
3B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for Fortune School

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Fortune School's responses to the Eligibility Requirements for consideration and possible approval by the Commission.

Recommended Action: That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

Presenter: Cheryl Hickey, Administrator,
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 – Stage II: Eligibility Requirements for Fortune School

Introduction

As part of the Initial Institutional Approval process, a prospective program sponsor, Fortune School, has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). Approval of Stage II allows an institution to move forward to Stage III which is to submit Common Standards and preconditions for review. Approval of Stage II does not authorize the institution to offer an educator preparation program that leads to a credential or license.

Background

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. The process was further refined and adjustments were subsequently approved during the [February 2017 meeting](#). A graphic detailing the five stages of the IIA process is provided on page 3 of this item.

This agenda item presents for consideration one charter school seeking to become a program sponsor.

Fortune School

Fortune School, a charter school authorized by the Sacramento County Office of Education, seeks initial institutional approval in order to offer credential programs for preliminary multiple subject, preliminary single subject, preliminary education specialist mild/moderate, and preliminary administrative services. Fortune School has a unique history related to California educator preparation programs in that prior to opening its charter schools, it had partnered with Sacramento County Office of Education in offering educator preparation programs and then more recently with Mt. Diablo Unified School District. Because California law restricts educator preparation programs to be sponsored by either local education agencies or by colleges and

universities, Fortune School is now submitting its application to be considered as a program sponsor through its own charter school and independent of another Commission-approved sponsor. Because the entity also uses the name Fortune School of Education, it is important to note that the application is not for approval to offer a university based educator preparation program but rather approval through its LEA based charter school.

A summary of Fortune School's responses to the twelve [Eligibility Requirement Criteria](#) are provided in the table that follows. (The full response from Fortune School can be found in this [Attachment](#).) Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided for these criteria. The institution's response to Criteria 10, 11 and 12 have been summarized for the Commission's review and consideration. [Appendix A](#) includes the eligibility requirement criteria, required information for each of the criteria and factors to consider for Criteria 10 through 12.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

Fortune School (FS)
Criterion 1 through 9

In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9 as follows includes a staff review and recommendation.

Criterion	Staff Recommendation	FS Response
Criterion 1: Responsibility and Authority	Aligned	<ul style="list-style-type: none"> • The President/CEO, will be responsible for ongoing oversight of all educator preparation programs. • The Director of Teacher Education will coordinate the educator preparation programs and will report directly to the President/CEO. • An organization chart is provided that illustrates the Fortune School organization and a second organization chart is provided for the education unit. • FS assures that credential recommendations will be performed only by the credential analyst, an employee of Fortune School and that this person will take part in the Commission training related to the recommendation process.
Criterion 2: Lawful Practices	Aligned	<ul style="list-style-type: none"> • A draft of the non-discrimination policy for employees is provided and will be part of the employee handbook. The non-discrimination policy will be presented to the FS Board of Directors for approval during 2017. • An approved non-discrimination policy for district interns and administrative service candidates is provided and is posted on the FS website.
Criterion 3: Commission Assurances and Compliance	Aligned	<ul style="list-style-type: none"> • FS has assured that it will <ul style="list-style-type: none"> a) comply with all preconditions b) submit all reports required including but not limited to data reports and accreditation documents c) cooperate with an evaluation of the programs and monitoring of the programs d) full participate in the accreditation system and adherence to timelines e) offer approved programs until candidates <ul style="list-style-type: none"> i. complete the program ii. withdraw from the program

Criterion	Staff Recommendation	FS Response
		<ul style="list-style-type: none"> iii. drop from the program iv. are admitted to another approved program to complete the requirements.
Criterion 4: Requests for Data	Aligned	<ul style="list-style-type: none"> • The Credential Analyst and Director of Data and Analytics will be responsible for reporting and responding to all requests from the Commission within the specified timeframes for data.
Criterion 5: Grievance Process	Aligned	<ul style="list-style-type: none"> • A grievance process is provided and will be presented to district interns and administrative services credential candidates during orientation. During orientation candidates will sign an assurance form indicating that they have received and read the grievance policy in the handbook. • The policy will also be included in the district intern handbook, the administrative services candidate orientation packet, on the FS website and through the use of a learning management system, Schoology.
Criterion 6: Communication and Information	Aligned	<ul style="list-style-type: none"> • FS will maintain a website that includes information about the institution and the educator preparation programs. The website will be accessible to the public and will not require login information in order to obtain basic information. • Information about the mission, governance, administration, admission procedures and educator preparation programs will be made available through the website, institutional catalog and admission material.
Criterion 7: Student Records Management, Access and Security	Aligned	<ul style="list-style-type: none"> • Candidates will be able to request both unofficial and official transcripts. Candidates will also be provided a Program Snapshot which shows all of the hours/units/grades received as well as TPA status, RICA status and CPR status. • Records will be maintained in both digital and hard copy at the FS Sacramento office. Records will be kept in locked rooms accessible only by employees. Digital records will be kept on the

