
4A

Action

Educator Preparation Committee

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

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Ventura 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: Poonam Bedi, Consultant, Professional Services Division

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 Ventura 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. The LEA, Ventura Unified School District (Ventura USD), seeks IIA in order to offer a Teacher Induction program and a Clear Administrative Services Credential (CASC) program. Ventura USD has submitted responses to the Eligibility Requirements and relevant Preconditions for consideration and possible approval by the Commission on Teacher Credentialing (Commission).

Ventura USD is located in the city of Ventura which is between Santa Barbara and Channel Islands. According to Ventura USD's California School Dashboard, in 2023, there were nearly 15,000 students enrolled in the district – 54% of whom are socioeconomically disadvantaged, nearly 15% are English learners, over 55% Hispanic, and 35% White. There are 14 elementary schools, four TK/K-8 schools, four middle schools, and five high schools in the district.

Approval of an institution in 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.

Ventura Unified School District

Ventura USD seeks Initial Institutional Approval to offer two programs:

- Teacher Induction
- Clear Administrative Services Credential (CASC)

Summaries and excerpts of Ventura USD's responses to the twelve [Eligibility Requirement Criteria](#) and two [Initial Program Preconditions](#) are provided in this item. Ventura USD's full response is also available on the [Ventura USD IIA Stage 2 Eligibility Requirements webpage](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. All relevant Preconditions have been reviewed by Commission staff and have been determined to be met. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration.

Five Stages of the Initial Institutional Approval Process

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

IIA Process	Stage I – Prerequisites	<i>Stage II - Eligibility</i>	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	Institution 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

- Ventura USD is proposing to offer two programs: a Teacher Induction program and a Clear Administrative Services Credential (CASC) program.
- Ventura USD has submitted a complete organizational chart that indicates the two induction programs will be housed under the Human Resources Division.
- Nannette Pecel, the Induction Programs Coordinator, will be responsible for the day-to-day operations of the proposed induction programs.
- Ms. Pecel will report to Gina Wolowicz, Assistant Superintendent of the Human Resources Division. Ms. Wolowicz will be the Unit Head responsible for ongoing oversight of all educator preparation programs and she will also be known as the Induction Program Supervisor. In the response to this criterion, Ventura USD noted that the Assistant Superintendent of Human Resources has the authority to manage the human and fiscal resources needed to meet all program goals and will be a member of the Ventura USD Induction Programs Advisory Committee which will be involved in the oversight of each program, including program delivery. Ms. Pecel and Ms. Wolowicz will meet bi-monthly.
- Ventura USD provided a statement of assurance signed by Unit Head Gina Wolowicz, Assistant Superintendent of the Human Resources Division indicating that the duties related to credential recommendations will be performed only by employees of Ventura USD and that these individuals will take part in the Commission training related to the recommendation process.
- Ventura USD has identified that the Human Resources Division will be responsible for credential recommendations. Specifically, the Induction Programs Coordinator will verify the recommendations which will be submitted by Anna Clark, Credential Analyst, 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, in Board policy and regulation, in the agreement between the school district and Ventura Unified Education Association, and in the Certificated Employee handbook.
- A non-discrimination policy for the institution's **candidates** is provided on the Ventura USD Educator Preparation & Support website. This website is currently a draft website but was provided as evidence in the Stage II documentation.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Ventura USD provided a statement of assurance signed by the Unit Head, Gina Wolowicz, Assistant Superintendent of the Human Resources Division that states the institution and its leadership:
 - 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, 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

- The Induction Programs Coordinator, Nannette Pecel, 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

