

Recommendations by the Accreditation Team and Report of Findings of the Provisional Accreditation Site Visit for Professional Preparation Programs at Folsom-Cordova Unified School District

Division of Standards Accreditation and Workforce Investment

March 2026

Overview of this Report

This agenda report includes the findings of the provisional accreditation site visit conducted at **Folsom-Cordova 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 a Seventh Year Report** 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 With Concerns
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program	6	4	2	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
Provisional Accreditation Site Visit Team Report**

Institution: Folsom-Cordova Unified School District

Dates of Visit: January 26-28, 2026

Accreditation Team Recommendation: Accreditation with a Seventh Year Report

Rationale:

The unanimous recommendation of **Accreditation with a Seventh Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the provisional accreditation site visit including interviews with administrators, mentors, 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

Of the Teacher Induction program standards, standards 1, 2, 3, and 5 were **met**, and standards 4 and 6 **were met with concerns**

Common Standards

Common Standards 2, 4, and 5 were **met**, and standards 1 and 3 were **met with concerns**.

Overall Recommendation

The overall recommendation for the Folsom-Cordova Unified School District is **Accreditation with a Seventh Year Report** based upon the findings of three Common Standards as **met**, and two Common Standards **met with concerns** and, four program standards as **met**, and two program standards **met with concerns** for the Induction program.

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.

- Upon full initial institutional approval by the Commission, Folsom Cordova Unified School District 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
- Folsom Cordova Unified School District continues 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

Precondition Responses
Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Induction Handbook
Candidate Advisement Materials
Accreditation Website
Mentor Application
Candidate Individual Learning Plans
Candidate Snapshot
Mentor Individual Learning Plan
Mentor Survey Results
Mentor Caseload

Candidate Survey Results
Observation Template
Accreditation Data Dashboard
Professional Development Materials
Mentor Training Materials
Mentor Interaction Logs
Advisory Board Meeting Agendas
Professional Growth Presentation Planning Guide
Program Sequence
Candidate Eligibility Criteria
Candidate Roles and Responsibilities
Candidate/Mentor Match Policy

Interviews Conducted

Constituencies	TOTAL
Candidates	46
Completers	25
Mentors/Coaches	8
Employers/Principals	8
Institutional Admin	4
Program Coordinators	1
Credential Analysts & Staff	3
Advisory Board	7
Collaborative partners	6
TOTAL	108

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

Folsom and Rancho Cordova, California, are located in the Sacramento Valley, approximately 20 miles east of the state capital. Both cities are known for their proximity to the American River and historic landmarks, such as the Folsom City Zoo Sanctuary and the Nimbus Fish Hatchery in Rancho Cordova. Folsom features the 11,500-acre Folsom Lake State Recreation Area, while Rancho Cordova is home to a growing business and technology corridor along Highway 50. The combined population of the two cities is approximately 166,000, with both communities having approximately 83,000 residents. The district's population is diverse, with the majority identifying as White (36.5%), Asian (23.6%), and Hispanic/Latino (23.1%).

The Folsom-Cordova Unified School District (FCUSD) office is located in Rancho Cordova, and the district serves approximately 21,000 students across 36 schools. This includes:

- 22 Elementary Schools (including the newly opened Alder Creek Elementary).
- 4 Middle Schools (Folsom, Mills, Sutter, and W.E. Mitchell).
- 3 Comprehensive High Schools (Cordova, Folsom, and Vista del Lago).
- 7 Alternative Schools, including Folsom Lake High, Kinney High, and Innovations Academy.

Approximately 26% of students are eligible for free or reduced-price meals. FCUSD offers specialized programs such as Career Technical Education (CTE) with 11 industry sectors, Advancement Via Individualized Determination (AVID), and International Baccalaureate (IB) programs. The district provides a full spectrum of Special Education services, including the Community Advisory Committee, which hosts transition fairs for students with disabilities. Through partnerships with the Los Rios Community College District (specifically Folsom Lake College), students can earn college credit via dual enrollment.

Education Unit

The FCUSD Teacher Induction Program began seeking accreditation from the Commission on Teacher Credentialing with the submission of their IIA Application in February 2019, received provisional approval by the Commission in June 2021, and program approval by the COA in May 2022. The program has matured into a supportive and innovative hub for new teachers by leveraging constituent feedback, ongoing formative assessment, and continuous data evaluation.

