

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Santa Maria Bonita School District - Common Standards
Date of Review	9/9/25

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but responses must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response to the items below, responses need only be added to your institution's accreditation website in preparation for the 2025-26 Site Visit.

Standards Found to be Preliminarily Aligned	2
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General Comments: (Delete if none):

Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	1.3 The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	1.3 Evidence of agendas, meeting notes, data analysis showing the involvement of these interest holders.	SMBSD Login required to access confidential links Our advisory board is made up of university partners, school board members, site administrators, program completers, mentors, and program staff, Induction Advisory meets 4 times a year. We typically share what we've experienced with candidates, data from recent surveys to gather their feedback on programmatic shifts or changes, discuss candidates who may benefit from extra support and what that may look like, and we finish with what is coming next.

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	1.7 The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences.	1.7 Evidence of qualifications for mentors, program staff, TOSAs. (items could include resumes, credentials, years of experience, etc.)	Induction Advisory Slides & Notes 2024-25 (need to be logged in to access notes): ● IA October - Slides from the meeting ○ Data Reviewed - New Teacher Week ○ Notes taken from October meeting ● IA February - slides from the meeting ○ Data Reviewed - Mid Year Survey ○ Notes from February meeting ● IA April - slides from the meeting ○ Data Reviewed - Extra Support Candidates ○ Notes from April meeting ● IA May - slides from the meeting ○ Data Reviewed - Continuous Improvement ○ Notes from May meeting Induction Advisory Sign-in Sheets - 2024-25 Our mentors and induction staff are highly qualified individuals who align with our program beliefs and mission. We ensure mentors hold a matching credential and track this information on our common spreadsheet. We collect Letter's of Recommendation for Mentors from site administrators or their supervisors. Mentors also complete a Mentor Agreement (Columns S,T,U) where they share with us a professional growth goal, evidence of PL they've attended, and any other qualifications that make them an excellent mentor.

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	1.8 The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	1.8 Evidence of the process for monitoring. (items could include a spreadsheet or database, email communications with the credential analysts, 41 forms, etc.	Our Induction Program Staff has a variety of experience as demonstrated on the resumes below from site administrator to working at a local university. This diversity of perspective provides a comprehensive support lens for our mentors and candidates. • Coordinator of Educator Development • Induction TOSA • Credential Analyst We work closely as a team to make sure that candidates are closely monitored throughout the program. Communication is frequent and data is shared using a common spreadsheet each year of induction. We have a Credential Recommendation Process which is completed by our Credential Analyst once we've verified completion as a team. Handbook slide 27 number 6 "Upon Completion of Induction" section also explains this process. Candidates are tracked on our Attendance & Accountability Spreadsheet. We also document completion on candidates individual ILPs Year 2 ILP - 2024-25 to verify completion as well as on their feedback forms Year 2 Complete feedback on ILP.
Standard 2: Candidate			

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Recruitment and Support			SMBSD Login required to access confidential links
Standard 3: Course of Study, Fieldwork, and Clinical Practice.	3.3 The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 3.4 Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	3.3 Evidence of annual program reflection data 3.4 Please provide evidence of how supervisors are evaluated (given feedback) and recognized in a systematic manner. (items could include data or spreadsheet)	Mid-year check-in 2024-25 - analysis of data End of year reflection 2024-25 Professional Learning Survey 2024-25 Completer survey We ensure the effectiveness of our mentors by multiple means. We collect feedback about our mentors from our candidates through the Mid-year check in 2024-25. This data is reviewed by the induction staff and shared with Induction Advisory to ensure we have effective matches. The induction staff evaluates mentors through Feedback on Mentor Goals and the time they are spending with their candidate as indicated on their Mentor Logs. We also collect peer feedback during our Community of Practice by other mentors and induction staff. Our Handbook states a No Fault Agreement - slide 40 paragraph 2 plus diagram if data indicates a match is not successful, the induction staff follows the process to provide restorative support and if need be, find an alternate match.
Standard 4: Continuous Improvement	4.1 The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork	4.1, 4.2 and 4.3 Although the process for continuous improvement was	We share data and discuss program improvements at every Induction Advisory meeting. Here are a few examples of data driven discussions that led to program improvement.

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	and clinical practice, and support services for candidates. 4.2 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. 4.3 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.	outlined, please provide specific data evidence on the continuous improvement and examples of how data was used for program improvements.	Induction Advisory 4/20/23 - Changes made based on feedback demonstrated on slides 10 & 11 Induction Advisory 5/21/24 - Changes made based on feedback from Annual Survey slides 9 & 8 Induction Advisory 10/6/25 - Sharing survey results, analysis, and updates
Standard 5: Program Impact	5.2 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.	5.2 Although the process for program impact was outlined, please provide specific data evidence and examples on how the program is having a	The induction program is having a positive impact on candidate learning and our school district as a whole. As indicated in the Completer survey, many of our completers are not only remaining in the district but they are also taking on leadership roles at a very early stage in their career including PLC Facilitators, Mentors, Coaches, and more. Link to Completer Survey Analyzed Results

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		positive impact on candidate learning.	SMBSD Login required to access confidential links Our Administrator Survey indicates “<i>Significant Improvement</i>” in candidates, especially in areas like engaging students, effective learning environments, planning instruction, assessing student learning. Link to Administrator Survey Analyzed Results Induction Advisory 10/6/25 - We shared the impact our program is having on Candidate Learning