- Ventura USD provided a grievance process which will be accessible to all candidates and applicants on the homepage of the Ventura Educator Preparation & Support website.
- Ventura USD states that candidates will be provided access to this website and programmatic documentation, including the grievance process, at program orientation meetings. Candidates will sign and return a memorandum of understanding (MOU) acknowledging access to the grievance form.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- The Ventura USD Educator Preparation & Support website will be accessible to the public without the requirement of log in information.
- Ventura USD will include the mission, governance, administration, and admission procedures on their district website and the draft Ventura USD Educator Preparation & Support website in addition to draft brochures and flyers, all of which were provided.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- As per the response to this criterion, Ventura USD candidates will have access to their programmatic documentation through a shared digital folder of records. This includes, but is not limited to, interaction logs, meeting notes, and Individualized Learning Plan (ILP)/ Individual Induction Plan (IIP). At the end of each year of the respective induction program, the candidate will receive a certification of participation.
- Paper and/or digital documents of candidate records will be maintained in the Human Resources Office at the Ventura USD Education Services Center. The process for maintaining confidential documents will be maintained in the same manner that confidential employee records are maintained by the district.
- The district office is a locked facility, and all offices are inaccessible to the general public.
- All candidate paper records will be kept in a locked file cabinet. Electronic files will be stored on a secured district server with access limited to the Ventura USD Assistant Superintendent of Human Resources (Unit Head), the Induction Programs Coordinator, and the Credential Analyst.
- All candidate records will be maintained indefinitely.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- As per Ventura USD's response to this criterion, the delivery of Ventura USD's proposed Teacher and Administrator Induction Programs will be designed as a hybrid model. This will include a combination of in-person and virtual meetings along with the support of on- and off-site teacher mentors and administrator coaches. The work of on-site and off-site mentors and coaches are identical – the difference is that off-site mentors and coaches are those who are not at the school site of the candidate. Off-site mentors are assigned if there is not a mentor or coach with a like credential at the school site who can serve as the mentor or coach. For teacher induction candidates, an additional layer of support is provided in the form of an assigned on-site teacher support provider who serves as a "supportive colleague" that the candidate can turn to for site-specific concerns. Their induction mentor would be the primary source of support for completing the program.
- Participants will have access to in-person and virtual professional development resources. The structure of the hybrid model will focus on individualizing program structures to meet the needs of all candidates.
- The Ventura USD Education Services Center (district office) will be the primary location of the proposed induction programs. Candidate cohorts may meet at school sites.
- Direct educational services will be provided by the Ventura USD. In-house service providers will include, but are not limited to, the Induction Programs Coordinator, Induction teacher mentors and administrator coaches, and other district staff from the educational services division. While the district does not anticipate the use of outside services at this time, they stated that they will evaluate both the program and teacher needs to determine if there is a

need. Potential outside service providers may include New Teacher Center (training and tools), Solution Tree (PD), The Thinking Collaborative (Cognitive Coaching), Miravia (Mentoring Matters, etc.), Educator's Thriving, neighboring districts (for coaching/mentoring support), and the Ventura County Office of Education (VCOE) for professional learning opportunities for candidates, mentors, and coaches.

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- A statement of assurance signed by the Unit Head, Gina Wolowicz, Assistant Superintendent of the Human Resources Division, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The statement also attests to Ventura 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 the Ventura USD proposed teacher induction program and administrator induction program is to prepare beginning teachers and administrators in becoming innovative and reflective practitioners. Through expert mentoring and coaching, action research, and collaborative learning-focused dialogues analyzing evidence of professional growth, teacher and administrator candidates will advance their professional development in creating, maintaining, and leading equitable teaching and learning environments that meet the diverse needs of all students.

The vision of the Ventura USD proposed induction programs is to deliver quality and immersive induction experiences that cultivate sustained professional growth of our beginning educators beyond the years of induction. We will promote the retention of our newest teachers and leaders by facilitating their progress and advancement through a comprehensive, cohesive, and individualized approach to induction. Through our commitment and support of our beginning educators, we envision every student having access to an equity-centered education where they are inspired to excel academically and reach their full potential as responsible and contributing members of society.

Ventura USD asserts that the mission and vision of the proposed programs exemplify the district's commitment to California's adopted state standards and frameworks for TK-12 students through the delivery of professional learning opportunities that will align with the California Standards of the Teaching Profession (CSTP) and California Professional Standards for Educational Leaders (CPSEL). In addition, targeted learning opportunities to address district goals and initiatives based on student needs will be emphasized. Through this support, candidates will grow in their capacity to provide quality services effectively to all students as noted in the response to this criterion by the district.

Ventura USD states that the philosophical principles of the following education researchers underlie the design of the proposed programs:

- Linda Darling-Hammond and her work on educational equity, teaching quality, and school reform;
- Zaretta Hammond and her work on culturally responsive and equitable teaching;
- Ellen Moir and her work on teacher effectiveness and school reform;
- Elena Aguilar and her work on developing instructional coaches through emotional intelligence, team development, and leadership;
- Art Costa and his work on coaching, effective thinking, problem solving and inquiry;
- Bruce Wellman and his work on coaching, professional learning structures and data driven dialogue; and,

- Laura Lipton and her work on mentoring, organizational and professional development, and learning-focused schools.

The program's foundations will reflect the latest research findings of these scholars, as well as others in the field.

