2B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval 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 Common Standards and Initial Program Preconditions for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to the Charter School of San Diego and set the Provisional Approval period to be three years from the date the institution's program is approved by the Committee on Accreditation.

Presenter: Hart Boyd, Consultant, Professional Services Division

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for The Charter School of San Diego

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, The Charter School of San Diego's (CSSD) responses to the Common Standards and Initial Program Preconditions for consideration of Provisional Approval by the Commission on Teacher Credentialing (Commission). All Common Standards responses have been reviewed by a team of Board of Institutional Review (BIR) members and have been determined to be aligned, and the Initial Program Preconditions have been reviewed by staff and have been determined to be met. If granted Provisional Approval, the next step in the IIA process would be the review of the CSSD's responses to the Teacher Induction program standards by a BIR team. When these reviewers determine that the responses to the program standards are aligned, the proposed program will be considered for Initial Program Approval by the Committee on Accreditation (COA). Then, if approved at that time, the institution may offer the program for the three-year provisional period as specified by the Commission.

Background

California Education Code section 44372(c), 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. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

The submission of Common Standards is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. CSSD has also submitted responses to the Initial Program Preconditions as the institution was approved to move to Stage III prior to the adopted changes to the IIA process at the October 2022 Commission meeting, which now requires responses to the Initial Program Preconditions in Stage II. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

Five Stages of the Initial Institutional Approval Process

The Charter School of San Diego is seeking approval of Stage III as highlighted in the chart below.

IIA Process	Stage I - Prerequisites	Stage II – Eligibility Requirements	Stage III – Provisional Approval	Stage IV – Initial Program Approval	Stage V – Provisional Site Visit and Full Approval
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 Common Standards	Ensures all proposed programs meet all relevant program standards and program-specific preconditions	Program operates for 2-4 years and hosts a provisional accreditation site visit
Institutional Requirements	Must: • Have legal eligibility • Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria • Initial Program Preconditions • General Precondition #9	Submit responses to: • Common Standards	Submit responses to: • Program-Specific Preconditions • Program Standards	Must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	BIR	**Preconditions:** Staff **Program Standards:** 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

The Charter School of San Diego

The Charter School of San Diego (CSSD) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [June 2022 meeting](). This action allowed CSSD to move forward to Stage III in which responses to the Common Standards and Initial Program Preconditions were submitted, as linked in this item. Currently, CSSD seeks Provisional Approval from the Commission. If approved, CSSD will seek COA approval of their proposed Teacher Induction program.

Stage III: Review to Determine Alignment with Common Standards

In keeping with the Commission's process for IIA, CSSD submitted its responses to the Common Standards. Two BIR members reviewed the Common Standards and have found them to be aligned. Additionally, CSSD has provided responses to the Initial Program Preconditions which were reviewed by staff and have been found to be met.

Summaries of CSSD's responses to the Common Standards and Initial Program Preconditions are included in this agenda item. The [complete Stage III submission of CSSD's responses]() is available on their website.

While the responses to the Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, it is important to remember that detailed program information will be provided in the institution's responses to the Teacher Induction program standards in Stage IV of the IIA process. The responses to the program standards will be reviewed by a team of BIR members to determine alignment. Once the review team has determined that the responses are aligned to the program standards, an item will be brought before the COA for consideration of Initial Program Approval for the proposed program.

Common Standards Responses

All responses to the Common Standards have been deemed, by a team of BIR reviewers, to be aligned. Beneath each Common Standard is information and excerpts from CSSD's Common Standards submission. The 2015 Common Standards are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

CSSD will use a combination of constructivist and personalized learning as the foundation of its vision of teaching and learning. From a constructivist lens, the candidates will construct their knowledge by building upon prior experiences and learning through hands on experiences, social interactions, and collaboration, as evidenced by the self-reflection in the Individualized Learning Plan (ILP), and the mentor collaboration and cohort coaching experiences. CSSD also notes that the proposed program will be aligned with the principles of personalized learning systems and approaches that accelerate and deepen learning by tailoring instruction to each students' individual needs, skills, and interests; a variety of rich learning experiences; and the teacher's role in student learning. The institution's submission provides further detail and identifies the specific theorists associated with both constructivist and personalized learning.

