to positively impact student learning.

The staff includes the Director, the Coordinator, and eight consulting teachers (mentors) on full release. Over the last five years, an average of 90-100 candidates have been enrolled in FSUSD's Teacher Induction Program, with 100% of Year 2 candidates completing the program. The program has been in operation since the 2007-08 school year.

Year	Total Number of Candidates (Year 1 & 2)	Total Number Completing the Program (Year 2 & ECO)
2021-22	150	88
2022-23	91	60
2023-24	66	35
2024-25	99	49
2025-26	94	43 (Anticipated)

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	49	94

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 REPORT **Teacher Induction**

Program Design

The Fairfield-Suisun Unified School District (FSUSD)'s Teacher Induction Program (TIP) is situated within the Educational Services Department, under the Department of Curriculum, Instruction, and Assessment. The Assistant Superintendent of Educational Services has day to day operational oversight of the program and reports directly to the Superintendent.

The Director of Curriculum, Instruction, and Assessment, who serves as the program director, reports to the Assistant Superintendent of Educational Services. The induction program leadership, managed by the Coordinator of Educational Services, provides day-to-day guidance, coordinates professional development, and supports CTs in their mentoring roles. The Consulting Teachers (CTs) serve as full-time release mentors who provide individualized, ongoing support to participating teachers (PT). The TIP serves both Special Education and General Education PTs. The credential analyst works with program leadership to submit recommendations for clear credential issuance to the California Commission on Teacher Credentialing (Commission).

There are several ways that the induction program communicates with its community members. The interview with CTs confirms that they meet twice monthly with program leadership to receive targeted professional development and timely coaching to enhance their effectiveness as mentors. The program maintains close articulation with district departments such as Human Resources to ensure a smooth transition for new teachers. FSUSD also participates in countywide articulation through the Solano County Office of Education (SCOE) Intern Program meetings, which bring together local districts, credentialing agencies, and institutions of higher education to coordinate support for teachers moving from intern or preliminary programs into induction. The program director's role on the Superintendent's extended cabinet further strengthens communication by ensuring the induction program is

represented in district-level decision-making and planning. Additionally, the program shares updates with the District Office and site administrators through a monthly newsletter.

The FSUSD Induction Program employs a full-time release model for mentoring. Documentation provided indicated that CTs are selected through a process governed by the Joint Peer Assistance Review (PAR) Panel. However, during interviews, it was reported that the PAR Panel has been dissolved, so it is not actually involved in the process. The newly formed Teacher Retention Collaborative (Advisory Board) will assume this role once its purpose and responsibilities are defined however this process is not yet in place. CT applicants must submit a letter of intent, résumé, and two letters of recommendation, one of which must come from their current principal. After a paper screening, applicants participate in classroom observations, a teaching analysis exercise, and a structured interview with the panel. Successful applicants are either hired or placed in a qualified pool to be considered when openings arise. CTs are released from classroom teaching responsibilities for up to five years, during which they receive specialized training in mentoring (i.e., Jim Knight's *Mentoring Matters*), coaching, adult learning theory, and standards-based induction practices. The CTs shared that "they are currently focused on how to collect data" in their recent training. PTs are matched with a CT within the first 30 days of the program.

Within the first 60 days of enrollment, each PT collaborates with their CT to develop an Individualized Learning Plan (ILP). The ILP serves as a two-year professional growth plan that identifies goals aligned with the CSTP and tailored to the teacher's classroom context.

PTs are supervised and advised by their CTs, with oversight and support from program leadership. The recommendation for the clear credential is based on evidence of growth in CSTP-aligned competencies, completion of ILP goals, and demonstrated reflective practice. This is recorded in the Support with All Teachers (SWAT) caseload document. The program leadership verifies that all requirements are satisfied before notifying the credential analysts to submit the credential recommendation to the Commission.

The TIP integrates professional learning opportunities directly connected to teachers' current assignments. Seminars, workshops/worksheets, and collaborative sessions called Table Talks allow teachers to apply new strategies, engage in problem-solving, and share best practices with colleagues in similar grade levels or content areas.

