
3H

Action

Educator Preparation Committee

Initial Institutional Approval – Stage II: Eligibility Requirements for The Charter School of San Diego

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, The Charter School of San Diego'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: Hart Boyd, 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 – Stage II: Eligibility Requirements for The Charter School of San Diego

Introduction

This agenda item presents for consideration one Local Education Agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. The LEA, The Charter School of San Diego (CSSD), seeks IIA in order to offer a Teacher Induction program. CSSD has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). CSSD is an academic intervention alternative charter school centered on student motivation. CSSD is located in San Diego County and serves 1,757 students in grades 6 through 12.

It is an important reminder that approval of the institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval of Stage II allows an institution to move forward to Stage III in which Common Standards and Preconditions will be submitted for review. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards will occur in subsequent stages.

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 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. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. A chart detailing the five stages of the IIA process is provided on the following page.

The Charter School of San Diego

CSSD seeks IIA in order to offer a Teacher Induction program. Summaries and excerpts of CSSD's responses to the twelve [Eligibility Requirement Criteria](#) are provided below. CSSD's full response is also available on the proposed [Teacher Induction program's website](#). Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration.

Five Stages of the Initial Institutional Approval Process

The Charter School of San Diego is seeking approval of Stage II in order to be eligible for Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: <ul style="list-style-type: none">12 Eligibility Criteria	Submit responses to: <ul style="list-style-type: none">PreconditionsCommon Standards	Submit responses to: <ul style="list-style-type: none">Program Standards	Institution must: <ul style="list-style-type: none">Collect dataHost provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team & COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
IIA Status*	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally approved but cannot offer programs

***May begin offering approved program

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 1: Responsibility and Authority

Staff Recommendation: Aligned

- CSSD is proposing to offer a Teacher Induction program.
- The Teacher Induction Program Coordinator will coordinate the proposed program and will be responsible for the day-to-day operations of the program. CSSD will hire the program coordinator upon program approval. This position will report to the Professional Development Coordinator, Cathryn Rambo. The Professional Development Coordinator will report to the Executive Director of CSSD, Tim Tuter, who will serve as the Unit Head. The Executive Director will report directly to the president/CEO of CSSD, Mary Searcy Bixby, who will be responsible for the ongoing oversight of the proposed program.
- CSSD has submitted a complete organizational chart depicting the lines of authority noted above.
- CSSD assures that the duties related to credential recommendations will be performed only by employees of CSSD and that these individuals will take part in the Commission training related to the recommendation process. The institution has identified the credential analyst as the individual who will be responsible for credential recommendations.

Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided in the Employee Manual and on CSSD's induction website.
- A non-discrimination policy for the institution's **candidates** is provided in the Candidate Handbook and on CSSD's induction website.

Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- CSSD provided a statement of assurance signed by the Executive Director of CCSD, Tim Tuter, that states the institution:
 - a) Will comply will all preconditions,
 - b) Will submit all data reports and accreditation documents,
 - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
 - d) Will participate fully in the Commission's accreditation system and submission timelines, and

- e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

Criterion 4: Requests for Data

Staff Recommendation: Aligned

- The Teacher Induction Program Coordinator is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

Criterion 5: Grievance Process

Staff Recommendation: Aligned

- CSSD has provided a grievance process which will be accessible to all candidates and applicants in the candidate handbook and on the induction program website.
- The submission notes that during the enrollment process, candidates will be apprised of all policies within the candidate handbook, including the grievance process. Candidates will have to sign an Enrollment Agreement indicating they have been apprised of all policies – this signed form will be collected and filed in the candidate’s records prior to the start of the program.

Criterion 6: Communication and Information

Staff Recommendation: Aligned

- CSSD’s Teacher Induction website will be accessible to the public without the requirement of log in information.
- CSSD will include the mission, governance, administration and admission procedures on the program website and in the candidate handbook.
- Information will be made available through the program website, candidate handbook, marketing flyers, social media postings, information sessions, email newsletters, and outreach to Commission-approved educator preparation programs throughout San Diego County.

