

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Santa Maria-Bonita School District

Professional Services Division

January 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Santa Maria-Bonita 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 Program	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: **Santa Maria-Bonita School District**

Dates of Visit: **November 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 administrators, professional learning providers, candidates, completers, and local school personnel. 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 for the Teacher Induction Program offered by the Santa Maria-Bonita School District have been determined to be aligned.

Program Standards

All Program Standards for the program offered by Santa Maria-Bonita School District were **met**.

Common Standards

All Common Standards for the program offered by Santa Maria-Bonita School District were **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Clear Teacher Induction credential programs were **met** and that all Common Standards were **met**, the team 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:

- The institution's response to the preconditions be accepted.
- Santa Maria-Bonita School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Santa Maria-Bonita School District 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:

Christine Sisco
Stanislaus County Office of Education

Programs Reviewer:

Carrie Sotro
Etiwanda School District

Common Standards:

Christine Sisco
Stanislaus County Office of Education
Latasha Porter
Riverside County Office of Education

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Candidate Advisement Materials
Program Accreditation Website
Candidate Program Documents
Induction Advisory Agendas and Minutes
Local Control Accountability Plan

Learning Management System: Google Classroom
Individual Learning Plans (ILPs)
Candidate Handbook
Survey Results
Precondition Responses
Accreditation Data Dashboard
Site Overview Bright Futures Project

Interviews Conducted

Constituencies	TOTAL
Candidates	62
Completers	19
Site Administrators	13
Mentors	42
Professional Development Providers	12
District Leadership	9
Program Coordinator	1
Credential Analyst	1
Advisory Board Members	11
TOTAL	169

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Santa Maria-Bonita School District (SMBSD) is located approximately 3½ hours from both Los Angeles and San Francisco. The school district has deep roots in Santa Maria. The town revolves around agriculture and the school district. As a region, they produce the majority of the world's strawberries. The school district has over 17,000 students enrolled in TK-8th grade in 21 schools. In reviewing the student demographics in the LCAP report, the team identified a student demographic breakdown of 56% Multilingual Learners and 89% Low Income. As a district, they engage in a Student-Centered Culture with their number one broad goal in this school year of investing in Foster Family and Community Partnerships. SMBSD has a strong belief in "Growing our Own" through a Residency program focused on diversifying their teacher workforce with a local teacher pipeline that provides equitable access and support.

Education Unit

The Education Unit has one Teacher Induction Program that was accredited by the Commission as a provisional site in the 2021-2022 school year. The education unit consists of 21 schools with 16 Elementary, 4 Junior High, and 1 Dual Language Immersion TK-8 School. The education unit has 116 candidates enrolled in their Teacher Induction Program served by over 75 mentors including 2 full release mentors.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-24)	Number of Candidates Enrolled (2024-25)
Teacher Induction Program	46	116

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

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. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. Santa Maria Bonita's teacher induction program has operated for three years during the provisional period.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Santa Maria-Bonita School District Teacher Induction Program

Program Design

The Santa Maria-Bonita School District (SMBSD) Teacher Induction Program is structured within the district's Educational Services Department, where it is intentionally integrated into districtwide instructional initiatives and aligned with the broader goals of the Bright Futures strategic plan. Its placement within this department ensures that induction operations, instructional leadership, and professional learning systems remain closely connected, allowing new teacher support to function as an essential component of the district's emphasis on cultivating and retaining highly effective and reflective educators.

The program is led by the Coordinator of Teacher Development, who oversees all operations of the induction system as the Induction Program Director. The leadership team also includes the Induction Teacher on Special Assignment (TOSA), Full-Release Mentor TOSAs, classroom mentors and the Credential Analyst, each of whom plays a distinct role in supporting candidates and mentors. The Director of Teaching and Learning Core and the Assistant Superintendent of Educational Services meet regularly with program leadership to review program data, monitor implementation fidelity, and ensure the program remains aligned to district goals related to teacher development, instructional quality, and workforce sustainability. Through this structure, the induction program benefits from consistent oversight, shared decision-making, and strong integration with the larger educational system.

