



Pasadena Unified School District
Credential Programs
Response to General Institutional Preconditions
2021

I, the undersigned Superintendent of the Pasadena Unified School District, which sponsors the Pasadena Teacher Induction Program, submit this letter of verification as evidence that the LEA shall adhere to the following requirements of the Commission on Teacher Credentialing (CTC) General Preconditions.

Precondition 1: Accreditation and Academic Credit: The programs must be operated by

- (a) Institutions of higher education: A college or university that (i) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (ii) grants baccalaureate academic credit or post baccalaureate academic credit, or both. An institution approved to offer educator preparation in California must notify the Commission within 30 days if its regional accreditation status changes.
- (b) School districts or other non-regionally accredited entities: The Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

The Pasadena Unified School District agrees to sponsor:

- Teacher Induction Program
- Adopted by the board of Education June 2019 as part of the LCAP Budget. [LCAP](#)

Precondition 2: Enrollment and Completion: Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

- a. completes the program;
- b. withdraws from the program;
- c. is dropped from the program based on established criteria; or
- d. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

Once a candidate is accepted and enrolls in the PUSD Teacher Induction Program, PUSD will offer the approved program and meet the adopted standards until the candidate: 1) completes the program, 2) withdraws from the program, 3) is dropped from the program based on established criteria; or 4) is admitted to another program to complete the requirements, with minimal disruption, for the authorization.

If PUSD is unable to continue providing educator preparation programs, we will coordinate and work closely with local induction providers to ensure a smooth transition and transfer of program components. We will teach out second-year candidates and transition first-year candidates to another

local program for completion of their coursework. Regional accredited institutions within a twenty-five-mile radius that we will partner with and transition to may include:

- Local Teacher Induction Programs in Alhambra Unified School District, Burbank Unified School District, Glendale Unified School District, Los Angeles County Office of Education, and Temple City Unified School District.

Precondition 3: Responsibility and Authority: To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).

Dr. Steven Miller, Chief of Human Resources, is the identified position within our organization that is responsible for ongoing oversight of the Teacher Induction Program offered by PUSD.

- (a) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program. Include an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for any aspect of program delivery.

Sarah Rudchenko, Director of Human Resources, manages the day-to-day operations of the teacher induction program and reports to Dr. Steven Miller. Dr. Miller reports to Dr. Brian McDonald, Superintendent of Schools. Pasadena Unified School District's Organizational [Organizational Charts](#)

- (b) Provide policies to ensure that duties regarding credential recommendations are provided solely by persons who are current employees of the Commission approved institution.

PUSD policy: Duties regarding credential recommendations are only delegated to employees of our approved institution. In addition, we assure that the individuals responsible for credential recommendations are current employees and will participate in Commission training related to the recommendation process. [BP 4131.1 Teacher Support and Guidance](#)

Precondition 4: Lawful Practices: To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

NONDISCRIMINATION IN EMPLOYMENT BP 4030

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status,

gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

*Discrimination in employment based on the characteristics listed above is **prohibited in all areas of employment and in all employment-related practices, including the following:** 1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment 2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training. BP 4030 Non Discrimination in Employment*

Precondition 5: Commission Assurances: To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: (a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, (b) assure that all candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission, (c) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and (d) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

PUSD provides assurance that we will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; **PUSD will ensure that all candidates participating in the Induction program hold a Certificate of Clearance from the Commission;** PUSD provides assurance that we will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member; and PUSD assures that we will participate fully in the Commission's accreditation system, including prompt submission of all documents required for accreditation.

Precondition 6: Requests for Data: To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

PUSD identifies Sarah Rudchenko, Director of Human Resources, as the point of contact for all requests for data. She will be responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to, program enrollment data, program completer data, examination results, state and federal reporting, and other data as indicated by the Commission. PUSD understands that it is the responsibility of the Teacher Induction Program Coordinator to check the contact information listed on the Commission's approved program page and to make any necessary updates at least on an annual basis.

Precondition 7: Veracity in all Claims and Documents Submitted: To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

PUSD confirms that all statements and documentation submitted to the Commission on Teacher Credentialing (CTC) by the Pasadena Unified School District will be accurate. PUSD understands that the lack of veracity in statements and documentation is cause for denial of initial institutional accreditation or

for stipulations from the Committee on Accreditation.

