

**Report of the Actions Taken by the Montebello Unified School District
to Address Remaining Stipulations
June 2020**

Overview of this Report

This item is a follow up report to the May 2019 accreditation revisit to the Montebello Unified School District. This item provides a detailed account of actions taken by the district to strengthen the common standards and program standards identified as not fully met and includes the staff recommendation regarding the district's current accreditation status.

Background

A site visit was held at the Montebello Unified School District from March 5-7, 2018. The [report](#) of that visit was presented to the Committee on Accreditation at its May 2018 meeting. The COA assigned the status of **Accreditation with Probationary Stipulations** to the Montebello Unified School District and all of its credential programs, and assigned the following six stipulations to be addressed in a focused revisit:

1. By October 15, 2018, the program provides systemic evidence of compliance with the Program **Preconditions 2, 3, and 4**:
 - a) candidates are matched with their assigned mentor within 30 days of enrollment;
 - b) candidates' initial Individual Learning Plan is developed within 60 days of enrollment; and
 - c) candidates receive an average of one hour of support weekly from program personnel.
2. Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels. **(Common Standards 1 and Program Standard 6)**
3. Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. **(Common Standard 4)**
4. Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans. **(Program Standard 3)**
5. Within one year, the program creates and implements a structured plan that provides both formative feedback and evaluation of the services provided by the mentors to their candidates. **(Program Standard 6)**
6. Within one year, the institution will host a focused site visit to verify required changes have been made in the program design and implementation is aligned to the Common and Program Standards.

Further, the COA stipulated that Montebello Unified School District was not permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been met.

The Montebello Unified School District hosted an accreditation site revisit on May 29-30, 2019. The team lead and state consultant returned to interview stakeholder groups after reviewing the district's quarterly reports and submitted evidence of program implementation. A [report](#) of that visit was presented to the Committee on Accreditation who took action to remove stipulations 1, 5 and 6 and alter the district's Accreditation status to **Accreditation with Stipulations**. The district was asked to provide a report on the remaining stipulations (2, 3, and 4) one year later. Finally, the district was once again permitted to propose new credentialing programs and continue in its assigned cohort on the schedule of accreditation activities.

Actions Taken Since June 2019

Montebello USD submitted their follow up report in early May 2020, outlining actions they have taken in the past 12 months to address the remaining stipulations. That report is included in its entirety here as Appendix A, with a synopsis below:

Stipulation 2: Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at both the program and unit levels. (Common Standards 1 and Program Standard 6).

Common Standard 1: Institutional Infrastructure to Support Educator Program

"Considerable amount of effort has been dedicated to strengthen the cohesive relationship of our program between the Superintendent of Schools, district leaders and school administrators to address this stipulation."

- Establishment of an ongoing system of communication throughout the district personnel
- Montebello Teacher Induction Program (MTIP) holds an ongoing visible role in district services
- MTIP continues to receive adequate funding for program personnel and activities, at no cost to participants
- Advisory Board membership is representative of district and community personnel and serves both as a means of communication and a role of critical friend

Program Standard 6 Program Responsibilities for Assuring Quality of Program Services

"MTIP has strengthened the systematic process to regularly assess the quality of services provided to candidates."

- Candidate feedback on mentor services is now gathered through multiple measures
- Candidate progress is monitored through documentation, observation, and reflective conversation at the program level
- Mentoring-candidate collaborative work is actively monitored by the program leadership team
- Program effectiveness is actively reviewed by the Advisory Board and Educational Services

Stipulation 3: Within one year, the unit leadership creates and implements a continuous comprehensive improvement process. (Common Standard 4)

Common Standard 4 Continuous Improvement

“MTIP has built a system that establishes an approach to continuous improvement that is based on input from various stakeholders and identifies best practices for our induction program.”

- Multiple data from a variety of stakeholder groups is gathered and used according to a predetermined schedule
- Program surveys have expanded, both in content and number of stakeholder groups involved
- Candidate needs are identified in a self-survey resulting in the program offering targeted professional learning options
- Program participation at regional induction meetings provides the program with information on local program implementation
- Advisory board identified and designed criteria they now use to monitor candidate progress
- Inclusion of MTIP at principal meetings increases communication and allows for the program to respond to individual site needs
- Expanded monitoring of mentor services resulted in a new mentor training series

Stipulation 4: Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans. (Program Standard 3)

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

“The MTIP team took steps to redesign, minimize, and streamline program documentation, moving away from a lock-step inquiry process for alignment to the current program standards.”