FCUSD proudly supports a New Teacher Support and Development department (NTSD). This team includes a program coordinator and eight full-time release mentors. NTSD supports all new teachers in the district but prioritizes the Teacher Induction Program and candidates. The FCUSD Teacher Induction Program provides a supportive, reflective path for new teachers to earn their Clear Credentials while embracing their unique school cultures and communities. The program utilizes an in-person delivery model for its new teacher orientation and professional development days, coordinates data collection, Individual Learning Plans (ILP), and professional development aligned with state standards and California Standards for the Teaching Profession (CSTP). The Human Resources Department assists with the hiring of new teachers and Teacher Induction Mentors and helps process recommendations for state credentials.

FCUSD Teacher Induction Program has an Advisory Committee that meets three times a year in person to review data, hear program and state updates, and help brainstorm solutions to any issues or concerns that may arise throughout the year. The Teacher Induction Team/Mentors conduct data analysis through multiple surveys from candidates, mentors, and trainers gathered from professional development sessions, ongoing weekly meetings, and candidate supports.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction Program	52	116

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.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an Accreditation recommendation and any stipulations, if appropriate.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

The FCUSD Teacher Induction Program is located within the district’s Human Resources Department and operates under the direction of the Associate Superintendent of Human Resources. Program leadership is anchored by a full-time Coordinator of New Teacher Support and Development (Program Coordinator) who leads teacher induction and ensures that candidates and new certificated staff receive orientation, ongoing support, professional learning, and evidence-based feedback aligned with California Induction Program Standards. Advisory Council committee members described the program as intentionally integrated across district departments, with representation from General and Special Education, Educational Technology, and county-level partners, reinforcing that induction is embedded within district systems rather than operating in isolation.

In 2025–26, the program supported 116 induction candidates, through an 8-member full-time release mentor team. Accreditation Data Survey (ADS) data from program completers indicate strong institutional engagement: 25 respondents participated in the completer survey, representing nearly all completers who accessed it. This response rate supports the reliability of program feedback used for evaluation and improvement.

The leadership structure is designed to connect induction work to district systems and staffing supports. The Program Coordinator oversees induction operations, creates and maintains a comprehensive mentoring system, and recruits, trains, supervises, and evaluates mentor personnel and other assigned program staff. The role also includes monitoring candidates' progress toward completion, supporting accreditation requirements by collecting and analyzing program assessment data, and managing the credential recommendation process by providing the required completion documents to initiate the clear credential application. Mentors and advisory members described the Program Coordinator as a central “hub” who supports consistency, responsiveness, and coherence across mentoring, professional learning, and candidate monitoring.

Program leadership communication and coordination occur through regular collaboration between the Executive Director and the Program Coordinator on program direction, challenges, and accomplishments, and through direct reporting lines in which induction mentors raise concerns and questions with the Program Coordinator. In practice, the program strengthens cross- and interdepartmental collaboration and calibration by working closely with site administrators and district leaders to advance district initiatives and professional learning that support new teacher development and retention. Candidates and completers consistently described the program as “very well structured” and “very organized,” supported by clear calendars, timelines, and monthly expectations, indicating that communication systems are effective and predictable from the participant perspective. ADS completer survey data from 2024-2025 further supports the effectiveness of these systems, with respondents consistently characterizing the program as well structured and organized, citing clear calendars, timelines, and monthly expectations as key institutional supports.

Mentor qualifications, selection, and training are structured to ensure mentors and support providers possess strong instructional expertise, knowledge of California’s current PK to 12 context, and responsiveness to student diversity, including language, culture, and ability. Mentor recruitment and selection are treated as a critical component of candidate success, and the Program Coordinator is responsible for hiring and supervising mentors and for developing mentor and coach capacity through training and ongoing professional learning. Mentors described participating in new mentor orientation, monthly mentor professional learning, and coaching calibration supported through external partners, emphasizing that mentor learning is continuous and job embedded. When mentor credential alignment is not available, the program addresses the challenge by aligning candidates with additional support personnel whose credentials match the candidate’s area and by partnering with site-based teachers holding matching credentials. Individual mentoring challenges are then supported through weekly induction team structures, direct coaching with the Program Coordinator, monthly mentor training, and monthly instructional coach meetings, ensuring candidates receive accurate content and aligned guidance even when the primary mentor match is constrained.