Precondition 8: Grievance Process: To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that candidates have been informed of the grievance process and that the process has been followed. *Note: While the Commission does not dictate a specific process for candidates to grieve actions and decisions related to the admission, progress, and completion of their program, the Commission may find it necessary to comment on an institution's grievance process if it appears to unfairly disadvantage the candidate. Examples include requiring the candidate to grieve to the very same individuals for whom the grievance is directed.*

PUSD has a clearly delineated grievance process for candidates and applicants. The grievance information is provided to program candidates and applicants at the first Teacher Induction Program information meeting prior to the first day of school. Attachment D and [Agenda- Grievance process](#)

Precondition 9: Faculty and Instructional Personnel Participation: All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b). This precondition applies only to colleges and universities. Local Education Agencies do not need to address this precondition.

This precondition does not apply: N/A

Precondition 10: Communication and Information: To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

Information about the Teacher Induction Program for PUSD will be easily accessible through the district's website, in addition to being a publicly accessible site and will not require login credentials for access. It will be updated regularly and will contain information about the program including its mission, governance and administration, admissions process, and other related information. In addition to providing this information on our website, we will also share it on our program literature that is provided to new employees. [Teacher Induction PUSD](#)

Precondition 11: Student Records Management, Access, & Security: To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy. Institutions will provide verification that:

- (a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
[Candidates will have access to documents and program completion information electronically through the google drive and backup paper documentation.](#)
- (b) All candidate records will be maintained at the main institutional site or central location (paper or digital)

copies).

All documentation is maintained on the district server and/or in the Human Resources Office.

- (c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

When digital records are not possible, physical copies of records will be kept in locked cabinets in the Human Resource Office

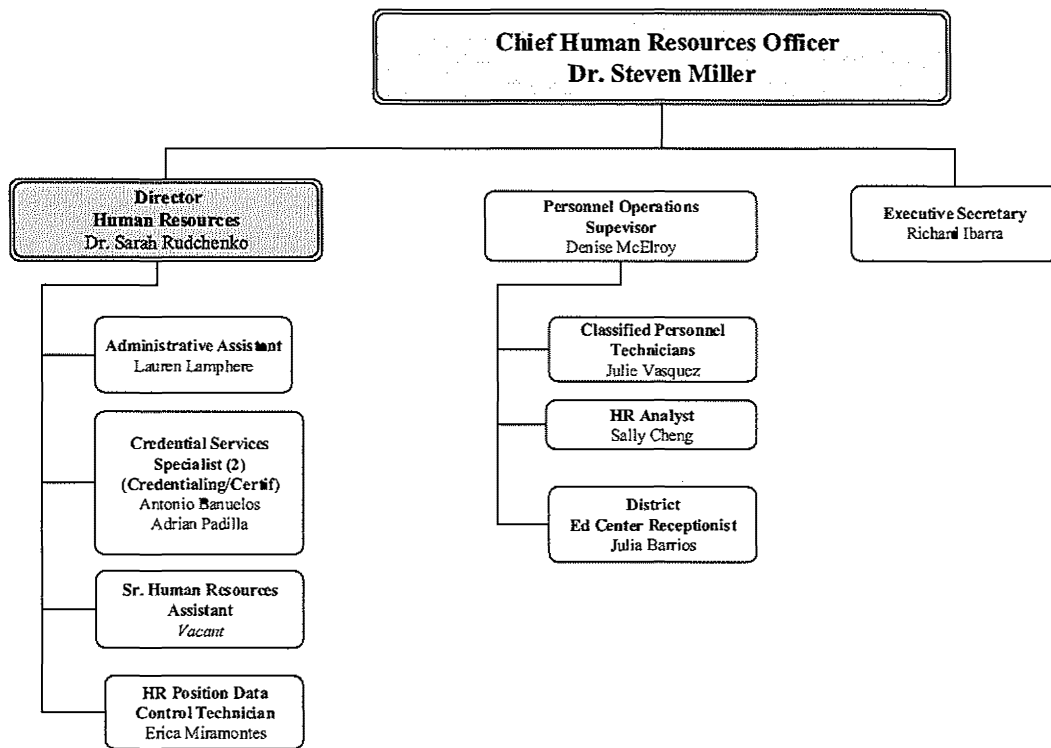
Precondition 12: Disclosure: Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the educator preparation programs sponsored by the institution and identify the type of services the outside organization will provide. *Please note: This precondition relates to direct educational services to candidates. It is not necessary to include entities that may provide other important services but are not directly related to the program offerings such as coursework, curriculum or fieldwork. Examples of these other services that do not need to be identified under the disclosure precondition include portfolio or student data systems such as Task Stream or Live Text or other similar technology, assessment companies, and others.*

None at this time.

