
5H

Action

Educator Preparation Committee

Initial Institutional Approval

Executive Summary: This agenda item presents two prospective program sponsors for initial institutional approval by the Commission.

Policy Question: Have the institutions reviewed in this report satisfied the Commission's requirements for initial institutional approval?

Recommended Action: That the Commission take action to approve Fremont Union High School District and Summit Public Schools as eligible institutions to offer educator preparation in California.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval

Introduction

This agenda item presents two prospective program sponsors for initial institutional approval by the Commission.

Background

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two-stage initial accreditation process: 1) initial institutional approval; and 2) initial approval of programs as described below. Provided below is information on the Initial Accreditation process.

Initial Accreditation is a two-stage process:

1. The prospective program sponsor prepares a complete program proposal that responds to all preconditions, Common Standards, and appropriate program standards. The proposal is considered to be the application for accreditation. The Common Standards document is reviewed by members of the Board of Institutional Reviewers (BIR) and the Preconditions document is reviewed by staff. The documents are reviewed for compliance with the appropriate preconditions and the Common Standards. Once the review process is complete, the application for initial institutional approval is presented to the Commission for consideration.
2. If the Commission confers initial institutional approval, the institution's proposed programs will be reviewed against the relevant program standards and then forwarded to the Committee on Accreditation (COA) for action. The program sponsor's responses to the credential program standards for each program the institution (sponsor) wishes to offer are reviewed by Commission staff and panels of expert advisors to determine the sufficiency of the responses.

Once granted initial accreditation, the institution will then be subject to the continuing accreditation procedures and will participate in the regular accreditation cycle for on-site reviews.

Currently, agenda items for initial institutional approval are brought before the Commission when an institution or other sponsor that has not previously been declared eligible to offer educator preparation programs elects to submit a program proposal for approval.

Request for Initial Institutional Approval for Fremont Union High School District

Fremont Union High School District seeks initial institutional approval from the Commission for the purpose of offering a Commission approved General Education (Multiple Subject/Single Subject) Induction program and a Clear Education Specialist Induction program.

Fremont Union High School District (FUHSD) serves residents of Cupertino, Sunnyvale, San Jose, Los Altos, Saratoga, and Santa Clara. Fremont's schools' approximately 11,000 9th - 12th grade students attend either Cupertino, Fremont, Homestead, Lynbrook, or Monta Vista High School. The Adult and Community Education program serves an additional 22,000 students in part-time programs offered at a variety of venues throughout the community. Fremont Union High School District has been recognized as one of California's highest performing high school districts. Although budgets have tightened, FUHSD has been able to maintain and expand student access to academic classes and learning opportunities in visual arts, music, career-preparation, athletics, and performing arts.

Fremont Union High School District has participated in the Silicon Valley New Teacher Project (SVNTP) Consortium for more than 10 years. In the 2014-2015 school year, FUHSD partnered with Palo Alto Unified Consortium splitting its teachers between the Palo Alto Unified Consortium who offers General Education (Multiple Subject/Single Subject) Induction and SVNTP who offers Clear Education Specialist Induction..

During the 2014-15 year, Fremont Union High School District served 38 General Education teachers and 7 Special Education teachers as part of the consortium; FUHSD projects that in the future it will need to serve approximately 30-40 General Education (MS/SS) Induction candidates and 10-15 Clear Education Specialist Induction candidates. Fremont Union High School District seeks to become an approved program sponsor eligible to offer its own educator preparation programs and serve these teachers in a strategic and integrated way within its district.

In keeping with the Commission process for initial institutional approval, Fremont Union High School District submitted its Preconditions document and a document responding to the Common Standards. The Preconditions document and Common Standards document have been reviewed by staff and members of the BIR, respectively. The Preconditions worksheet is available in Appendix A to this item and the Common Standards document is available on the Commission's webpage <http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5H-attachment-1.pdf>.

Request for Initial Institutional Approval for Summit Public Schools

Summit Public Schools seeks initial institutional approval from the Commission for the purpose of offering a Commission approved General Education (Multiple Subject/Single Subject) Induction program and a Clear Education Specialist Induction program for which program proposals have been submitted as well as a Preliminary Single Subject Intern program and a Preliminary Education Specialist Intern program which have not been submitted yet.

Summit Public Schools is a charter management organization serving diverse communities in the San Francisco Bay Area and Washington State. Summit operates seven schools in California and 2 schools in Washington enrolling approximately 2,000 students. In 2003, Summit Preparatory Charter High School was started and in 2013 its first 6-12 school opened. Summit Public Schools' mission is to ensure that every student has the opportunity to not only attend, but succeed in, a four-year college or university. Summit strives to prepare a diverse student population for success in a four-year college, and to be thoughtful, contributing members of society.