The program seeks input from constituencies and partners through multiple feedback channels intentionally distributed throughout the year and across roles. Feedback is gathered via surveys, reflection logs, self-assessments, weekly conversations, and input from site leaders. Program leadership uses these feedback sources alongside Individualized Learning Plans (ILPs) and observation data to identify emerging needs, adjust support for candidates and mentors, and drive annual evaluation and improvement efforts aligned to accreditation expectations. Advisory Council committee members described this process as an ongoing dialogue rather than a single annual review, noting that feedback regularly informs adjustments to professional learning and mentoring supports. While Advisory Council committee members described the process as an ongoing dialogue, the program is still formalizing the committee’s formation and function, including its defined role and how input is elevated into program-wide decisions.

Major program modifications over the past two years have focused on strengthening documentation quality, accountability, and the program’s use of candidate and mentor evidence for continuous improvement. The candidate ILP was revised to strengthen

documentation, accountability, and data collection for evaluation and improvement, and to strengthen alignment with Commission expectations for data-driven goal setting and reflective practice. ADS survey data reflect these structural improvements: completers report strong mentor support in areas such as goal setting, instructional feedback, and classroom environment, with mean ratings consistently in the helpful-to-very helpful range. The program implemented a mentor Individualized Learning Plan (ILP) to guide and document each mentor's growth and progress. The mentor ILP is reviewed and examined in collaboration with other mentors through a peer-review process.

In addition, the program implemented a Candidate Snapshot tool to track candidate participation, progress, and completion of required tasks for mentor evaluation and oversight, improving clarity and strengthening accountability. The Induction Log was also enhanced to document challenges and successes, tools and strategies explored, mentor reflections for each session, and the California Standards for the Teaching Profession (CSTP) addressed during meetings, strengthening monitoring of mentoring support and improving alignment among mentor coaching, candidate goals, and the standards. Program Coordinator, mentors, and advisory members also described a significant shift to full-time release mentors with full caseloads for Induction candidates, noting that this change increased mentor availability, classroom presence, and responsiveness to candidate needs. Interviews and supporting evidence also indicated that assigning mentors non-Induction caseload responsibilities strains their capacity to serve candidates effectively and may pose a risk to the program's long-term viability

Course of Study (Mentor System)

The course of study is implemented through a structured mentor system that connects candidate growth goals, professional learning, and evidence of practice across the induction year and over the two-year program. Candidates begin by establishing baseline information and early program artifacts that ground the ILP, including orientation participation, initial self-assessment through the Continuum of Practice, and early ILP development components. Candidates described this early phase as helpful in setting direction, noting that expectations and required steps were clear from the beginning of the year. The program uses a defined timeline of required tasks and checkpoints, including early-year requirements such as the Triad Meeting and signature documentation, initial ILP submission, and early mentor informal observation, which together establish the candidate's initial goals and support plan.

Program expectations include a minimum of 45 hours of induction activities, including approximately 26 hours of weekly mentor collaboration, 10 hours of required induction professional learning, and up to 9 hours of approved alternative professional learning aligned to candidate needs.

Candidates are matched with mentors through a careful selection and matching process that prioritizes alignment with the candidate's credential area and context. Where exact credential alignment is not feasible, the program supplements support by pairing candidates with similar credential-verified curriculum and instruction support providers and with credential site-based teachers, ensuring the candidate has access to content-specific expertise. This approach reflects

the program's broader commitment to maintaining strong alignment among candidate needs, coaching expertise, and the support system. Completers acknowledged that while perfect matches are not always possible, the program proactively layers support to ensure access to appropriate expertise. Completers, as reported in ADS completer survey responses, acknowledged that mentor support was consistently available and timely, reinforcing the effectiveness of the district's mentor assignment and support structures.

Professional growth goals are developed and tracked through the ILP process and inquiry cycles grounded in the CSTPs. ADS Survey results for 2024-2025 show that completers rated mentor support for setting and reaching professional learning goals as the highest area of effectiveness, providing quantitative confirmation of ILP implementation fidelity. The candidate's process includes selecting a focus class, referencing goals from the Triad meeting, determining measurable outcomes, selecting student artifacts, learning from peer practice through colleague observation, implementing planned action steps, collecting evidence, and completing reflections that synthesize student outcomes and instructional learning. This inquiry process is repeated annually and serves as a structured cycle of plan, teach, reflect, and apply, allowing candidates to revisit and refine strategies as they deepen practice over time.

