

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Santa Ana Unified School District

Division of Standards, Accreditation, and Workforce Investment

June 2026

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0
Clear Administrative Services	5	5	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: Santa Ana Unified School District

Dates of Visit: April 20-22, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 2018	Accreditation

Rationale:

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

Preconditions

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

Program Standards

All program standards for the Teacher Induction and Clear Administrative Services programs offered by Santa Ana Unified School District (Santa Ana USD) were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

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

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

Teacher Induction
Clear Administrative Services

In addition, staff recommends that:

- Santa Ana USD’s responses to the preconditions be accepted.
- Santa Ana USD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Santa Ana USD 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

Team Lead:

Hans Kaufhold
Riverside Unified School District

Programs Reviewers:

Girlye Hale
Teachers College of San Joaquin

Common Standards:

Celia York
Kern County Superintendent of Schools

Adrienne Peralta
Ventura County Office of Education

Staff to the Visit:

Hart Boyd
Commission on Teacher Credentialing

Documents Reviewed

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

Precondition Responses
Accreditation Data Dashboard
Program Overview Slide Deck
Mentor Log
Canvas Modules
Institutional and Accreditation Webpages
Self-Assessment Tools
Mentor and Coach Training Materials
Program Newsletters
Organizational Chart

Interviews Conducted

Constituencies	TOTAL
Candidates	49
Completers	16
Mentors/Coaches	36
Partnership Learning Coaches	5
Site Administrators	12
Institutional Administration/Personnel	2
Program Directors/Coordinators	4
Credential Analysts and Staff	1
Advisory Board Members	12
Community Partners	12
TOTAL	149

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

Santa Ana Unified School District (Santa Ana USD) is the 15th largest school district in California and the third largest in Orange County. This is compactly spread over 24 square miles and a total of 53 schools and about 5,000 staff who provide educational programs for approximately 35,000 students. Approximately 40% of Santa Ana USD students are English Learners. Spanish, Vietnamese, and Khmer are the most common languages spoken at home. Approximately 88% of Santa Ana USD students participate in free or reduced meal programs. Santa Ana USD has 2,815 certificated staff and is comprised of 36 elementary schools, 6 intermediate schools, and 11 high schools.

Education Unit

The mission of Santa Ana USD's induction programs is "To develop, enlighten, and empower Santa Ana USD students, colleagues, and the community through their passion for education, innovation, and leadership." Santa Ana USD's mission is to "Create a community of professional inquiry to cultivate educators' ability to lead learning throughout the institution. Collaborate with experienced educators to provide our new teachers and leaders with the knowledge, skills, and dispositions to become effective instructional leaders." These induction programs are overseen by the Executive Director of Teaching and Learning, with day-to-day coordination being conducted by the Program Specialist with additional support being provided by the Department Specialist. Santa Ana USD's Teacher Induction program offers an additional layer of support beyond that of mentors in the form of a Partnership Learning Coach (PLC). These PLCs bring new perspectives and provide an additional layer of support to candidate and mentor pairs. They meet with candidate/mentor pairs three times an academic year – beginning, middle, end – and also help guide the inquiry cycle. Both induction programs offered by Santa Ana USD prioritize the relationship between the candidate and their respective mentor/coach, individualized support, and inquiry into practice. Currently, Santa Ana USD's Teacher Induction program has 67 mentors, including 16 PLCs, while the Clear Administrative Services Credential program, or Administrator Induction and Mentoring (AIM), has 13 coaches.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	82	101
Clear Administrative Services	13	27

The Visit

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

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Teacher Induction

Program Design

Santa Ana Unified School District's (Santa Ana USD) Teacher Induction program is housed in the Educational Services/Teaching and Learning Division of Santa Ana USD. Program oversight and governance are supported through a collaborative leadership structure that includes the Superintendent, Assistant Superintendent of Teaching and Learning, Executive Director of Teaching and Learning, program specialist, and department specialist. The program is further supported by Human Resources, site administrators, and an advisory board. The advisory board includes members from institutions of higher education, mentors, partnership learning coaches (PLCs), administrators, and induction candidates. The board meets three times per year to review, reflect, and analyze data. The advisory board provides recommendations to program leadership to support ongoing reflection and continuous improvement.

The program executive director oversees all aspects of the Teacher Induction program. The program specialist supports both induction programs offered by Santa Ana USD and provides direct oversight of mentors and coaches, while the department specialist supports program implementation and manages partnerships with charter and non-public schools.

