

Report of the Required 7th Year Report by San Mateo-Foster City School District March 2026

Overview

This report provides information on the 7th year report for the San Mateo-Foster City School District (SMFCSD).

Recommendation

This is an information/action item; however, as there were no stipulations, no action is required beyond accepting the report from the SMFCSD.

Background

The SMFCSD hosted an accreditation visit in December 2024. The Committee on Accreditation (COA) granted a status of **Accreditation** with a 7th year report to the institution at its meeting on February 27, 2025. The full team report may be found here: [San Mateo-Foster City School District Site Visit](#).

The COA's action ([see February 2025 letter](#)) included a requirement that, within one year, the institution provide documentation and evidence of continuous improvement as specified below:

1. Formal mentor feedback system
2. Streamlined system to assess Individualized Learning Plan (ILP) benchmarks
3. Adjustments to classroom observations related to specific interventions for candidate

Full Report

The full 7th year report for San Mateo-Foster City School District is included as an attachment.



**San Mateo-Foster City School District
Teacher Induction Program**

7th Year Report

Committee on Accreditation
Mary Vixie Sandy, Ed. D. Executive Director
May Lee State Office Complex
Commission on Teacher Credentialing
651 Bannon Street, Suite 600
Sacramento, CA 95811

Dear Committee on Accreditation and Dr. Mary Vixie Sandy:

The San Mateo-Foster City School District is pleased to present our seventh-year report outlining some major points in our ongoing cycle of continuous improvement.

The site visit on December 2-4, 2024, along with the report to the Committee on Accreditation (COA) on February 27, 2025 were an opportunity for us to implement many relevant and necessary shifts that better support our Induction Candidates and therefore our students in the three district goals of achievement, equity, and wellness.

The site visit occurred six months after our program leadership change, and the site visit team felt that some practices, while clearly planned, had not yet been implemented. We are very pleased to say that all recommendations have been implemented, with input from the 2024-25 and 2025-26 Induction Governing & Leadership Board, which has members from every stakeholder group (mentors, candidates [including General Education, Special Education, International Teachers], completers, site administrators, universities, classified and certificated staff). We are very fortunate to have unwavering support and involvement of our Superintendent Diego Ochoa, Assistant Superintendent of Education Services David Chambliss and our dedicated Board of Trustees. We capitalized on professional relationships with programs across Region Two as well as the institutional knowledge of our Induction program consultant, Beth Littrell, who previously served as a long-time member of the Board of Institutional Review (BIR). Additionally, our team was extremely grateful for the weekly guidance and ongoing direction and program support from our CTC Liaison, Roxann Purdue,

who consistently provided clear feedback, mindful reflections as well as never giving up on the lofty task that lay before us. We have had such positive feedback from all stakeholders that these practices have been permanently embedded into our induction program. We also acknowledge that we will need to continue to make relevant and necessary shifts with the ever-changing needs of our stakeholders. We are proud of our Induction Program and the growth and progress we have made and continue to make.

From the letter to our superintendent from Dr. Mary Vixie Sandy, our seventh-year report was to include:

- [An update on the formal mentor feedback system](#)
- [the streamlined system to assess Individualized Learning Plan \(ILP\) benchmarks, and](#)
- [adjustments to classroom observations related to specific interventions for candidates.](#)

We are pleased to report on those updates in the following pages. ([Full Accreditation Report](#))



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San Mateo-Foster City SD Board of Trustees:

LaTisa M. Brooks; Stacey Ho; Gene Kim; Alison Proctor; Maggie Trinh



San Mateo-Foster City School District Teacher Induction Program

Note: All links in the “Updated Procedures and Evidence” are also linked in Column 3

Site Visit Feedback	Updated Procedures and Evidence	Additional Supportive Evidence
<p>Formal Mentor Evaluation System Update</p> <p>Standard 6: Program Responsibilities for Assuring Quality of Program Services</p> <p>The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the</p>	<p>After collaborating with several other programs across the state to gather ideas for best practices, the Governing Board formally adopted a new formal mentor feedback system. In addition to this formal mentor feedback, program leadership gathers data and input from surveys, and mentor observations. Mentors receive direct support and ongoing 2025-2026 professional development opportunities for continuous growth.</p> <ul style="list-style-type: none"> • The ILP and mentor log are reviewed throughout the year with feedback provided to the mentor by the program leadership. In this way, we monitor progress and give feedback. The program lead is able to contact and provide extra support to mentors who might be struggling (as well as acknowledgement of those who are superstars!) • Candidates meet with the Induction Coordinator in the fall and spring in individual conferences. The initial conference guides mentor/candidate matches. In the mid-year meeting, the program leader asks questions about the effectiveness of the mentor/candidate collaboration. 	<p>Governing Board 2025-26</p> <p>October 29: Mentor Evaluation</p> <p>Mentor Evaluation</p> <ul style="list-style-type: none"> • Mentor application • 25-26 Mentor Handbook • Mentor training flyer • Mentor Meeting flyer • Launch flyer • Mentor Evaluation Protocol • Redacted ILP review sheet • Reassignment Protocol <p>Individual Meeting Calendar</p> <p>One-on One Check in notes</p> <p>Candidates met individually with Program Coordinator and asked for specific feedback on mentor efficacy and relations</p> <p>Mentor Log</p> <ul style="list-style-type: none"> • Just-in-time suggestions