Candidate supervision, advising, and evaluation in the induction context are formative and growth centered. Mentors serve as guides and analysts who support candidates through coaching, observation, and reflective analysis tied to standards and candidate goals, while maintaining a supportive, non-punitive induction environment. Mentors meet weekly with candidates, conduct observations, and support ILP development; the program reinforces this ongoing supervision through collaboration logs, informal check-ins, and a mid-year review process that helps ensure steady candidate progress toward program requirements. Completers reported that mentor feedback from observations was helpful to very helpful in improving instruction, supporting the program's emphasis on coaching and reflective practice as a core element of the course of study. The program also strengthens coherence by connecting candidate job responsibilities and daily instructional context to the ILP, ensuring professional learning opportunities are selected within and for the candidate's actual teaching assignment and that supports are responsive to the candidate's students, setting, and growth priorities. Candidates described selecting professional learning sessions directly connected to immediate job responsibilities, such as report cards, behavior supports, or the use of instructional aides, and then integrating that learning into ILP action steps. Candidates repeatedly described mentoring as a "safe space" and characterized mentors as thought partners who provided reassurance, practice opportunities, and just-in-time feedback prior to formal evaluations.

The connection among professional learning, mentor supports, and candidate responsibilities is reinforced through the program's use of both district learning opportunities and local professional learning partners. Candidates are encouraged to leverage professional learning opportunities offered by district departments, including robust offerings through the Curriculum and Instruction department, and to integrate that learning into the ILP and inquiry work, ensuring professional development is not separate from practice but directly informs instructional decisions and evidence collection. This is further strengthened by the Program

Coordinator's responsibility to lead professional development, and design supports for new teacher success, including check-ins, collaboration with principals, and district instructional supports to respond quickly to candidate needs. The district support system includes intentional alignment across a core set of instructional practices and coaching.

Program feedback is gathered from candidates, mentors, employers, and other constituency groups through both structured and informal channels throughout the year. The program collects input through surveys and other tools, pairs these data with ILP and observation information to identify trends and emerging needs, and then uses that information to adjust mentor and candidate supports in a timely manner. This feedback cycle supports the program's annual evaluation process and continuous improvement efforts, ensuring that program adjustments are grounded in evidence, role-based input, and the lived experiences of candidates and mentors. Mentors provided examples of adjusting coaching approaches based on candidate feedback, shifting between reflective and more directive support as needed, and demonstrating responsiveness to participant input. Interviews and evidence indicate that the Program Coordinator has not established a system to evaluate and provide feedback to mentors.

Assessment of Candidates

Assessment of candidates in the FCUSD Teacher Induction Program is structured as a formative, evidence-based process with multiple checkpoints throughout the two-year induction experience. Candidate competence and progress are assessed through both formal and informal measures, and the program intentionally bridges the candidate's preliminary preparation through the Individual Development Plan into the induction Individual Learning Plan, creating continuity in growth goals, evidence collection, and reflection. Completers described assessment as ongoing and growth-oriented rather than event-based, emphasizing progress over time rather than compliance.

The program uses multiple forms of evidence to monitor and support candidates as they progress toward meeting program requirements. A core evidence stream is the candidate's ILP documentation and the curated artifacts associated with the inquiry cycle. Candidates identify a focus class, define measurable outcomes, collect student artifacts, observe a colleague aligned to the ILP focus, implement an action plan, gather evidence of practice and outcomes, and complete a reflection that synthesizes both student learning and the candidate's professional learning. Evidence is anchored to the CSTPs and is used to determine where the candidate is along a continuum of professional learning, strengthening both self-assessment and mentor-guided goal refinement. A key program expectation is that the work completed and documented in the ILP, along with curated artifacts, is uploaded to the candidate's program folder and reviewed during program monitoring.

Mentor coaching and observation evidence also function as continuous assessment inputs. Mentors meet weekly with candidates to provide coaching, conduct observations, and support ILP development, while collaboration logs, informal check-ins, and a mid-year review provide additional monitoring points that help ensure candidates remain on track. The program's published annual timeline reinforces these checkpoints through defined due dates for early

baseline artifacts, ILP components, and mentor observations, making assessment expectations visible and time-bound for candidates and mentors. Completers described mentors conducting informal observations and providing feedback before administrator observations, thereby increasing candidate confidence and instructional readiness.

When candidates are not making successful progress, the program is designed to respond through layered supports rather than waiting for end-of-year outcomes. Data from ILPs, observations, weekly mentoring conversations, and feedback channels are analyzed to identify emerging needs, which are then shared with the Program Coordinator to drive adjustments to candidate and mentor support, including targeted, “just-in-time” assistance. This design supports early identification of roadblocks and proactive intervention, which can include additional coaching, refined action steps in the ILP, and increased connection to district instructional resources and local professional learning opportunities aligned to the candidate’s growth area. Mentors described actively watching for early signs of struggle and responding with side-by-side support, additional coaching, and collaboration with the Program Coordinator to remove barriers. During interviews, a clearly defined process was described to identify and support candidates who need additional assistance to meet competencies, but there was no evidence of a written process being in place. However, the team was informed that the program is currently working on documenting this process, and it should be in place by the start of the 2026-27 school year.