Feedback on the effectiveness of the induction program is gathered from multiple sources to ensure ongoing improvement. PTs complete a mid-year survey and an end-of-year program survey, providing input on mentor support, program components, and professional learning relevance. According to documentation, administrators have an opportunity to complete an end-of-year survey; however, in interviews, some indicated that they were not aware they were able to provide input. In addition, Year 2 and Early Completion Option (ECO) PTs participate in an exit interview, which provides insights into their induction experience. As confirmed via interview, PTs also complete a survey after each seminar/table talk. Program leadership reviews all feedback, and any identified concerns or patterns are discussed collaboratively by

the induction team (leadership and CTs) to determine appropriate revisions or enhancements to the program design.

According to the Major Changes - Program Updates Document, changes implemented by the program include training and shifting the program (leadership, CTs, PTs) to use the 2024 CSTP. Training for CTs has also changed, as it now includes participating in the Impact Cycle (Jim Knight) Training and a Mentor Practice Standard Self-Assessment using the New Teacher Center Continuum of Mentoring Practice. CTs shared during their interview that the ILP continues to evolve each year.

While not a part of the accredited teacher induction program, FSUSD offers what is called a “pre-induction program”. This is not an official element or requirement for teacher induction, but it provides connection and informal support for candidates who are participating in intern programs operating within FSUSD’s area. Many of these participants go on to join FSUSD’s teacher induction program once they earn their preliminary credential and are often able to continue with the same mentor they had in the pre-induction program.

Course of Study (Curriculum and Field Experience)

The TIP monitors the New Teacher Intake Form, district vacancy lists, and Human Resources placement lists to ensure that all new teachers are identified and appropriately matched. The TIP also oversees the pre-induction program and provides support to teachers who do not yet hold a preliminary credential, which allows the district to “grow [their] own” teachers, as shared by the director, current PTs, and completers. The credential analysts notify the PT, TIP, and administrators of PTs’ qualifications to begin Induction.

The process for matching PTs with CTs is intentional and occurs within the first 30 days of the PT’s first day of teaching. When a PT participates in the pre-induction program, they are often able to continue working with the same mentor in the induction program, fostering continuity and the development of strong professional relationships as shared in interviews with the director, coordinator, and PTs. The primary consideration in creating a match is the PT’s credential area to ensure alignment of subject-matter expertise and instructional context. When possible, CTs are assigned to the same school site as their PTs, which promotes increased collaboration and immediate support, as CTs are familiar with the school site’s culture and expectations. In instances where an exact credential match is not available, matches are made based on grade-level experience or relevant teaching background. PTs report that they have a site liaison, Collaboration Wednesdays, and co-teachers that they can also go to for immediate support.

If at any point a mismatch arises between a PT and CT, the program staff evaluates the situation and, when appropriate, reassigns the mentor. During orientation, candidates are informed that they may contact the Program Director directly should they wish to request a new mentor.

The development of professional growth goals within the FSUSD induction program is centered on the co-created Individualized Learning Plan (ILP). Within the first 60 days of enrollment, the PT and CT collaboratively design a two-year plan that serves as a roadmap for professional

learning and reflective practice. The ILP process includes input from the candidate's teacher preparation program, site administrator, and guidance from the Induction Program staff. As confirmed by interviews with the site administrators, CTs, and PTs, site administrators give input to the PT's ILP goals during their post-observation debrief. After reviewing this feedback with their CT, the PT may add to or revise their induction goals. Grounded in the 2024 CSTP, the ILP supports teachers in identifying growth areas, setting measurable goals, and engaging in inquiry-based cycles of improvement. CTs provide targeted support through classroom observations, feedback, coaching conversations, demonstration lessons, and co-planning sessions. The ILP is a living document, updated throughout the program as teachers reflect on evidence of growth and refine their practice. It was confirmed during interviews with site administrators that FSUSD has ensured principals understand the ILP is designed solely for professional development and is not used for employment evaluation purposes.