The CSSD Teacher Induction development team consists of both administrators and teachers that represent both general education and special education who are working collaboratively on CSSD's IIA submissions. The team meets frequently and is making progress towards completing the program standards submission but also plans to continue involving educational partners in the educator preparation program after program approval. Potential faculty members have been identified and involved in the program design, and potential mentors have been involved in the creation of the ILPs. Administrator input is regularly collected from the instructional lead meetings where the Curriculum, Professional Learning, and Accreditation Administrator meets with the instructional team on the first Tuesday of each month.

Beginning in fall 2021, the development team started attending the annual California Induction Conference. The Curriculum, Professional Learning, and Accreditation Administrator and the program coordinator will continue attending the annual conference to continue its collaboration with colleagues to improve the proposed program. Additionally, program administrators have been invited to participate in the regional collaboration of induction programs hosted by San Diego County Office of Education (SDCOE). In these regional meetings, CSSD's program will collaborate with universities and other institutions that offer induction programs. Additionally, the program will conduct biannual advisory board meetings with a member of the TK-5 educational setting, 6-12 administrators from participating schools with MOUs with the proposed program, representatives from Alliant International University, mentors, proposed program faculty, and administrators with the proposed program.

CSSD understands the value of providing the proposed program with sufficient resources for its effective operation. Aside from the administrators of the program, there will be additional faculty, mentors, a technology representative, a credential analyst, marketing, human resources, and administrative support. Additionally, resources will be provided in the DocuSign envelopes for candidate applications and Microsoft Office 365 licenses needed to complete

program activities in Microsoft Teams Classrooms. Faculty that will be providing professional learning to candidates includes a school site coordinator, special education coordinator, equity and inclusion administrator, school counselors, and the curriculum and professional development coordinator – these are all positions that currently exist within CSSD and will be embedded in the job descriptions upon program approval.

CSSD's executive director and unit head will have authority to oversee the proposed program. The unit head will oversee the instructional program, curriculum and professional development, and operations. Additionally, the unit head will oversee the proposed program through weekly huddle meetings that include the curriculum and professional development coordinator and proposed program coordinator. In these weekly huddle meetings, the unit head will be able to make data-informed recommendations and support the induction program based on the needs of teachers and faculty. The unit head will also work with both coordinators to ensure that all Commission-related program requirements and changes are implemented with fidelity while also adhering to all accreditation timelines and requests for data.

Current faculty recruitment strategies for CSSD include recruiting from local universities that have diverse teacher candidates. CSSD strives to have a representative faculty that mirrors the student population. To achieve this, the human resources administrator reaches out to universities that have high levels of diversity in student enrollment and have programs in place to support future teachers of color, such as San Diego State University (SDSU) and California State University, San Marcos (CSUSM). To support excellence in the recruitment of faculty, CSSD has a rigorous application process that includes written responses, first-level interviews with instructional leadership, and second-level interviews with senior leadership.

The curriculum and professional development coordinator, along with program faculty, will facilitate the course of study, while program mentors will focus on supervising candidates in the field-based and clinical experiences. The submission includes the minimum qualifications for the proposed program's administrator, coordinator, faculty, mentors, and credential analyst.

