

**Report of Actions Taken by  
Anaheim Union High School District to Address Stipulations  
February 2022**

This report provides the required year-out report of Anaheim Union High School District (AUHSD) for Committee discussion and provides additional information from the six-month report provided by the institution at the June 2021 COA meeting.

**Staff Recommendation**

Staff recommends that the COA accept Anaheim Union High School District's required year-out report provided, remove the stipulations, and change the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

**Background**

An accreditation site visit to Anaheim Union High School District took place on October 26-28, 2020. The full site visit report is available here: [Anaheim Union High School District Site Visit Accreditation Report 2020](#).

The accreditation status granted to AUHSD by the COA at the January 28, 2021, meeting was **Accreditation with Stipulations**. The link to the full letter from the COA with stipulations is here: [Anaheim Union High School District Stipulations](#).

The COA placed the following stipulations on AUHSD:

- 1) Within a year, the institution provide evidence that it
  - a. uses the CSTP as the road map for candidates' induction work, including the measure for successful outcomes of their inquiry cycles, as the measurement tool for candidate growth in determining program completion, as well as discussed in both initial and ongoing mentor training.
  - b. regularly assesses and provides feedback to the mentors regarding the quality of their services to their candidates, based upon candidate feedback.
  - c. implements a comprehensive continuous improvement process that helps to determine the effectiveness of the program and the unit, through regular and systemic collection of feedback from multiple sources of data. The reports should also include any program modifications that were made based upon gathered feedback/data.
  
- 2) That a progress report be provided to the COA six months from the date of the original site visit. The required six-month progress report was presented at the [June 2021 COA meeting](#) where it was accepted with no further action taken. The six-month progress report can be accessed [here](#) and the full year-out report can be viewed [here](#).

This agenda item presents the required year-out report providing an update on the district's progress towards meeting the three areas of concern addressed by their stipulations as well as an analysis of the work done by the institution to meet program standards.

### **Staff Analysis of the Year-Out Report**

#### *Stipulation #1: Use of the CSTP*

The district adjusted their program design so that the California Standards for the Teaching Profession (CSTP) are used 1) as the driver for candidates' induction work, 2) the measure inquiry cycle outcomes, 3) determining candidate growth, and 4) included as part of their initial and ongoing mentor training.

For the 2021-2022 school year, the district developed a plan to reinstate the CSTP as the foundation upon which a candidate assesses their baseline professional practice as well as to determine growth for program completion. Candidates and mentors are using this document in their weekly coaching session; additionally, at the conclusion of the academic year, the candidate and mentor to place the candidate's classroom practice along a 5-point continuum in a mid-program or end-of-program assessment. The Self-Assessment Tool has been edited for the 2022-2023 school year, based on user feedback.

#### **Stipulation #2: Mentor Feedback**

The district has established various assessment measures, including candidate feedback, regarding the quality of each mentor's services to their candidate(s) and provide feedback to the mentors. Candidates are now surveyed in the late fall and again at the end of the year regarding their mentor's skills and support provided to them. Additionally, the program is now using a mentor Individualized Mentor Plan that includes both a self-assessment of mentoring skills and a growth plan for each mentor. This plan is monitored by the Leadership Team and discussed at regularly scheduled mentor meetings. Finally, the institution has established a multi-year implementation timeline for the candidate surveys, Individualized Mentor Plans, and ongoing training based upon the information from these structures.

#### *Stipulation #3: Implementation of an Ongoing Improvement Cycle*

The district designed and implemented an ongoing improvement process that uses multiple sources of data to determine both program and unit effectiveness. The institution has established both informal and formal processes that informs ongoing program improvement. Each week the Leadership Team examines candidate ILP for CSTP relevancy, professional development ideas, and mentor skill training. In late fall, candidates report on their mentor matchup, and provide feedback on their mentor's skills at the end of the year. Information from these surveys guide the selection and development of ongoing mentor trainings. Workshop evaluations provide information on both the skills of the presenters as well as future topics for candidate professional growth. Finally, they have identified a robust cadre of stakeholders who will be surveyed annually in a pre-established timeline that allows time for the Leadership Team to review the data and make programmatic changes based on the feedback.

**Staff Recommendation**

After reviewing the changes made by the Anaheim Union High School District to align their program with CTC program standards and address stipulations, staff recommends that the COA accept their report and change their accreditation status from **Accreditation with Stipulations** to **Accreditation**.