Each PT meets on average of not less than one hour per week with their CT to collaboratively develop and refine teaching practice through the ILP as shared by the PTs and noted on the CTs' mentoring logs. Using this co-created plan, teachers engage in four cycles of inquiry focused on evidence of teaching aligned with the 2024 CSTP over their two-year induction journey. Early Completion Option (ECO) PTs show growth of the six CSTP in one year. Through ongoing observation, feedback, co-planning, demonstration lessons, and reflection, CTs guide PTs in developing effective instructional strategies that meet the diverse needs of their students.

Supervision within the program is guided by the evidence collected and documented through the ILP process. PTs are supported and advised continuously by their CTs, who monitor growth toward progress of the CSTP through regular reflection and evidence collection, as well as offer just-in-time support as indicated by the PTs and in the mentor log. Interviewed PTs were grateful for their mentors' support. "The people here are amazing and know what they are doing. My mentor wants me to grow and is really real with what we can work on, who to talk to...Having a crew invigorates me." Program leadership and staff review the ILP evidence, which includes professional growth goals, records of participation in professional learning, and documented implementation of effective instructional practices. The cumulative evidence serves as the basis for recommending candidates for the clear credential.

The Curriculum, Instruction, and Assessment (CIA) department intentionally connects the PT with professional learning opportunities offered by the district. There is a wide range of topics, including Preparing for Kindergarten Matriculation IEP Meetings and Resetting Behavior After a Break. Induction-sponsored professional development sessions called Seminars and Table Talks are structured to allow participants to collaborate in grade-level or content-alike groups. These sessions emphasize problem-solving, sharing instructional resources, and applying learning to authentic classroom contexts. This job-embedded model ensures that professional growth is relevant, authentic, and sustained through ongoing coaching and reflection. Year 1 and 2/ECO PTs shared that these meetings were differentiated "based on self-assessment", "guided towards what we need as teachers," and that "a lot of time, [they] walk away with an action plan that [they] can implement immediately."

Assessment of Candidates

The FSUSD induction program uses multiple measures to monitor and support candidates' progress toward meeting program requirements and demonstrating growth aligned with the CSTP. Program leadership monitors each PT's progress through an annual review of the ILP and the portfolio review rubric. These tools serve as the foundation for assessing candidates' reflection, professional growth, and application of effective teaching practices. The portfolio review rubric provides expectations for each program component, ensuring that candidates are on track toward demonstrating proficiency in all areas required for recommendation of the clear credential. In addition to these assessments, the induction program staff maintains records on the SWAT document of candidate participation in required seminars, professional development sessions, and mentor meetings. This ensures that all candidates are receiving comprehensive support and completing program activities designed to enhance their professional practice.

Completion of the TIP is based on demonstrating growth toward mastery of the CSTP as evidenced in the ILP and through the Exit Interview. PTs who do not complete all program requirements are not recommended for a clear California Teaching Credential through the Commission. Candidates who are not meeting expectations are provided individualized support through consultation with their CT and program leadership. They are given specific feedback and additional guidance to meet standards and fulfill program requirements. If a candidate continues to experience difficulty, they may utilize the Challenge Process for Non-completion of Requirements, which outlines steps and options to demonstrate competence and be reconsidered for recommendation.

The FSUSD Induction Program communicates assessment expectations to candidates at the beginning of the program year and throughout the induction process. PTs are introduced to the portfolio review rubric, which outlines the criteria used for evaluation and recommendation. This rubric, along with guidance on ILP expectations, is accessible at all times on the induction program website. Progress is continuously reviewed in collaboration with the CT during regular mentoring meetings. Candidates receive formative feedback and are supported in refining their practice based on ILP goals, evidence collection, and reflection cycles.

Upon completion of all program requirements, each PT's portfolio and ILP are reviewed using the portfolio review rubric. The CT and program coordinator verify successful completion and evidence of growth toward the CSTP. The final recommendation for the clear credential is made by the credential analysts, in collaboration with the program director, based on the documented evidence of completion and program alignment with Commission standards.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Fairfield-Suisun Unified School District Teacher Induction Program.