Currently, Santa Ana USD's Teacher Induction program serves 101 candidates and is supported by 67 assigned mentors. Mentor assignments vary based on candidate needs and mentor capacity, with mentors supporting between one and three candidates. Candidate/mentor pairs are organized into cohort groups and supported by 16 PLCs. PLC caseloads vary across cohorts and provide an additional layer of structured, non-evaluative support that strengthens alignment across mentoring, inquiry, and professional learning.

The Teacher Induction program is intentionally designed to provide individualized, job-embedded support to first and second-year educators who hold preliminary teaching credentials, including educators employed by Santa Ana USD as well as eligible teachers from local non-public and charter schools. In accordance with the certificated collective bargaining agreement, all Santa Ana USD teachers hired with a preliminary teaching credential are eligible to participate in the program at no cost to the teacher. The program operates in alignment with the California Standards for the Teaching Profession (CSTPs) and emphasizes personalized learning, reflective practice, and continuous professional growth.

The program employs a multifaceted communication structure to support effective collaboration and transparency throughout the inquiry process. A weekly update newsletter provides consistent communication and direct access to key documents, helping program

participants stay informed and on track. Additionally, the program incorporates a communication system that facilitates interaction among candidates, mentors, PLCs, advisory board members, and other constituents. This system supports multiple levels of engagement, including one-to-one meetings, whole-group meetings, surveys, and a structured process for requesting support. Interviews with candidates and mentors highlighted the ease of communication, the flexibility of communication modalities, and the availability of program specialists, who are consistently accessible to provide guidance and support to both candidates and mentors. Communication emerged as a consistent strength across all constituencies with candidates, mentors, PLCs, and professional development providers describing communication as clear, timely, varied, and accessible – weekly updates, PLC meetings, Canvas feedback, check-ins, and direct access to program leadership were cited as key program supports. During interviews, candidates and mentors both emphasized that program leadership is highly responsive and that communication systems reduce barriers to support. Interviewees highlighted that program participants never feel like “a burden” when reaching out for assistance.

Santa Ana USD’s induction team and Human Resources Department work in partnership to identify new hires eligible for Teacher Induction. The team sends out a series of communications to eligible candidates to inform them of the induction process and next steps. Once enrolled and within the first 30 days, the team matches a candidate with an appropriate mentor and PLC. Mentors are selected through a variety of intentional processes, including application, administrative recommendation, and candidate request. There is intentionality in the pairing of mentors with candidates with consideration being given to credential match, school site proximity, experience/training, and relational aspects that will enhance the pairing – these considerations have led to positive, growth-oriented candidate/mentor relationships. Interviews with candidates confirmed that mentors are experienced, reflective practitioners who are prepared to differentiate support based on candidate needs and experience levels. Candidates expressed a deep sense of gratitude for their mentors and the support they receive.

Course of Study (Mentor System)

The program’s course of study is centered on inquiry, reflection, evidence collection, and CSTP alignment. Candidates report that induction activities directly support instructional planning, analysis of student learning, and refinement of practice. Many candidates expressed their growth in looking deeper into data and using it more intentionally in their practice.

PLC conversations, mentor observations, and structured reflection cycles support candidates in analyzing the impact of their teaching on student outcomes. During interviews, candidates emphasized that the inquiry cycle promotes professional confidence and encourages them to recognize their growth over time. Additionally, the inclusion of student voice and evidence from practice further strengthens the relevance of the induction work to their practice.

Santa Ana USD’s Teacher Induction program engages candidates and their mentors over two years in individualized cycles of inquiry. Each candidate completes two Individualized Learning Plans (ILPs) per year and receives weekly support from their assigned mentor. In addition to the

candidate/mentor pair, the program provides an additional layer of support from Partnership Learning Coaches (PLC). These coaches meet with candidates and mentors three times per year and guide them through the planning and reflection process. During interviews, both mentors and PLCs highlighted that the collaboration between the two results in a balanced support system for the candidate.