Criterion	Staff Recommendation	FS Response
		server located in a locked room in the Sacramento offices.
Criterion 8: Disclosure	Aligned	<ul style="list-style-type: none"> • FS will hold the majority of classes in-person but will also include online and hybrid instruction delivery through the use of the Learning Management System, Schoology. • Fortune School will offer its programs at two campuses including Sacramento campus and Concord campus. • FS does not plan to use any outside organizations to provide direct educational services.
Criterion 9: Veracity in all Claims and Documentation Submitted	Aligned	<ul style="list-style-type: none"> • FS has submitted a statement signed by the President/CEO confirming the veracity of all statements and documentation submitted to the CTC with the understanding that a lack of veracity is cause for denial of initial institutional accreditation.

Criterion 10, 11 and 12

In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 10-12 include a staff summary of the institution's submission, but do not include a staff recommendation.

Criterion	Summary of FS Responses
<p>Criterion 10: Mission and Vision</p>	<p>Fortune School's mission statement is "to prepare eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers." The vision statement is "to prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential."</p> <p>The Mission and Vision statements will be provided to the public through the FS website, through institutional documents including but not limited to the district intern handbook, the administrative services credential orientation packet, and course syllabi as well as on the Learning Management System resource folders.</p> <p>FS seeks to offer Preliminary Single Subject, Preliminary Multiple Subject, Preliminary Education Specialist Mild/Moderate, and Preliminary Administrative Services credential programs. Both district interns and administrative services candidates will be provided the opportunity to work with a full range of California TK-12 students. FS will follow guidelines set forth in the California State standards and frameworks when developing curriculum and field experience. Candidates will participate in a module-style program and will collaborate with peers via a Learning Management System – Schoology. Fieldwork will begin for district interns during the pre-service program and will be ongoing throughout the program. Supervised fieldwork for the Administrative Services Credential program will occur within the within Fortune School's partnerships.</p> <p>The FS programs are designed to provide candidates opportunities to integrate the institution's philosophical and theoretical/research framework through academic coursework and with empirical, practical applications at school sites. FS program courses and conceptual framework will be aligned to the five pillars of the FS charter schools' conceptual framework which includes: 1) high expectations; 2) choice and commitment; 3) more time; 4) focus on results and 5) citizenship. (See attached Appendix C)</p> <p>Additionally, Student Learning Outcomes describe what candidates will be able to demonstrate upon completion of the program. These include</p>

Criterion	Summary of FS Responses
	<p>1) the ability to communicate clearly and effectively to drive the dissemination of ideas and civic discourse; 2) the ability to analyze, assess and use information to drive decision making; 3) the ability to work collaboratively to drive results; and 4) the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship.</p> <p>https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-06/2017-06-3b-attachment.pdf, page 12</p>
<p>Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation</p>	<p>Fortune School is a public charter authorized through the Sacramento County Board of Education. Fortune School has been involved in the operation of charter schools in California since 2008 by opening a system of tuition-free, college preparatory, public charter schools. The charter schools are located in San Bernardino and Sacramento and focus on closing the African American achievement gap. FS operates one K-8 charter school in San Bernardino. The Sacramento County Board of Education has authorized Fortune School for six K-8 schools and three high schools. To date FS has opened five K-8 schools in Sacramento County and one high school is scheduled to open this year.</p> <p>However, Fortune School’s involvement in educator preparation precedes the opening of the charter schools. Fortune School (FS) was founded in 1989 as Project Pipeline by Center Unified School District Superintendent Dr. Rex Fortune. Initially supported by a grant from the California Postsecondary Education Commission, its focus was to recruit teachers of mathematics and science for middle and secondary schools in Sacramento County. In 1993, Project Pipeline was established as a nonprofit public benefit corporation partnering with Sacramento County Office of Education to offer alternative credentialing programs in multiple subjects and single subjects. By 2001, Project Pipeline opened centers in Alameda, Pittsburg and Concord with an enrollment of 285 district interns by 2004. By 2006-2007 enrollment increased to 357 district interns partially due to the addition of a new special education mild/moderate credential program. FS states that during the recession enrollment in the district intern programs decreased with enrollment at approximately 112 district interns in 2016-2017.</p> <p>Margaret Fortune joined what has been renamed Fortune School in 2008. Beginning in 2007 to the present, the sponsorship of Project Pipeline/Fortune School’s credential programs has been through a partnership with Mt. Diablo Unified School District Together they offer the Preliminary Single Subject, Preliminary Multiple Subject, Preliminary Education Specialist Mild/Moderate as well as a Preliminary</p>