INSTITUTION SUMMARY

Fairfield-Suisun Unified School District (FSUSD) operates a Commission-approved Teacher Induction program that is well-established, coherent, and valued by candidates and site personnel. The district provides sufficient resources, experienced leadership, and a clearly articulated vision aligned with California standards. Core operational structures - admissions, advisement, fieldwork supervision, and candidate support - function consistently and effectively, contributing to strong candidate experiences and successful program completion. The program maintains rigorous expectations, integrates research-based practices, and ensures candidates gain substantial experience in diverse P-12 settings. These strengths are reflected in the full alignment of all program standards and the "Met" findings for Common Standards 2 and 3.

The district demonstrates particular strengths in the cohesiveness of the induction curriculum, and the accessibility and responsiveness of program personnel as well as recruitment to diversify the educator pool. Candidates and completers consistently affirmed that the program promotes their professional growth and equips them to meet California's adopted content standards.

While the program is fundamentally strong, FSUSD has opportunities to strengthen several system-level structures. The district would benefit from more intentional and documented collaboration with P-12 partners, higher education colleagues, and broader educational partners to ensure shared understanding and joint improvement efforts. Current job descriptions for instructional personnel do not explicitly reflect required qualifications, including knowledge of diversity, the public-school context, and effective professional practice, and are not in alignment with the Common Standards. In addition, the unit is still developing a fully articulated continuous improvement process that uses multiple data sources and regularly includes key partners, such as site principals, in reviewing program outcomes and shaping future directions. These areas for growth contributed to the "Met with Concerns" findings for Common Standards 1, 4, and 5, and represent opportunities for the district to build on its existing strengths and further reinforce program quality over time.

Overall, while the program has many strengths, such as clear mission alignment and solid candidate outcomes, it must also strengthen collaboration, formalize continuous improvement, and update personnel qualifications to ensure long-term program quality and compliance.

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:	No response needed
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
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Not Evidenced
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.	Not Evidenced
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.	Not Evidenced

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 with Concerns

Summary of information applicable to the standard

The Fairfield-Suisun Unified School District New Teacher Induction Program “provides a two-year, job embedded system of mentoring, support, and professional learning” that articulates a research-based vision of teaching and learning by using respected instructional coaching models with mentor training from The Instructional Coaching Group (Jim Knight), and Cognitive Coaching (Costa and Garmson). Teaching and learning strategies that support California’s adopted content standards and curricular frameworks, such as Universal Design for Learning (UDL), Academic Discourse, Social and Emotional Learning, and using instructional technology, are shared with PTs through an induction professional development series of Seminars and Table Talks, utilizing adult learning theory and local presenters. Seminars and Table Talks use the curricular content and California Standards for the Teaching Profession (CSTP) themes for each seminar and participant satisfaction is measured through presentation evaluation surveys that are reviewed by the induction team for “glows and grows” after each session and then feedback is provided to the presenters to support continuous improvement of the professional learning experience.

The induction program is funded through the district’s LCAP Goal #3, which is to “Implement and refine a staffing plan that includes a competitive recruitment, as well as professional learning and support, in order to retain and develop staff”, and shows district and board commitment to support new teachers. The program is housed under the auspices of the Educational Services Department: Curriculum, Instruction, and Assessment (CIA). The Director of CIA and Coordinator of Educational Services oversee the program, and work with eight full-release coordinating teachers (mentors), who support approximately 94 PTs. They meet weekly to plan, evaluate, and guide all program activities, including admitting and advising new teachers and coordinating induction professional development.

The Assistant Superintendent of Educational Services meets weekly with the director in a directors meeting and individually with the director of CIA once a month, to discuss the induction program as well as diversification of their workforce, and is “very proud of the district maintaining the induction program even in difficult times and feels the investment in all new teachers is beneficial to their learning community.”

The district has a non-discrimination policy and an Equity Statement that describes hiring and retaining qualified staff that reflects the diversity of the community. The Superintendent is aware of the need to further diversify the CT group to better support CTs and PTs, and as CTs cycle off of the program, the district is sensitive to the need of adding to the diversity of the CT pool (e.g., hiring dual-language CTs). Institutional human resources representatives said that they were actively working to “close the gap” of disparity between the staff and community demographics. They indicated that they found the induction team very vested in “growing their own new teachers” and that the TIP supported the goal of teacher retention and partnering with HR with a common vision and commitment to new teachers.