Currently, Summit Public Schools' teacher candidates have been provided induction services through the Santa Cruz/Silicon Valley New Teacher Project. During the 2014-15 school year, Summit Public Schools has had 37 teachers participating in General Education (Multiple Subject/Single Subject) Induction programs and 7 teachers participating in Clear Education Specialist Induction programs. During the 2013-14 school year, Summit had 35 teachers participating in General Education (Multiple Subject/Single Subject) Induction programs and 1 teacher participating in a Clear Education Specialist Induction program. Summit Public schools anticipates that these numbers will rise due to growth at several of the school sites. Three campuses are adding another grade level next year which will increase the need for teachers. As a growing organization, Summit Public Schools projects that the number of candidates that will need to be served will increase to approximately 40 teachers for General Education Induction, and 4 to 5 teachers for Clear Education Specialist Induction.

In keeping with the Commission process for initial institutional approval, Summit Public Schools submitted its Preconditions document and a document responding to the Common Standards. The Preconditions document and Common Standards document have been reviewed by staff and members of the BIR, respectively. The Preconditions worksheet is available in Appendix B to this item and the Common Standards document is available on the Commission's webpage <http://www.ctc.ca.gov/commission/agendas/2015-06/2015-06-5H-attachment-2.pdf>.

Staff Recommendations

Based upon a determination by a review panel that the following entities have met all relevant standards and requirements, staff recommends initial institutional approval for the following institutions:

- Fremont Union High School District
- Summit Public Schools

Appendix A

Fremont Union High School District

Preconditions Feedback Form

and

**Letter from President of the Board of Trustees
for Fremont Union High School District**

Precondition	Meets Precondition	How Fremont Union High School District Meets the Precondition
institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.		
(3) Personnel Decisions. To be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.	Yes	Fremont Union High School District confirms that it has a process in place to ensure that all personnel decisions are made without consideration of differences due to gender or other constitutionally or legally prohibited considerations. The discrimination policy is in the FUHSD Board Policies and has been added to FUHSD’s New Teacher Handbook.
(4) Commission Assurances. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.	Yes	Fremont Union High School District confirms: (a) that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission. (b) that it will cooperate fully in an evaluation of our programs by an external team, in a monitoring of our programs by a Commission staff member, and in the Commission’s accreditation system. (c) that it will participate in focused reviews of one or more aspects of the program when designated by the Commission.
(5) Prior to Program Approval. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the entity must confirm that there are program-specific Preconditions that must be met including preconditions for initial program approval.	Yes	The Fremont Union High School District confirms the submission of the program-specific Preconditions required for initial program approval and have already submitted preconditions for General Education (MS/SS) Induction and Clear Education Specialist Induction program reviews.
(6) Requests for Data. To be granted <u>initial or continuing accreditation</u> by the Committee on	Yes	Fremont Union High School District confirms that it will provide data to

Precondition	Meets Precondition	How Fremont Union High School District Meets the Precondition
<p>Accreditation, the institution/district must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</p>		<p>the Commission. It identified the following individuals as responsible for all data requests: The Coordinator of Academic Interventions, Josh Maisel, will be responsible for responding to requests with the support of Kate Jamentz, Academic Deputy Superintendent.</p>
<p>(7) Veracity in all Claims and Documentation Submitted To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation or for stipulations from the Committee on Accreditation.</p>	<p>Yes</p>	<p>Fremont Union High School District assures the Commission of the veracity of all statements and documentations submitted. No evidence has been found to contradict this assertion.</p>
<p>(8) Grievance Process To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that the candidate has been informed of the grievance process and that the process has been followed.</p>	<p>Yes</p>	<p>A description of Fremont Union High School District’s non-discrimination policy (AR 4031) has been added to FUHSD’s teacher handbook. The process is a four-step process and participating teachers are also advised to seek immediate support from their Fremont Education Association representatives who can help guide them through the grievance process.</p>
<p>General Preconditions Established by State Law</p>		
<p>(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirements. <i>Reference: Education Code Section 44227.5 (a) and (b)</i></p>	<p>N/A</p>	
<p>(10) Program and Candidate Specific Preconditions. An institution which operates an</p>	<p>Yes</p>	<p>Fremont Union High School District ensures that applicants to the</p>

Precondition	Meets Precondition	How Fremont Union High School District Meets the Precondition
<p>approved preparation program shall meet all program specific preconditions, including: a. Require applicants for program admission to take the California Basic Educational Skills Test</p>		<p>professional preparation program at Fremont Union High School District shall be required to meet the basic skills requirements (CBEST). Further, candidates are not able to participate in public school-based field activities until he/she obtains a Certificate of Clearance. These requirements are outlined in Fremont Union High School District's new teacher handbook.</p>



FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community Ed.