Interviews with Year 2 and Early Completion Option (ECO) candidates, mentors, PLCs, and professional development providers confirmed that program expectations are clearly communicated and consistently reinforced throughout the program. Candidates reported that the inquiry process and the ILP meaningfully connect induction learning to daily classroom practice. During interviews, candidates consistently described the ILP as flexible and open-ended, allowing them to respond to changes in teaching assignments, credential area, and professional context. Additionally, experienced and ECO candidates indicated that the program builds upon prior preparation and teaching experience rather than duplicating learning, ensuring continuity between pre-service preparation, experience, and Teacher Induction. Furthermore, an ECO candidate added that the program structure and mentor pairing supported their transition from high school to elementary school.

The program's design further supports candidate confidence and professional growth over time. Year 2 candidates noted increased clarity, organization, and comfort with program processes, along with a clear sense of professional growth as a result of continued participation. During interviews, one candidate shared, "Having the mentor both years of the program helped me move into areas that I wasn't comfortable with. She gave me confidence. She knew what I needed." The program's flexibility – including individualized pacing, timeline accommodations, and job-embedded inquiry – allows candidates to engage deeply in the inquiry process while making it applicable to their teaching responsibilities. One PLC added that "The big picture strength is the flexibility and growth mindset" at the core of the program, adding that "There is an inherent willingness to change and adapt" in order to support candidates and mentors. Another shared, "The program is responsive to our needs, and the team is approachable."

Candidates participate in orientation, planning meetings, weekly meetings with their mentors, and professional development opportunities throughout their induction experience. Survey data and check-in data provide critical feedback in determining the needs of the candidates. Planning meetings and professional development are grounded in the feedback and designed to address and support the induction candidates.

Mentor training emphasizes non-evaluative support, safety, confidentiality, and inquiry-based coaching. Mentors reported that training is relevant and directly applicable to their work with candidates. Additionally, they described professional development opportunities as well-sequenced and grounded in best practices such as cognitive coaching, reflective questioning, and adult learning theory. First-year mentors receive structured training on the ILP and the overall aims of the program, while returning mentors engage in continued professional learning focused on inquiry, cognitive coaching, reflection, and CSTP alignment.

During interviews, returning mentors reported continued growth through ongoing collaboration and practice, while first-year mentors noted the clarity and specificity of early training support as well as receiving support from other mentors and the induction team. There are two major frameworks PLCs and mentors are trained in – cognitive coaching and Universal Design for Learning (UDL). Oftentimes during interviews, mentors and PLCs demonstrated their deep knowledge around both of these frameworks, coupled with their understanding of Adult Learning Theory. Mentors demonstrated strong awareness of the CSTPs and an ability to tailor support based on teaching assignment, credential area, and candidate confidence.

Assessment of Candidates

Assessment within the program is formative, transparent, and growth-oriented. Interview data and document review indicate that multiple assessment tools – including self-assessments, ILPs, observation evidence, rubrics, and reflective conversations – are used to monitor candidate progress and inform next steps. The ILP submission with an embedded inquiry cycle is the main assessment tool.

During interviews, candidates and mentors reported that assessment expectations are clearly communicated and consistently applied. Progress is monitored through Canvas, ILP feedback, mentor logs, and PLC rubrics, ensuring that candidates receive timely support and guidance. Assessments are explicitly connected to CSTP growth and inquiry goals. Candidates have planning meetings with their mentor and PLCs to work through their vision, self-assessment, and goals. Candidates are provided multiple opportunities to refine their goals and develop strategies that will form the foundation of their inquiry cycle.

Candidates receive continuous feedback on their ILP with the feedback being guided by rubrics and learning focused conversations. These practices support both candidate success and provide mentors and PLCs with meaningful data to respond to individual needs while maintaining the non-evaluative nature of induction. Continued progress monitoring and a strong system of support that includes mentors, PLCs, program specialists, and the greater learning community support the candidate in the completion of induction.

Structured checkpoints are designed to support the candidate toward program completion. The program approaches candidate support through a holistic, collaborative model that includes mentors, PLCs, program leadership, and site administrators. While candidates may initiate support through the Request for Special Circumstances/Assistance form, support most often emerges proactively through meetings and individualized, one-to-one conversations. Flexibility has been identified as a critical component of candidate success, along with the genuine commitment of peers and program personnel to supporting candidates in meeting program expectations.

Once a candidate has completed all program requirements, the induction team reviews their portfolio and makes the clear credential recommendation to the Commission on Teacher Credentialing (Commission).

The Commission's Accreditation Data Dashboard (ADD) provides data on program completion outcomes and demonstrates the program's high rate of candidate retention, confirming the strength of the program's support systems for induction candidates.

