
3E

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Temecula Valley Unified School District

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Temecula Valley Unified School District's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Elizabeth de los Santos, Consultant, Division of Standards, Accreditation, and Workforce Investment

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.
 - A. Set and uphold rigorous standards for educator preparation programs
 - C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Initial Institutional Approval – Stage II: Eligibility Requirements for Temecula Valley Unified School District

Introduction

This agenda item presents for consideration one local education agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. Temecula Valley Unified School District (Temecula Valley USD) seeks IIA in order to offer a Teacher Induction program. Temecula Valley USD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Temecula Valley USD began operations as a unified school district in 1989 and serves approximately 27,000 students spread over 213 square miles and families in the Temecula, Murrieta, French Valley, Winchester, and Riverside County communities. The mission of Temecula Valley USD is to create high levels of learning in a welcoming, collaborative environment for future leaders.

Approval of an institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval in Stage II allows an institution to move forward to Stage III in which Common Standards will be submitted for review and the institution brought before the Commission again at that time. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards will occur in subsequent stages. Please see the table on page three of this item for more information about the five stages of the IIA process.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. A table detailing the five stages of the IIA process is provided on page three of this item.

Temecula Valley Unified School District

Temecula Valley USD seeks Initial Institutional Approval to offer one program:

- Teacher Induction

Summaries and excerpts of Temecula Valley USD's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) are provided in this item. Temecula Valley USD's full response is also available on the [Temecula Valley USD website](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met.

Five Stages of the Initial Institutional Approval Process

Temecula Valley USD is seeking approval of Stage II in order to be eligible for Stage III as highlighted and italicized in the chart

IIA Process	Stage I - Prerequisites	Stage II – Eligibility	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Full Approval
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	<i>Ensures that institution has capacity to sponsor effective programs</i>	Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	<i>Submit responses to:</i> • <i>12 Eligibility Criteria</i> • <i>Initial Program Preconditions</i> • <i>General Precondition #9</i>	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • Program Standards	Institution Must: • Collect data • Host provisional site visit
Reviewed By	Staff	<i>Staff</i>	BIR	Preconditions: Staff Program Standards: BIR	Site Visit Team & COA
Authority	Staff	<i>Commission</i>	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	<i>Eligibility:</i> 1. <i>Grant</i> 2. <i>Deny</i>	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	<i>Not Approved</i>	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage **Institutionally approved but cannot offer programs ***May begin offering approved program

Criterion 1 through 9

In accordance with the Commission's adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.

Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Temecula Valley USD is proposing to offer a Teacher Induction program.
- Temecula Valley USD has submitted a complete organizational chart that indicates the induction program will be housed within the Educational Support Services Department.
- Emily Parra, Director of Curriculum and Instruction, will be the program coordinator who will be responsible for the day-to-day operations of the program.
- Emily Parra will report to Nicole Dayus, Assistant Superintendent of Educational Support Services, who reports to the Superintendent. Kimberly Velez, Superintendent, will be the Unit Head responsible for ongoing oversight of all educator preparation programs.
- Temecula Valley USD assures that the duties related to credential recommendations will be performed only by employees of Temecula Valley USD and that these individuals will take part in the Commission training related to the recommendation process.
- Temecula Valley USD has identified Joe Mueller, Executive Director of Human Resources and Development, as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided on the district website and in the Board policy manual.
- A non-discrimination policy for the institution's **candidates** is provided on the district's proposed induction program website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Temecula Valley USD provided a statement of assurance signed by Kimberly Velez, Superintendent, that states the institution:
 - a) Will comply with all preconditions,
 - b) Will submit all data reports and accreditation documents,
 - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
 - d) Will participate fully in the Commission's accreditation system and submission timelines, and

