

Actions Taken to Address Stipulations by Grossmont Union High School District February 2025

Overview

This item provides information on the actions taken to address stipulations by Grossmont Union High School District (GUHSD) resulting from their October 2023 accreditation site visit and COA decision made in January 2024. The [GUHSD Report to Address Stipulations](#) was submitted in January 2025.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) accept GUHSD's report addressing stipulations, remove the stipulations, and change the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

GUHSD hosted an accreditation visit on October 16-18, 2023. The COA granted a status of **Accreditation with Stipulations** to the institution. The full 2023 accreditation site visit team report is available using the following link: [GUHSD Accreditation Site Visit Report](#).

The stipulations that were to be addressed within one year of the accreditation site visit include the following:

1. That evidence be provided that GUHSD ensures a system that includes regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation. (CS 1)
2. That evidence be provided that the unit and its Commission-approved programs demonstrate that they have a positive impact on teaching and learning in California's schools. (CS 5)
3. That evidence be provided that the Individualized Learning Plan (ILP) development process includes input from the employer regarding the candidate's job assignment. (PS 3)
4. That the institution provide evidence that professional learning and support opportunities are included within the ILP document. (PS 3)

GUHSD has provided their response to the items noted above in the [GUHSD Report to Address Stipulations](#).

**Summary of Grossmont Union High School District's Stipulations Report:
Actions to Address Stipulations since October 2023**

Stipulation #1:

That evidence be provided that Grossmont Union High School District ensures a system that includes regular and systematic collaboration with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation. (CS 1)

GUHSD prioritizes systematic collaboration with various constituencies to improve educator preparation and ensure standard alignment. Beginning in 2023-24 academic year, the program began working with county offices of education, universities, and neighboring districts to enhance educator preparation including a regional induction advisory committee that is comprised of members from various educational institutions and districts. Additionally, GUHSD has established the GUHSD Induction Advisory Committee, which consists of both union and management members, to oversee the effectiveness of the program by reviewing data, mentor applications, and attending the annual TIP Showcase.

Since the beginning of the 2024-25 academic year, the program coordinator has regularly attended the Teacher Induction office hours in order to collaborate with other induction leaders. Additionally, the program coordinator has attended two sessions of the New Leaders Academy and plans to attend the annual California Induction Conference in March and the final session of the New Leaders Academy in April.

Stipulation #2:

That evidence be provided that the unit and its Commission-approved programs demonstrate that they have a positive impact on teaching and learning in California's schools. (CS 5)

GUHSD's Teacher Induction program collects data from candidates to assess the program's effectiveness and its impact on both teacher development and student learning. Mid-year and end-of-year surveys have been updated for the 2024-24 academic year and are used to gather feedback on candidates' teaching effectiveness, their influence on student outcomes, and classroom practices aligned with state standards. Candidates also provide evidence of their teaching impact, including classroom evaluations.

At the end-of-year TIP Showcase, Year 2 candidates give a presentation on their two years in the program where they share data and evidence of their effectiveness and positive impact in the classroom.

GUHSD notes that over many years the program has had a significant impact on program participants' careers, with many moving into leadership roles within the district. Additionally, several mentors have received accolades including California Teacher of the Year and San Diego County Teacher of the Year. Others have advanced to roles including curriculum specialists, SPED

program specialists, assistant principals, and district leaders. Many former candidates now lead professional development, serve as mentors, and contribute to the broader educational community.

Stipulation #3:

That evidence be provided that the Individualized Learning Plan (ILP) development process includes input from the employer regarding the candidate's job assignment. (PS 3)

The Individualized Learning Plan (ILP) development process has been updated for the 2024-25 academic year and includes employer input related to the candidate's job assignment. The candidate participates in a "triad" meeting (candidate, mentor, principal) at the beginning of the year to collaborate and discuss input that identifies individualized professional growth areas and areas of focus related to their job assignment. The candidate will consider the principal feedback when writing their goal. The purpose of the meeting is not to evaluate. The ILP stays with the candidate and the program, not the principal. Evidence of the structured meeting between program candidates, mentors, and school administrators is recorded in the ILP.

Stipulation #4

That the institution provide evidence that professional learning and support opportunities are included within the ILP document. (PS 3)

Professional learning opportunities align with the candidate's growth areas, as identified during the ILP development process. Candidates will record their professional learning and support opportunities within the Individualized Learning Plan (ILP). Candidates may also count this professional learning in their Candidate Support Log and their action research cycle in the Inquiry Cycle.

Recommended Action

Commission staff recommends removal of all stipulations.