Program leadership maintains frequent and structured communication with mentors, candidates, and district departments. Communication occurs through Google Classroom, monthly newsletters, site visits, Individualized Learning Plan (ILP) checkpoints, and direct coordination with principals and instructional coaches. Leadership meets regularly to review candidate data and ILP progress, while Human Resources collaborates with the program from

the hiring stage onward to verify credential status, identify induction-eligible teachers, and facilitate early mentor matching. Interview evidence confirms that communication systems are timely, clear, and supportive, with stakeholders describing program leaders as accessible and responsive. This coordination ensures that induction processes remain coherent, well-structured, and aligned with both district and site-level expectations.

The program's mentoring design reflects a job-embedded and highly supportive model. Candidates are paired with mentors within the first 30 days of enrollment, with matches based on credential alignment, grade level, site placement, and administrator recommendations. Mentors provide weekly one-on-one support that can include observation, co-planning, modeling, reflective dialogue, and ongoing support aligned to each candidate's Individual Learning Plan (ILP). The mentoring system is supported by Full-Release Mentor TOSAs, who provide additional instructional guidance, facilitate colleague observations, and model lessons when needed. Across interviews, candidates and mentors described mentoring interactions as consistent, supportive, and deeply connected to daily instructional practice.

Mentors must hold a Clear California credential, demonstrate strong instructional practice, and commit to participating in ongoing professional learning. The selection process is collaborative and includes recommendations from site administrators or program leadership, followed by completion of a Mentor Agreement that outlines expectations and confirms the mentor's readiness to support a candidate. Mentors participate in a structured training system that includes Foundational Mentor Learning for new mentors and Sustaining Mentor Learning for returning mentors. Professional learning is supported through mentor meetings, structured goal-setting aligned to the Continuum of Mentoring Practice, Communities of Practice, and ongoing feedback from induction leadership. Interview evidence shows that mentors feel well supported and view the program's professional learning as meaningful to their growth.

The program regularly gathers input from candidates, mentors, administrators, and higher education partners through multiple avenues, including midyear and annual surveys, professional learning evaluations, advisory committee discussions, informal check-ins, and ILP review feedback. This input is used to inform program refinements and ensure that supports remain reflective of participant needs. The Induction Advisory Committee, which includes site administrators, mentors, higher education partners, and district leaders, meets quarterly to analyze data, review candidate progress, and collaborate on program improvements. Interviewees consistently indicated that program leadership actively listens to feedback and responds with thoughtful adjustments that strengthen both mentor and candidate experiences.

Over the last two years, the program has implemented several significant improvements. These include formalizing the mentor recommendation and selection process, expanding mentor training into two differentiated pathways, streamlining ILP systems and Google Classrooms for greater clarity, and refining the green–yellow–red progress monitoring structure. Additionally, the program strengthened alignment with districtwide initiatives such as Bright Futures and the residency-to-induction pipeline, resulting in clearer expectations, improved documentation, and more coherent professional learning opportunities. Education partners across all groups

described these refinements as highly effective in building a stronger and more supportive induction experience. In reviewing the Commission's Accreditation Data Dashboard for the 2024-2025 academic year, 100% of program completers reported that SMBSD Teacher Induction Program was effective or very effective. Furthermore, 100% of those program completers in 2024-25 indicated that they planned to stay in teaching.

Course of Study (Curriculum and Field Experience)

The SMBSD Teacher Induction Program offers a coherent, job-embedded course of study organized around a comprehensive mentoring system and an Individual Learning Plan (ILP) that guides candidate growth over time. Candidates are matched with mentors within the first 30 days of employment through a coordinated process involving Human Resources, site administrators, and induction leadership. Matches are based on credential alignment, teaching assignment, and site context to ensure mentors can provide targeted, relevant support. Interviews confirmed that this process is both timely and intentional, contributing to strong mentoring relationships and effective onboarding for new teachers.

Candidates develop professional growth goals early in the program through a structured ILP process. Within the first 60 days, each candidate collaborates with their mentor to analyze CSTP self-assessment data, consider site and district priorities, and identify areas of needed growth based on their instructional context. This process is formalized during the Administrator–Mentor–Mentee Triad Meeting, which ensures alignment between induction expectations, school site priorities, and the candidate's classroom responsibilities. The ILP then guides candidates through a series of inquiry cycles that include observation, focused instructional planning, analysis of student learning, and reflective practice. The ILP Roadmap outlines all required milestones and provides a clear sequence for revisiting goals, documenting progress, and engaging in ongoing reflection.