Criterion 7: Student Records Management, Access, and Security

Staff Recommendation: Aligned

- Candidates enrolled in The CSSD’s Teacher Induction program will be given a program specific outline that includes all required coursework, fieldwork and total units required for program completion. Additionally, CSSD will use Microsoft Office 365 suite for all candidate records including: applications to post coursework, syllabi, assignments and course completion and attendance. Candidates will be able to log in and access unofficial course and grade summaries through their Microsoft Office 365 account. Official transcripts will be

provided to each candidate upon successful completion of all coursework and fieldwork requirements. Candidates will be able to contact the registrar at any time to track completion of program units, obtain enrollment certification or transcripts, or view their student records.

- Candidate records (paper and digital) will be securely housed within one central location on the main institutional site of CSSD's Teacher Induction program and maintained by the program office in Bonita, California.
- CSSD will maintain all candidate paper files/records in a locked filing cabinet within the locked program office in Bonita. Candidate digital files/records will be maintained on a secure server located in the locked server room in a secure location off campus, accessible only to the director of technology, who is housed at the Sorrento Mesa administrative office. Within the draft candidate handbook, candidates will be apprised of their protected rights.

Criterion 8: Disclosure

Staff Recommendation: Aligned

- CSSD candidates will progress through their academic coursework in a cohort-based model with weekly/bi-weekly meetings and support from their mentor teacher. Instruction will be delivered via:
 - Synchronous: In-person/virtual instruction, delivered at the Bonita Training Center
 - Asynchronous: Online learning – instruction delivered via Microsoft Office 365 suite of applications
 - Blended Learning: Via Microsoft Office 365 and in-person at the Bonita Training Center
- The Research/Training Development Center in Bonita, California will be the location for in-person instruction for CSSD's proposed Teacher Induction program. Additionally, CSSD proposes to draw mentors from the following locations:
 - Audeo Charter School
 - Audeo Charter School II
 - Audeo Charter School III
 - Grossmont Secondary School
 - Mirus Secondary School
 - Sweetwater Secondary School
 - The Charter School of San Diego
- CSSD Teacher Induction Program will allow the credential candidates the opportunity to participate in teacher professional development. Candidates will attend instructional meetings and professional development workshops offered at their teaching placement site. Partners may include the following:
 - El Dorado County SELPA
 - San Diego County Office of Education

Criterion 9: Veracity in all Claims and Documentation Submitted

Staff Recommendation: Aligned

- An assurance signed by CSSD's Executive Director, Tim Tuter, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to CSSD's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

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 10: Mission and Vision

- **Mission:** CSSD's proposed Teacher Induction program will bridge the gap between high-quality education theory and practice through an innovative and personalized teacher preparation program. The program will develop effective educators who are uniquely equipped to engage diverse students in futuristic learning environments.
- **Vision:** CSSD's proposed Teacher Induction program will be a national model of educational leadership and innovation dedicated to the preparation of exceptionally qualified educators. Candidates will be prepared to provide a whole-child approach in service of equity, inclusiveness, and the achievement of all students.
- According to the submission, CSSD induction candidates will contribute to the mission of the program by providing personalized and culturally relevant instruction aligned to Common Core State Standards and the state-adopted frameworks for TK-12. The instruction will be aligned to the state adopted frameworks and in line with formative and summative assessments aligned to the Smarter Balanced Blueprint for assessment.
- CSSD's mission and vision are posted on the proposed program's website.
- CSSD's proposed program's professional learning system will be grounded in a philosophical and theoretical framework built upon the premise that in all things, children come first. Several researchers have informed and created the foundation for this professional learning system, including Zaretta Hammond, Linda Darling Hammond, Pedro Noguera, and Brene Brown. Additionally, the submission notes that while there will be a strong framework of research, CSSD will also focus on the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership at the University of Washington.
- CSSD's proposed program will be committed to preparing candidates who will work effectively with the full range of California TK-12 students. The submission highlights that the population of students at CSSD is diverse, with over 18% of the student population having an IEP. The majority of students are socio-economically disadvantaged, 67%, with a large Hispanic/Latino student group, 65%. With Resource Centers across San Diego, participants in CSSD Teacher Induction program will work with diverse student groups. All placements of candidates will be in schools with similar demographic breakdowns and mentor teachers will have similar student demographics as the candidates.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