CSSD will have a process in place for monitoring credential recommendations. Upon the completion of Year 2 in the program, mentors will save all coaching logs to the candidate's Microsoft Teams Classroom OneNote and will update the program completion requirements in the tracker. Candidates will submit portfolio documents to their mentor to ensure all program requirements have been completed, and the mentor will provide any feedback for improvement, if needed. Once the portfolio is finalized, candidates will submit it through Microsoft Teams to the program coordinator for review. The program coordinator will review all of the program requirements in the tracker, the coaching logs within Microsoft Teams, and the submitted portfolio. If the program coordinator finds any areas for improvement, the portfolio will go back to the mentor and candidate to address any areas not fully completed. If the portfolio and program completion documents are complete and meet the quality standard, the program coordinator will bring a recommendation for the candidate's clear credential to the Curriculum, Professional Learning and Accreditation Administrator. The Curriculum, Professional Learning and Accreditation Administrator will review the documentation and make

the final determination on the recommendation for the clear credential. If the clear credential is recommended, the program coordinator will work with the credential analyst to submit the candidate's clear credential recommendation to the Commission. If the Curriculum, Professional Learning and Accreditation Administrator does not recommend the clear credential, specific feedback about why it was not recommended will be provided to the candidate and mentor within 30 days. The candidate will then have 30 days to meet with their mentor and the program coordinator to develop a response to the administrator's feedback and create a plan to meet the missing program requirements. The candidate will have an additional six months to resubmit the portfolio to the Curriculum, Professional Learning and Accreditation Administrator for reconsideration of recommendation.

Common Standard 2 – Candidate Recruitment and Support Preparation

CSSD will accept candidates to the proposed program based on clear criteria, including the following:
- Candidate must be in possession of a preliminary credential with induction listed as a requirement
- Candidate must be currently employed with a school or district with a current agreement (MOU) on file
- There is an agreement with the employing school or district
- The employing school or district will provide the candidate with a mentor

CSSD also notes that the proposed program will be at no cost to the candidate with completion of service.

Current candidate recruitment strategies for CSSD include recruiting from local universities that have diverse teacher candidates. CSSD strives to have representative candidates that mirror the student population. To achieve this, the human resources administrator reaches out to universities that have high levels of diversity in student enrollment and have programs in place to support future teachers of color, such as SDSU and CSUSM. To support excellence in the recruitment of candidates, CSSD has a rigorous application process that includes written responses, first-level interviews with instructional leadership, and second-level interviews with senior leadership. To that end, the teacher candidates who are admitted in the proposed program will be diverse as the teachers recruited for CSSD are diverse. The program coordinator will work closely with the human resources department, curriculum and professional development coordinator, and program mentors to provide support and advice so that candidates stay engaged in their teaching assignment.

As teachers with preliminary credentials are hired, the human resources administrator will recommend them to the program and provide them with programmatic resources. Once an application is received by the program coordinator, the coordinator will meet with the candidate to provide information on the induction program and ensure the candidate understands all expectations and requirements of the program.

There will be many different personnel positions available to support, advise, and place candidates, as well as support the assessment cycle for continuous improvement. From the beginning of the admission process, the program coordinator will review applications and, in collaboration with the Curriculum, Professional Learning and Accreditation Administrator, match candidates with a mentor based on credential type and/or specific teaching assignment. The mentor will be the first level of support to the candidate for advisement purposes. If the mentor is unable to help with advisement, the candidate will get additional support from the program coordinator or the credential analyst if the question relates to the clear credential process. If the program coordinator is unable to provide the support needed, the next level of support is with the Curriculum, Professional Learning and Accreditation Administrator or the unit head. All candidates will have an open-door policy with direct support from program leadership.

Mentors will monitor the progress of candidates through the ILP, which will be housed on the institution's leaning management system, Microsoft Teams Classroom. Microsoft Teams Classroom will allow timestamping for the submission of program requirements, so this function will be used to timestamp when important parts of the ILP process are completed, including but not limited to the ILP self-assessment, observation cycle, mid and end-of-year reflections, mid and end-of-year surveys, and the final portfolio. Mentors will receive training for Microsoft Teams Classroom using the Mentor Teams Classroom Training Manual. All candidates and mentors will be assigned a Microsoft Teams account that includes access to Microsoft Teams Classroom. Each Classroom will contain various channels which candidates and mentors will be able to access using various tabs such as Files, Staff Notebook, Reflect, Professional Learning Portal, and Calendar. Microsoft Teams members can also post a conversation that will be visible to all members within the channel, which will allow collaboration between members. The Staff Notebook will allow for collaboration between candidates and mentors who will have the ability to write notes or post resources – this will be the primary method for candidates to post evidence of student growth as required by the ILP. The Content Library will hold materials such as rubrics, policies and procedures, due dates, California Standards for the Teaching Profession (CSTPs), and the Personal Folder will be a storage space for individual information such as mentor meetings, observation plans, and the ILP.

