

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

Yuba City Unified School District

Professional Services Division

April 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Yuba City 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

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 Site Visit Team Report**

Institution: Yuba City Unified School District

Dates of Visit: March 17-19, 2025

Accreditation Team Recommendation: 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 provisional accreditation site visit including interviews with candidates, program completers, program personnel, mentors, and other constituencies. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All program standards for the Teacher Induction program offered by Yuba City Unified School District (YCUSD) were **met**.

Common Standards

All Common Standards were **met**.

Overall Recommendation

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

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

Teacher Induction

In addition, staff recommends that:

- YCUSD's response to the preconditions be accepted.
- YCUSD be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- YCUSD 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:

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Programs Reviewers:

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Common Standards:

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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
Performance Expectation Materials
Precondition Responses
Accreditation Data Dashboard
Program Overview Slide Deck
Advisory Board Agendas/Minutes
Induction Website
ILP Examples

Interviews Conducted

Constituencies	TOTAL
Candidates	26
Completers	16
Mentors	14
Program Coordinators	1
Lead Mentors/Teachers on Special Assignment	2
District Administration	8
Site Administrators	17
Advisory Council	9
Cluster 1 Representatives	12
Institution of Higher Education Representatives	2
Credential Analysts	1
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

Yuba City Unified School District (YCUSD) is a public school district located in Sutter County in Northern California. YCUSD is comprised of 11,812 students in grades TK-12. YCUSD’s student body is made up of 45% Hispanic/Latino, 21% White, 16% Asian Indian, 9% Asian, 4% Black or African American, 3% American Indian or Alaskan Native, and 1% Hawaiian/Pacific Islander students. Additionally, 83% of students are socioeconomically disadvantaged, 20% are English learners, 15% are students with disabilities, and 3% are foster youth or homeless. YCUSD is made up of 6 TK-5 elementary schools, 5 TK-8 elementary/middle schools, 1 6-8 middle school, 2 high schools, 1 continuation high school, and 1 K-12 independence academy.

Education Unit

YCUSD is the lead educational agency for the Yuba City Induction Program (YCIP). The YCIP mission is to support first and second year teachers by building strong relationships with induction mentors who will engage with them in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional growth to develop best practices based on the California Standards for the Teaching Profession (CSTPs). YCUSD believes that every student deserves a highly effective teacher who persistently strives for student success. YCUSD believes in the power of teacher leadership through cultivating a growth mindset, shared vision, and collective efficacy. The program has 2 full-time mentors and 19 part-time mentors. There are 33 candidates enrolled in the program, including multiple subject, single subject, and education specialist teachers. The Director of Educational Services reports to the Assistant Superintendent of Educational Services who serves as the unit head. The Induction Coordinator reports to the Director of Educational Services. The Induction Coordinator is responsible for the daily oversight of the program. Additionally, two full-release mentors work alongside the Induction Coordinator in the day-to-day operations of the program. An advisory council – consisting of program leadership, completers, mentors, and district and site administrators as well as representatives from institutions of higher education (IHE) and the teachers union – meets and provides input for the program. Site administrators provide support for candidates and communicate as needed with the assigned mentors.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction	15	33

The Visit

This provisional 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. The team makes decisions on all Common and applicable program standards as well as an accreditation recommendation and any stipulations, if appropriate. During the provisional period, the institution has operated the Teacher Induction program for three years.

PRECONDITION FINDINGS

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

PROGRAM REPORT Teacher Induction

Program Design

The Yuba City Unified School District (YCUSD) Teacher Induction program is a single district program that clears multiple subject, single subject, and education specialist preliminary credentials. The program is housed in YCUSD's Educational Services Division, which is led by the Assistant Superintendent of Educational Services. The Director of Educational Services reports to the assistant superintendent and supervises the program coordinator. The program coordinator manages daily programmatic operations including mentor oversight, candidate matching, professional development, mentor support, site communication, individualized learning plan (ILP) design, and Commission on Teacher Credentialing (Commission) reporting. According to the Assistant Superintendent of Educational Services, the program is an organized and effective program for YCUSD's teachers. Two full-time teachers on special assignments (TOSAs) serve as full-release induction mentors and assist with training and program operations under the program coordinator. Additionally, there are 17 part-time mentors who support the single subject teachers. Interviews across constituencies provide evidence of a cohesive and effective team. As one leader noted, "We are a small district that works closely with our mentors, fostering strong connections with both mentors and candidates. We are constantly seeking ways to refine and improve our program."

