

Discussion of the 7th Year Follow-Up Report Submitted by Long Beach Unified School District April 2025

Overview of this Report

This item provides information on the 7th Year Report for Long Beach Unified School District.

Staff Recommendation

Staff recommends that the Committee on Accreditation accept this report.

Background

An accreditation site visit for Long Beach Unified School District was held virtually and took place April 8-10, 2024. Following discussion of the [report and its recommendations](#) at their May 2, 2024, meeting, the Committee on Accreditation (COA) granted the institution the accreditation status of **Accreditation with 7th Year Report**. The 2024 findings included the following:

Program Standards

All program standards for the Long Beach Unified School District's Teacher Induction Program were **Met** except for Program Standard 4: Qualifications, Selection, and Training of Mentors and Program Standard 6: Program Responsibilities for Assuring Quality of Program Services which were **Met with Concerns**.

Common Standards

Common Standards for the Long Beach Unified School District were **Met** except for Common Standard 3: Fieldwork and Clinical Practice which was **Met with Concerns**.

Submission of 7th Year Report

The 7th year report provides the Committee on Accreditation with an update on the implementation results of changing from eight full-time release induction mentors model to having induction mentors reassigned to content curriculum offices and induction candidates supported by 32 content area specialists. Within [the 7th Year Report](#), Long Beach Unified School District's Teacher Induction Program addressed the findings from site team reviewers:

Long Beach Unified School District identified common themes between Induction Program Standard 4 and Common Standard 3. As a result, the institution supplied responses and updates for these two separate, but similar standard elements. The program established clear protocols for the selection and training of mentors to ensure consistency and alignment with program expectations. The program refined hiring practices to include clear documentation that outlines the role of content coaches within curriculum offices, ensuring they can effectively serve as mentors and provide targeted support to new teachers. This year, mentor

selection was conducted through a collaborative process within their curriculum offices, prioritizing credential and content alignment. Curriculum leaders and content coaches worked closely to determine optimal mentor-mentee pairings based on school site, grade level, and mentor expertise.

To enhance mentor development, the program supplied ongoing monthly training sessions focused on effective coaching strategies and program requirements. Each session provided accompanying slides and resources allowing mentors and program managers to remain informed and address emerging questions or programmatic concerns. This structured follow-up has proven instrumental in refining mentor practice while fostering continuous improvement. Long Beach Unified School District remains committed to sustaining and enhancing this approach in their effort to strengthen mentor effectiveness while maintaining an open feedback loop for continuous improvement.

In addressing the feedback pertaining to Program Standard 6, Long Beach Unified School District is working to continuously evaluate the assessment and feedback provided to mentors through exit slips and surveys to gain insight into their strengths and areas for growth in supporting their cohorts. Participants provide real-time feedback for events, training, and professional development. The implementation of the Mentoring Continuum of Practice has been instrumental in fostering a collaborative feedback loop among mentors, enabling them to reflect on their practices, address immediate needs, and prepare for future coaching conversations.

The program has structured mentor training sessions that incorporate targeted professional development topics, including effective coaching conversations, navigating difficult discussions, Individualized Learning Plan (ILP) development, and enhancing reflective practices. To improve communication and ensure program clarity, the program has strengthened district-wide messaging through the program website and weekly updates. Additionally, the program coordinator provides individualized support through site visits, phone consultations, and email correspondence to address specific questions and concerns. Moving forward, Long Beach Unified School District will continue utilizing coaching rubrics and Mentoring Standards to assess mentor effectiveness and guide professional growth through structured check-ins and ongoing coordinator-mentor conversations. Additionally, the program will deepen partnerships with administrators and site support staff to reinforce a culture of continuous improvement and support for both mentors and candidates.