

Update on the 7th Year Report for Temple City Unified School District Recommendation to Remove Stipulations

June 2013

Overview of this Report

This report presents information on Temple City Unified School District that was required to submit a 7th Year report to the COA addressing stipulations. .

Staff Recommendation

Staff recommends that

1. The stipulation from 2012 accreditation visit be removed
2. That the accreditation decision be changed from Accreditation with Stipulations to **Accreditation**.

Background to this Report

Temple City USD's accreditation site visit was held May 21-24, 2012. At the June 2012 COA meeting, Temple City USD was granted the accreditation status of Accreditation with Stipulations, with a request by COA that they submit a 7th year report addressing the stipulation.

The report can be found at: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-06/2012-06-item-19.pdf> In addition, the letter to the institution with the COA action can be found at: [https://info.ctc.ca.gov/fmi/xsl/cnt/2012-06-27 TCUSD Accreditation.pdf?-db=PSD Program Sponsors DB&-lay=web Accreditation Reports&-recid=299&-field=COA Letter](https://info.ctc.ca.gov/fmi/xsl/cnt/2012-06-27%20TCUSD%20Accreditation.pdf?db=PSD%20Program%20Sponsors%20DB&lay=web%20Accreditation%20Reports&-recid=299&-field=COA%20Letter)

Stipulation from the 2012 Visit	2013 Recommendation
That the Temple City Unified School District provide evidence of the implementation of a formalized, systematic, and consistent professional development and training plan for the institution's support providers."	Removal of Stipulation

Over the past year, Temple City Unified School District has worked to address the stipulation. The following table identifies the rationale for the stipulation provided by the accreditation site visit team as well as Temple City USD's response in addressing the stipulation. **The concerns of the site visit team were identified as:**

- Program leadership training and participation
- Recruitment of support providers
- Support provider training in the formative assessment system, FACT, specific mentoring skills, and diversity training

In early June 2013, the institution submitted report tables and evidence of activities completed during the 2012-2013 school year that addressed the deficits found by the site visit team as well

as plans for 2013-14 that address the identified issues. Staff and the team lead reviewed the items and provide the following synopsis:

Stipulation General Education Induction Program Common Standard 4: Faculty and Instructional Personnel Program Standard 3: Support Providers and Professional Development	
<p>That the Temple City Unified School District provide evidence of the implementation of a formalized, systematic, and consistent professional development and training plan for the institution's support providers."</p>	
Rationale for Stipulation	2013 Temple City USD's Response
<p>Common Standard 4: Faculty and Instructional Personnel and Program Standard 3: Support Providers and Professional Development Providers were standards judged to be Met with Concern, leading to the above stipulation. In relation to Common Standard 4, the rationale states:</p> <p style="padding-left: 40px;"><i>The team found that current program leadership reported their unavailability to attend current ad relevant training related to delivery of the formative assessment model (FACT). While the program documents indicated support providers "receive initial and on-going training of support providers' skills", interview and program documentation indicated the training is not consistent or comprehensive for all support providers and is not specific to support provider skills.</i></p> <p>Further, on page 19, in the program report section Course of Study, it states:</p> <p><i>An initial overview of the program was offered to support providers at the beginning of the year. Program Leadership and interviews confirmed that support providers received side-by-side training on the formative assessment tools with their participating teachers. Additional training has not been offered for a few years related to specific mentoring skills.</i></p>	<p>During the 2012-13 year, <i>program leadership</i> (both the Temple City program director and the Duarte district liaison) completed state-level training in FACT, the formative assessment system used by the program. This training was held in January in Northern California; certification of training completion was presented as evidence. Additionally, the program director attended all FACT Implementation Network Meetings; tri-annual meetings of local programs using FACT, where networking, additional training, and troubleshooting are discussed as practitioners; and implementation of the system is calibrated.</p> <p><i>Recruitment and selection</i> of support providers was done through a series of activities. An informational flyer was distributed, with the request it be posted for all personnel to access. The selection process included an application, a site administrator recommendation and a classroom observation. Recruitment and selection resulted in four new support providers, to serve the program's 15 public and private school candidates.</p> <p>The <i>support providers</i> participated in both mandatory and voluntary training sessions throughout the year, five alongside their participating teachers and seven with support providers alone. Session topics included initial orientation, mentoring skills and formative assessment processes, participating teachers' needs, and district initiatives. Attendance at mandatory trainings was 100%, either through attendance at the session or alternative make-</p>

	<p>up sessions, with support provider attendance at optional training sessions averaging about 75%. Due to the unavailability of FACT training until January of 2013, the program provided locally designed training of FACT elements throughout the 2012-13 year. The training schedule for 2013-14 includes the state- designed FACT training modules and Mentoring Matters modules, which provide input sessions and practice in support provider skills. The newly certified program director and district liaison will be providing these training sessions.</p> <p>The site visit team found the <i>diversity</i> of Temple City's support providers to be sufficient, but the training of support providers in diversity issues was lax. During the 2012-13 school year, training in diversity issues were presented during formative assessment training sessions. Diversity training is scheduled in the 2013-14 year, with a fall session that includes "Flash Judgments," the frames of deficit, diversity and equity, and Critical Literacy Development with a winter session that followed up on these topics.</p>
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Next Steps

Commission staff believes that Temple City Unified School District has taken strong, positive steps during the 2012-2013 school year to address the issues raised by the site visit team as well as the stipulation placed on it by the COA in 2012 with additional steps identified and planned for the 2013-14 year. Staff recommends that the stipulation be removed and full accreditation status be given to the Temple City Unified School District. The COA may also want to consider asking for an additional report next year to ensure that the plans for 2013-14 are implemented.