Criterion	Summary of FS Responses
	<p>Administrative Services credential program. In addition, FS collaborates with over 60 school districts where candidates are hired as teacher of record during their time in the district intern program. Fortune School reports that it fosters a history of positive relationships with these districts and has conducted research with various district hiring managers and superintendents to discern the professional attributes and skill-sets schools most desire in teacher candidates.</p> <p>Fortune School will track the satisfaction of its candidates through surveys sent out at the conclusion of every course and at the conclusion of the academic year thus allowing candidates to evaluate instructors, field supervisors and the program.</p> <p>Fortune School plans to operate educator preparation programs only in California.</p> <p>Fortune School has posted the Third Party Notification invitation on its website. Two letters in support of Fortune School were received as of the writing of this agenda item, one from Sacramento City Unified School District and one from Center Unified School District. (See Appendix B)</p> <p>As required by this criterion, staff researched the possibility of any additional available information relevant to FS’s application for initial institutional approval. In July 2016, a report by the American Civil Liberties Union (ACLU) of Southern California titled “Unequal Access” addressing exclusionary admission policies in California K-12 charter schools was published and Fortune School was among the institutions cited. After further research, the ACLU Southern California report does not appear to have any direct correlation to educator preparation.</p> <p>https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-06/2017-06-3b-attachment.pdf, page 15</p>
<p>Criterion 12: Capacity and Resources</p>	<p>Fortune School provided an audited financial statement for the year ending June 30, 2015 as well as a proposed operational budget spanning five years (2015 through 2020).</p> <p>Fortune School has provided a table that specifies the minimum qualifications for 1) Director of Higher Education; 2) Director of Field Experience; 3) Administrative Services Coaches and District Intern Field Supervisors; 4) Mentors; 5) Instructors and 6) Support Staff including Administrative Assistant and Credential Analyst.</p>

Criterion	Summary of FS Responses
	<p>Candidates in the preliminary credential programs and the administrative services programs will be employed in TK-12 schools with whom FS has established Memorandum of Understandings. This consortium of 60 districts will serve as the settings for required fieldwork/clinical practice.</p> <p>FS will offer its programs in Concord and Sacramento both of which will be equipped with Wifi access, ergonomic furniture, LCD projectors and screens, document readers, copiers and other supplies. FS will use the Learning Management System, Schoology, for: instructional delivery, instructional resources and tools, communication and collaboration, data analytics, assessment management (intern and supervision evaluations, TPA submission management).</p> <p>FS has provided a teach-out plan in the event that a program(s) closes. FS will teach out second year district interns and administrative service candidates. FS will meet individually with first year candidates to determine their remaining coursework before transitioning them to other partnering programs for completion of credential requirements.</p> <p>https://www.ctc.ca.gov/docs/default-source/commission/agendas/2017-06/2017-06-3b-attachment.pdf, page 18</p>

Staff Recommendation

Staff recommends that the Commission consider the Eligibility Requirements submitted by Fortune School and take one of the following possible actions for the institution:

- 1) Grant Eligibility;
- 2) Grant Eligibility with specific topics to be addressed in Stage III;
- 3) Resubmission with additional information; or
- 4) Deny Eligibility.

If approved by the Commission, Fortune School will be allowed to move forward to Stage III, submission of Common Standards and Preconditions for review. Approval of Stage II will not authorize Fortune School to offer an educator preparation program that leads to a credential.

Next Steps

Based on the Commission’s action, staff will take appropriate next steps related to the option chosen.