Supervision, advising, and support for candidates occur consistently through multiple layers of interaction. Mentors meet weekly with candidates to provide just-in-time coaching, model instructional strategies, support inquiry activities, and facilitate reflective conversations connected to CSTP-aligned growth. Full-Release Mentor TOSAs provide additional instructional support, assist with inquiry cycle implementation, and help arrange colleague observations. Program leadership monitors candidate progress through ILP reviews, mentor logs, midyear and end-of-year checks, and direct communication with candidates who need additional guidance. Interview data reflected that candidates experience induction staff as accessible and responsive, noting that the structure helps them stay focused and supported throughout the year.

Professional learning is directly connected to candidate goals and job responsibilities. Candidates participate in monthly induction seminars, districtwide trainings, and content-specific sessions facilitated by instructional coaches and Teacher Development TOSAs. This alignment reinforces district initiatives such as UDL, curriculum implementation, and Bright Futures. Mentors help candidates select professional learning that complements ILP goals, and

candidates confirmed in interviews that offerings generally feel relevant to their classroom needs and support their growth as beginning teachers.

The program regularly gathers and uses feedback from candidates, mentors, administrators, and instructional partners to inform continuous improvement. Feedback is collected through surveys, professional learning evaluations, Advisory Committee meetings, and informal conversations during site visits. Interview evidence indicated that participants believe their input is valued and that program leadership responds by refining ILP documents, streamlining processes, and adjusting professional learning to better address candidate needs.

Overall, evidence demonstrates that the SMBSD Teacher Induction Program's course of study is coherent, job-embedded, and aligned with Induction Program Standards. The mentoring system, ILP structure, professional learning alignment, and mechanisms for supervision and feedback collectively prepare candidates effectively for recommendation to the clear credential.

Assessment of Candidates

The SMBSD Teacher Induction Program uses a clearly structured assessment system to monitor candidate progress and ensure growth toward program competencies. Candidates are informed of assessment expectations during orientation, where program leadership explains ILP requirements, timelines, and evaluation criteria. These expectations are reinforced through Google Classroom, written guidance, and ongoing mentor conversations.

Candidate performance is monitored through ILP reviews, CSTP self-assessments, reflective submissions, mentor logs, and participation in professional learning. The Program Director and Induction TOSA review ILPs multiple times throughout the year, providing written feedback and clarifying next steps. Interview evidence indicates that candidates experience these checkpoints as supportive and clearly communicated.

When candidates are not making satisfactory progress, the program provides targeted support through individualized plans developed collaboratively by induction leadership and mentors. These plans outline specific actions and timelines and are communicated directly to candidates. Interview themes reflected that leadership responds promptly when concerns arise and maintains regular communication to support candidate improvement.

The program gathers and analyzes assessment data—including ILP milestones, survey results, reflective tasks, and Colloquium artifacts—to evaluate candidate competence and inform program improvements. This data is discussed within the leadership team and the Induction Advisory Committee to ensure systems remain responsive to candidate needs.

The Clear Credential recommendation is a shared process. Once ILP requirements and evidence of CSTP-aligned growth are verified by the Induction Program Director and Induction TOSA, the Credential Analyst confirms final documentation and submits the formal recommendation to

the Commission. Interview feedback affirmed that this process is thorough, consistent, and clearly communicated to program participants including candidates.

Findings on Standards

After review of the institutional report, supporting documentation, and the completion of interviews with current candidates, completers, Teachers on Special Assignment, Mentors, employers, and other Induction partners, the team determined that all program standards are **Met** for the Santa-Maria Bonita School District Teacher Induction Program.

INSTITUTION SUMMARY

The Santa Maria-Bonita School District Teacher Induction Program (SMBSD TIP) operates as an effective, cohesive, and mission-driven institution that benefits from strong high-level district backing and established infrastructure. The program's research-based vision—rooted in Mezirow's Transformative Learning Theory—is clearly represented in its core operation: a two-year, individualized coaching model systematically delivered through a well-supported mentor network, grounded firmly in the California Standards for the Teaching Profession (CSTP). This commitment is evident in the program's inclusion in the LCAP, sufficient budget allocation, and investment in the significant New Educator Week.