The program informs candidates about how they will be assessed and supported by establishing clear expectations for required artifacts, ongoing mentoring structures, and scheduled checkpoints embedded within the induction year. Completers consistently cited the clarity of expectations and the predictability of requirements in ADS survey responses, indicating strong institutional communication around assessment processes. Candidates receive program expectations at the beginning of the year, engage in baseline self-assessment and ILP development early in the fall, and continue through a defined cycle of inquiry, evidence, and reflection. The program’s emphasis on weekly mentoring, observation, and ILP-aligned evidence collection clarifies that assessment is based on growth over time toward the standards, demonstrated through artifacts, reflective analysis, and evidence of student learning connected to the candidate’s ILP work. Candidates and completers consistently referenced clear monthly expectations, checklists, calendars, and reminders as key supports that clarified assessment requirements.

Programmatic data review for improvement occurs through the program’s intentional use of evidence streams and feedback channels. Feedback and evidence are gathered throughout the year via surveys, reflection logs, self-assessments, focus groups, weekly conversations, and site leader input, then combined with ILP and observation data to identify trends and adjust supports, contributing to annual evaluation and strategic improvements. Recent program modifications also strengthen data quality and continuous improvement capacity by revising the ILP for stronger documentation and accountability, strengthening mentor monitoring through a Candidate Snapshot tool, and improving documentation of mentoring sessions through an enhanced Induction Log aligned with the standards. During the current year, Advisory Council members described reviewing program updates at least three times annually

(September, January, and Spring), using those touchpoints to examine evidence trends and strengthen alignment. Because the Advisory Council is newly constituted, these review touchpoints reflect an emerging practice that the program is continuing to formalize.

The credential recommendation process is managed through a structured review of candidate completion evidence and verification that all program requirements have been met. The program monitors candidate progress and uses a review step in which documentation is evaluated, after which the Program Coordinator works with the Credential Analyst to recommend the candidate for the clear credential. This recommendation process is supported by the Program Coordinator's responsibility to monitor candidate progress toward completion and to provide the required completion documentation that initiates the clear credential application process. Completers cited the completed ILP, final documentation review, and end-of-program presentations as clear indicators of readiness for credential recommendation.

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 Teacher Induction Program except for the following:

Standard 4: Qualification, Selection and Training of Mentors – Met with Concerns

While the program's mentoring structure is in place, competing assignments and additional workload create variability in candidate support and may undermine consistent implementation over time. Evidence reviewed at the site visit indicates limited mentor capacity and protected time for consistent observation, feedback, and individualized coaching aligned to Induction requirements. As a result, this presents a risk to sustaining effective, high-quality mentoring.

Standard 6: Program Responsibilities for Assuring Quality of Program Services – Met with Concerns

Induction program leaders must provide formative feedback to mentors on their work; however, interview data and available evidence raise questions about whether program leadership has established or implemented a clearly defined, systematic process for mentor evaluation and feedback. Mentor evaluation practices do not appear to be implemented consistently or monitored through an established process. As a result, there is insufficient evidence of consistent program-wide implementation of formative feedback to mentors or of the use of mentor evaluation data to support program quality and continuous improvement.

INSTITUTION SUMMARY

FCUSD demonstrates a clear commitment to educator preparation through established district systems and an emerging professional education unit. The district serves approximately 21,000 students across diverse school settings and programs, and this context informs its approach to educator development, with an emphasis on alignment to state standards, responsiveness to candidate needs, and coherence across district departments.

The Teacher Induction Program is housed within the Human Resources Department and benefits from coordination among hiring, credentialing, induction, and instructional services. Document review and interviews indicate that FCUSD has established foundational structures for program leadership, candidate identification and enrollment, mentoring, professional learning, and credential recommendation. Candidates and completers consistently described the program as organized and supportive, highlighting weekly mentoring, reflective coaching, and access to aligned professional learning as key strengths. The use of Individual Learning Plans, regular progress monitoring, and multiple feedback mechanisms supports candidate growth and informs program improvement.