The program demonstrates a strong and clearly articulated feedback-to-action cycle. Interviews with candidates, mentors, PLCs, and professional development providers confirmed that feedback is routinely solicited, reviewed, and used to inform program improvement. Program participants provided multiple examples of program improvements resulting directly from constituent feedback, including revisions to the ILP, updates to rubrics, adjustments to mentor logs, enhanced use of student voice, and refinements to Canvas organization and feedback structures. Program changes were described as deliberate, responsive, and timely. The advisory board noted that two of the most impactful changes have been adding student voice as a part of the ILP and the updated mentor log with both changes having enriched the conversations between mentors and candidates which further resulted in impactful work within the classroom.

Feedback structures are formative in nature and focus on support and growth rather than compliance. During interviews, both candidates and mentors reported receiving timely, constructive feedback that helped guide next steps in inquiry and professional learning. The consistency of these processes reflects a program culture grounded in reflection, responsiveness, and continuous improvement. Moreover, the program outcomes are faithfully aligned with those of the Santa Ana USD.

Interviews with various constituencies confirmed that the program is well-aligned with the Teacher Induction program standards and demonstrates strong coherence across program design, communication, mentoring, professional learning, assessment, and continuous improvement. Candidates and mentors consistently reported high levels of support, clarity, flexibility, and professional growth, underscoring the program's effectiveness in supporting new teachers and experienced educators alike.

According to the 2024–25 Teacher Induction completer survey, 98.3% of candidates felt supported in setting and meeting goals. Additionally, 96.7% stated that they were well matched with their mentor with 100% reporting that they had positive relationships with their mentors, which is consistent with information gathered throughout the site visit. Completers of Santa Ana USD's program reported at a rate of 94.8% they intend to stay in the teaching profession.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of 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.

Clear Administrative Services Induction

Program Design

Santa Ana Unified School District's (Santa Ana USD) Clear Administrative Services, or Administrator Induction and Mentoring (AIM), program is nested with Teacher Induction in the Educational Services/Teaching and Learning Division of Santa Ana USD. The two-year program is open to all new Santa Ana USD administrators holding a preliminary administrative services credential. The AIM program currently has 27 candidates supporting both Santa Ana USD and non-Santa Ana USD participants. There are 13 coaches who support these 27 candidates, with the majority of coaches being assigned 2 candidates.

The AIM program is led by a full-time program director, under the direct supervision of the Executive Director of Teaching and Learning within the Educational Services Division. The program director oversees the coaches who support AIM candidates. Program staff work closely together to ensure program quality. They meet on a weekly basis in the form of check-ins to review data to monitor candidate and coach progress. Program staff collaborate with other Santa Ana USD departments as another layer of internal support. One interviewee noted that Santa Ana USD's Human Resources, Special Education, and Research and Evaluation Departments have supported program staff in their respective areas, strengthening professional development offerings.

The AIM Program benefits from long-term collaboration with other school districts and support entities who have shaped the induction experiences for future administrators. Both of Santa Ana USD's induction programs share one advisory board. The advisory board meets three times annually and includes representatives from institutions of higher education, district administrators, mentors and coaches, and candidates. During these meetings, the advisory board reviews program data and provides feedback, shares problems of practice, and documents feedback to make program improvements. Participants during the advisory board interview shared various examples of how AIM program leadership works collaboratively with regional partners in using quantitative and qualitative data to guide and drive continuous improvement efforts. Examples include recommendations to transition from Bullseye to Canvas (LMS), consensus on future professional development topics, and coordination of wrap-around support to candidates and their coaches.

The program was designed based on the research of the Stanford Educational Leadership Institution/Wallace Foundation to include three essential elements: coaching, professional learning opportunities, and formative assessment within a cycle of inquiry. Document review confirmed that the program design prioritizes the coach/candidate relationship, individualized professional learning, developing competency through cycles of inquiry, and inclusive and equitable practices. Candidates conduct a California Professional Standards for Educational Leaders (CPSEL) self-assessment and goal setting process at the beginning of each year of the program, engage in Plan-Do-Study-Act (PDSA) cycles throughout the year that connect to their Individual Induction Plan (IIP) goals and complete a summative reflection at the end of each year. Candidates receive individualized coaching, attend professional development

opportunities, and maintain coaching logs that reinforce progress towards attaining their IIP goals.