The program handbook, CTs, and program leaders provide clear guidance and support for the PT’s induction process. This involves gathering evidence of progress toward meeting induction program requirements as well as growth in the CSTP. Evidence includes ILPs, professional development attendance, and reflections in relation to the CSTP, induction program standards, and academic content standards. All required documentation is reviewed by the TIP at the end of each year. If all requirements are satisfied by the end of Year 2, the induction coordinator signs a verification of completion and submits it to human resources, which then initiates the online filing process for the Clear Credential with the Commission and informs the candidate that the Commission will communicate next steps.

Rationale for the Finding

Programmatic decisions appear centralized, with the Director of Curriculum, Instruction, and Assessment, Coordinator of Educational Services, and CTs leading informal processes. There is an absence of data-driven decision-making, with no evidence that gathered and shared data informs policy or that data is shared/discussed with its educational partners and constituencies and broader educational communities, such as within regional (Cluster Meetings) or broader networks (Capital Region Induction Network [CRIN]) for program improvement.

Document review revealed that while professional development materials incorporate the necessity of addressing diversity, the CT job description omits explicit requirements for understanding the public-school context, effective professional practice, and knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

The evidence presented on the FSUSD website related to this Common Standard included multiple artifacts demonstrating that candidates must satisfy a comprehensive set of requirements before entering the induction program. This evidence also outlined how the program systematically monitors and supports candidate growth across all CSTP throughout their participation in the program. Reviewers noted that the documentation clearly defines expectations for admission, ongoing development, and successful completion, ensuring that all candidates engage in a structured and meaningful induction experience aligned with California's professional standards for educators. Additionally, evidence showed that the district actively recruits people of color by reaching out to historically Black colleges and universities and local colleges and universities that support local students as well as participating in a variety of job fairs to encourage hiring and diversity. On the 24-25 Completer Teacher Induction Survey, 45.2% of respondents were people of color and 68.2% of the respondents were White (some people may have responded more than once).

In addition to the written evidence, interviews with program leadership, mentors, and program completers reinforced the district's commitment to maintaining high expectations. Interviewees consistently described FSUSD's intentional efforts to diversify the educator workforce, noting that the district actively recruits, supports, and advances individuals from a range of backgrounds. This commitment is demonstrated through several initiatives, including "Grow Your Own" pathways and the Classified to Teacher (C2CT) Grant program. These initiatives provide structured opportunities for classified staff and community members to pursue teaching credentials while receiving targeted support and mentorship.

One program completer shared a compelling example of how these efforts translate into real opportunities. She began her journey as a parent of an elementary student and developed a strong connection with her child's teacher. Encouraged by school staff, she initially served as a substitute teacher. With the support of the C2CT grant, she pursued her credential and ultimately became a full-time teacher in the district, where she has now taught for five years. Her experience illustrates how FSUSD's recruitment and support structures create accessible pathways into the profession.

Overall, the combined evidence from documentation and interviews demonstrates that FSUSD fully meets Standard Two. The district's clear entry criteria, structured induction processes, and sustained commitment to educator diversity reflect a well-implemented and effective program.

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.	Not Evidenced
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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
<p>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.</p>	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A review of the FSUSD website indicated that the FSUSD TIP is intentional in designing professional learning experiences that are thoroughly job-embedded and immediately applicable to PTs' daily classroom practice. The program's published materials emphasize that professional development is not offered as isolated workshops; instead, it is structured to connect directly to challenges and opportunities teachers encounter in real time. The purpose of induction-sponsored professional development is to provide a meaningful forum where PTs can explore, analyze, and discuss topics that directly influence their work with students. This commitment reflects the district's understanding that classrooms of the next century will continue to mirror the increasingly diverse demographics of the communities they serve. As a result, the program aims to support teachers in moving beyond foundational skills acquired during their credential programs toward deeper, more equitable, and culturally responsive interactions with all learners.