SUPERINTENDENT

Polly M. Bove

December 17, 2014

BOARD OF
TRUSTEES

Jeff Moe
Nancy A. Newton
Barbara F. Nunes
Hung Wei
Bill Wilson

To: Superintendent Polly Bove

From: Barbara Nunes, President of Board of Trustees

Dear Polly,

This letter verifies that the Fremont Union High School District Board of Trustees approves of the sponsorship of a New Teacher Induction Program. In doing so, we acknowledge that:

Once a candidate is accepted and enrolls in an educator preparation program, Fremont Union High School District must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Sincerely,

Barbara F. Nunes
President of the Board of Trustees
Fremont Union High School District

Appendix B

Summit Public Schools

Preconditions Feedback Form

and

**Resolution From Summit Public Schools
Board of Directors**

Precondition	Meets Precondition	How Summit Public Schools Meets the Precondition
institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.		
(3) Personnel Decisions. To be granted <u>initial program accreditation</u> or <u>continuing accreditation</u> by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.	Yes	Summit Public Schools confirmed that it has a discrimination policy in place to ensure that all personnel decisions are made without consideration of differences due to gender or other constitutionally or legally prohibited considerations. The discrimination policy is in the Summit Public Schools' participating teacher handbook and the employee handbook which is distributed to all new hires and made available on the Human Resources website.
(4) Commission Assurances. To be granted <u>initial program accreditation</u> by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.	Yes	Summit Public Schools confirms: (a) that it will fulfill all of the applicable standards of the program quality and effectiveness that have been adopted by the Commission. (b) that it will cooperate fully in an evaluation of our programs by an external team, in a monitoring of our programs by a Commission staff member, and in the Commission's accreditation system. (c) that it will participate in focused reviews of one or more aspects of the program when designated by the Commission.
(5) Prior to Program Approval. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the entity must confirm that there are program-specific Preconditions that must be met including preconditions for initial program approval.	Yes	Summit Public Schools confirms the submission of the program-specific Preconditions required for initial program approval as well as preconditions for a Clear Education Specialist Induction program and a General Education (MS/SS) Induction program.
(6) Requests for Data. To be granted <u>initial</u> or <u>continuing accreditation</u> by the Committee on Accreditation, the institution/district must	Yes	Summit Public Schools confirmed that it will provide data to the Commission.

Precondition	Meets Precondition	How Summit Public Schools Meets the Precondition
<p>identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</p>		<p>It identified the following individuals as responsible for all data requests:</p> <p>The Director of Information, Vishal Shah, for Summit Public Schools, is responsible for reporting and responding to to all requests from the Commission for data within the time limits specified by the Commission, with the support of the Pam Lemke, Director of Credentialing.</p>
<p>(7) Veracity in all Claims and Documentation Submitted To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation or for stipulations from the Committee on Accreditation.</p>	<p>Yes</p>	<p>Summit Public Schools assures the Commission of the veracity of all statements and documentations submitted.</p> <p>No evidence has been found to contradict this assertion.</p>
<p>(8) Grievance Process To be granted initial institutional accreditation or continuing accreditation by the Committee on Accreditation, the sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applicants and the institution must be prepared to provide documentation that the candidate has been informed of the grievance process and that the process has been followed.</p>	<p>Yes</p>	<p>All Summit Public School applicants and candidates receive information regarding the communication model/conflict resolution procedure in the Summit Public Schools’ Educator Preparation Programs Handbook.</p>
<p>General Preconditions Established by State Law</p>		
<p>(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirements.</p>	<p>Yes</p>	<p>All faculty and instructional personnel who regularly teach one or more courses for Summit Public Schools’ educator preparation programs will also actively participate in the Summit Public School campuses at least once every three academic years. This faculty participation includes leading professional development sessions,</p>

Precondition	Meets Precondition	How Summit Public Schools Meets the Precondition
<i>Reference: Education Code Section 44227.5 (a) and (b)</i>		observing and coaching teachers, and leading organization-wide academic program initiatives. Pam Lemke, Director of Credentialing will monitor faculty participation yearly.
(10) Program and Candidate Specific Preconditions. An institution which operates an approved preparation program shall meet all program specific preconditions, including: a. Require applicants for program admission to take the California Basic Educational Skills Test	Yes	Summit Public Schools ensures that applicants to the professional preparation program shall be required to meet the basic skills requirements (CBEST). Further, candidates are not able to participate in public school-based field activities until he/she obtains a Certificate of Clearance.

**RESOLUTION OF SUMMIT PUBLIC SCHOOLS BOARD OF DIRECTORS APPROVING SPONSORSHIP
OF EDUCATOR PREPARATION PROGRAMS**

WHEREAS, Summit Public Schools is applying to the California Commission on Teacher Credentialing to be accredited to run an induction program and a credentialing program;

NOW, THEREFORE BE IT RESOLVED that the Summit Public Schools Board of Directors approves sponsorship of the educator preparation programs. Once a candidate is accepted and enrolls in an educator preparation program, Summit Public Schools must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

PASSED AND ADOPTED by Summit Public Schools at a meeting held on December 4, 2014.

Robert Oster, Chairman

Signature:  _____

Date: 12/4/14