- Criteria for mentor-candidate pairings deepened and applied, including the expansion of the mentoring cadre
- Expectations around initial induction learning plan expanded and monitored
- Increased individualization of the ILP
- Inquiry focus outlined for candidates, resulting in targeted professional learning
- Mentoring established as the main structure and support for teachers
- Monitoring of candidate progress, allowing for deeper individualization
- Single common electronic platform used for all program needs
- COVID-19 has caused the program to pivot their services and find new ways to support candidates and their students’ learning

Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept the June 2020 report from the Montebello Unified School District and change their accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Appendix A
Montebello Unified School District
Teacher Induction Program
2019-2020 Annual Report

Stipulation 2

Within one year, the institution/unit provides evidence of a collaborative, cohesive, coordinated district-level leadership structure that allows for standards implementation at the both the program and unit levels.

Standard Being Addressed

Common Standard 1: Institutional Infrastructure to Support Educator Program

Montebello Unified School District (MUSD) has made multiple adjustments and modifications as we continue to improve the collaboration and coordination efforts to reinforce the infrastructure to support the Montebello Teacher Induction Program (MTIP) in order to provide a high quality program. Considerable amount of effort has been dedicated to strengthen the cohesive relationship of our program between the Superintendent of Schools, district leaders and school administrators to address this stipulation.

The district hired key district personnel as evidenced in the [organizational chart](#), the following positions have been filled: Director of Educational Services, Director of Human Resources, Director of Student Services, Director of Special Education, Assistant Superintendent of Students Services, and the appointment of the Interim Assistant Superintendent of Business Services. MTIP works closely with each of these institutional leaders and departments as they directly support the induction program, our induction candidates, students, and parents.

MUSD's Teacher Induction Program is housed in the Department of [Educational Services](#), with oversight provided by the Director of Educational Services and the Assistant Superintendent of Educational Services. The Program Specialist is directly responsible for the day-to-day operations and supervision of MTIP. The MTIP Leadership team is comprised of four full-time release Teachers on Special Assignment (TOSA) and the Program Specialist.

The district has developed an ongoing system of communication, from program implementation, through Educational Services oversight, and communication with the Superintendent of Schools.

- The MTIP program personnel meets weekly and serves as the MTIP Leadership Team to provide hands-on direction for the program. At weekly meetings, the program leadership team reads, discusses, and determines any response needed to the feedback or concerns received from stakeholder groups.
- During [monthly meetings](#) with the Educational Services Leadership, MTIP team shares their analysis, identifies next steps, and reviews the effectiveness of the program.

- Quarterly meetings with the Superintendent of Schools provide time for the MTIP Leadership and Educational Services Leader to share program improvements made based on feedback collected from various stakeholder groups. The team communicates the progress made to address the stipulations, shares budget updates, and seeks input regarding program activities, personnel, and support for the program. Recent discussions have focused on the submission for the Annual Data System, and the general and preconditions due May 15, 2020. School closures have also prompted continued guidance from unit leadership to determine a plan for supporting induction candidates during school closures due to COVID-19, based on the CTC COVID-19 March 19, 2019 guidance letter. Although schools are closed, the academic year continues as does the support candidates' receive.

MTIP now has a permanent presence throughout the district, which has resulted in stronger oversight, collaboration, and support.

- *Presentation to MUSD Board of Education:* At the request of the Superintendent of Schools, MTIP program personnel [presented](#) to the MUSD Board of Education at the [August 21, 2019 Board meeting](#). The team shared the May 2019 CTC revisit report, gave an overview of the new induction program standards, and shared the induction enrollment, program's vision, mission, program design, components, and goals. Board members expressed their commitment to supporting MTIP and new teachers.
- *Collaboration with Certificated Human Resources:* The Program Specialist worked with both the Director of Human Resources and Manager to modify last year's protocol and process for identifying newly hired teachers eligible in the district's induction program. New hires who are eligible to participate, receive a [brochure](#) with information about the induction program during the onboarding meeting with HR personnel. The MTIP Program Specialist meets with candidates the same day of onboarding when possible. Another change included the use of a shared Google Drive, which serves as a central location to store, search, and access files between the MTIP program and human resources team. This digital platform allows for a two-way collaboration, ongoing communication, and maintenance of candidate documentation, such as date of hire, teaching assignment, school, start date, and credentialing information. The use of the shared drive, has expedited scheduling enrollment meetings and arranging a mentor match. MTIP program was included in the [MUSD new employee orientation](#), and job fairs recruitment events. The HR Director supports the recruitment of classroom based consulting mentors with the distribution of the [MTIP mentor application](#) and [recruitment flyer](#). The Human Resources Manager submits credential recommendations to the Commission for candidates who have completion requirements.

