

Report on the Efforts of Los Banos Unified School District To Address Stipulations

Overview of this Report

This agenda item provides information on the work of Los Banos Unified School District to address the stipulations identified by the COA as a result of their 2014 Site Visit.

Background

Los Banos Unified School District hosted a site visit on March 31st through April 2nd, 2014. The full report may be found on the Commission's Accreditation Reports page at: [Los Banos 2014 Site Visit Report](#).

A four-member team found six of the eight applicable Common Standards "Met". Common Standard 2 and 4 were "Not Met". The institution sponsors one program, a General Education (MS/SS) Induction program; the team found that all Program Standards were met with the exception of Program Standards 3 and 6, which were Met with Concerns. The COA, upon hearing the report at the June 2014 meeting, determined the Accreditation status to be **Accreditation with Stipulations**.

The stipulations are as follows:

- 1) The institution is to develop and implement a unit-wide assessment system. The system is to include data collection related to unit and program outcomes, using that data for unit and program improvement.
- 2) The institution is to develop and implement both a selection process and retention process for support providers using well-defined criteria consistent with their assigned responsibilities in the program and addressing the requirements found in Common Standards 4.
- 3) The institution is to develop a professional development system that meets the individual needs of the program's candidates and employs professional development providers who are selected and prepared consistent with the providers' assigned responsibilities in the program.
- 4) The institution is to develop and implement a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English Language learners and students with special needs.
- 5) The institution is to submit a report to the Committee on Accreditation within six months of this action, addressing progress taken toward meeting stipulations 2, 3, and 4.

A six-month [progress report](#) was submitted to the Commission and an agenda item presented to the COA in February 2014, at which time the COA accepted the report with no action taken.

Report Contents

Los Banos submitted their response to the stipulations report to the Commission on April 29th. As previously reported, changes were begun immediately after their site visit in 2014. The institution was able to ready required components to address the stipulations by the start of the school year in fall of 2014.

A summary of the work that has been done to date follows:

Stipulation	Action Taken by Los Banos USD
<p>1. The institution is to develop and implement a unit-wide assessment system. The system is to include data collection related to unit and program outcomes, and the data is to be used for unit and program improvement (Common Standard 2)</p>	<ul style="list-style-type: none"> • A comprehensive assessment system was presented to the COA in February and can be found in Appendix A • A more thorough analysis and a unit and program improvement plan will be completed during the upcoming summer months for implementation in 2015-16 • A table with links to documentation of the system was provided as part of the report
<p>2. The institution is to develop and implement both a selection process and retention process for support providers using well-defined criteria with their assigned responsibilities in the program and addressing the requirements found in CS (Common Standard 4/Program Standard 3)</p>	<ul style="list-style-type: none"> • A system for the selection of support providers was implemented in fall 2014 and presented to the COA in February. The system features a written application, a written recommendation from the applicant's site administrator, verification of teaching experience, and an informal meeting with district personnel to discuss support provider roles and responsibilities • A multi-layer monitoring process of support providers' interaction with the participating teacher and program personnel has been designed and implemented. Components include mentor time logs, completed formative assessment documents, feedback from the program director, and drop-in visits by the program director during SP-PT meetings • The retention process includes ongoing evaluation by the program director, remediation attempts, and a final conversation with program personnel in charge of retention to explain why the person is not being retained • A formal process for changing the support provider-participating teacher match has been developed but there was no need for its use in 2014-15.

<p>3. The institution is to develop and implement a professional development system that meets the individual needs of the program's candidates and employs professional development providers who are selected and prepared consistent with the providers' assigned responsibilities in the program. (Common Standard 4)</p>	<ul style="list-style-type: none"> • A two-year plan of professional development (PD) sessions has now been developed to drive PD in the teacher induction program. Each monthly session includes a presentation, time to work one-on-one with the candidate's support provider on formative assessment, and time for individual reflection. • The monthly professional development sessions are organized around the Induction Program Standards. PS 5 and 6 outline curricular areas of growth for beginning teachers while program standard 4, is addressed at every professional development session as the formative assessment tools document the work completed in PS 5 and 6. • Finally, the Los Banos USD professional development system continues to provide release time for participating teachers to either observe a lesson by another district teacher or schedule a demonstration lesson in their own classroom,. • A calendar of professional development offerings was provided as part of the report
<p>4. LBUSD is to develop and implement a system to ensure that all candidates have assignments that include settings where they can demonstrate the skills and knowledge required in the areas of diversity, English language learners and students with special needs. (Program Standard 6)</p>	<ul style="list-style-type: none"> • Los Banos Unified School District developed and now use a protocol to ensure all placements for participating teachers are screened for the inclusion of English Learner and Special Populations students. The program director monitors classroom assignments and class rosters to verify needed student populations are available to the participant. • Site administrators and credential analysts have been trained in the new protocol and have used it since fall 2014. • As a follow up to this protocol, the program director now monitors each participating teacher's formative assessment documents to verify that lessons are being differentiated for all student populations. • A table showing the program director's monitoring of participating teachers' assignments was included in the report
<p>5. Further, LBUSD is to submit a report to the COA within six months of this action addressing progress taken toward meeting stipulations 2, 3, and 4.</p>	<ul style="list-style-type: none"> • A report was submitted to the Commission in January and presented to the COA at the February 2014 meeting.

Next Steps

This is an action item. Staff recommends that the COA accept the report from the Los Banos Unified School District and discuss the possibility of changing their status from Accreditation with Stipulations to Accreditation. Staff recommends that Los Banos be directed to report on the progress of its implementation of the unit assessment system in its next biennial report.

Appendix A

Program and Unit Evaluation System

Program Component	How It is Performed	When and How it is Evaluated
Participant Admission	<ul style="list-style-type: none"> • Notification of Eligibility Forms received by Induction Coordinator (IC) • Initial contact made by IC 	<ul style="list-style-type: none"> • Late August/Early September • Unit Focus Group Discussion <ul style="list-style-type: none"> ○ Credential analyst ○ Asst. Sup of HR ○ Asst. Sup of Elementary Ed ○ Asst. Sup of Secondary Ed ○ Director of Special Services ○ Induction Coordinator
Participant Advisement	<ul style="list-style-type: none"> • Credential review with Credential Analyst • Intake meeting scheduled by IC 	<ul style="list-style-type: none"> • Late August/Early September • Focus Group Discussion
Participant Support	<ul style="list-style-type: none"> • Assignment of SP within 30 days • District Orientation • Induction Orientation 	<ul style="list-style-type: none"> • Late August/Early September • Focus Group Discussion
Participant Assessment	<ul style="list-style-type: none"> • E-portfolio checks on Database of Components Completed • Evidence of Application completed and shared quarterly 	<ul style="list-style-type: none"> • Weekly through edmodo • Quarterly reports by IC
Support Provider Preparation	<ul style="list-style-type: none"> • SP overview meeting for potential applicants • Initial FACT training before the start of school year • On-going SP training in FACT processes • Participation in all FACT training (with PT) 	<ul style="list-style-type: none"> • Sign-in sheets • Session evaluation forms • Individual Mentoring Plans • Time Logs • PT Rating Record (on Master Log)
Program Evaluation	<ul style="list-style-type: none"> • Program completers • Proficiency level of induction standards 5 and 6 • PT and SP satisfaction • Budget updates 	<ul style="list-style-type: none"> • Final notification to HR • Evidence of Application forms • Focus group discussion (w/PT) • Mid-year needs survey • Financial reports to Advisory Council