- Within CSSD, there is a professional learning system called Altus University (AU). While not an actual university, CSSD's submission states that it acts as a school within a school. AU provides professional learning utilizing actionable student data for their entire workforce. CSSD helped develop AU 10 years ago as a means to facilitate, monitor, and improve professional learning. All AU professional learning sessions are aligned to the California Quality Professional Learning Standards, California Standards for the Teaching Profession

(CSTP), and the LCFF State Priorities for Student Learning. The CSSD Teacher Induction Program is a comprehensive development plan based on five key pillars of professional growth that are priorities for CSSD: curriculum content training, student engagement, ethical responsibilities, efficiency and effectiveness, and strategic planning. These pillars support workforce collaboration, knowledge transfer and management, and best practices to ensure sustainability and innovation. Courses and course content is informed by student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. The professional learning sessions are offered daily and are recorded and housed for on-demand professional learning at the convenience of the teachers. Sessions that are within the curriculum content pillar directly align to instructional strategies for Common-Core instruction. In the past year, those sessions have been aligned to student outcomes to show the effectiveness of the professional learning.

- CSSD has posted the third-party invitation for comments on both CSSD’s website and the proposed induction program’s website where the public and all stakeholders can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to CSSD’s application for IIA and found none.

Criterion 12: Capacity and Resources

- As evidence of capacity and resources, CSSD has provided a copy of its most recent audited budget dated 2020 as well as a copy of a proposed operations budget for its education unit.
- CSSD has also detailed within its submission the facility resources that will be available for its candidates including the Bonita Training Center located in Chula Vista, California. According to the submission, the training center has a broadcast room to facilitate virtual learning. Additionally, all candidates will use Microsoft Office 365 products including Teams, SharePoint, and One Drive while the learning platform will be utilizing Microsoft Teams.
- Additionally, within the submission document, CSSD has identified the job responsibilities and minimum qualifications for the program personnel and instructional support. CSSD’s personnel and instructional support will consist of the following:
 - Curriculum and Professional Development Coordinator
 - CSSD Teacher Induction Program Coordinator
 - CSSD Program Mentors
- For the purposes of fieldwork, CSSD will partner with and has provided MOUs for the following institutions:
 - Audeo Charter
 - Audeo Charter II
 - Audeo Charter III
 - Grossmont Secondary School
 - Sweetwater Secondary School
 - Mirus Secondary School
- According to the submission, in the event of program closure and depending on the time of year, any Year 2 candidates enrolled in CSSD’s proposed program will continue in the program and complete the remainder of their Year 2 requirements to clear their credential.

Year 1 candidates, again depending on the time of year, will either be referred to the San Diego County Office of Education (SDCOE) Teacher Induction program at a reduced cost as CSSD would provide for and compensate the mentors, or the candidates would continue in CSSD's induction program until they finish Year 2. Once the decision to close the program has been approved, no new applicants will be admitted and instead would be referred to SDCOE's Teacher Induction program.

Staff Recommendation

Staff recommends that the Commission consider the responses to the Eligibility Requirements submitted by CSSD and grant eligibility.

Granting eligibility would allow CSSD to move forward to Stage III of the IIA process in which responses to the Preconditions and the Common Standards are submitted for review. Approval of Stage II will not authorize CSSD to offer an educator preparation program that leads to a credential or license, such as the Teacher Induction program.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III. If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

Next Steps

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