Ventura USD states that the theoretical framework that underlies the design of the proposed induction programs will be one that combines multiple perspectives and approaches to ensure comprehensive support and professional development for all candidates. Key framework principles will include:

- **Constructivism:** Constructivism posits that individuals construct knowledge through active engagement with their environment, i.e., engaging in hands-on experiences, reflection, and collaborative problem-solving.
- **Adult Learning Theory:** This theory emphasizes that adult learners have unique characteristics and motivations, and they learn best when the learning process is relevant, practical, and learner-centered.
- **Mentoring and Coaching:** Mentoring and coaching theories highlight the importance of one-on-one relationships and support systems in professional growth.
- **Professional Learning Communities (PLCs):** PLCs promote collaboration and collective learning among educators.
- **Reflective Practice:** Reflection is a crucial component of professional growth.
- **Differentiated Support:** We recognize that individuals have diverse needs.
- **Continuity and Longevity:** To promote continuous growth and prevent burnout, we aim to integrate program framework components into ongoing support, professional development, and networking opportunities throughout and beyond the beginning years of a teacher or administrator's career.
- **Research and Data-Informed Practices:** We will incorporate research-based practices and utilize data to inform decision-making.

Ventura USD also states that it will offer opportunities for teachers and administrators to effectively work with a diverse range of TK-12 students, including those from diverse ethnic and linguistic backgrounds, economically disadvantaged students, and students with special needs, across various classroom settings and programs. The response to this criterion notes that in the district's schools and classrooms beginning teachers and administrators encounter students from different cultural and socioeconomic backgrounds, with varying levels of English proficiency, and with diverse learning needs, including those with special education requirements. To work effectively with the full range of California TK-12 students, Ventura USD's proposed induction programs are committed to preparing equity-centered practitioners. To mirror the district's current commitments, initiatives, and goals, the proposed induction programs will design induction processes which explicitly focus on preparing new educators to address the varied learning requirements of all students.

The district states the proposed induction programs will align with the Commission's Preconditions and Standards for induction programs and will be founded upon several core values, including equity, responsiveness, positive presupposition, reflective dialogue, and inquiry. The programs will employ an individualized, goal-focused approach to guide participants and their mentors and coaches in enhancing their best practices within and beyond the classroom and site setting, as outlined in the CSTP and the CPSEL.

Also, the district notes that an important objective of these proposed programs is to attract and retain competent educators. Ventura USD strongly believes that comprehensive teacher and administrator induction programs are essential for new educators to succeed, stay in the field of education, and become reflective practitioners. Through the proposed programs, the district aims to offer timely and effective support through partnerships with mentors and coaches, site and district administrators, and other education professionals. The programs will encourage reflection, provide professional development, promote collaborative strategies, and set goals with peer support. Through this commitment to providing exceptional teacher and administrator induction with high quality support structures, Ventura USD believes it will retain educators in the field and positively shape district and school culture.

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

For over 30 years, Ventura USD has partnered with Ventura COE as a member of the VCOE Induction Consortium to offer beginning teachers and administrators an opportunity to clear their credentials. Currently, the district has approximately 100 mentors/coaches trained through the VCOE Induction Consortium.

Other history related to the preparing, training, and supporting educators include the work of Ventura USD's Superintendent, Dr. Antonio Castro, who is the former Ventura COE Associate Superintendent of Education Services and presided over the services of the Educator Support & Effectiveness department that administered the VCOE Induction Consortium. The Unit Head, Assistant Superintendent of Human Resources, Gina Wolowicz has served as an Administrator Induction Coach with VCOE's Clear Administrative Services Credential (CASC) induction program on numerous occasions along with many of the district's veteran administrators and other professional development providers. In addition, she previously served as the district's Director of Curriculum and Instruction. The Induction Programs Coordinator, Nannette Pecel, has served as an instructor for VCOE induction programs for over a decade and instructed at all levels of the teacher induction and mentor programs. In this capacity, she has provided professional development for teachers and mentors across the county, calibrated and scored ILPs county wide, contributed as writer of the mentor program curriculum, and has served as a lead teacher induction instructor for other districts within the consortium. In addition, she served as a RICA test preparation instructor for VCOE and continues to offer this service within the Ventura USD.

Ventura USD offers an in-house pre-induction program for teacher educators who serve on less than a preliminary credential. According to Ventura USD, this program offers structured cycles of planning, observing practice, and reflecting on practice with the participant. Support includes guidance to help participants build a pathway toward earning a preliminary credential. Ventura

USD previously offered an in-house “pre-administrator” program called the Ventura Aspiring Administrators Academy (VAAA). Facilitated by the Assistant Superintendent of Human Resources, the program was designed for interested certificated and classified employees. When offered, it is a year-long, comprehensive program that focuses on developing leadership skills and addressing the unique aspects of educational management within the district. With contributions by presenters, the program included interactive workshops covering topics such as leadership frameworks, relationship-building, and enhancing school and district climate. Participants also had the opportunity to engage in externship/internship experiences. The VAAA aimed to equip aspiring administrators with the necessary tools and knowledge to contribute effectively to the success of the Ventura USD and positively impact student learning. This program was last offered in the 2019-2020 academic year and the return of this program is anticipated for 2024-2025.

