

Discussion of the Actions Taken to Address Stipulations by Chino Valley Unified School District February 2025

Overview of this Report

This report provides information on the actions taken by Chino Valley Unified School District to address the stipulations resulting from their accreditation site visit in November 2023. Chino Valley Unified School District submitted a [Report to Address Stipulations](#) that includes links to supporting evidence for the actions taken to date. A summary of actions taken to date addressing each of the stipulations is included in this report.

Staff Recommendation

Staff recommends that the Committee on Accreditation accept this report and remove all stipulations addressed herein. Staff recommends that the COA change the status of Chino Valley Unified School District from **Accreditation with Stipulations** to **Accreditation**.

Background

An accreditation site visit for Chino Valley Unified School District was held virtually and took place November 13-15, 2023. Following discussion of the [report and its recommendations](#) at their January 26, 2024, meeting, the Committee on Accreditation (COA) determined that the institution be granted **Accreditation with Stipulations**. The 2023 findings included the following:

Preconditions

All preconditions were determined to be **aligned**.

Program Standards

All program standards for the Teacher Induction program were **Met** with the exception of Standard 6 which was **Met with Concerns**.

Common Standards

Common Standards 4 and 5 were **Met**. Common Standards 1, 2, and 3 were **Met with Concerns**.

The stipulations placed upon Chino Valley Unified School District were as follows:

Within one year, Chino Valley Unified School District's Teacher Induction Program will provide evidence demonstrating that:

Stipulation 1: The induction program receives sufficient resources to allow for effective operation of the program. The resources must enable the induction program

to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, and field-based supervision and clinical experiences. (Common Standards 1, 2, 3; Program Standard 6)

Stipulation 2: The induction program has implemented a process to provide additional support to struggling candidates. (Common Standard 2)

Stipulation 3: Mentors are evaluated, retained, and recognized in a systematic manner including feedback on their work and the establishment of collaborative relationships. (Common Standard 3; Program Standard 6)

Summary of Actions Taken

Chino Valley Unified School District submitted a report with evidence of the program's responses to the three stipulations issued by the COA in 2024. Their report is linked in the [Report to Address Stipulations](#).

The Chino Valley Unified School District's 2025 report highlights the commitment the institution has made to provide the Teacher Induction program the resources necessary to focus on induction activities while delegating the non-induction duties previously expected of the program director. A summary of the actions to address the three stipulations are below.

Stipulation 1: *The induction program receives sufficient resources to allow for effective operation of the program. The resources must enable the induction program to effectively operate in terms of coordination, admission, advisement, curriculum, professional development and instruction, and field-based supervision and clinical experiences.*

Since the site visit in 2023, Chino Valley USD has dedicated multiple resources in support of the Teacher Induction Program. Beginning with moving the program coordinator's office to a location within the main building, the district signaled its commitment to ensuring the program has access to leadership and support systems. The district assigned tasks such as clinical practice placement and other non-induction duties previously performed by the program coordinator to human resources staff to enable the program coordinator to focus fully on induction program elements including candidate and coach communication and support. Additionally, the district has committed funds to provide stipends for mentors.

Stipulation 2: *The induction program has implemented a process to provide additional support to struggling candidates.*

Several systems have been put into place to better support all candidates, with an emphasis on supporting struggling candidates. Rubrics, along with associated mentor calibration, have been incorporated throughout the program to more accurately track candidate progress; mentor/candidate meetings are tracked through a log that allows mentors and the coordinator to more closely observe if/when a candidate may be struggling; surveys of both

candidates and mentors have been conducted with actions taken to respond. These and other actions noted in the report have improved the program's ability to proactively engage with candidates before they fall behind in the program.

Stipulation 3: *Mentors are evaluated, retained, and recognized in a systematic manner including feedback on their work and the establishment of collaborative relationships.*

Chino Valley USD Teacher Induction Program has taken multiple steps to strengthen systems ensuring that mentors receive the feedback (both individual and collective), support, and recognition they need and deserve to support their work with induction candidates. Lead Mentors have been added to the induction team to provide additional support and feedback; mentors develop and receive feedback from the coordinator on their own individual learning plans (ILPs); and have access to and interact with resources related to professional development materials. Time is dedicated during regular meetings to providing mentors feedback from candidates and time to reflect on this feedback. Mentors are regularly recognized during the annual Colloquium where candidates and mentors spend time together and the coordinator presents a slideshow highlights mentors and their contributions.