Appendix A
Criterion 10, 11 and 12
Eligibility Requirement, Required Information, and Factors to Consider

Eligibility Requirement	Required Information	Factors to Consider
Criterion 10: Mission and Vision		
<p>An institution’s mission and vision for educator preparation is consistent with California’s approach to educator preparation.</p> <p>* A complete program design with significant detail included is not what is intended here as that will be submitted to ensure alignment with the Commission’s adopted program standards in Stage III. Rather, the intent is to provide the Commission with sufficient information to ensure that the institution’s philosophy and approach about educator preparation is consistent with California’s.</p>	<p>a) Statement of the institution’s mission and vision for Educator Preparation.</p> <p>b) A statement confirming that the mission and vision will be published on the website and in institutional documents provided to candidates.</p> <p>c) Information about how the mission and vision for educator preparation reflects the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students.</p> <p>d) Information that demonstrates the institution’s commitment to preparing candidates to work effectively with the full range of California TK-12 students.</p> <p>e) Statement that includes which educator preparation program(s) the institution will seek to offer.</p> <p>f) Information about the institution’s philosophical and/or theoretical framework or approach underlying the design of educator preparation.*</p> <p>g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.</p>	<p>a) To what extent did the institution provide a clear mission and vision for educator preparation programs that the institution seeks to offer to prospective California candidates?</p> <p>b) To what extent did the institution confirm that the mission and vision will be published on the website and in institutional documents provided to candidates?</p> <p>c) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to California’s adopted state standards and frameworks for TK-12 students?</p> <p>d) To what extent does the information about the institution’s mission and vision demonstrate the institution’s commitment to the health and success of all students?</p> <p>f) To what extent does the information provided about the proposed program design indicate that sufficient attention will be paid to both the theoretical foundations of teaching and learning and effective professional practice?</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.	
Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation		
<p>Institutions seeking IIA must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience.</p> <p>CTC staff will research available information about the institution relevant to the application for initial institutional approval.</p> <p>Institutions must submit:</p> <p>Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov</p>	<p>a) History related to its prior experience preparing, training and supporting educators within California or in other states.</p> <p>b) A list of all states and/or countries in which the institution is currently operating an educator preparation program and the status of the institution’s approval in each of those locations.</p> <p>c) If applicable, a copy of the most recent approval document (state approval/accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.</p> <p>d) For institutions currently operating educator preparation programs in another state, data from the most recent 5 years indicating number of candidates enrolled in the institution’s programs and number who have completed program (taking into account the length of time of the program design).</p> <p>e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.</p> <p>f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.</p>	<p>a) Is there information that the institution has prior experience successfully preparing, training, and/or supporting educators or partnering with institutions that prepare educators?</p> <p>b) To what extent did the institution provide a complete and accurate list of all the states and/or counties in which it is operating an educator preparation program?</p> <p>c) Is there sufficient information that the entity is operating in good standing in other jurisdictions where it is/has sponsored educator preparation or other related work?</p> <p>d) To what extent does the data provided regarding completion indicate that most candidates are able to successfully complete the program in a timely manner?</p> <p>e) To what extent does the data provided indicate that candidates that complete the institution’s programs are likely to be employed as educators?</p> <p>f) To what extent does the institution have either a positive history of working collaboratively with local educational partners and/or information that it will work collaboratively with local educational partners (for instance, TK-12 institutions working with feeder IHE programs or IHE programs working collaboratively with TK-12 employers)</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.	g) To what extent does the information provided indicate that candidates are satisfied with the institution and with the services they receive?
Criterion 12: Capacity and Resources		
<p>An institution must submit a Capacity and Resources plan providing information about how it will sustain the educator preparation program(s) through a 2 – 3 year provisional approval (if granted) at a minimum. A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>a) Copy of the most recent audited budget for the institution.</p> <p>b) A proposed operational budget for the educational unit.</p> <p>c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:</p> <ol style="list-style-type: none"> 1) The number and type of faculty (full time faculty, pt. time adjunct, etc.) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program’s operation. 2) The criteria or minimum qualifications for each of the positions listed above. 3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California? <p>d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the</p>	<p>a) To what extent did the institution provide information from a recent audit that indicates that the institution is economically stable?</p> <p>b) Does the information provided indicate that that the institution will provide adequate resources to operate effective educator preparation programs in the first 2-3 years of the program?</p> <p>c) Does the information provided indicate that the leadership, instructional personnel and support staff are capable of maintaining and delivering an effective educator preparation program.</p> <p>d) To what extent did the institution provide clear information about which educational services would be located outside of California? And does the plan indicate</p>