A primary strength is the program's capacity to deliver personalized, relevant support, which is confirmed by strong evidence from candidate artifacts validating the high quality of the induction experience. The institution actively involves relevant interest holders including district leadership and instructional personnel, coordination and decision-making, ensuring program alignment with district goals via cross-divisional collaboration. Further demonstrating robust infrastructure, the program collaborates with external partners by offering candidates and mentors the opportunity to earn Continuing Education Units through California Polytechnic State University in San Luis Obispo.

The SMBSD TIP maintains a culture of responsiveness and continuous improvement. The program was proactive in addressing initial feedback from the Commission's Program Review by implementing new protocols for documenting support provided to mentors by program staff. The systematic approach is reinforced by a successful "Grow Your Own" residency program that strategically recruits and supports the diversification of the local workforce. The current focus is ensuring all recently implemented formal documentation and data evidence including ILP collaboration and mentor goal setting, consistently applied across all cohorts for full alignment with accreditation standards.

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
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:

The Santa Maria-Bonita School District Teacher Induction Program (SMBSD TIP) has a robust institutional infrastructure that fully supports effective educator preparation. Interviews confirmed that the research-based vision is explicitly articulated to ensure new teachers receive the skills necessary for maximum efficacy, directly aligning the program with the CSTP and the district's eleven beliefs. This vision is supported by the program's secure footing within the Department of Teaching and Learning, which ensures leadership has the authority and institutional support needed. Furthermore, sufficient resources are demonstrated through consistent LCAP inclusion, budget allocation, and significant investment in the mandatory New Educator Week.

The TIP actively involves relevant interest holders in coordination and decision-making, utilizing cross-divisional collaboration within the district. The program successfully integrates candidate collaboration through structured colleague observations utilizing teachers on special assignment (TOSA) as substitutes and thought partners. Importantly, the Residency program represents a formal collaboration with the community and external partners to strategically recruit and diversify the workforce—targeting local, Latino candidates to better reflect the student population.

The program ensures that all instructional personnel are qualified by assigning "skilled, reflective coaches" who receive ongoing professional development through Communities of Practice (CoPs). Finally, the credential recommendation process is strictly monitored to ensure compliance. Candidate progress is tracked via the Learning Management System (LMS) and database. The LMS is reviewed four times during the induction period by a Review Team, with the Credential Analyst performing a "Triple check" before submitting the final clear credential recommendation to the CTC. There are processes in place to support the tracking of candidates who have additional CTC requirements before recommendations can be made.

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:

The Santa Maria-Bonita School District Teacher Induction Program (SMBSD TIP) has established a highly intentional and systematic approach to candidate recruitment and support, ensuring success across all phases of the educator journey.

The program utilizes two pathways—the traditional induction track and the "Grow Your Own" Residency Program—with an explicit strategic focus on diversifying the educator pool. The Residency program successfully recruits individuals who are primarily Latino and hail directly from the local community, effectively aligning the educator workforce with student demographics and promoting retention through strong community ties. This effort is actively leveraged as a key tool at district job fairs, demonstrating an intentional and successful system for increasing diversity.

Once admitted, candidates benefit from a transparent and well-defined support structure. The comprehensive Teacher Induction Handbook acts as a central, organized resource, explicitly naming the entire Leadership Team (including the Superintendent and Directors) and providing direct contact information for the Coordinator and TOSA, making support immediately accessible and navigable. Advisement is rigorously driven by evidence, centered on the Individualized Learning Plan (ILP) co-developed by the candidate and mentor. This CSTP-aligned ILP serves as a professional roadmap, revisited through structured inquiry cycles that emphasize planning, evidence collection, and deep reflection. The Induction team provides formal, relevant feedback twice per year through the ILP review process.

Most significantly, the program has a robust, clearly defined process to identify and support candidates who need additional assistance. The Review Team meets four times during the induction experience to assign a Green, Yellow, or Red status. A Red status triggers immediate, intensive intervention, with the Coordinator and TOSA directly managing the case. Furthermore, the mentor ensures job-embedded support by actively accompanying struggling candidates to integrate and debrief, thereby guaranteeing that the program provides all necessary, systematic assistance to promote successful entry and retention in the profession.

District leadership mentioned, "The program really does value our district's vision and mission and it is evident in the retention of our teachers."