Submitted by:



Brian O. McDonald, Ed.D., Superintendent Pasadena
Unified School District
Sponsor for the Pasadena Unified School District Teacher Induction Program



Personnel**TEACHER SUPPORT AND GUIDANCE****BP 4131.1**

The Governing Board recognizes the link between teacher effectiveness and student learning and desires to provide structured, individualized support and guidance to teachers as necessary to enhance their performance and support teacher retention. The Superintendent or designee shall develop a program of intensive professional development and consultation to help interns and beginning teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, instructional methods, and/or classroom management.

(cf. 4112.21 - Interns)

The Superintendent or designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other district staff development programs and staff evaluation processes.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Teachers may volunteer to participate in a teacher support and guidance program or may be referred to such services based on their performance evaluation.

Support providers shall be experienced certificated personnel who are knowledgeable about teacher development and needed competencies and have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the support provider, and an individualized plan for professional development or coursework that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all participants.

The Superintendent or designee shall ensure the timely assignment of qualified support providers to participating teachers and for reassignment as needed. He/she shall also ensure that each support provider receives appropriate training to serve in a support capacity and is provided adequate time and resources to assist other teachers.

Personnel

TEACHER SUPPORT AND GUIDANCE

BP 4131.1

The district may provide a stipend to support providers in accordance with the collective bargaining agreement and district budget.

(cf. 3100 - Budget)

(cf. 4141/4241 - Collective Bargaining Agreement)

The performance of a participating teacher shall be monitored by the support provider, Superintendent or designee, and/or a panel of teachers and administrators in order to determine whether the teacher has met program goals and to make recommendations for follow-up support or employment action, as appropriate.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall regularly evaluate the district's teacher support and guidance programs and shall report to the Board regarding program effectiveness in meeting district goals for teacher quality and retention. Evaluation reports may include, but are not limited to, data on program enrollment and completion, subsequent retention rates of participating teachers, and interviews or surveys of program participants.

(cf. 0500 - Accountability)

Beginning Teacher Induction Program

The Superintendent or designee shall inform beginning teachers who possess a preliminary credential about induction programs or other options that are available to help them fulfill the requirements of the clear multiple subject, single subject, or education specialist credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The district's beginning teacher induction program shall meet program standards adopted by the CTC and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

Personnel

TEACHER SUPPORT AND GUIDANCE

BP 4131.1

The beginning teacher's knowledge and classroom practice shall be regularly assessed using multiple measures and the results shall be used to monitor and revise individual induction plans. The Superintendent or designee shall maintain a complete record of each participating teacher's progress toward completion of clear credential requirements.

When the teacher has successfully completed the induction program, the Board shall recommend to the CTC that he/she be awarded a clear teaching credential.

Legal Reference:

EDUCATION CODE

44259 - Credential requirements

44259.5 - Standards for professional preparation programs

44275.4 - Credential requirements, induction, out-of-state teachers

44325-44328 - District interns

44450-44468 - University interns

44830.3 - Interns, professional development and guidance

CODE OF REGULATIONS, TITLE 5

6100-6126 - Teacher qualifications, No Child Left Behind Act

80021 - Short-term staff permit

80021.1 - Provisional internship permit

80026.5 - Orientation, guidance, and assistance for emergency permit holders

80033 - Intern teaching credential

80055 - Intern credential

80413 - Credential requirements

80413.3 - Credential requirements; teachers with out-of-state credentials

UNITED STATES CODE, TITLE 20

6319 - Highly qualified teachers

6601-6702 - Preparing, training and recruiting high quality teachers and principals

7801 - Definitions, highly qualified teacher

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014

Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013

Multiple and Single Subject Induction Programs (program standards, preconditions, and language addressing the teaching of English learners),

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TEACHER SUPPORT AND GUIDANCE

BP 4131.1

rev. January 2013

California Standards for the Teaching Profession, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy

Adopted: January 28, 2016

PASADENA UNIFIED SCHOOL DISTRICT

Pasadena, California

Personnel**NONDISCRIMINATION IN EMPLOYMENT****BP 4030**

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

(cf. 1240 - Volunteer Assistance)
(cf. 3312 - Contracts)
(cf. 3600 - Consultants)
(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