MUSD's commitment to MTIP is evidenced by sufficient resources allocated in the Local Control and Accountability Plan (LCAP) for all aspects of the MTIP program activities and resources.

- Montebello USD provides a comprehensive teacher induction program that offers induction candidates the opportunity to clear their credential through our district-sponsored program at no cost to the candidate.
- The MTIP budget funds induction program personnel, part-time classified personnel position, and the additional assignment stipend for twenty-six classroom based consulting mentors, and all aspects of the program. This includes release time for observations, mentor trainings, professional learning opportunities for teachers, and conference attendance.
- The Program Specialist provides updates of MTIP program actions and expenditures to the district's LCAP Advisory committee. At the [March 2020 meeting](#), implementation and efficacy data, as well as recommendations for the induction program were presented for consideration of the development of the 2020-2023 LCAP.
- *Collaboration with Finance Personnel:* The Program Specialist manages and monitors the MTIP budget. She collaborates with Finance personnel throughout the school year. On-going communication between the Budget Control Manager and Program Accountant is vital to ensure a systemic protocol is followed to approve all program expenditures and budget adjustments. This cohesive partnership has resulted in the development of best budgeting practices and projecting needs of the program to ensure its sustainability.
- *MTIP Advisory Board:* The [MTIP advisory board](#) serves as the governing body for the induction program. It is composed of Montebello Teacher Association (MTA) Leadership, general education and special education educators, district and school administrators, and members of local institutions of higher learning from the University of Southern California and California State University, Los Angeles. This stakeholder group is actively involved in the oversight of the induction program. Members participate in credential showcase at the end of the year and panel reviews. Advisory board meets four times throughout the year, however, due to COVID-19 school closures, only two meetings have taken place this year. A virtual meeting is scheduled in May for the end-of-year program events. Advisory board members have an opportunity to provide feedback, identify areas of strength and growth, and make recommendations for program improvements.

Attachments:

[MUSD Organizational Chart](#)

[MTIP Leadership Chart](#)

[MTIP Presentation to MUSD BOE 8-21-2019 Meeting](#)

[MUSD BOE Meeting Agenda 8-21-2019](#)

[MTIP 2019-2020 Brochure](#)

[MUSD New Employee Orientation](#)

[MTIP 2019-2020 Mentor Application & MTIP Consulting Mentor Recruitment Flyer](#)

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services

MTIP has strengthened the systematic process to regularly assess the quality of services provided by mentors to candidates.

- MTIP has strengthened the use of formative and summative feedback to assess the effectiveness of mentor support provided to candidates. Candidates provide feedback on mentor support via [mid-year](#) and end-of-year surveys. The Program Specialist also gathers feedback during one-on-one meetings, whole-group collaborative meetings, and professional learning events or workshops. When necessary, she meets with an induction candidate to address concerns pertaining to mentor match, program activities and progress, and when necessary, a [mentor reassignment](#) is made.
- The Program Specialist monitors and reviews MTIP program documentation; such as the ILP, mentor Collaborative Assessments Logs (CAL), and weekly interaction logs, providing feedback via Google Classroom or personal interactions. Individual meetings with the TOSA take place bi-weekly to discuss mentoring practice successes and concerns. These meetings are opportunities to discuss specific candidates, collaboration with consulting mentors, as well as reflect on progress and evidence of mentoring goals. Additional training, support, and assistance is offered and provided when requested.
- Effectiveness of the mentor and candidate pairings is monitored and assessed through candidate feedback, regular monitoring of [mentor logs](#), collaborative meetings, induction documentation, surveys, and peer observations. Program Specialist attends mentor-candidate meetings to monitor the level of effectiveness of the support provided to the candidate.
- Collected data via surveys from stakeholder groups (candidates, mentors, school administrators, and advisory board). Surveys include a needs assessment, program reflection, and program suggestions. These [data sets](#) are shared with the advisory board, who participate in data analysis discussions to provide recommendations and feedback. All data is also reviewed and analyzed at MTIP Team Leadership meetings and shared with Educational Services leaders during the monthly meeting for program monitoring and recommendation of program improvements.