As a relatively new induction program, FCUSD is continuing to refine aspects of its infrastructure. Stakeholder involvement in program-level organization and decision-making is still developing, as the Advisory Committee is an emerging structure and has not yet consistently functioned as a forum for shared decision-making. In addition, evidence indicates some variability in candidates' access to timely support, suggesting that program structures and resource allocation are still being refined to ensure consistent implementation across all candidates.

Overall, FCUSD presents as a district with a strong foundation for educator support, effective internal collaboration, and a clear focus on continuous improvement. The institution demonstrates both the capacity and commitment to address identified concerns and to strengthen systems that support program quality, sustainability, and candidate success.

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>

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

Summary of information applicable to the standard

FCUSD's Teacher Induction Program, housed within the Human Resources Division, supports the development and retention of beginning teachers. The program aligns with California's adopted standards and instructional frameworks and supports candidates as they transition from preliminary preparation to classroom practice. The induction experience is learner-focused, aligned to the CSTPs, and emphasizes reflective practice and professional growth.

The day-to-day operation of the FCUSD Teacher Induction Program is overseen by the Teacher Induction Program Coordinator (Program Coordinator) and eight full-release mentors. Mentors are selected through an application and interview process and receive ongoing training and support. Interviews with Human Resources confirmed, "It is a competitive process, [program coordinator] screens and interviews, and makes the recommendation for who is the best fit. The best of the best." Candidates engage in individualized professional learning through the development and refinement of an Individual Learning Plan (ILP) aligned to the CSTP. Weekly mentoring, classroom observations, reflective coaching conversations, and ongoing progress monitoring support candidates in strengthening instructional practice, analyzing student learning, and responding to diverse student needs. As one candidate shared, "My mentor is phenomenal, and familiar with the standards. She provides a safe, non-evaluative place for reflection."

The program's mentoring structure reflects established research and best practices in instructional coaching, mentoring, and teacher development. The work of Jim Knight, Robert Marzano, Tina Boogren, Elena Aguilar, and others informs the program's emphasis on reflective coaching, goal setting, classroom observation, self-care, and sustained professional learning. These research-based approaches guide mentor preparation, coaching conversations, and candidate support throughout the induction cycle. Professional learning provided by the district's Curriculum and Instruction Department further reinforces alignment with California content standards, instructional frameworks, inclusive practices, and supports for multilingual learners and students with disabilities. During interviews, candidates described the value of these learning opportunities, stating, "Being a first-time teacher, that has been a big help, learning above and beyond. We can pick the categories or sessions to attend; for me, that has been super helpful; I have taken away so much from it."

Document review and interviews with the program coordinator, district leaders, mentors, site administrators, and teacher candidates confirm the district's commitment to supporting beginning teachers. At the same time, interviews indicate variability in candidates' access to timely support, particularly related to mentor caseloads and competing responsibilities within the broader New Teacher Support and Development structure. As one candidate shared, "Mentors are busy, and they have a lot of candidates, and if they, or us, have a conflict, it is hard to find time to reschedule."

FCUSD Induction leadership includes district involvement in program organization and coordination. The Advisory Committee is in the early stages of development, with stakeholder participation and feedback-based shared decision-making still being established. Interviews confirmed the emerging understanding of the role of the Advisory Committee, with one

stakeholder sharing, “This is the first year that it became robust; there were not any major decisions this year. It was all about explaining accreditation.” The Induction program coordinator also participates in regional professional learning networks, which provide opportunities for collaboration, feedback, and shared learning.

The education unit conducts a credential recommendation process in collaboration with the district’s credential analysts. The processes for identifying and enrolling candidates and then recommending completers ensure that candidates have met all program and state requirements. Interviews with the credential analysts highlighted the connected working relationship with the Program Coordinator.

Rationale for the Finding

Evidence demonstrates that the district has established foundational structures to organize, coordinate, and operate the Teacher Induction Program, including designated program leadership, full-release mentors, alignment with district instructional priorities, and collaboration with internal departments and regional partners. Document review and interviews confirm a shared commitment to supporting beginning teachers and maintaining program alignment with state standards.

At the same time, interviews indicate that some elements of the standard are not yet implemented consistently. Stakeholder involvement in program-level organization and decision-making remains developing, as the Advisory Committee is an emerging structure and has not yet served as a consistent forum for shared decision-making. In addition, interviews raise concerns regarding the sufficient allocation of resources, including large mentor caseloads and additional responsibilities within the New Teacher Support and Development structure, which contribute to variability in candidates’ access to timely support.

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

The credential analyst shared that new teachers consistently report “a sense of community and understanding, a feeling of belonging,” which contributes to retention and professional growth.