Appendix A

Eligibility Requirement	Required Information	Factors to Consider
	<p>educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.</p> <p>e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.</p> <p>f) Information demonstrating sufficient facilities and/or digital learning platforms for candidates.</p> <p>g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).</p>	<p>that prospective California candidates would be well served by the plan?</p> <p>To what extent did the institution provide sufficient information to indicate that if any of the instructional services will be delivered from outside of California, that these services will meet the needs of prospective California candidates?</p> <p>e) To what extent did the institution provide information that demonstrates that it is working collaboratively with TK-12 schools to ensure appropriate fieldwork experiences for candidates?</p> <p>f) To what extent did the institution provide information that there will be sufficient facilities and/or effective digital learning platforms for candidates?</p> <p>g) To what extent did the institution provide a Teach Out plan that identifies, at least broadly what actions would be taken to ensure that the interest of enrolled candidates will be sufficiently addressed in the event of program and/or institution closure?</p>

Center Joint Unified School District



Established 1858

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Scott A. Loehr

May 26, 2017

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Dear Commission on Teacher Credentialing:

I am writing in support of Fortune School of Education's application for Initial Institutional Approval.

I am a proud graduate of Fortune School of Education, where I earned my multiple subject teaching credential when the program was sponsored by the Sacramento County Office of Education and called Project Pipeline. As a superintendent of schools, I appreciate having gotten my start in education by earning my credential through a district intern program.

I have continued to give back to the program as my career has progressed from a classroom teacher to school administration. I have served as an instructor for the program, teaching technology classes to teacher candidates through a partnership with Intel. Now, I serve on the board of directors for Fortune School of Education, a position I have held for 10 years.

As a public school educator for 21 years, I have seen the growth of Fortune School of Education and applaud the progress this home-grown institution has brought to our community. As a collaborative program, first under the sponsorship of Sacramento County Office of Education and now under the Mt. Diablo Unified School District, Fortune School of Education has years of experience credentialing teachers and principals dating back to 1993.

Nearly a decade ago, Fortune School of Education became a Lead Educational Agency (LEA) when they started operating tuition-free, K-12 public charter schools designed to prepare low-income students of color for college through rigorous and well-rounded academic programs. As an LEA with a background in teacher and principal preparation, it is a natural next step in the evolution of this institution to apply for Initial Institutional Approval.

In my experience as a board member, Fortune School of Education is an institution that values sharing best practices and challenging itself to learn from other organizations with national reputations for educational excellence. For example, Fortune School of Education is a part of an exclusive program at the Harvard School of Education called the Strategic Data Partnership. Since 2008, the Strategic Data Partnership has been partnering with school districts, charter schools and state departments of education to bring high quality research methods and data analytic strategies to bear on educational decision making. Fortune School of Education has a growth mindset and is keenly focused on student achievement in its work in K-12 public education, as well as in educator preparation.

As an alumnus, a public school educator and a board member, I lend my full support to Fortune School of Education's application for Initial Institutional Approval. Should you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Loehr", written over a large, stylized flourish that starts with a large "S" and extends to the right.

Scott Loehr
Superintendent



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May 23, 2017

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Dear Commission on Teacher Credentialing:

I am writing in support of Fortune School of Education's application for Initial Institutional Approval.

Sacramento City Unified School District has maintained a positive partnership with Fortune School of Education in the preparation of teachers through alternative education since 1997, first through the Sacramento County Office of Education and now through the Mt. Diablo Unified School District. Through our work together, we have recruited and prepared 138 teachers. Fortune School of Education has a track record of preparing a diverse pool of teachers for the teaching profession in hard to staff areas like math, science, and special education. The program is rigorous, researched-based, and current. As an active partner with Fortune School of Education, Sac City USD educators serve as instructors, help screen applicants for the program and host recruitment events for prospective participants.

Sac City USD regards Fortune School of Education as a key partner in sourcing and preparing talented teachers through a rigorous, cohort-based program. The teachers from Fortune School of Education are committed to the communities and schools that they serve. Many of them have moved up the ranks within the district and are making important contributions as district office and school administrators.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

Tiffany Smith Simmons, Ed.D.
Human Resources Director

Our Higher Education Conceptual Framework is aligned to our Charter School's Five Pillars:

- 1) *High Expectations*
- 2) *Choice and Commitment*
- 3) *More Time*
- 4) *Focus on Results*
- 5) *Citizenship*

(1) *High Expectations* for academic achievement and conduct are achieved by aligning our curriculum and artifacts with standards and our Conceptual Framework and by using evidenced-based tools to measure our Professional Dispositions. FSE Instructors are committed to developing and implementing standards-based curriculum and scholarly research with content specific pedagogy. A proficiency alignment of artifacts and culminating projects ensure student understanding of content at varying levels of depth of knowledge and with diverse theoretical perspectives. Instructional strategies and standards-aligned tools are used for evidence collection and data analysis. A focus on English Language Learners and Students with Special Needs is embedded within the program.