<p>pairing of candidate and mentor is not effective. The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.</p>	<ul style="list-style-type: none"> • Candidates, Mentors and our leadership Team members completed a mid-year survey that informed program leadership about mentor efficacy. • Candidates completed an end-of-year survey that asks specific questions related to the requirements of the Induction Program Standards • All Induction program participants (including: candidates, mentors, site administrators, governing board, leadership team and IHE members) participated in a 2025 end-of-year survey. All collected survey data is used to continually monitor and improve our induction program, including mentor efficacy. When data shows a poor mentor/candidate match, or the candidate requests a change for cause, the mentor is reassigned. • The program coordinator communicates regularly with site administrators to determine how the mentor and candidate are progressing in their practice. Site administrators also completed the end-of-year survey. • Mentors support candidates in their weekly meeting by reflecting on their goals ILPs, and give a monthly overview of the topics covered in both "just in time" support and longer term analysis of teaching practice to help candidates develop enduring professional skills 	<ul style="list-style-type: none"> • Longer term analysis of teaching practice to help candidates develop enduring professional skills
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<p>Streamlined system to assess ILP benchmarks</p> <p>Standard 5: Determining Candidate Competence for the Clear Credential Recommendation</p> <p>The Induction program must assess candidate progress towards mastery of the <i>California Standards for the Teaching Profession</i> to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP. Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must <i>verify</i> that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear</p>	<p>Mentors and candidates repeatedly express appreciation for the feedback they received on progress towards completion of the ILP (progress toward mastery of the CSTP) but the process was cumbersome and costly for the program. In order to streamline and strengthen the system, the program revised the ILP with the following changes</p> <ul style="list-style-type: none"> • Check boxes were added so that the program knows when the candidate and mentor are ready to have feedback. • Program highlighted cells of activities that were reviewed This new practice of color coding lets the candidate and mentor know when the program has reviewed and given feedback • Feedback was taken off of the cover sheet for the ILP and put on the same sheet as the protocol. This made the cover sheet with links to activities a much cleaner, easy-to-use format that mentors and candidates have appreciated. • Records of completed activities are kept on a program spreadsheet. (Note that this is a REDACTED copy without names or links to actual ILP for the purpose of confidentiality). This sheet is reviewed monthly by program leadership <ul style="list-style-type: none"> ○ If a mentor/candidate is behind in completing benchmarks by target dates, program leadership reaches out directly to determine the root cause and offer support. 	<p>New ILP/Mentor Log REDACTED ILP Evaluation spreadsheet in Google Sheets</p> <p>ILP updated</p> <ul style="list-style-type: none"> • Checkboxes for mentors to let program know when an item was ready for review • Highlighting from program to let mentor/candidates know when feedback was given <p>Feedback and appreciation embedded in ILP</p> <p>Survey of candidates and mentors</p> <p>Transcript documenting satisfactory completion of all program activities and requirements</p> <p>End of Year Celebration and End of the Year Reflections</p> <p>End of Year Celebration Agenda</p>
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<p>credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.</p>	<ul style="list-style-type: none"> ○ If the problem cannot be resolved, the mentor is replaced (see mentor formal evaluation) • The transcript is a secure document with only program leadership having edit rights. Candidates and mentors have viewing rights to their own transcript through the year. • The year-end reflection has been modified to be focused on candidate growth as well as participation in the larger professional learning community within the profession. As part of that, the year-end celebration has become much more celebratory, less paper-driven, and gives candidates, mentors, site administrators, IHE, Leadership and school district board members a moment to pause, reflect and celebrate the significant growth achieved by our candidates. • Our theme for the End-of-Year Celebration was on global awareness and the important and integral role everyone plays in SMFC Induction. Spring 2025 was the year we successfully completed our CTC Accreditation and joyfully welcomed our first class of International teachers as Induction Completers! 	
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<p>Adjustments to classroom observations related to specific interventions (goals) for candidates</p> <p>Standard</p> <p>4: Qualifications, Selection, and Training of Mentors</p> <p>The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. ... Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:</p> <p>... Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction</p>	<p>In our cycle of continuous improvement, we completely revised language about mentor observation and feedback of the candidate.</p> <ul style="list-style-type: none"> • Prior leadership had removed observation protocols, and those were re-inserted into the mentor handbook as well as the ILP. (Each protocol is a possibility, and mentors and candidates are free to use whatever works best in the context of the ILP.) • Mentor observation of the candidate is a required activity in the ILP, and tied to the goals set in the ILP • A linked page includes language from the Induction Standards about this observation • The program has re-inserted some possible protocols for observation • The program has given a possible example of some protocols. Examples will continue to expand as we gather more exemplary data. • Candidates have the observation protocols available to use in their own observation of veteran teachers to help focus their observation and reflection after the lesson 	<p>Updated mentor handbook <i>See protocols beginning Page 108</i></p> <p>Revised ILP <i>See row 7</i></p> <p>Linked page in ILP</p> <p>Observation protocols <i>Protocols are linked on this page</i></p> <p>Training related to observation protocols <i>See pages 109 and 111.</i></p> <p>Expanded to candidate observation of veteran teacher</p>
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[Full Accreditation Report](#)