Overall, evidence indicates that FCUSD has implemented clear, consistent systems for recruitment, enrollment, advisement, and candidate support. These systems reflect shared responsibility across Human Resources, Induction leadership, site administrators, and instructional departments and support equitable access and successful participation in the Teacher Induction 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.	Consistently
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.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 with Concerns

Summary of information applicable to the standard

FCUSD designs and implements a coherent, standards-aligned sequence of clinical experiences that enables teacher candidates to develop, practice, and demonstrate the knowledge and skills necessary to support PK–12 students in meeting state-adopted academic content standards. The FCUSD induction program provides a structured, research-based course of study to support effective mentoring and instructional practice. Candidate learning is supported through ongoing, reflective mentor–candidate collaboration focused on instructional practice, cycles of inquiry, equity, and professional growth aligned to the CSTP.

Each candidate is assigned a mentor who holds a Clear California Teaching Credential and has a minimum of three years of classroom experience. Candidates engage in weekly, reflective mentor collaboration focused on instructional planning, data analysis, formative assessment, and “just-in-time” coaching. Professional learning opportunities guided by the ILP include orientation, professional development sessions, networking, and end-of-year reflection. Triad meetings with site administrators, mentors, and candidates support ILP goals by aligning induction support with site and instructional priorities. Candidates complete a minimum of 45 hours of induction activities per year, monitored by mentors and the Program Coordinator.

FCUSD Human Resources implements a structured, district-led mentor recruitment and selection process requiring successful teaching experience, administrator recommendation, and a panel interview facilitated by the Program Coordinator. Mentor assignments are intentionally made to support strong mentor–candidate partnerships based on credential alignment, grade level or content expertise, school context, and candidate needs.

When a site-based mentor does not hold an exact credential match, the Program Coordinator assigns additional credentialed support providers to ensure candidates receive appropriate content-specific guidance. These supports include mentors with experience in single subject content areas, visual and performing arts, special education, and specialized instructional settings.

FCUSD serves a diverse student population, and candidates work with English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, and diverse racial and ethnic groups. According to FCUSD Annual Data System (ADS) reports, all candidates indicated that mentor and program support

strengthened culturally responsive practices, with 56% rating support as helpful and 44% as very helpful. Additionally, 92% of candidates reported that mentor and program support was helpful or very helpful in supporting students with disabilities. Interview data further support these findings. One candidate shared, *“I have six different languages spoken in my classroom, and my mentor helped me with culturally responsive resources to help my students.”* Site administrators echoed this support, noting, *“It’s all hands-on deck at the sites. Mentors play an important role in supporting new teachers.”*

Mentors participate in required training focused on CSTP alignment, instructional themes, and research-based coaching models, including Bright Morning and Jim Knight’s framework and support from partnerships with Sacramento County Office of Education, California State University Sacramento, and other institutions of higher education. While mentors receive ongoing support, interview data and limited program evidence indicate that, although informal feedback occurs, mentor evaluation and recognition are not implemented through a clearly defined, systematic process led by the induction coordinator.

The FCUSD induction program documents and evaluates clinical practice through mentor and candidate logs, professional development attendance, Triad meeting notes, verification of hours, and candidate surveys. Feedback is reviewed by the Induction team and documented in the FCUSD Teacher Induction Program Annotated List of Program Changes to inform continuous program improvement.

Rationale for the Finding

Interview data and document reviews indicate that mentor evaluation and feedback practices are not consistently implemented or conducted through a clearly defined, systematic process led by the Induction coordinator. As a result, there is insufficient evidence to demonstrate consistent, systematic implementation of mentor evaluation, feedback, and recognition practices.

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

Common Standard 4: Continuous Improvement	Team Finding
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

The FCUSD Induction Program Assessment Cycle Schedule provides evidence of the program’s engagement in continuous and systematic evaluation of unit and induction program effectiveness. Assessment data are collected from multiple sources, including candidate and professional development surveys, and analyzed to inform program improvement and to align site and program goals with candidate needs. Survey results guide adjustments to professional development, support instructional reflection aligned to the CSTPs and the Plan–Teach–Reflect–Apply cycle, and provide feedback for peer observation and data-driven instructional planning. Candidate interviews confirmed their participation in these surveys and that the program is responsive to their needs. The FCUSD Advisory Council meets three times per year, and data is shared with the FCUSD Advisory Council to inform ongoing program evaluation. Advisory group interviews confirm that members receive information on how program goals are being met and are provided opportunities to give input, feedback, and solutions to strengthen the program.

