

Report of Actions Taken to Address Stipulations Encinitas Union School District April 2025

Overview

This report provides information on the actions taken by Encinitas Union School District (North Coastal Consortium Teacher Induction Program) to address stipulations.

Recommendation

Commission staff recommends removal of all stipulations and changing the accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

Encinitas Union School District (North Coastal Consortium) hosted an accreditation visit in March 2024. The Committee on Accreditation (COA) granted a status of **Accreditation with Stipulations** to the institution at its meeting on May 2, 2024. The full team report may be found here: [Encinitas Union School District 2024 Site Visit Report](#)

The COA's action (see [June 2024 letter](#)) included a stipulation that, within one year, the institution provide documentation and evidence on the following:

Teacher Induction Program Standard 5: The program must develop and provide evidence that a defensible, consistent, and equitable process is in place for mentors and/or program personnel to assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the Clear Credential.

Report to Address Stipulations

The full report to address the stipulations is provided at [this hyperlink](#). The table below includes a summary of actions taken by the Encinitas Union School District (North Coastal Consortium Teacher Induction Program):

Stipulation to Address	Summary of Action
<p>Teacher Induction Program Standard 5: The program must develop and provide evidence that a defensible, consistent, and equitable process is in place for mentors and/or program personnel to assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the Clear Credential.</p>	<p>The Encinitas Union School District (North Coastal Consortium Teacher Induction Program) has addressed this topic by:</p> <ol style="list-style-type: none"> 1. Introducing a revised Progress Tracking document 2. Adding a mid and end of year rubric: <ol style="list-style-type: none"> a. Mid-year formative rubric b. End of year summative rubric 3. Providing focused mentor professional learning with continued emphasis on observed and documented evidence of candidate growth in the CSTPs and teacher reflection on practice. <ol style="list-style-type: none"> a. Mentor Meet- 9/24 Group reviewed, discussed and made a collective decision on the tools/additions to the program to effectively measure growth in the CSTPs. b. Mentor Meet 11/24 Deep dive into measuring growth in the CSTPs and providing feedback on ILPs. 4. District leads and program coordinator reviewed all ILPs to provide feedback in January. 5. Adding Calibration Companions: Mentors collaborated to review all candidate ILPs, providing feedback and using effective questioning strategies to deepen reflection and promote growth. They utilized the Continuum and new mid-year formative rubric to assess observed and documented evidence, ensuring an accurate measurement of goal achievement. Mentors provided comments on teacher candidates' Individual Learning Plans (ILPs), which were further discussed and addressed in person during mentor/candidate meetings. 6. Adding an end of year mentor calibration companion cross check. Prior to the meeting, mentors used the end of year portion of the revised Progress Tracking document. At the meeting partners reviewed ILPs to measure growth in the CSTPs using the end of year summative rubric and provided questions and feedback to teacher candidates. <p>Please see the full report for additional information.</p>