- e) In the event the program closes, Temecula Valley USD will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- Emily Parra, Director of Curriculum and Instruction, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- Temecula Valley USD has provided a grievance process which will be accessible to all candidates on the program website.
- Candidates will be informed of the grievance process during initial program orientation and periodic reminders in regular communications with candidates.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- Temecula Valley USD's webpage will be accessible to the public without the requirement of login information.
- Temecula Valley USD will include the mission, governance, administration and admission procedures on their program website.
- Information will be made available through the program website and digital and paper communications and/or meetings with key constituencies.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates will have access to their transcripts and program documents at any time through the Human Resources office or Induction Program office for the purpose of verifying academic units and program completion.
- Candidate records will be maintained and stored in the Temecula Valley USD Human Resources and Development office to ensure confidentiality and accessibility. Candidates may request their records from the Human Resources office at any time.
- Candidate digital records will be stored securely on password-protected servers and paper records will be kept in secured file cabinets. Access to records will be limited to authorized program staff.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- Temecula Valley USD proposes a hybrid delivery model that combines in-person and virtual learning opportunities. Program components include individual mentor-candidate meetings, cohort-based professional learning, online access to program resources and documents, and classroom observations conducted primarily in-person. The flexible delivery model will allow the program to provide individualized support while accommodating diverse schedules and needs of participating teachers.
- The primary location for meetings will be the Temecula Valley USD Educational Support Services Department in Temecula, California. Program activities may occur at school district sites.
- Temecula Valley USD does not plan to direct candidates to outside organizations to provide educational services to candidates.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by Kimberly Velez, Superintendent, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to Temecula Valley USD's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

Criterion 10, 11, and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, [Eligibility Criteria 10-12](#) include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion 10: Mission and Vision

- The mission of Temecula Valley USD's educator preparation program is "to develop reflective, equity-minded educators who continuously improve their instructional practice to ensure high levels of learning, engagement, and success for every student. Through individualized mentoring, collaborative inquiry, and job-embedded professional learning, the program supports beginning teachers in developing the knowledge, skills, and professional dispositions necessary to implement California's adopted standards and frameworks while creating inclusive, culturally responsive learning environments that promote academic excellence and student well-being."
- The vision of Temecula Valley USD for educator preparation is "to cultivate a community of highly effective educators who embrace continuous learning, collaboration, innovation, and equitable outcomes for all students. The program prepares teachers who skillfully implement California's academic standards and instructional frameworks, use evidence of student learning to inform instructional decisions, and foster classrooms where every student experiences belonging, engagement, and rigorous learning opportunities. Through reflective practice and

ongoing professional growth, candidates become educational leaders who contribute to the continuous improvement of their schools, the district, and the teaching profession.”

- Temecula Valley USD’s teacher induction program will be grounded in research on adult learning theory (Knowles), experiential learning (Kolb), and reflective practice (Schön). Adult learners are self-directed, bring valuable prior experiences to their learning, and learn most effectively when professional learning is immediately relevant to their daily work. Candidates will examine the impact of their instructional decisions on student learning and use evidence gathered from classroom practice to make informed adjustments. Continuous improvement principles are embedded throughout the induction experience. Candidates will engage in iterative cycles of inquiry, which will reinforce the belief that effective teaching is developed through intentional reflection, collaboration, and evidence-based decision making. Through individualized mentoring, candidates will strengthen their ability to create learning environments where all students experience belonging, engagement, and success.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

- Temecula Valley USD’s proposed teacher induction program will be led by a team of seasoned educators with experience in state-aligned educator preparation, professional development, and human resources. District leaders regularly provide professional learning to all staff focused on curriculum implementation, evidence-based instructional practices, Universal Design for Learning, Multi-Tiered System of Support, co-teaching, and assessment literacy.
- Temecula Valley USD has a long history of partnering with California institutions of higher education to prepare future educators through student teaching placements, intern support, and collaborative professional learning. Frequent collaborators include California State University San Marcos, California Baptist University, Concordia, National University, and University of Redlands. These partnerships have provided district leaders with significant experience supporting educators as they progress from initial teacher preparation into professional practice.
- Temecula Valley USD has posted the third-party invitation for comments on Temecula Valley USD’s proposed teacher induction [program website](#) where the public and all constituencies can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to the institution’s application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, Temecula Valley USD has provided a copy of its most recent audited budget for the 2026-27 adopted budget. The proposed teacher induction program will be supported through district and available state funding sources.
- Temecula Valley USD has also detailed within its submission the facility resources that will be available for its candidates. These include district training rooms, school-site meeting spaces, conference rooms, and digital platforms such as Google Workspace, Canvas, Zoom and learning management and data systems.