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

SMBSD offers a cohesive, research-based program that combines classroom learning and practical field experience to ensure future educators are well-prepared and meet professional standards. Candidates reflect on how they apply cultural relevance and research-based strategies in their teaching practice using monthly surveys and an Annual Program Reflection. All fieldwork and clinical experiences are tracked and reviewed for effectiveness by the Induction Director and TOSA using documentation like ILPs and coaching logs. The program ensures continuous improvement by proactively gathering mid-year feedback from candidates on their mentor support.

Candidates gain invaluable experience working with a highly diverse student population, where 89% are low-income and 56% are English Learners. This immersion provides daily exposure to the diversity issues that shape the school climate. To address this experience, the Induction Program embeds professional learning focused on Equity and culturally responsive practices to effectively engage all students. During interviews, candidates talked about how diversity and equity strategies are embedded in the inquiry cycles. They also appreciated how the program helped with parent engagement especially with those parents who speak Spanish.

The SMBSD Induction Program ensures mentor quality through a selection process, including a site administrator's letter of recommendation, and uses four criteria (credential, school site, subject/grade level, and general needs) for matching mentors to candidates. Furthermore, the program provides ongoing training via a Mentor Academy, which starts with an Orientation covering the program handbook, coursework, and the application of research and CSTPs. This comprehensive professional development focuses on effective mentoring styles, relationship building, providing feedback, and supporting candidate goals. All of the candidates interviewed described their mentor as the foundation of the program, highlighting the strong, supportive relationship they developed. They noted that their mentors consistently provided guidance and assistance throughout every part of the induction process.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently

Common Standard 4: Continuous Improvement	Team Finding
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

The SMBSD Teacher Induction Program is committed to ensuring high-quality and effective outcomes by utilizing a continuous improvement timeline. The program actively solicits and uses input from all educational partners, including Candidates, Mentors, the advisory committee, and site administrators—to assess the program. This feedback specifically addresses the effectiveness of the course of study, fieldwork, clinical practice, and the support provided to Candidates. The Induction TOSA and Induction Director use this data for ongoing reflection and planning.

The Induction Director reviews data from candidates monthly. These results are then shared with coaches, administrators, and the Advisory Committee to inform their reflections on unit operations and guide necessary improvements to the program and services.

The program also engages local university partners—specifically California Polytechnic State University in San Luis Obispo and California Lutheran University—in this continuous improvement process. Since both universities are key contributors to their new teacher pool, a reciprocal dialogue about candidate success is highly valued. Input from all partners is gathered through surveys and collaborative conversations.

Based on feedback, the program has expanded the candidate professional learning menu with additional offerings, introduced two mentor pathways to distinguish between new and returning mentors, implemented a formal mentor growth goal-setting tool, and updated the triad meeting form to foster more supportive and collaborative conversations.

Interviews with various constituents—including program leadership, coaches, candidates, and members of the advisory committee—confirmed that feedback is consistently integrated throughout all components of the program from beginning to end. A second-year candidate noted that the program regularly solicits feedback after each meeting and professional learning session, and that candidates feel comfortable being open and honest. Several participants also reported that, as a result of this ongoing feedback, the ILP, Google Classrooms, and program resources have become more streamlined and user-friendly this year.

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 SMBSD Induction Program prepares candidates with the knowledge and skills required to effectively teach and support all students in achieving the state's academic standards. A variety of assessment tools—such as self-assessments, surveys, and feedback—are used to evaluate candidate progress and the program's overall effectiveness. The program employs a comprehensive feedback system that gathers input from candidates, mentors, and site administrators, and conducts follow-up evaluations with program completers one and three years after completion. 80% of program completers reported that the program was effective and very effective in helping them develop the skills, habits, or tools needed to grow in their teaching practice and that they were well prepared to engage and support all students for learning.

Interviews confirmed that the SMBSD induction program is having a positive impact on candidate learning and competence in line with the program's commitment to equity, excellence, and the belief that every student deserves to be seen, supported, and inspired.

District administrators and leaders described the induction program as one of the district's "crown jewels," noting that it fosters lifelong partnerships and a strong support system for new teachers, directly contributing to their professional growth. Candidates similarly reported that the program strengthened their teaching practice and that they valued the district's commitment to developing new educators. An advisory team member also praised the induction program for developing strong, confident teachers who often move into leadership roles after completing the program.