Other current and prior experience and partnerships with educator preparation programs and K-12 public education include:

- Local institutions of higher education have intern candidates that are placed in Ventura USD schools: Cal Lutheran University since 2022, California State University Channel Islands since 2021, and Pepperdine University since 2019.
- Professional development for implementing the Ethnic Studies Graduation Requirement through the UCLA Center X Teacher Professional Development.
- Professional development on the California Dyslexia Guidelines through the Cal Lutheran University Graduate School of Education programs.
- A Career Technical Education (CTE) Career Pathways High School Articulation partnership with Ventura Community College.
- Ventura USD is the lead local education agency for the Ventura County Indian Education Consortium that provides Indian (Native American) Education through partnerships with 14 school districts across the county.
- California College Guidance Initiative (CCGI): Providing 9th grade high school teachers in the district with professional development led by district leadership trained on College and Career Planning, capacity building with CCGI tools and data collection with a Cradle-to-Career System. The next phase of training will be for middle school CCGI leadership teams in the 2024-2025 academic year.

Ventura USD has posted the third-party invitation for comments on their district’s Human Resources webpage 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 Ventura USD’s application for IIA and found none.

Criterion 12: Capacity and Resources

As evidence of capacity and resources, Ventura USD has provided a copy of its most recent audited budget for fiscal year 2022-2023 as well as a copy of a proposed operations budget for its education unit.

Ventura USD also detailed within its submission the facility resources that will be available for its candidates. These include space, both physically and virtually, for advisory meetings, mentor/coach forums, and professional development opportunities as necessary. Meeting space is available at the Ventura USD district office and at various school sites across the district. The proposed programs will use technology platforms such as Canvas and Google Suite to store, share, and participate in documentation of candidate progress.

Additionally, within the submission Ventura USD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. The personnel and instructional support for the proposed induction programs will consist of:

- One full-time Assistant Superintendent Human Resources/Induction Programs Supervisor – this position is currently held by Ms. Gina Wolowicz.
- One full-time Induction Programs Coordinator – this position is currently held by Ms. Nannette Pecel.
- Approximately 50 part-time Beginning Teacher Mentors, as required. (There are currently 46 teacher mentors with an additional 63 that have been trained through VCOE though not assigned to candidates this academic year.)
- Approximately seven part-time Beginning Administrator Coaches, as required. (There are currently eight coaches with an additional 20 that have been trained through VCOE though not assigned to candidates this academic year.)
- Approximately five Ventura USD Education Services teachers on special assignment (TOSAs) acting as professional development providers. Nine are currently employed by the district and they provide professional development to all staff.
- 1:1 mentor/coach to candidate ratio. If the mentor/coach assignment allows adequate time to serve more than one candidate, a ratio greater than 1:1 will be granted with program approval, according to the response to this criterion.

Ventura USD states that each candidate's fieldwork will be job-embedded given they are hired as teachers or administrators of record. Program requirements will include developing an ILP or IIP, as determined by the respective induction program in which the candidate is enrolled, and conducting action research in partnership with their teacher mentor or administrator coach and with input from their site and district administration. The partnerships between the candidate, the mentor/coach, and support from site and district administration will be central to the development of the candidate's practice. In addition, candidate and mentor/coach teams will be paired to build interdependence and collaboration by sharing and receiving formative feedback with each other. By design, the proposed programs will partner with in-house teacher mentors/administrator coaches, teacher/program specialists and district administrative leadership who will provide professional learning and formative feedback to teacher and administrator candidates.

In the unlikely event of the closure of one or both programs, candidates would be informed about the closure, including the reason for the closure, and the timeline and options available to complete remaining requirements. Guidance from the Induction Programs Coordinator and credential analyst will be provided to each individual candidate.

Ventura USD would make every effort to provide at least one school year’s notice of closure allowing Year 2 candidates to complete their program. In the final year of each program, they would not enroll any new Year 1 participants but would provide advice and assistance for new hires. If one school year’s notice is not feasible, Ventura USD would reach out and work closely with local induction program providers to provide a seamless transition for candidates.

