Report of the Accreditation Revisit Team for Vallejo City Unified School District
June 2017

Overview of this Report
This item is the accreditation team report for the March 23-24, 2017 revisit to Vallejo City Unified School District (VCUSD). This item provides the report of the revisit team as well as the revisit team recommendations regarding the stipulations and the accreditation status.

Recommendations
1. That the stipulations from the 2016 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Stipulations** to **Accreditation**.

Background
On the basis of the accreditation team report in June 2016 http://www.ctc.ca.gov/educator-prep/coa-agendas/2016-06/2016-06-item-33.pdf the COA made the following accreditation decision for Vallejo City Unified School District and all of its credential programs: Accreditation with Stipulations.

The stipulations in 2016 read as follows:
1. That the institution provides evidence of the implementation of a comprehensive program evaluation system across relevant stakeholders. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.

2. That the institution provide evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.

3. That the institution provide evidence that all faculty that supervise courses and field experiences are trained, qualified, collaborate with members of the broader professional community and have a thorough understanding of the public schools including the accountability systems, academic standards and frameworks.

4. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.

As is typical for all Commission accreditation reviews, the institution was required to respond to the CTC stipulations within one year. This report is now provided to the Committee on Accreditation for consideration and action. Following are the revisit team's recommendations:

2016 Stipulation	2017 Rationale	2017 Recommendation
1. That the institution provides evidence of the implementation of a comprehensive program evaluation system across relevant stakeholders. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews, VCUSD, through the new program coordinator and the leadership team created and implemented a comprehensive program evaluation system across relevant stakeholders and the potential for assuring continuous program improvement applied to all credential program areas.	Removal of Stipulation
2. That the institution provide evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews a process is in place for ongoing training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.	Removal of Stipulation
3. That the institution provide evidence that all faculty that supervise courses and field experiences are trained, qualified, collaborate with members of the broader professional community and have a thorough understanding of the public schools including the accountability systems,	As evidenced through a thorough review of program documentation and comprehensive stakeholder interviews all faculty that supervise courses and field experiences are trained, qualified, collaborate with members of the broader professional community and have a thorough understanding of the public	Removal of Stipulation

academic standards and frameworks. .	schools including the accountability systems, academic standards and frameworks.	
4. That within one year of this action, the institution hosts a re-visit with the team lead and Commission consultant to collect evidence of actions to address the stipulations noted above.	The revisit was held on March 23-24, 2017 in which a thorough review of program documentation and comprehensive stakeholder was completed.	Removal of Stipulation

California Commission on Teacher Credentialing
Committee on Accreditation
Revisit Team Report

Institution: **Vallejo City Unified School District**

Dates of Revisit: **March 23-24, 2017**

Recommendation: **Accreditation**

Rationale:
The institution has made satisfactory progress over the past year in addressing the stipulations. In preparation for the 2017 focused revisit, the institution prepared and submitted to the COA a Teacher Induction Program Action Plan that outlined steps taken throughout the 2016-17 academic year to address the stipulations (see attached). The action plan included comprehensive supporting evidence for each of the actions. Further documents and evidence were also provided to the team at the revisit. After examining written documentation and conducting interviews at the district, the revisit team is recommending that the stipulations be removed.

On the basis of this finding, the team recommends:
- The removal of the four stipulations.

Further, staff recommends the following:
- That Vallejo City Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.

- That Vallejo City Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

General Education (Multiple/Single Subject) Clear

Accreditation Team

Team Lead   **Julie Sheldon**
Walnut Valley Unified School District

Staff to the Accreditation Team   **Karen Sacramento,** Consultant

Interviews Conducted

Program Leadership	3
District Leadership	6
Support Providers	7
Participating Teachers	15
Leadership Team	7
Human Resources Staff	2
TOTAL	**40**

Note: In some cases, individuals were interviewed by more than one team member because of the multiple roles the individual has at the institution.

Next Steps
Based on the documentation provided, the Commission staff recommend that the Committee on Accreditation remove the stipulations placed on the institution in 2016 and change the Accreditation status of Vallejo City Unified School District from ***Accreditation with Stipulations*** to ***Accreditation***.

Teacher Induction Program
Action Plan 2016-17

Goal: To address the recommendations by the Accreditation Team and Report made June 2016.

COMMON STANDARDS		
Standards Not Met/ Met with Concerns	**Recommended Stipulations**	**VCUSD Actions**
Standard 2: Unit and Program Assessment and Evaluation—Not met The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.	1. That the institution provides evidence of the implementation of a comprehensive program evaluation system across relevant stakeholders. The system must demonstrate the potential for assuring continuous program improvement and must be applied to all credential program areas. **RATIONAL:** • The data collection is focused on PT needs and completion of program requirements. Data collection is not ongoing, systematic and comprehensive, nor inclusive of a range of stakeholders. There is insufficient data collected or analyzed to effectively use for program improvement purposes.	**Coordinator will:** • Survey ALL Induction Program Stake Holders during; December - January and April –May. • Report findings and create Action Plan(s) to address surveys during Advisory Council meeting in March and June and August 2017. Follow-up as needed. • Create excel attendance of all PD's for all participants. • Monitor Collaborative Assessment Logs and provide feedback monthly.