According to the ADS, candidates reported a high level of cohesion between district or site-based professional development and induction program goals and activities, with 54.2% indicating *strong* cohesion and 45.8% indicating *moderate* cohesion.

To support continuous improvement and candidate success, the FCUSD Teacher Induction Program Coordinator and eight mentors meet regularly to review candidate progress and identify individuals who may require additional support to meet program competencies. Beyond weekly meetings, mentors remain flexible and responsive, providing additional mentoring and support as needed. The coordinator monitors candidate progress to ensure all benchmarks are met and collaborates closely with mentors and candidates to address individual needs.

Candidates are informed of their Roles and Responsibilities at the beginning of the year, and progress is monitored through weekly mentor and candidate conversations and systematic review of assignments using the *Candidate Snapshot Master 2025–2026* and *Candidate Snapshot Example 2025–2026*. These tools document completion of program requirements and progress toward ILP goals. When additional support is needed, mentors provide targeted, “just-in-time” coaching during or outside weekly meetings, and candidates may also access optional monthly Open Lab sessions. In cases requiring more intensive intervention, candidates meet

individually with the Teacher Induction Program Coordinator. Candidate documentation, including the *Induction Log Master 2025–2026* and *Candidate Snapshot*, is reviewed regularly to ensure timely, appropriate support and to provide supplemental assistance when necessary.

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.

FCUSD prepares teacher candidates to serve as professional school personnel who effectively educate and support all students in meeting state-adopted academic standards. Multiple sources of program data are used to evaluate candidate growth, program effectiveness, and outcomes aligned to the CSTP.

FCUSD Induction Program survey data indicate that 80–90% of candidates report mentor support, weekly conversations, and the ILP process support the development of core teaching skills, reflective practice, and timely feedback. Candidates report growth in behavior management, instructional practice, planning, and assessment, identifying peer and mentor observations and self-reflection as the most valuable components of the program. ADS results further demonstrate program effectiveness, with 66.7% of candidates rating the program as effective and 33.3% rating it as very effective in responding to their professional needs.

The program’s structured evaluation system includes the Continuum of Practice, ILPs, Induction Logs, and Candidate Snapshots. This supports ongoing monitoring of candidate growth across the CSTPs.

The FCUSD Teacher Induction Program demonstrates positive impact through analysis of candidate growth measures, reflection cycles, and student learning outcomes. The program is grounded in the CSTP, with particular emphasis on CSTP 1, CSTP 3, and CSTP 6. Candidates engage in CSTP self-assessments, revise their ILPs mid-year and at the end of the year in collaboration with mentors, and include site administrator input. Weekly support logs are reviewed by program leadership to ensure consistency and alignment with candidate goals.

Program outcomes demonstrate positive effects on both teachers and students. FCUSD program retention data show that 83% of 2023–2024 and 88% of 2024–2025 induction graduates remained in the classroom beyond their second year. Some program completers advanced into roles as mentors, instructional coaches, professional development providers, and administrators. Advisory Committee members and district administrators confirm that mentor support and program structures positively impact teacher effectiveness, school climate, and student learning.

The FCUSD Induction team and the Advisory Committee review and evaluate program data to further inform program improvement. Advisory Committee meeting notes identified priorities, including a more strategic use of data, cost analysis, candidate outcomes, clearer roles and responsibilities, and continued collaboration across stakeholder groups.

Interviews conducted during the site visit with candidates, mentors, administrators, and program leadership confirmed that a comprehensive evaluation system is in place to monitor candidate growth, leading to a recommendation for a clear credential, including review of Induction Logs, Candidate Snapshots, the Continuum of Practice, and ILPs.

Candidates consistently highlight the value of mentor support, resources, and professional learning opportunities. One candidate reflected, “I walked away with some amazing strategies from the PDs.” Candidates also cited that mentors’ responsiveness, reflective questioning, and program requirement guidance contributed to increased confidence, reflection, and growth toward professional goals. One candidate shared, “I really value the weekly time I have with my mentor... I genuinely trust her feedback and resources.”

District site administrators echoed these findings, noting that the program’s mentorship model is both strong and inclusive. One principal shared, *“I can see the support of mentors in real time—I am seeing the strategies in action.”*

Overall, FCUSD’s Teacher Induction Program demonstrates a coherent, data-informed evaluation system that supports continuous candidate growth, strengthens instructional practice, contributes to teacher retention, and positively impacts student outcomes.