The program maintains consistent and effective communication through various means. A monthly newsletter keeps constituencies informed, and the full-release mentors and program coordinator engage in consistent and frequent communication to ensure alignment and support. Weekly meetings, with the two full-release mentors, provide opportunities to design seminars, offer feedback to candidates and part-time mentors, and address individual needs. Ongoing communication with candidates and mentors occurs through Google Classroom which serves as both a communication channel and a source of formative feedback. During interviews, an advisory member praised the induction team and described them as "reflective, responsive, and supportive," adding that they "lead by example and have been a fantastic support... a really good model for all new teachers."

The program coordinator meets bi-weekly with the Educational Services Team, including the Director of Educational Services, to provide program updates and address any questions and concerns. School-site administrators receive updates on participating candidates at the beginning, middle, and end of the year. During interviews, an administrator shared, "I had a teacher struggling at the beginning of the year, and they responded quickly to provide support for our inductee." Two advisory council meetings are held annually. These meetings provide opportunities to collaborate with institutions of higher education partners and participate in Capitol Region Induction/Intern/IHE Network (CRIN) meetings. Additionally, regional cluster meetings – formerly known as Cluster 1 – offer a platform for collaboration with other induction programs.

The mentoring design supports new teacher candidates by building a strong relationship with an experienced mentor that demonstrates exemplary teaching ability. The mentor engages with the candidate in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional growth to develop best practices based on the California Standards for the Teaching Profession (CSTPs). Mentors individualize support for both just-in-time and for long-term growth needs. During interviews, a candidate shared, "I like that you can talk to them about personal things. I had a son, and juggling everything was hard. It really helped to lean on my mentor and have that outside support." Another candidate stated, "Having a goal was really great. It pushed me to do things I probably wouldn't have done otherwise, and I'm still doing them."

Mentors are recruited through staff advertisements and principal recommendations and are then interviewed and observed in their classrooms. Orientation is held twice a year with additional sessions as needed. A structured process ensures new mentors understand the scope and sequence, the ILP process, relevant documents, and program deadlines. YCUSD's induction program uses Edpuzzle to reinforce ILP understanding with step-by-step videos and seminars to refine coaching skills. Mentors attend seven seminars annually where they engage in goal setting, explore adult learning best practices, and refine strategies to support candidate growth. Cognitive Coaching, Evocative Coaching, and Student-Centered Coaching form the foundation of YCUSD's coaching philosophy and work. Seminars provide mentors with an opportunity to receive feedback and address recurring themes in ILPs and collaboration logs. Rubrics are used to measure progress, ensure ILP completion, and provide feedback. Mentors set goals, reflect on them, and receive ongoing feedback and resources from the induction team.

Mentors, administrators, and candidates complete both mid-year and end-of-year surveys. The feedback from these surveys drives the program. Data is shared with the advisory council, and the program analyzes the data and adjusts professional development and resources based on the feedback for continuous improvement. Feedback is gathered from mentors during the last seminar and used to refine the program, ILPs, coaching, and professional development. Additionally, site administrators feel comfortable sharing concerns with the program coordinator, and their feedback is used to ensure everyone receives the support they need.

Twice a year, the program gathers feedback from candidates, mentors, and administrators through surveys on the ILP and support provided. Seminars include time for discussion, concerns, and an exit ticket for additional feedback. Strong collaboration within the school district fosters trusted relationships and open communication throughout the year, allowing feedback to continually refine mentoring, training, seminars, professional development, and ILP documents. Mid-year survey data revealed that 31 out of 37 candidates felt their mentor exceeded expectations in providing evidence-based feedback aligned with the CSTPs.