Personnel

NONDISCRIMINATION IN EMPLOYMENT

BP 4030

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

- b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

- c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

- d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 - Prohibition of discrimination

CIVIL CODE

51.7 - Freedom from violence or intimidation

GOVERNMENT CODE

11135 - Unlawful discrimination

11138 - Rules and regulations

12900-12996 - Fair Employment and Housing Act, especially:

12940-12952 - Unlawful employment practices

12960-12976 - Unlawful employment practices; complaints

PENAL CODE

422.56 - Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 - Discrimination in employment, especially:

11013 - Recordkeeping

11019 - Terms, conditions and privileges of employment

11023 - Harassment and discrimination prevention and correction

11024 - Sexual harassment training and education

11027-11028 - National origin and ancestry discrimination

CODE OF REGULATIONS, TITLE 5

4900-4965 - Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 - Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 - Age Discrimination in Employment Act

794 - Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 - Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 - Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 - Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 - Title IX of the Civil Rights Act of 1964

6101-6107 - Age discrimination in federally assisted programs

12101-12213 - Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 - Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 - Compliance information

104.7 - Designation of responsible employee for Section 504

104.8 - Notice

106.8 - Designation of responsible employee and adoption of grievance

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NONDISCRIMINATION IN EMPLOYMENT

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procedures

106.9 - Dissemination of policy

110.1-110.39 - Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

Transgender Rights in the Workplace

Workplace Harassment Guide for California Employers

Your Rights and Obligations as a Pregnant Employee

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

EEOC Compliance Manual

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing:

<http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy

PASADENA UNIFIED SCHOOL DISTRICT

Adopted: August 28, 2012

Pasadena, California

Revised: April 2014; April 2015; April 2016; May 2016; February 23, 2017;
November 21, 2019



Pasadena Unified School District Teacher Induction Program Complaint Process

The following procedures are specific to grieve actions and decisions related to the admission, progress, and completion of the Teacher Induction Program. Other complaints follow the process outlined in the PUSD Collective Bargaining Agreements.

Informal Complaint Process

Step 1: Informal Complaint

Every effort shall be made to resolve a complaint at the earliest possible stage. Before filing a formal complaint, the program participant shall attempt to resolve the alleged complaint by having an informal conference with the Teacher Induction Program Coordinator. The formal complaint procedures shall not be initiated until the program participant has first attempted to resolve the matter informally.

Formal Complaint Process

Step 2: Formal, Written Complaint

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Teacher Induction Program Coordinator within 14 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 10 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process.

Within 10 working days of receiving the complaint, the Credential Program Coordinator shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 3: District Level Appeal- Executive Director of Human Resources

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Executive Director of Human Resources within five working days of receiving the written response from the Teacher Induction Program Coordinator. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Executive Director of Human Resources shall conduct any further investigation, including reviewing the initial investigation and written response by the Teacher Induction Program Coordinator at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 4: Appeal to the Chief of Human Resources

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Chief of Human Resources within five working days of receiving the response from the Executive Director of Human Resources. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Teacher Induction Program Coordinator shall submit to the Chief of Human Resources a written report describing attempts to resolve the complaint and the district's response. The Chief of Human Resources may uphold the findings by the Executive Director of Human Resources without hearing the complaint or the Chief of Human Resources may meet with the complainant. The Chief of Human Resources shall make his/her decision within 30 days of the meeting and shall send its decision to all concerned parties. The Chief of Human Resource's decision shall be final.