Attachments

[Request for Mentor Reassignment](#)
[10-2-2020 Advisory Meeting Survey Feedback](#)
[2019-2020 MTIP Induction Candidate Professional Learning Needs Survey](#)
[2019-2020 MTIP Mid-Year Induction Candidate Survey](#)
[2019-2020 MTIP Mid-Year Mentor Survey](#)

[2019-2020 MTIP Mid-Year Principal Survey](#)

Stipulation 3

Within one year, the unit leadership creates and implements a continuous comprehensive improvement process.

Common Standard 4: Continuous Improvement

MTIP has built a system that establishes an approach to continuous improvement that is based on input from various stakeholders and identifies best practices for our induction program.

- Throughout this school year, the MTIP Leadership Team has continued to use multiple data sources from our stakeholder groups. This includes data from program surveys, mentor trainings, advisory board meetings, mid-year review, ILP assessments, mid-year meetings with Candidates, professional learning workshops as well as notes from MTIP leadership meetings.
- To address this stipulation, the MTIP program has created [surveys](#) to gather feedback that would guide our mentoring system of support, examine the program components that are successful, and identify areas for program improvements. A collaborative process of evaluation of program effectiveness was used, involving both our advisory board members and our Educational Services leaders to evaluate program effectiveness. MTIP has made timely and necessary changes as we continued through the year to better support and meet the individual needs of our candidates at any given time.
- Candidates completed a [professional learning needs survey](#), which was used to create a menu of options for professional learning. Teachers also requested training specific to their teaching assignment. MTIP program personnel coordinated support from our Educational Services colleagues to provide needed curriculum trainings, acquired content resources, and scheduled individualized coaching for our elementary, physical education, math, and visual and performing arts candidates. Collaboration meetings with Special Education resulted from first quarter formative feedback. Personnel discussion centered on coordinating appropriate assistance to the Education Specialist candidates with compliance concerns and curricular resources.
- The MTIP Leadership team regularly attends cluster meetings to share best induction program practices allowing MTIP to reflect, and make adjustments in providing a high-quality program and mentoring system of support.
- At the [October 2, 2019 Advisory Board meeting](#), members shared their perspective of what support candidates needed to be successful. They identified the type of data they would like to review from candidates, mentors, school administrators in future meetings in order to assess the impact of induction, and the mentoring system of support for program improvement. These recommendations allowed the MTIP program personnel to determine collaboration opportunities within district and across schools to support

and implement induction program activities. In addition, we focused on increasing communication with the school administrators. Triad meetings now take place three times a year. During the initial triad meeting (with the mentor, candidates, and principal), input is given regarding the development of the ILP. Subsequent triad meetings take place after the first and second cycles of inquiry, allowing us to identify what support are provided at the school level and to better align the candidate's induction work. This has provided the candidate an opportunity to share their successes and progress with their administrator.

- The Program Specialist now attends principal meetings to provide updates on the induction program activities and receive their input on candidate growth and program effectiveness. An outgrowth of these meetings has been that MTIP program personnel is seen as a resource for providing professional learning opportunities for several schools. MTIP program personnel also support the district technology initiative through the coordination of professional learning opportunities for certificated and classified personnel.
- [Mentor survey data](#) indicated that mentors want to continue to receive professional learning to continue to grow as a mentor and teacher. To improve our mentoring system of support, with the support of unit leadership, we collaborated with Teacher Created Materials, to create a [Coach! Lead! Succeed! Professional Learning training series](#). Monthly mentor training focused on topics to develop participants' mentoring skills, use of mentoring language for reflective conversations, and instructional coaching, which supported continual growth as a mentor. Feedback from these meetings have indicated that mentors find these sessions engaging and effective. Mentors stated the training series included valuable information such as the Adult Learning Theory, coaching language, sharing a vision, and leadership

Attachments

[2019-2020 MTIP Meeting Calendar](#)

[10-2019 Advisory Board Meeting Feedback](#)

[2019-2020 Formative Feedback and Evaluation of Program Services Analysis](#)

[2019-2020 MTIP Induction Candidate Professional Learning Needs Survey](#)

[2019-2020 MTIP Mid-Year Induction Candidate Survey](#)

[2019-2020 MTIP Mid-Year Mentor Survey](#)

[2019-2020 MTIP Mid-Year Principal Survey](#)

Stipulation 4

Within one year, the program provides evidence that they have fully transitioned to the 2016 Induction Program Standards, featuring a mentor-based system of support that is individualized for each candidate, based upon their self-assessed needs as chronicled in their Individual Learning Plans (ILP).