The program recently partnered with National University during advisory meetings which provides valuable insights into the challenges faced by new staff. “Boot camp” is a valuable new addition that offers “more opportunities for professional development, providing much more targeted training for teachers in [YCUSD’s] ELA and math curriculum.” YCUSD’s induction program makes ongoing improvements, as evidenced during interviews: “We’re working to make the ILP SMART goal process more relevant to each position. There’s been a lot of discussion about professional development to support new teachers. Love and Logic and Classroom Management were particularly effective. These improvements have come directly from conversations in advisory and other meetings based on reported need.”

Course of Study (Curriculum and Field Experience)

Program documentation and interviews verified that a panel collaborates to match candidates with mentors based on credential held, grade level, and/or subject area. The program seeks to pair the candidate with a mentor who has knowledge of the context and content area of the candidate's teaching assignment.

ILP goals are developed collaboratively based on the program transition plan and mentor observations. The mentor and candidate discuss strengths and interests and use an asset-based approach to craft a goal. Candidates reflect on prior experiences, review the CSTPs and Continuum of Teaching Practice, rate themselves, and set a goal to improve student success and teacher practice. An action plan is created, and the goal is shared with the administrator for feedback and resources.

ILP goals are reviewed by the program coordinator or the two full-release mentors, focusing on relevant rubric descriptors. Reflective questions guide further consideration and goal refinement. Progress is tracked as the candidate works through all ILP components including the Action Plan Log and the ILP Post Assessment and Reflection. Resources are provided such as seminars, Google Classroom, and mentor feedback supporting goal achievement. One mentor noted, “The team ensures we focus on high-quality mentoring, not just paperwork... and the cognitive coaching model improves our understanding and problem-solving skills.” Ongoing evaluation and feedback are provided by the mentor and induction team, with progress tracked through ILP components.

Optional professional learning opportunities are provided throughout the year for candidates. The year begins with a new staff orientation. A two day “boot camp” is offered to review high-

leverage engagement, ELD, AVID, and management strategies followed by an overview of grade-level and content curriculum. A general professional development plan is established at the start of the year, with flexibility to adjust as needs arise. Goals and action plans are reviewed frequently to build in professional development during seminars, add after-school professional development opportunities, and/or direct candidates to curriculum coaches and other resources. A professional library is available, and all candidates have two full days per year to observe exemplary teachers demonstrating best practices aligned with their professional growth goals. Several candidates highlighted the value of observing others with one noting, "Observing other classrooms in my district has allowed me to bring a lot of what I've seen into my own classroom."

Professional development is targeted around adopted curriculum and district initiatives such as AVID, engagement, and multilingual learner (ELD) strategies. The team provides professional development based on candidate action plans, needs shared by mentors, and the induction team's personal observations. To ensure that professional development best supports mentors and candidates, mid- and end-of-year surveys include opportunities to share professional development needs. An Educational Services team member said, "The PD is exceptional, with constant feedback to ensure presentations align with teachers' needs." One candidate shared that "Feedback is collected and truly considered. They listened, and now our ILP better reflects what we do in the classroom."

Assessment of Candidates

The ILP is designed in cohesive chunks to effectively monitor candidate progress. Frequent and ongoing feedback is provided by mentors and the program coordinator to ensure candidates stay on track, with due dates and check-ins for those who fall behind. During interviews, mentors confirmed that "There is a rubric for each assignment, and candidates must score within a specific range to meet the required level of rigor." Monthly logs, completed by the mentor, offer an opportunity to track progress toward meeting program requirements. Reflection on the ILP is required, as highlighted by a mentor: "ILP reflection effectively demonstrates how we use student data to show that student outcomes are improving as a result of the teacher's instructional practices." A trusting, confidential environment has been fostered, where mentors feel comfortable reaching out and collaborating to address any questions or concerns regarding candidates or program components.

Throughout the two-year program, induction candidates self-assess their progress towards mastery of the CSTPs. Candidates work with mentors and program staff to refine their practice and narrate their journey of progress. The induction team offers frequent check-ins, formative feedback, and opportunities to ensure program expectations are met. If additional support is needed, program staff step in to assist both the mentor and candidate through various means, such as meetings, coaching, adjusting due dates, or modifying the candidate's program to better align with their individual needs.