Coaches are recruited annually through flyer announcements and word of mouth. Applicants who meet established criteria within the Administrator Coach's Memorandum of Understanding are considered. Once a pool of administrator coaches is confirmed by the program, candidates are then matched to coaches and maintained for the two-year program. Candidates and program completers overall shared how well-matched they were with their assigned coach. A candidate survey collecting demographic and employment information was used to assist program leadership in assigning coaches to candidates based on the data collected.

Professional development is provided in a blended format, both online and in-person. The program director conducts a program orientation for all new coaches. Coach-only meetings support coaches in understanding program expectations and requirements, while also providing professional development related to coaching. These meetings integrate professional learning to ensure all AIM coaches possess the skills and dispositions of leadership coaches. The program director provides individual formative feedback to coaches based on the Coaching Log, the depth and quality of the candidate's work, progress checks and surveys, review of coach feedback on CPSEL evidence and the IIP provided via the Canvas platform, and input from the candidate's supervisor.

Through interviews with program leadership and the advisory board, it was confirmed that program modifications over the past two years include the transition from the Bullseye LMS to Canvas. This was a recommendation from the advisory board in which program leadership considered and made the transition. Another program modification is transitioning to electronic documents using Google Suites (Doc, Sheets, Slides) to make content more accessible to candidates and coaches, easier monitoring by program leadership for feedback purposes, and to maintain digital records.

Course of Study (Mentor System)

Candidates who enroll in the AIM program are matched with a coach within 30 days. As new administrators enter the program, they complete a survey with details about the candidate's job assignment and background. The AIM program staff conduct a review of job assignments and reach out to the candidate's supervisor to share program details and get input on the coach match. An annual recruitment is also announced, and applicants who meet the criteria are considered. Based on this information, the AIM program director, working closely with the Assistant Superintendent of Teaching and Learning, the Executive Director, and the Directors of Elementary and Secondary Curriculum, considers the pool of administrators to make matching decisions. A program interviewee shared the process of how matches are made related to the type of support that would most benefit the candidate (e.g., special education, skillsets, and type of experience). As coaching offers are made and accepted, both the candidate and coach receive confirmation of the pairing.

The coaches and candidates attend a program orientation, where they learn about the program design, expectations, and process for handling special circumstances and grievances. That first meeting is in person and focuses on developing relationships and establishing a consistent meeting schedule for ongoing coaching. The IIP is written to include their goals for the course of the AIM program. IIP goals are aligned with the CPSEL and the candidates' district priorities and goals, ensuring the work candidates do is relevant for both program and employment purposes. There are benchmark opportunities throughout the program in which the candidates, coaches, and program staff monitor progress towards IIP goals, as evidenced through the Canvas course, coaching logs, beginning/mid/end-of-year surveys, and one-on-one meetings. Candidates are encouraged to revisit/refine their IIP goals in Year 2 to support their continued district priorities.

Professional learning focuses on the IIP, coaching, professional development opportunities, and candidate assessment of their progress. Coaches-only professional learning topics include adult learning theory, coaching models, and administrative content to support their candidates. There are also joint opportunities for coaches and candidates to attend "share and collaboration" events in which all coaches and candidates interact with one another, building a larger system of support. Candidates have opportunities to attend professional development in which topics are curated from survey results. Professional development topics include Facts, Rule, Impact, Suggestions, and Knowledge (FRISK) training, data collection and analysis, and special education – all of which are provided by district staff as subject matter experts. According to program completers, they appreciated the variety of professional development topics offered that they deemed as "highly relevant" to their day-to-day work.

The AIM program uses multiple data sources to assess program quality. Examples of data sources include candidate self-assessments administered twice a year, CPSEL evidence collected through coaching logs, IIP data, candidate share and collaborate events, surveys administered three times a year, and their advisory board. Feedback and data collected from these data sources are used to make adjustments to the AIM program to continuously improve its effectiveness. Two interviewees who have been with the AIM program since it started proudly shared how much the AIM program has improved and grown over the years and how it keeps getting better because of how responsive program leadership is to implementing constituency feedback.