To address the requirements of “high expectations,” our programs:

- incorporate a standards-aligned *Fortune School of Education Lesson Plan Template* to ensure implementation of standards, 21st Century skills, cultural awareness, and California Teacher Expectations;
- collaborate with instructors to implement proficiency aligned artifacts for evidence collection and accountability;
- Implement a *Professional Dispositions Checklist* tool with each course to provide essential feedback to candidates for growth.

(2) *Choice and Commitment* with Higher Education begins with the Admissions process. Our Admissions process includes writing an essay that requires potential candidates to speak to Fortune School of Education's vision and share how it aligns with their own educational philosophy. Our interview process sets the tone for the level of commitment needed to demonstrate excellence in teaching, scholarship, and service with our program. Potential candidates are given the opportunity to make their choice of commitment after the admissions and interview process.

To address the requirements of “choice and commitment,” our programs:

- implement a writing prompt during the admissions process that influences choice - *Why are you a good fit for Fortune School of Education? (Speak to Fortune's Vision/Mission and share how it aligns with your own educational philosophy)*;
- implement a *Professional Dispositions Checklist* tool with each course to provide essential feedback to candidates for growth; positive dispositions reflect commitment to the program.

(3) *More Time* in our Charter Schools pertains to giving scholars more time with an extended day and school year to develop their knowledge and as citizens of the community. With Higher Education, our concept of More Time is similar in that we understand that becoming a professional teacher is a developmental process that requires more time than the program hours earned for the credential.

Becoming a professional teacher requires “more time” to develop and is a process requiring candidates to:

- display and appreciate individual experiences, cultural identities, professional perspectives, and diversity of others;
- develop to their fullest potential by continuing to grow professionally and seek empirical and theoretical knowledge and experiences that challenge them as learners and educators;
- collaborate professionally with mentors and professionals to continue to acquire and refine professional knowledge and professional dispositions needed to move from novice to proficient.

To address the requirements of “more time,” our programs:

- incorporate cultural identity within our *Fortune School of Education Lesson Plan Template* to ensure implementation of cultural awareness within daily lessons across content areas;
- provide supervisors and mentors to support candidates and incorporate “Current Trends” articles within our program alignment to provide grounded theory and share practical experiences;
- implement a *Professional Dispositions Checklist* tool with each course to provide essential feedback to candidates for growth.

(4) *Focus on Results* for Higher Education ensures our accountability by focusing on results. Our focus is on assessing outcomes and cultivating leaders.

To address the requirements of “focus on results,” our programs:

- implement proficiency aligned artifacts for evidence collection and accountability;
- implement Student Learning Outcomes that include (1) the ability to communicate clearly and effectively to drive the dissemination of ideas and civic discourse; (2) the ability to analyze, assess, and use information to drive decision making; (3) the ability to work collaboratively to drive results; (4) the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship. These outcomes are routinely assessed by program faculty as a way of informing programmatic improvement efforts;
- hold Think Tanks and GAB Sessions that allow candidates to develop their skills as reflective practitioners and in the area of professional collegiality.

(5) *Citizenship* for Higher Education includes a focus on education, equity, and global citizenship. Fortune School of Education recognizes the resourcefulness for optimizing diverse faculty to promote diverse perspectives on teaching and learning. Diverse perspectives allow for connections between theory and practical experiences as it pertains to education, equity, and citizenship.

To address the requirements of “citizenship,” our programs:

- measure outcomes relating to citizenship - Student Learning Outcome #4 - the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship. These outcomes are routinely assessed by program faculty as a way of informing programmatic improvement efforts;
- implement a *Professional Dispositions Checklist* tool with each course to provide essential feedback to candidates for growth (Section 5 - *Exhibits an appreciation and value for diversity: Approaches diversity with a positive attitude; Embraces all differences; Does not use stereotypes; Avoid biases and prejudices; Interacts in a friendly manner with peers; Seeks to grow through knowledge; Remains open to differing persons and opinions; Does not demean others*)