To ensure successful completion of the program, the induction team reviews the 4 cycles of inquiry, corresponding rubrics, and 18 months of reflection logs. The analysis includes

seminars attended and actions taken to meet goals and measure growth in the CSTPs. Once complete, candidates submit a clear credential request form. The program coordinator verifies that all requirements have been met. The coordinator then consults with the Director of Educational Services to double-check that each candidate has met all program and Commission requirements prior to making the recommendation.

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, and other constituencies, the team determined that all program standards are **met** for the Teacher Induction program.

INSTITUTION SUMMARY

The Yuba City Unified District (YCUSD) Teacher Induction program was developed to meet and exceed the needs of its teachers in support of their students' increased academic achievement. YCUSD believes that every student deserves a highly effective teacher who persistently strives for student success. In addition, it believes in the power of teacher leadership through cultivating a growth mindset, shared vision, and collective efficacy. New teacher support in YCUSD consists of robust mentoring and support for all teachers new to the profession. A highly individualized, job-embedded induction program allows preliminary credentialed teachers to experience layers of support and opportunities for professional growth. The intention of the program leadership has been to authentically live the same cycle of inquiry approach that candidates experience while completing their induction work. This authenticity in practice was validated in interviews with candidates, completers, and members of several collaboratives.

The heart of the program is the multi-layered, coordinated support provided to candidates in a variety of delivery methods. This includes innovative strategies such as timely professional development opportunities that provide information as the candidate needs it throughout the year and additional induction support for candidates from program staff. Candidates feel a spirit of support from the induction experience they receive. The most recent completer survey data (2023-24) reports that 100% of candidates felt that the induction program was either effective or highly effective at helping them develop the skills, habits, or tools needed to grow their teaching practice.

YCUSD's induction program is committed to a constant cycle of program improvement based on the needs of the candidates and students they serve. Program leadership, along with partnering departments, seamlessly collaborate to offer support to their teachers. The program aligns their actions with their beliefs that are consistent with a high level of care and respect for the needs of their candidates and the students and families they serve.

COMMON STANDARDS FINDINGS

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

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

Finding on Common Standard 1: Met

Summary of information applicable to the standard

As evidenced through a thorough review of documents and site interviews with key constituents, YCUSD's induction program has the infrastructure in place to operate an effective educator preparation program. The single district program'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 goal to create an individualized induction program to serve and retain new teachers so that all students learn and achieve. Furthermore,

it is the mission of the program to support first and second year teacher candidates by building strong relations with induction mentors who will engage with them in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional growth to develop best practices based on the CSTPs. Documents reviewed and interviews conducted establish that an advisory council – as well as a cluster of induction programs and universities – is in place to maintain oversight of the program and provide feedback for continual improvement. Members of the advisory council include representatives from program leadership, district and site administration, current mentors, completers, as well as members from local institutions of higher education and the teachers union. Interviews of members of this council show that consistent collaboration occurs between the induction program and members of the broader educational community. A strong relationship with local universities including William Jessup University, National University, and California State University, Chico (CSU Chico) allow program leaders to bridge the pre-service experience of their candidates to induction. Furthermore, the advisory council 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, “This is not the type of advisory committee where you sit and are presented to. The program leaders provide data and information and really want our recommendations. We make decisions that affect the program.”

Interviews with district and program leadership support the assertion that the district intentionally recruits and retains effective mentors, as well as those who provide professional development, including coordinated support with those who represent and support diversity and excellence. It was noted that professional development opportunities are available to all new teachers in a timely manner.

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 feedback from their mentor, program staff, and ultimately the program coordinator.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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, mentors, site administrators, and completers confirmed that YCUSD's induction program accepts applicants who meet clearly defined criteria. Interviews with the program coordinator, Director of Human Resources, and the Assistant Superintendent of Educational Services 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. One example includes partnerships with CSU Chico and William Jessup University. Interviews with current candidates and recent completers confirm 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 seeking feedback to continuously improve the program. Adjustments to the design based on feedback include specific professional development offerings and a streamlined ILP format.