2020-2021
All Candidate Teacher Meeting

Tuesday, August 4, 2020
12:00-1:00pm
Virtual

AGENDA

Welcome and Announcements: Sarah Rudchenko

- Creating task Folders
- Review of Continuum
- Class Profile

Grievance process for Candidates

Review of Mentor-Candidate Teachers' Meeting

Candidate Name	Date Assigned	Year	Site	Grade	Credential	Mentor Name	Credential	Grade	Mentor Site
Areliano Guerrero, Cristina	9/15/2021	1	SRE	3rd	Multiple Subject DLP	Sandra Banuelos	Multiple Subject DLP	Tosa I Instruction	Jackson
Bangle, Derrick	9/15/2021	1	Eliot Middle	8th	Science	Griselda Hermosillo	Multiple Subject	TOSA DLP	Longfellow
Barton, Wendy	10/4/2021	1	Roosevelt Ass. Cnt	K-12	Ed. Specialist	Stephanie Cozey	Ed. Specialist	Tosa II SPED	PALS
Bensen, Monica	9/15/2021	1	Blair	6th-12th	Music	Jennifer Dimas	Music	Music HS/Elem	Itinerant
Brisevda Rivera	9/15/2021	1	McKinley	RSP	Ed. Specialist	Richard Chung	Ed. Specialist	9th-12th SDC	PHS
Bryant, Heather	10/4/2021	1	Marshall	6th-8th	Ed. Specialist-Math/Sci	Alvin Nash	Math	Tosa II Academics	Ed. Center
Burwell-Raices, Dawnly	9/15/2021	1	CIS at Wilson	4th	Multiple Subject	Lauren Partma	Multiple Subject	Tosa I Instruction	Willard
Cadioppo, Anna	10/11/2021	1	Hamilton	Kindergarten	Multiple Subject	Jennifer Boynton	Multiple Subject	Kindergarten	Longfellow
Canpos, Elianna	9/15/2021	1	Jackson	5th	Multiple Subject DLP	Sandra Banuelos	Multiple Subject	Tosa I Instruction	Jackson
Castaneda, Matthew	8/3/2021	1	Blair	7th	Science	Xiomara Tovar	Multiple Subject	Tosa I Instruction	Blair
Cazares-Lopez, Jacob	9/15/2021	1	Marshall	9th-12th	Chemistry	Lilia Romero	Multiple Subject	Tosa I Instruction	Marshall
Cheng, Isabelle	9/15/2021	1	Muir High School	9th-12th	Math	Karen Klages	Music	Music MS/HS	Muir/Eliot
Frazier, Nicole	9/15/2021	1	PHS	9th-12th	Ed. Specialist	Richard Chung	Ed. Specialist	9th-12th SDC	PHS
Ghazarossian, Caroline	9/15/2021	1	Madison	Kindergarten	Multiple Subject	Elena Camarillo	Multiple Subject	TOSA	Madison
Gonzalez, Barri	9/15/2021	1	SME	2nd	Multiple Subject	Jennifer Boynton	Multiple Subject	Kindergarten	Longfellow
Gonzalez-Madrigal, Gabriella	9/15/2021	1	Muir	9th-12th	Spanish	Karen Klages	Music	Music MS/HS	Muir
Griego, Anthony	9/15/2021	1	Atadena	4th	Multiple Subject	Sandra Banuelos	Multiple Subject	Tosa I Instruction	Jackson
Guhit, Charlene	10/4/2021	1	Washington Elem.	3rd-5th	Ed. Specialist/SDC	Stephanie Cozey	Ed. Specialist	Tosa II SPED	PALS
Hadden, Rachel	9/15/2021	1	McKinley	Kindergarten	Multiple Subject	Jennifer Boynton	Multiple Subject	Kindergarten	Longfellow
He, Ruihan	9/15/2021	1	PHS	9th-12th	World Language Mand.	Jose Carcido	English	11th/12th English	PHS
Hernandez, Julio	9/15/2021	1	Learning Works	9th-12th	Ed. Specialist	Richard Chung	Ed. Specialist	9th-12th SDC	PHS
Hipolito, Michele	9/15/2021	1	Madison	1st	Multiple Subject	Elena Camarillo	Multiple Subject	TOSA	Madison
Horan, Shane	9/15/2021	1	Eliot Middle	6th-8th	Physical Education	Jennifer Dimas	Music	Music HS/Elem	Intinerant
Huerta, Danny	9/15/2021	1	Muir	9th-12th	Ed. Specialist	Donna Shepard	Ed. Specialist	RSP/TOSA	Focus Point
Huwer-Prado, Erica	9/15/2021	1	Marshall	6th-8th	Physical Education	Brent English	Physical Education	Physical Education	Marshall