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 Ventura USD Meets the Precondition:

Ventura USD noted in their response to this precondition that they have a significant population of beginning educators. The number of educators serving on Short-Term Staff Permits (STSPs), Provisional Intern Permits (PIPs), and waivers has increased from three in the 2018-2019 academic year to a high of 19 in the 2021-2022 academic year and 18 in the past 2023-2024 academic year. These numbers do not include those who serve on intern credentials which has ranged from eight to 13 in the past six academic years. These educators are supported by a pre-induction program.

Ventura USD also stated that the district loses educators every year due to retirements and resignations and provided the following data from the past two academic years:

Retired, released/ resigned educators	2021-2022	2022-2023
Teacher Retirements	20	24
Teacher Resignations/ Released	32	44
Administrator Retirements	3	1
Administrator Resignations/ Released	5	1

Ventura USD has calculated that over 107 of their educators are over the age of 50 with at least 25 years of services in the district. The following number of teachers and administrators will be eligible to retire at age 55 with at least 25 years of service:

- 67 teachers, 18 administrators in the 2023-24 academic year
- 81 teachers, 21 administrators in 2024-25
- 88 teachers, 24 administrators in 2025-26
- 100 teachers, 26 administrators in 2026-27
- 100 teachers, 31 administrators in 2027-28
- 103 teachers, 31 administrators in 2028-29

Ventura USD provided this information to emphasize the growing need their district has and will continue to have to support candidates who will need induction services. In the current 2023-2024 academic year, Ventura USD has 51 Teacher Induction candidates and 12 Clear Administrative Services Induction candidates. The chart below shows the projected number of Ventura USD educators who would require induction services in the next few academic years:

Type of Induction Candidate	2024-2025	2025-2026	2026-2027
YR 1 Teacher Induction	29	25	25
YR 2 Teacher Induction	21	29	25
Teacher Induction Total Projected Number	60	54	50
YR 1 Admin Induction	5	4	3
YR 2 Admin Induction	3	5	4
Admin Induction Total Projected Number	8	9	7

Currently, educators eligible for induction services in Ventura USD are supported by the Ventura County Office of Education (VCOE). VCOE, according to Ventura USD, serves over 600 candidates. Ventura USD would like to offer their own induction programs so as to streamline these programs into their existing structures, district initiatives, goals, and unique contexts. Ventura USD also asserted that, “a district aligned vision guided by the unique needs of our students, staff, and community will not only help train and retain beginning educators participating in our programs but will save district resources and positively impact district culture and the greater learning community over time.” Having the flexibility to create a program that aligns to the district’s and school site schedules would allow for the district to “adapt program design and structure for seamless integration with the contexts and real-time needs of our candidates, mentors and coaches, and the students they serve.”

(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 Ventura USD Meets the Precondition:

Ventura USD is in the process of formally establishing an advisory committee. In the meanwhile, regular meetings between the Induction Programs Coordinator and the Assistant Superintendent of Human Resources occur to discuss the ongoing design of the proposed programs. Also, the first advisory committee meeting with district leaders and personnel is scheduled for June 18, 2024. The Induction Programs Coordinator and/or the Assistant Superintendent of Human Resources have met with representatives from institutions of higher education (IHEs), the Sinclair Group, Educators Thriving, and the New Teacher Center. Some of these representatives have agreed to serve on the advisory committee while others may potentially do so. The district anticipates formal participation agreements with the IHE representatives to be confirmed by the beginning of the 2024-2025 school year. A schedule of upcoming advisory committee meetings has been created, with the first meeting occurring internally as noted above. Ventura USD expects the advisory committee to be fully functional, with internal and external constituencies, by the August of the school year in which the proposed programs become operational.

As part of the response to this Precondition, a document – Advisory Committee Roles & Responsibilities – detailing the roles and responsibilities of the Assistant Superintendent of Human Resources (Induction Programs Supervisor), the Induction Programs Coordinator, the credential analyst, advisory committee member, and professional partner was provided. This document would be signed by advisory committee members, including professional partners. Professional partners include IHE representatives and professional companies, such as Sinclair Group and Educator’s Thriving noted above, that would support the district’s work through services and consultation. An additional document, Professional Partner Advisory Agreement, was also provided. This document would formalize agreements with professional partners who would learn about either or both induction programs the district offers, provide feedback, and, when feasible, attend advisory committee meetings, among other agreements noted.

Staff Recommendation

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

Granting eligibility would allow Ventura USD 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 Ventura USD to offer an educator preparation program that leads to a credential or license, such as the proposed teacher induction program and the proposed Clear Administrative Services Credential (CASC) 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.