An interview with the Director of Human Resources confirms 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 confirm 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.

The program coordinator, full-release mentors, and part-time mentors are committed to providing highly individualized, job-embedded induction experiences designed to meet each candidate where they are. The program design allows for both deep instructional coaching and just-in-time support. During interviews, candidates and completers shared examples of how their mentors customized support and listened to them throughout the process. This allows candidates to feel as if they have a voice in the support they receive and facilitate accurate reflection that results in increased confidence and effectiveness in the classroom. The

program’s handbook identifies that a clearly defined process to identify and support candidates who need additional assistance is in place. Interviews with candidates, completers, mentors, and site administrators provide examples of how the program individualizes support to meet the diverse needs of its candidates. For instance, a current candidate from the program reflected, “[The program] is doing a great job of reassuring me when I get overwhelmed that I am doing what I need to do. I always get feedback and additional ideas.”

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

YCUSD's induction program has designed and implemented a planned sequence of coursework and clinical experiences guided by the ILP and frequent professional learning opportunities. The CSTP-based ILP is composed of four cycles, with candidates completing approximately one cycle per semester. The program closely integrates their course of study to field experiences by having candidates work closely with their mentor to develop SMART goals themed through various focus students, promoting UDL lesson planning, and developing a class profile. Conversations with program completers verified that "The ILP process was aligned with teacher classroom goals and didn't feel like extra work." Further, the program provides multiple opportunities for relevant professional development based upon site and candidate needs and centers on three key learning domains for YCUSD:

- 1) Social Emotional Learning (SEL) and Behavior Supports
- 2) Positive Classroom Culture
- 3) Instructional Excellence

There is a systematic and structured process in place for the selection of mentors. Full-release and site-based mentors undergo a rigorous application and interview process. Teachers applying must have a clear credential, three years of teaching experience, and three references. Teachers who continue beyond the selection panel interview process are observed by multiple members of the selection panel and must demonstrate exemplary instruction. All mentors must reapply for the position after five years. During interviews, mentors shared that although they may have heard about the mentor positions from different outlets, they all "had to prove themselves" and participate in "the whole interview process and observation." Upon successful completion of the interview process, mentors engage in monthly professional development to build their mentoring skills and knowledge of current and emerging research in best educational practices and knowledge of the program's initiative to effectively support candidates. Mentors found that there is "a consistent message of high-quality mentorship" with a focus on being "mentors versus coaches" while being "self-aware" of candidate needs. Mentors that miss the monthly professional development may make it up by watching an EdPuzzle and meeting with support staff. One mentor noted that they "found the EdPuzzles to be very helpful in catching [them] up to speed because [they] started later in the year." Mentors support their candidates by meeting weekly to have reflective, ongoing conversations starting with the class profile document. Interviews revealed that mentors are trained in asset-based coaching through the cognitive coaching model.

Collaboratively, mentors and candidates identify the diverse needs of the classroom and discuss best practices to meet their students and build on their unique strengths. Candidates then participate in a "triad" with the site administrator and mentor while sharing their selected goals and getting input and suggestions to identify next steps. Evident in the submitted documentation and in interviews is that there is a consistent and purposeful procedure to assigning mentors to ensure the effective and knowledgeable support for all

candidates. Both candidates and mentors shared that the program “put a lot of effort into matching candidates and mentors” which established an “important relationship that supported what was going on in [the] classroom.”

YCUSD’s induction program provides ongoing training and support in coaching and mentoring. Documentation and interviews showed that mentors are trained to build conversations around the principles of student-centered coaching, set personal coaching goals, and reflect on their growth throughout the year during the monthly seminars. The district also provides eight professional learning “passport sessions” for all teachers that revolve around creating positive classroom culture and supporting English learners.