- Additionally, within the submission, Temecula Valley USD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. Temecula Valley USD's personnel and instructional support will consist of the following:
 - Program Director
 - Program Coordinator
 - Induction Mentors
- For the purposes of job-embedded fieldwork, Temecula Valley USD serves approximately 27,000 TK-12 students. The student population includes 5.7% English learners, 28.9% socioeconomically disadvantaged students, and 14% students with disabilities. The student racial and ethnic demographic includes 42.5% White, 33.7% Hispanic, 10.2% two or more races, 4.9% Filipino, 4.3% Asian, and 3.4% African American.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How Temecula Valley USD Meets the Precondition:

The establishment of a localized Temecula Valley USD teacher induction program is a strategic extension of the district's commitment to developing, supporting, and retaining high-quality educators. Providing a local induction program will ensure that Temecula Valley USD is able to support early-career teachers to clear their credentials and develop as educators within the instructional culture, expectations, and priorities of the district. Through the Essential Components of Instruction—Teach to the Objective, Active Participation, Knowledge of Results, Monitor and Adjust, and Correct Level of Difficulty—all Temecula Valley USD teachers will develop a common language for effective instruction. Furthermore, by overseeing induction internally, Temecula Valley USD can provide timely and responsive support to candidates that reflects the realities of the district's schools, students, curriculum, assessments, and professional learning systems.

Despite declining enrollment in Temecula Valley, over the past four years Temecula Valley USD has maintained a consistent level of teacher recruitment due to a consistent rate of retirement. Between 2022 and 2026, Temecula Valley USD hired 266 new teachers and anticipates hiring approximately 90 teachers for the 2026-27 school year. New hires in 2025-26 included 42 elementary, 14 middle school, 22 high school, and six district-based teachers. Secondary hires represent a broad range of credential areas, including mathematics, English, science, Spanish,

physical education, dance, drama/theater, music/choir, band, art, Resource Specialist, and Special Day Class.

Temecula Valley USD is positioned to support candidates through a network of experienced classroom teachers and instructional leaders. In addition to mentor teachers across all grade levels and content areas, the district employs Teachers on Special Assignment in mathematics, English language arts, social science, science, and special education. These instructional experts provide ongoing coaching, professional learning, and classroom support, ensuring that new teachers will receive both site-based and district-level guidance through their induction experience.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How Temecula Valley USD Meets the Precondition:

Temecula Valley USD will convene a Teacher Induction Advisory Committee to serve as the primary collaborative body responsible for advising, reviewing, and providing recommendations regarding the implementation, evaluation, and continuous improvement of the proposed program. Committee members will represent institutions of higher education, district leadership, certificated staff, mentors, site administrators, bargaining unit representatives, and external educational partners. Through shared decision-making, members will analyze program outcomes, candidate and mentor feedback, state requirements, and district priorities to ensure the program is responsive, equitable, and aligned to state educator preparation standards. An email invitation to serve as a committee member will serve as the Memorandum of Understanding that demonstrates how these individuals have expressed interest in sharing responsibility and authority for implementing the proposed program. Confirmed external partners include individuals from California State University San Marcos (CSUSM) and Riverside County Office of Education. Temecula Valley USD's partnership with CSUSM will help create a stronger bridge between preliminary preparation and induction by allowing the district to better understand the preparation of incoming teachers. Mentor teachers will play a critical role in the success of the program and be supported in moving beyond advice-giving toward intentional, standards-based coaching. The Temecula Valley USD proposed induction program will be designed as a responsive and reflective system and help Temecula Valley USD sustain a strong culture of teaching and learning while supporting teachers through the early formative years of their careers.

Staff Recommendation

Staff recommend that the Commission consider the responses to the Eligibility Requirements and relevant Preconditions submitted by Temecula Valley Unified School District and grant eligibility.

Granting eligibility would allow Temecula Valley Unified School District to move forward to Stage III of the IIA process in which responses to the Common Standards are submitted for review. Approval of Stage II will not authorize Temecula Valley Unified School District to offer an educator preparation program that leads to a credential or license, such as the proposed Teacher Induction program.

If the Commission grants eligibility, it may identify topics that it will be looking for in Stage III.

If the Commission denies eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.