		Meet with ALL Support Providers twice a year to review their goals and sign off on their goal setting sheet.
Standards Not Met/ Met with Concerns	**Recommended Stipulations**	**VCUSD Actions**
Standard 4: Faculty and Instructional Personnel—Met with Concerns Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The	2. That the institution provide evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences. **RATIONAL:** The team was unable to determine that there is sufficient support for ongoing faculty development. Though the district offers an array of district professional development opportunities, such as workshops on implementing Common Core, technology in the classroom, strategies for EL, and Positive Behavioral Intervention and Supports, it is not a program requirement for SPs to partake in these training opportunities. In addition, the team found insufficient evidence of institutional support for all SPs to receive consistent levels of preparation in the required assessment tools. The lack of support for faculty development, including support	**Coordinator will:** • Coordinate ongoing training for Support Providers for ongoing faculty development. • Collaborate with SSA Department to organize training(s) for Support Providers on all major District initiatives, new curriculum and programs. This will occur every year. First training will be on February 17, 2017 from 8:30A-12:30P. **Support Providers will:** • Participate in three (3) Professional Development Seminars with participating teacher(s). • Keep portfolio of ongoing professional development materials and submit to Coordinator for review during goal setting meeting and end of the year meeting. • Attend yearly training regarding District initiatives, new curriculum and programs.

institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.	providers, impacts the quality and sustainability of the program.	
Standards Not Met/ Met with Concerns	**Recommended Stipulations**	**VCUSD Actions**
Standard 7: Field Experience and Clinical Practice—Met with Concerns The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.	3. That the institution provide evidence that all faculty that supervise courses and field experiences are trained, qualified, collaborate with members of the broader professional community and have a thorough understanding of the public schools including the accountability systems, academic standards and frameworks. **RATIONAL:** Through a review of documented evidence and interviews, the review team found a discrepancy between what was stated in the common standard narrative and in what stakeholders evidenced during interviews in the area of the unit's regularly evaluating a "planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards." Based on evidence collected in stakeholder interviews,	**Coordinator will:** • Coordinate ongoing training of Induction Program Tools. • Coordinate opportunities for Support Providers to collaborate on "How to complete Induction Program Tools." • Insure that the participating teachers complete tools in collaboration and not in isolation. (Monitoring of collaboration will also be included in surveys.) • Attend NTC New Director's Academy Oct. 2016. • Attend NTC Induction Program Symposium Feb. 2017. • Attend Induction Program's Cluster 1 Meetings (on-going.)

the review team could not substantiate that the program consistently provides all candidate with the opportunity for clinical experiences to adequately develop research based strategies to improve student learning.	• Collaborate with other Induction Program Directors (on-going.) • Attend CTC Technical Assistance Meetings (on-going.) **Support Provider will:** • Attend yearly training on Induction Program Tools. • Attend Support Provider Forums. • Participate in "observation shadowing" of other Support Providers (as needed.) **Support Provider Forums will:** • Include training on Induction Program Tools.

PROGRAM STANDARDS

Standards Not Met/ Met with Concerns	Recommended Stipulations	VCUSD Actions
Standard 3: Support Providers and Professional Development Providers—Met with Concerns The team found that there was insufficient evidence that SPs consistently receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles, particularly in the area of appropriate use of the instruments and processes of the formative assessment systems. **Standard 4: Formative Assessment System— Met with Concerns** The team found insufficient evidence that the formative assessment system: (1) guides the work of the SPs and (2) is a collaborative process with a prepared support provider.	2. That the institution provide evidence that a process is in place for on-going training and calibration of support providers and program staff involved in evaluating field-based and clinical experiences.	**Support Provider will:** • Participate in 3 Professional Development Seminars with participating teacher(s). • Keep portfolio of ongoing Professional Development. • Attend yearly training on all District initiatives, new curriculum, and programs. • Attend yearly training on IP tools. • Attend Support Provider Forums. • Participate in observation shadowing of other Support Providers (as needed.) **Support Provider Forums will:** • Include training on tools such as Individual Learning Plan etc. **Coordinator will:** Monitor Support Provider attendance of Professional Development

2017-2018 Program changes in progress:

1. Update Individual Learning Plan (Form/Process)
2. Update Handbook
3. Update Mid-Year Review
4. Update End-of-Year Review
5. Update Induction Program Tool Requirements (Individualized)
6. Individualize Professional Development Requirement for Participating Teachers
7. Professional Development Requirement for Support Providers
   o Support Provider Forums
   o Beginning of the year Support Provider Training
   o Mid-Year Support Provider Training
8. Add Collaborative Assessment for Support Providers