Interviews with current program participants reinforced the accuracy of the published information. Participants consistently reported that the professional development offered through FSUSD is relevant, standards-based, and of high quality. They also noted that much of the training is facilitated by exemplary FSUSD teachers who model effective instructional practices. CTs play a central role in this effort. These full-time mentors support candidates throughout the district and receive specialized training in cognitive coaching, the impact cycle, and the "Better Conversations" framework. This preparation positions them to guide candidates in reflective practice, goal setting, and continuous professional growth.

Additionally, program leadership confirmed that job descriptions for key support roles are currently undergoing revisions to align more clearly with the wording and expectations outlined in Common Standard 1.7. This update is intended to ensure coherence between program documentation and the district's actual practices, further strengthening the integrity of the induction system.

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.	Not Evidenced
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 completer 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.	Not Evidenced

Finding on Common Standard 4: Met with Concerns

Summary of information applicable to the standard

A review of the FSUSD accreditation website prompted reviewers to raise questions regarding the current functioning of the program's advisory board and its role in guiding continuous improvement. The documentation available online stated, "Historically, the only feedback the program has received came from the State Survey or from the Exit Interviews held with PTs completing the program. Program feedback can be found [here](#)," followed by a link to survey results. While these surveys offer useful insight into candidate experiences, the evidence did not clearly demonstrate how this information is systematically analyzed, discussed, or acted upon by an advisory committee to inform program implementation and continuous improvement.

After a thorough review of documentation provided and constituent interviews, reviewers were unable to find evidence of a process for including community constituencies in the design and implementation of the program. It was confirmed by program leadership that no formal advisory structure is currently in place nor is there an established process for how survey data is being used to drive program refinement. This raised concerns about whether the program has established a consistent, collaborative process for reviewing feedback, identifying areas of need, and implementing strategic improvements.

Rationale for the Finding

During interviews with site principals, several reported that they were not aware that they had been invited to provide input or feedback regarding the operation or effectiveness of the induction program. This absence of structured engagement suggested that principals had not

been consistently included in program improvement discussions. Similarly, members of the newly formed Teacher Retention Collaborative Group indicated that, although they had examined the number of teachers currently enrolled in the induction program, they had not been given access to or asked to review additional data that could inform a deeper understanding of program outcomes.

Despite these gaps, FSUSD's induction leadership has begun taking initial steps to establish a functional advisory group with a more formalized role in guiding program decisions. In order to enhance continuous improvement, program leaders articulated a commitment to routinely presenting data to this advisory body and using that information to support evidence-based decision-making. They also described plans to collaborate with the advisory group to create clear processes for analyzing data, including identifying which data sources most accurately reflect the impact of induction candidates on PK–12 student learning outcomes. Additionally, the program intends to develop a transparent and consistent decision-making protocol to ensure the advisory group's recommendations are well-informed, actionable, and aligned with program goals.

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.	Not Evidenced

Finding on Common Standard 5: Met with Concerns

Summary of information applicable to the standard.

Program documents—including exit surveys, Individual Learning Plans (ILPs) that document observations and candidate instructional practices, and candidate end-of-year reflections—provide both qualitative and quantitative evidence that candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards. Accreditation Data System data indicates that 96% of completers who responded to the Commission Teacher Induction Survey felt well prepared by their ILP goal-based activities to engage and support all students in learning, and 96.2% reported that the induction program helped them develop the skills, habits, and tools needed to grow their teaching practice.

Rationale for the Finding

This standard was met with concerns because the team was unable to identify sufficient evidence demonstrating how the program systematically documents its positive impact on teaching and learning in schools serving California's students. While program completers shared anecdotal examples through interview responses—specifically noting that mentor-supported, ILP-based activities contributed to growth in instructional practice—these self-reported responses did not constitute formal, verifiable evidence of program impact on teaching and learning outcomes. As a result, the evidence presented was insufficient to meet the standard's expectation for demonstrating measurable impact.