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

MTIP continues its efforts in providing a highly individualized mentoring system of support. Soon after the May 2019 revisit, the MTIP team took steps to redesign, minimize, and streamline program documentation, moving away from a lock-step inquiry process for alignment to the current program standards.

- The Program Specialist assigned candidates with a credential like full-time release TOSA mentor within 30 days of enrolling. When a TOSA is not a credential like match, a consulting mentor is also assigned to support the candidate with content. Together the TOSA and consulting mentor coordinate the support to meet the candidate's individualized needs. The full-time release TOSAs serve as lead mentors to new consulting mentors. TOSAs provide support and guidance on program's processes, requirements, and documentation. Due to an increase of induction candidates, MTIP added one TOSA, and seventeen classroom based consulting mentors this year. Currently, the program supports [forty-four candidates](#); four candidates are on track to complete year 2 of the induction program.
- The mentor guided and supported the candidate as they developed their ILP within 60 days of enrollment. This included an initial observation by the mentor, input from the school administrator, and analysis and reflection of the candidate's teaching practice using videotaping. Communication and collaboration with candidates takes place in various formats, which includes face-to-face and virtual meetings.
- Rather than completing an abundance of forms as in previous years, the [Individual Learning Plan \(ILP\) template](#) was modified to document an individualized experience for the candidate. Over the two-year course of the program, the candidate completes four cycles of inquiries (two each year) as part of the ILP in self-selected California Standards for the Teaching Profession (CSTP) focus area(s).
- An inquiry focus is determined by each candidate to address individual needs and areas of growth. The selection of the inquiry focus is informed by a CSTP self-assessment, video observations, and weekly reflective conversations with mentors captured through collaborative logs. Program activities are driven by an inquiry focus selected by the candidate. These activities may include a veteran teacher observation, collaboration with other teachers, and professional learning opportunities. The MTIP program offers opportunities for support through release time, professional learnings, and resources necessary. Mentors also supported the teacher with modeling, co-planning, co-teaching, and sought support and resources within the district, neighboring school districts, and the Los Angeles County Office of Education (LACOE) to support the growth of each candidate.
- Mentoring has become the central structure of the program, with mentors guiding their candidates through the induction experience, documentation and activities during

weekly collaborative meetings. The [collaborative log](#) chronicles the work of each partnership and allows program leadership to monitor activity of each mentor-candidate pair. Mentors were able to balance providing “just in time” support and met the needs of the candidate with the long-term impact of ILP goals on student learning.

- Collaborative meetings allow the candidate to reflect on their teaching practice and the progress of their professional goals. The candidate tracks their growth as they work through a cycle of inquiry. Induction candidates set goals, self-select and gather evidence of their practice, and student learning.
- MTIP now uses Google Classroom as the only online platform for uploading required documentation.
- Due to COVID-19, MUSD closed schools on March 16, 2019. We will not return to school this school year. This has required MTIP to be flexible and creative in the support we provide our induction candidates with both completing program requirements and distance learning. This has been a productive struggle as we all learn how to navigate teaching virtually and supporting our teachers remotely via Zoom meetings. Induction candidates enrolled in fall completed one cycle of inquiry. MTIP adjusted and modified program requirements and continued to meet with candidates weekly, provide professional learning, and “just in time” to support distance learning for the remainder of the school year. With the support of the mentor, guidance from our district on distance learning, and principal input, induction candidates have made modifications to their ILP based on their current teaching context. We are committed to helping our teachers complete the program successfully.

Attachments:

[MTIP 2019-2020 Program Handbook](#)

[2019-2020 MTIP Candidate/Mentor List](#)

[Induction Program Journey](#)

[Sample 2019-2020 Individual Learning Plan](#)

[Collaborative Assessment Log \(CAL\) Sample](#)

[MTIP Interaction Log](#)