Assessment of Candidates

Throughout the program, candidates are guided to self-assess and receive formative feedback on their growth in the CPSEL in the context of their job-embedded IIP, CPSEL Evidence Portfolio, as well as in the Benchmark Mid-Program Review. In Year 1, there is an orientation facilitated by AIM program leadership that explains the two-year clear administrative services journey and requirements of the AIM program. The Year 2 final CPSEL presentation and evidence is reviewed by district and program leadership to determine if candidates meet competency – any candidate who does not meet criteria for "Meets Expectations" or above on the CPSEL rubric

will be offered remediation through a program extension, additional support, or professional learning as appropriate to their situation. Overall, program completers stated that they felt Santa Ana USD's AIM program enhanced their professional growth as administrators. Based on the 2024-25 Accreditation Data Dashboard clear administrative services survey, 94% of respondents rated Santa Ana USD's program as preparing them "well" or "very well" to become educational leaders.

According to program leadership, candidates who are not making successful progress receive layers of support to preemptively address concerns. Candidates may use the Targeted Assistance form and process to request additional support and/or a change of coach. Program leadership reviews these requests and works directly with the candidate and their coach to coordinate the support needed. Candidate and program completer interviews corroborate this process, complimenting how responsive and collaborative the program leadership is in coordinating this support. "They [program leadership] worked with me to pivot from one coach to a new one. I appreciate that my request was granted and that it happened quickly."

If program leadership or a coach observes that a candidate is not making successful progress, the process is to have one-on-one conversations with the candidate to determine the level of support and guidance needed. The support is individualized to the candidate's needs and the process is collaborative. Examples provided through various interviews, in which one-on-one conversations with candidates were warranted, include when candidates fall behind on timelines, lack of responsiveness, and inconsistent attendance at professional development and/or meetings.

Coaches informally guide and monitor candidates throughout the year. Program completion is monitored by AIM program leadership using the Canvas platform, progress checks, and formal review of candidate documentation. Santa Ana USD's staff has a process for clear credential recommendations, describing the steps to follow to ensure a candidate has met all program requirements. Once candidates have been confirmed to have met all program requirements, they will be recommended for the Clear Administrative Services Credential by a member of the induction leadership team, with the support of the credential analyst in the Human Resources department. According to 2021-24 Accreditation Data Dashboard (ADD) trend data, 100% of candidates enrolled complete within the length of the AIM program to earn their Clear Administrative Services Credential.

Findings on Standards

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

INSTITUTION SUMMARY

Santa Ana Unified School District's (Santa Ana USD) two induction programs are designed to elevate student academic achievement and well-being by comprehensively supporting educator development. Operating on the premise that equitable education requires highly effective teachers and administrators, the district cultivates teacher effectiveness and administrative leadership through a framework of shared vision, collective efficacy, and an alignment to state and district goals, priorities, and initiatives. The programs provide preliminary credentialed teachers and administrators with individualized, job-embedded mentoring and coaching tailored to their specific professional trajectories.

A core methodological strategy of the Santa Ana USD induction model is the authentic application of a cycle of inquiry. Program leadership mirrors the reflective practices required of candidates, an alignment that has been corroborated through qualitative feedback from program participants, completers, and regional partners such as the Orange County Induction Network (OCIN) where they are viewed as aspirational thought partners. Furthermore, dedicated program leadership cultivates an environment conducive to intellectual risk-taking, empowering mentors and coaches to facilitate positive habits of mind and ensuring candidates experience consistent, responsive support.

The efficacy of this supportive infrastructure is reflected in recent programmatic data. According to the 2024-25 California Commission on Teacher Credentialing (Commission) completer survey, 100% of Clear Administrative Services Credential (CASC) candidates reported the program was effective or highly effective in developing their professional competencies. Similarly, 96% of Teacher Induction candidates affirmed the program effectively addressed their developmental needs.

Guided by this comprehensive feedback, Santa Ana USD remains committed to an ongoing cycle of continuous improvement. By sustaining seamless collaboration across district departments and educational constituents, program leadership ensures that structural support systems consistently align with the district's foundational commitment to enhancing the outcomes of its educators, students, and the broader community.

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

Finding on Common Standard 1: **Met**

Summary of information applicable to the standard

As evidenced through a thorough review of documents and site interviews with key constituents, Santa Ana USD's Teacher Induction and Clear Administrative Services, or Administrator Induction and Mentoring (AIM), programs have the infrastructure in place to operate an effective educator preparation program. Santa Ana USD's research-based vision of teaching and learning fosters coherence among, and is clearly represented in, all educator preparation programs. This vision is supported by the program's goals to develop teachers and administrators in an effort to make it possible for students to receive positive but challenging learning experiences that will enable them to meet and exceed content standards.

