

Recommendation to Remove Stipulations for Las Virgenes Unified School District August 2022

Overview of this Report

This agenda item provides information on the actions taken by Las Virgenes Unified School District (LVUSD) to address stipulations resulting from their May 2021 provisional site visit. Following its decision at the [June 2021 meeting](#), the Committee on Accreditation directed LVUSD to provide updates to staff at quarterly intervals. Quarterly updates were provided at the [October 2021](#), [February 2022](#), [May 2022](#) COA meetings. Information is included in this report related to how the institution has addressed the requirements of each stipulation. While most of stipulations have been fully addressed by the institution, one requires additional time to ensure that systems are in place to fully address the stipulations moving forward.

Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation remove the recommended stipulations and allow additional time to address stipulation 3b in the Preliminary Administrative Services credential program.

Background

A provisional accreditation site visit for Las Virgenes Unified School District (LVUSD) was held virtually and took place on May 10-12, 2021. Following discussion and deliberation of the report and its recommendations at their June 2021 meeting, the COA determined that the institution be granted *Accreditation with Stipulations*. Twelve stipulations were placed on the program as provided below and work began to address those stipulations immediately.

Las Virgenes Unified School District stipulations are as follows:

1. That within one year the institution provides evidence.
 - a. that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites as appropriate to the program.
 - b. that the unit and programs implement coursework and clinical experiences for candidates to effectively support all students in meeting state-adopted academic standards.
2. That within one year, for the Teacher Induction program, the institution provides evidence
 - a. that the candidates' Individual Learning Plan (ILP) will include professional growth goals and how the candidate will meet those goals with defined and measurable outcomes.
 - b. that the ILP will identify support and learning opportunities for each candidate to refine effective teaching practices through focused cycles of inquiry.
 - c. that the mentoring process will support each candidate's analysis of student and other outcomes data to further inform the repeated cycle of planning and instruction.

- d. that the program ensures candidates have dedicated time for observations of colleagues and peers.
 - e. that program leaders provide formative feedback to mentors on their work.
 - f. that the program collaborates with affiliated school and district administrators and all members of the induction system to provide a coherent overall system of support.
 - g. that candidates are provided with significant opportunities to experience issues of diversity, including experience in schools reflecting the diversity of California's student population.
3. That within one year, for the Preliminary Administrative Services Credential (PASC) program, the institution provides evidence
 - a. that the design of the program is aligned with principles of adult learning theory.
 - b. that the program establish productive working relationships with affiliated partners (school districts which facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups) in order to share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.
 4. That within one year, for the Clear Administrative Services Credential (CASC) program, the institution provides evidence
 - a. that demonstrates the clear, consistent, well-defined criteria used in the selection process of coaches.
 5. that quarterly progress reports be provided to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

Next Steps

For the stipulation requiring additional time, staff will continue to work with LVUSD and an update will be provided at the October COA meeting.

Steps Taken by Las Virgenes Unified School District to Address Stipulations

Stipulation	Status of Stipulations
<p>1 a. Provide evidence that the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites as appropriate to the program.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> Advisory board meetings have been scheduled for the 2022-23 academic year. The first meeting took place on July 11th and included discussions about the criteria and selection of clinical personnel and site-based supervisors. This stipulation is addressed sufficiently, and a system is in place to ensure that collaboration continues with LVUSD’s partners. Staff recommends removing the stipulation at this time.
<p>1.b. Provide evidence that the unit and programs implement coursework and clinical experiences for candidates to effectively support all students in meeting state-adopted academic standards.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> This stipulation is addressed sufficiently for the unit and its programs via course assignments for the Teacher Induction and PASC programs, and Leadership Growth Plan in the CASC program. Staff recommends removing the stipulation at this time.
<p>Teacher Induction Program Stipulations</p>	
<p>2. a. Provide evidence that the candidates’ Individual Learning Plan (ILP) will include professional growth goals and how the candidate will meet those goals with defined and measurable outcomes.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> This stipulation is addressed sufficiently, and a system is in place to ensure that candidates’ ILPs include professional growth goals. Staff recommends removing the stipulation at this time.
<p>2. b. Provide evidence that the ILP will identify support and learning opportunities for each candidate to refine effective teaching practices through focused cycles of inquiry.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> Center EdX offers a fall and spring learning series to provide candidate with a variety of professional development opportunities to refine effective teaching practices. This stipulation is addressed sufficiently and a system is in place to ensure that candidates’ ILPs will identify and support learning opportunities. Staff recommends removing the stipulation at this time.

Stipulation	Status of Stipulations
2. c. Provide evidence that the mentoring process will support each candidate’s analysis of student and other outcomes data to further inform the repeated cycle of planning and instruction.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • Conversations between the coach and candidate include guiding questions related to analysis of student and other outcomes data. • This stipulation is addressed sufficiently, and a system is in place to ensure that the mentors will support candidates in their analysis of data. Staff recommends removing this stipulation at this time.
2. d. Provide evidence that the program ensures candidates have dedicated time for observations of colleagues and peers.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • This stipulation is addressed sufficiently, and a system is in place to ensure that candidates have dedicated time for observations of colleagues and peers. Staff recommends removing this stipulation at this time.
2. e. Provide evidence that program leaders provide formative feedback to mentors on their work.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • This stipulation is addressed sufficiently, and a system is in place to ensure that program leaders provide formative feedback to mentors. Staff recommends removing this stipulation at this time.
2. f. Provide evidence that the program collaborates with affiliated school and district administrators and all members of the induction system to provide a coherent overall system of support.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • Advisory board meetings have been scheduled for the 2022-23 academic year. The first meeting took place on July 11th. • This stipulation is addressed sufficiently, and a system is in place to ensure that the program will continue to collaborate with affiliated administrators and members of the induction system. Staff recommends removing this stipulation at this time.
2. g. Provide evidence that candidates are provided with significant opportunities to experience issues of diversity, including experience in schools reflecting the diversity of California’s student population.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • This stipulation is addressed sufficiently, and a system is in place to ensure that candidates are provided with significant opportunities to experience issues of diversity. Staff recommends removing this stipulation at this time.

Stipulation	Status of Stipulations
Preliminary Administrative Services Credential Stipulations	
<p>3. a. Provide evidence that the design of the program is aligned with principles of adult learning theory.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • In addition to the incorporation of constructivist learning opportunities aligned with adult learning theory throughout the program, a monthly faculty development series will be available during the 2022-23 academic year where topics will include strategies for implementing constructivist teaching in a digital environment. • The stipulation is addressed sufficiently, and a system is in place to ensure that the program design is aligned with principles of adult learning theory. Staff recommends removing the stipulation at this time.
<p>3. b. Provide evidence that the program establish productive working relationships with affiliated partners (school districts which facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups) in order to share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.</p>	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • Advisory board meetings have been scheduled for the 2022-23 academic year. The first meeting took place on July 11th. • Additional time is needed to ensure that affiliated partners share responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

Stipulation	Status of Stipulations
Clear Administrative Services Credential Stipulation	
4. a. Provide evidence that demonstrates the clear, consistent, well-defined criteria used in the selection process of coaches.	<p>Quarter 4 Updates</p> <ul style="list-style-type: none"> • This stipulation is addressed sufficiently, and a system is in place to ensure that clear, consistent, well-defined criteria is used in the selection process of coaches. Staff recommends removing this stipulation at this time.