The program provides candidates opportunities to experience issues of diversity and participate in schools that reflect the diversity of all California students through frequent trainings, observation opportunities, and the completion of classroom profiles to assist in implementing research-based strategies to improve student learning. All schools in YCUSD are Title 1 schools, and the diverse population of the district is reflected in candidate classrooms. Candidates are supported in identifying data, resources, and personnel to promote a deep knowledge of students and assist in providing appropriate differentiation. Interviews with administrators revealed that teachers “choose [goals] they need and fit them best” with goals that “focus on different populations of students” with an “emphasis on data to drive instruction.” Candidates are supported by mentors to find what meets the needs of all learners and bring best practices for diverse multilingual learners.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Based on documentation and interviews with educational partners, it is evident that YCUSD's induction program is committed to a comprehensive and continuous improvement process. Candidates and mentors participate in mid-year, end-of-year, and completer surveys over the course of a year, and this feedback is reviewed by program staff and the advisory council. Feedback is also requested at the end of all mentor and candidate professional development – this feedback is then shared with the presenters to cement the continuous improvement process. During interviews, administrators noted that they have the opportunity to provide feedback through surveys, informal feedback from conversations with the program coordinator, and discussions with the induction coordinator at leadership meetings. Interviews with educational partners confirmed the program's effectiveness in making modifications based on feedback. A site administrator highlighted an example of this during interviews: "[The Induction Coordinator] was very responsive to the needs [of administrators] and making sure resources were available."

Interviews with the program leadership, advisory council, full-time mentors, and district leadership provided evidence that the program systematically collects, analyzes, and utilizes candidate and completer data, as well as program data, to enhance program effectiveness. A member of district leadership and the advisory council noted, "During our meetings, data is shared with us, and we review it and discuss positives and the room for growth and in leadership meetings as well." Candidate interviews and documentation confirmed that program leadership would leave both positive and growth feedback on their monthly logs. A program completer stated, "Feedback was regular through weekly logs, and we can see that they had seen it. [They'd] leave feedback on great conversations and leave comments to make sure we met the expectations of the rubric." Another completer noted that feedback was "highlighted and color coded to the things that needed to be fixed." Additionally, mentors review and analyze data during their regular monthly meetings and receive feedback throughout the ILP process as questions are posed during the formative review of candidate work that is guided by a rubric.

It was apparent that the induction program employs a continuous improvement process to ensure the program makes informed decisions based on the needs of their candidates, mentors, and educational partners in an effort to improve program quality. During Interviews, administrators praised the program for how fast it would react to the needs of and provide support to the sites as needed. As an institution of higher education partner shared, "As a university partner, [the program] has been such a blessing. The responsiveness of the program and passion and commitment helps to catapult new teachers into a career."

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 program’s four-cycle inquiry system ensures that candidates are prepared to serve as professional school personnel that know and demonstrate the knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards. Reviewed documentation and interviews with educational partners reveal that the induction program follows a continuous improvement cycle to monitor and evaluate the positive impact on candidate learning and competence through frequent ILP formative assessment, triads (open-ended questions on growth), weekly logs (collected monthly), surveys (mid-year and end-of-year), and positive teacher retention throughout the district.

The 2023-24 candidate end-of-year survey emphasized the effectiveness the program has had on improving candidate practice to serve all students and effectively strengthen their professional growth goals with 91% of the candidates selecting “Over and Above” when working with their mentor in all areas: communication, providing evidence-based feedback, assisting with ILP, and providing just-in-time support. Candidates also identified that the four colleague observation days they spent with their mentor was rated “the most valuable component of the ILP process.” Interviews with program completers detailed the positive and resonant effect that observations of veteran teachers had on their practice. During interviews, a completer noted, “I was able to customize my observations to see other teachers in action. I miss that the most.” Further, the completer surveys on the Commission’s Accreditation Data System (ADS) confirmed the positive impact that YCUSD’s program has had on teacher learning and competence. Out of a 4-point scale, the program averages 3.85 in regards to reflection of student practice, analysis of student data, and development of collaborative connections. The survey also showed that the program was 4.00 on the same scale for aligning the ILP goals with the professional growth goals and teaching context.

YCUSD’s program ensures that all candidates are prepared to teach in schools that serve California’s students and that they meet the Commission-adopted competency requirements

as specified by the program standards. This assurance, through ongoing assessment, data analysis, and continuous improvement, which are foundational to the program, is evident. During interviews, one member of the district leadership noted, “Once teachers go through and complete the induction program, they are ready to go.”