Documents reviewed and interviews conducted establish that an advisory board is in place to maintain oversight of the programs. Members include representatives from program leadership, district and site administration, current mentors and coaches, program completers and candidates, as well as members from local institutions of higher education. Interviews of members of the advisory board show that consistent collaboration occurs between the induction programs and members of the broader educational community. A strong relationship with local universities, including University of California, Irvine and Chapman University, allow program leaders to seamlessly bridge the pre-service experience of their candidates to induction. Furthermore, the advisory board ensures that the program is provided with sufficient resources for its effective operation. Several examples from members substantiate this claim. For instance, one member interviewed commented, "There is a lot of genuine desire to make improvements based on feedback from those it affects."

Interviews with district and program leadership support the assertion that the district intentionally recruits and retains effective mentors and coaches, as well as those who provide professional development who represent and support diversity and excellence. It was noted through interviews that "The program is aware of the strengths of each of the coaches and mentors and how to build on their strengths while they are serving, leading, and supporting."

The process used to monitor and ultimately recommend candidates for a clear credential is systematic and transparent. Candidates are informed of this process in several ways, including through the orientation meeting and program handbook. Specific feedback from program leadership and their PLCs keeps candidates informed of their progress in meeting the requirements of the program and ultimately recommendation of a clear credential.

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

Document review and interviews with program leaders, district directors, coaches, mentors, site administrators, and completers confirmed the Santa Ana USD's induction programs accept applicants who meet clearly defined criteria. Interviews with the program leadership, Human Resources representatives, and the district superintendent provided a description of current efforts to recruit a diverse educator pool and identified specific strategies already in place to continue to hire teachers who reflect the demographics of their student population. Examples include partnerships with local universities and high school academies that create a pipeline for future educators.

Interviews with current candidates and recent program completers confirmed that appropriate personnel are available to support each candidate through the two-year program and to ensure successful entry into the profession. Interviews and documents reviewed provide specific examples of how program leadership is accessible and consistently seeks feedback to continuously improve the program. Adjustments to the design, based on feedback, include specific professional development offerings and a streamlined ILP format.

Interviews with the Coordinator of Certificated Personnel confirmed that there are established, clear procedures in place to ensure that induction candidates are identified at the point of hire and enrolled in the program. Documents reviewed and interviews confirmed that there is a defensible process in place with clear checks and balances that allow for the credential recommendation process to proceed efficiently and accurately. The program provides a detailed handbook that clearly defines expectations, roles and responsibilities.

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.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: **Met**

Summary of information applicable to the standard

The Santa Ana USD induction programs provide mentors/coaches for each candidate. Mentors and coaches are selected through a structured application process grounded in clearly defined criteria. They are thoughtfully matched with candidates based on factors such as credential area, school site, content expertise, and grade level to ensure timely, relevant, and targeted

support. Mentor recruitment includes recommendations from site leadership that reflect both their effectiveness in their roles and their capacity to support adult learners. Following placement, program leadership systematically gathers ongoing feedback from candidates to monitor the quality and effectiveness of support provided by their assigned mentors and coaches. During interviews with AIM candidates, multiple candidates shared how their assigned coach was a perfect match, which confirmed that the mentor/coach matching process meets the needs of candidates.

Following program orientation and initial mentor training, coaches and mentors participate in ongoing professional learning designed to strengthen their mentoring practices and support inquiry-based, reflective growth. They receive targeted training on facilitating the inquiry process and delivering consistent, rubric-aligned feedback to effectively guide candidates in their development. Teacher Induction candidates are provided with both a 1:1 coach and a PLC coach to ensure they receive comprehensive, layered support throughout their induction experience. Candidates and mentors meet with PLCs three times per year. During interviews with PLCs, it was shared that during their meeting times, they analyze trends in candidate focus areas and feedback to identify priority needs and guide team discussions. This information is used to inform program direction and ensure supports are aligned with candidate needs. Additionally, the individual strengths of each professional development team member are leveraged to effectively respond to these priorities and enhance program delivery.

Mentors and coaches work with candidates weekly in a variety of support activities. They observe candidates, provide feedback, provide just-in-time support, and coordinate support regularly. This includes assisting them with necessary resources and helping them identify professional learning that supports their inquiry. The program provides a variety of workshops for the candidates to choose from. Mentors and coaches help candidates to select professional development that connects to their ILP/ILP goals. The programs are individualized, flexible, and provide opportunities to accommodate candidate needs. Multiple interviews with candidates, mentors, coaches, and program leadership confirmed the accommodations the program makes for individuals as needed.