Lau, Ashley	9/15/2021	1	Blair	8th/10th	English	Xiomara Tovar	Multiple Subject	Tosa I Instruction	Blair
Le, Andy	7/20/2021	1	Marshall	English 7th/8th/10th	English	Lilia Romero	Multiple Subject	Tosa I Instruction	Marshall
Lee, Pearl	9/15/2021	1	Blair	6th-8th	SPED	Christine McLaughlin	English	Middle School 7th	Blair
Lima-Washington, Antoinette	7/14/2021	1	FPA	MS 6th-8th	Ed. Specialist	Donna Shepard	Ed. Specialist	RSP/TOSA	FPA
Lomeli, Esmeralda	9/15/2021	1	Blair	6th-8th	Soc.Sci/DLP	Xiomara Tovar	Multiple Subject	Tosa I Instruction	Blair
Lopez, Ashley	10/25/2021	1	WMS	6th	Multiple Subject	Lauren Partma	Multiple Subject	Tosa I Instruction	Willard
Lozada Valdez, Giovana Stephanie	9/15/2021	1	FPA	6th and 8th	Ed. Specialist	Donna Shepard	Ed. Specialist	RSP/TOSA	FPA
Lucas, Jenisne	9/15/2021	1	Washington Middle	7th	Multiple Subject	Lauren Partma	Multiple Subject	Tosa I Instruction	Willard
Lynch-Rodriguez, Ayisa	9/15/2021	1	Madison	K-5 RSP	Ed. Specialist	Richard Chung	Ed. Specialist	Tosa I Instruction	PHS
Martinez, Luis	9/15/2021	1	Don Benito	3rd-5th	Ed. Specialist	Susana Ollu	Ed. Specialist	9th-12th	Muir
McKernan, Katie	9/15/2021	1	Webster	PREK SPED	Ed. Specialist	Jennifer Boynton	Multiple Subject	Kindergarten	Longfellow
Meigoza, Jacob	8/3/2021	1	Marshall	7th-12th	Music	Karen Klages	Music	Music MS/HS	Muir
Nestico-Arnold, Diana	9/15/2021	1	Madison	K-5 Rti TOSA	Ed. Specialist	Carol Potter	Multiple Subject	NA	Retired Teacher
Nino, Maria	9/15/2021	1	Madison	PREK SPED	Early Childhood SPED	Kailani Venable	Multiple Subject	TK	Longfellow
Novo, Andrea	9/15/2021	1	WES	K-5 RSP	Ed. Specialist	Susana Ollu	Ed. Specialist	9th-12th	Muir
Pachaco Amaro, Elia	9/15/2021	1	San Rafael	5th DLP	Multiple Subject	Sandra Banuelos	Multiple Subject	Tosa I Instruction	Jackson
Ring, Ashley	9/15/2021	1	Blair	9th-12th	English	Christine McLaughlin	English	Middle School 7th	Blair
Rios, MaryAnn	9/15/2021	1	Eliot	6th	Multiple Subject	Griselda Hermosillo	Multiple Subject	TOSA DLP	Longfellow
Robles, Carmen	9/15/2021	1	Madison	3rd	Multiple Subject	Elena Camarillo	Multiple Subject	TOSA	Madison
Sergeeva, Anna	9/15/2021	1	McKinley	7th ELA/SS	Multiple Subject	Lauren Partma	Multiple Subject	Tosa I Instruction	Willard
Sin, Alexie	9/15/2021	1	SMM	6th-8th	Art	Jennifer Dimas	Music	Music HS/Elem	Intinerant
Smith, Leri	9/15/2021	1	Marshall	9th-12th	Ed. Specialist	Lilia Romero	Multiple Subject	Tosa I Instruction	Marshall
Soriano, Maite	9/15/2021	1	San Rafael	3rd DLP	Multiple Subject	Sandra Banuelos	Multiple Subject	Tosa I Instruction	Jackson
Stapleton, Jack (Jay)	7/20/2021	1	Marshall	English 10th and 11th	English	Mary Stevens	English	9th-12th	Marshall
Tello, Julio	10/20/2021	1	PHS	11th/12th SPED	Multiple Subject	Alvin Nash	Math	TOSA II Academics	Ed. Center
Virgi, Rukaiya	9/15/2021	1	McKinley	6th	Multiple Subject	Carol Potter	Multiple Subject	NA	Retired Teacher
Williams, Nekesia	7/14/2021	1	FPA	ELA 6-8	Ed. Specialist	Donna Shepard	Ed. Specialist	RSP/TOSA	FPA
Xie, Yan	8/3/2021	1	Field	4th	Multiple Subject	Jane Lambert	MS/Math	7th grade Math	Eliot
Yuan, Yifei	7/20/2021	1	Field	Kindergarten	Multiple Subject	Jane Lambert	MS/Math	7th grade Math	Eliot