The program uses multiple data sources to support continuous improvement, including coaching logs, Canvas feedback, and candidate survey data. This information is analyzed to evaluate coach/mentor effectiveness, identify areas for growth, and refine program supports. Candidates work with diverse student populations and a wide range of learning needs, ensuring they are well-prepared to promote equitable outcomes. The program structure is designed to equip candidates with the skills, knowledge, and support necessary to positively impact teaching and learning for all students.

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 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.	Consistently

Finding on Common Standard 4: **Met**

Summary of information applicable to the standard

Three times each program year, Santa Ana USD's candidates, coaches/mentors, and supervising administrators are surveyed about their experience with elements of the program that could be adjusted to better support success. Interviews with constituents and documents reviewed confirmed that Santa Ana USD's induction programs consistently collect feedback from mentors, coaches, candidates, site administrators, and educational partners. In interviews with Teacher Induction and AIM candidates, it was shared how they are provided with multiple opportunities to provide feedback and indicated that program leadership is very receptive to their feedback.

In addition to the program surveys, after meetings, candidates are also able to provide feedback on the meeting content and request potential topics for upcoming sessions. Many candidates and advisory board members shared that because leadership is so open to feedback, they can also provide feedback at any time in person or via email. Feedback is collected from the candidates, mentors, and coaches three times per year and provides data about the quality of the mentoring interactions and relationships and their induction experience. During interviews, many candidates highlighted how much they appreciate the program making adjustments and streamlining the requirements based on feedback.

The Santa Ana USD's advisory board meets three times during the year, and the committee is made up of district site administrators, mentors, completers, and institution of higher education representatives. Serving a key role in the continuous improvement cycle, the advisory board participates in analysis of data and makes recommendations regarding program

improvements. Program data is collected and shared utilizing data visualization. During interviews, an advisory board member shared that they appreciate the data visualization they utilize to present the data because it makes it easily accessible. This data is then analyzed by the advisory board and program leadership so that decisions/recommendations can be made for program improvement purposes.

When asked if they wanted to share anything else about the AIM program, one AIM candidate shared how they engaged in a professional development session structured around collaborative group discussions, where participants rotated between groups to explore various topics. The selected topics were intentionally aligned to feedback previously gathered from AIM candidates, ensuring relevance and responsiveness to participant needs.

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.

The induction programs sponsored by Santa Ana USD ensure that candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state-adopted academic standards through their successful completion of individualized growth activities within a carefully articulated, collaborative mentoring/coaching system. During interviews, one Teacher Induction candidate shared, “The mentor observations were really helpful. One option that she provided helped me restructure my classroom which helped decrease student misbehavior.”

Mentors and coaches apply their knowledge and skills in supporting candidates as they develop and demonstrate competency to support the full range of candidates. During interviews with the advisory board, a coach noted how the coach training provided is highly valuable and equips them to effectively support their candidates in a positive and intentional way. When questions arise, they receive timely responses, which helps ensure that they feel well-supported as coaches, in addition to the support provided to candidates. Through Cognitive Coaching, paraphrasing, and ongoing professional learning during meetings, as well as

contributions from external sources, mentors/coaches continue to strengthen their coaching practice and build capacity to better serve those they support.

Both current candidates and program completers shared examples of how program experiences, particularly support from program leadership, mentors, and coaches helped them grow in their ability. One recent completer explained that during their first year, they experienced a particularly challenging class. It was highly beneficial that they were able to identify an area of focus aligned with their classroom needs and work toward improving it in a meaningful way. They chose to concentrate on classroom management and the induction program provided valuable support and guidance in this area. Since that first year, their practice has continued to improve, and they consistently grow and refine their skills.

Interviews with program leadership, advisory board members, mentors, coaches, and candidates and a review of evidence, including ILP/IIP and other assessment data, confirmed that a wide variety of assessments are used to provide feedback to the program on its effectiveness. During interviews, one candidate shared that the induction inquiry process supported ongoing improvement in their teaching practice. Additionally, upon completion of the program, participants retained a professional network with other program candidates. Furthermore, the candidate shared how the inquiry structure was so easy to utilize that it could be easily sustained and applied in their future professional contexts.