Through the leaning management system, mentors will be able to create assignments which can be used to monitor a candidate's completion of program requirements including the ILP self-reflection, mid and end-of-year self-reflection, the submission of mid and end-of-year surveys, and the ILP goal completion rate. Mentors and the program coordinator will also be able to provide feedback to candidates by using the Assignment Application. Through this part of Microsoft Teams, candidates will be able to view the outcome of their submitted assignments, evaluative feedback, see progress through program completion, and ask questions as needed.

Mentors will also use the calendar within the channel to support candidates with accountability. The program coordinator will load important dates and deadlines for each

cohort before candidates begin the program. Mentors will use the calendar with candidates during weekly mentor sessions to ensure that candidates are meeting all program deadlines. Candidates in need of additional support will receive added professional learning through professional growth training and/or more than the average of one hour per week of required mentor support.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

CSSD has a diverse student population comprised of 60% Hispanic/Latinx, 9% African American/black, 17% white, 70% socio-economically disadvantaged, 23% disabled, 14% English learners, 15% Gifted and Talented Education (GATE), and 5% unhoused students. With this diverse student population, the professional learning system will use research-based strategies for improving teaching and learning. Candidates may also participate in professional learning sessions by experts within different curriculum departments. These experts will be trained by local county office of education providers in the latest research-based instructional strategies. CSSD's curriculum experts will then train candidates to use those strategies within CSSD's instructional model to engage with students. With monthly formal group collaborative professional learning sessions, candidates will also meet with mentors for individual and cohort coaching. Cohort coaching opportunities will be created with a mentor that provides support to candidates with similar ILP goals. These cohort coaching sessions will be an opportunity to connect candidates to collaborate and expand a candidate's network. Cohort coaching may consist of specialized professional learning, group observations of expert teachers, or visits to partner schools that demonstrate exceptional practice in a specific ILP area.

Each mentor will be paired with a candidate that has the same credential type and/or teaching assignment. The rationale for each pairing will be documented and tracked by the program coordinator. Prospective mentors will be required to submit an application that includes prior job/leadership experience, credential type, and a narrative of why they would like to be a mentor. Mentors will be selected based on years of experience and annual scorecard evaluation results. Once selected, the mentor will complete a three-day training session to ensure that the candidate will be supported appropriately with adherence to all program requirements. At the end of each year, mentors will be evaluated based on survey results from candidates and the performance outcomes of candidates toward meeting ILP goals. Mentors will be recognized for the additional leadership they provide to the school by being a mentor at the end-of-year employee luncheon.

The proposed program will effectively implement fieldwork and clinical practice through the ILPs created between the candidate and the mentor. Within the ILP, candidates will begin with a self-assessment and the development of SMART goals with their mentor that the candidates will use to fuel their focus for the year. Within the ILP, candidates will become action researchers and choose students for a case study for which they will collect data and reflect on based on the CSTPs. As part of their action research, candidates, with the support of their mentors, will choose qualitative and quantitative student data to show evidence and impact of their work and collect the evidence with their Microsoft Teams Classroom. Through the

observation cycle, mentors will also be able to provide the candidate with specific instructional support that will assist the candidate in meeting the CSTPs and their ILP SMART goals. The candidate must take part in two observations per year but will have a choice as to how they meet this requirement. Prior to the observation, the mentor and candidate will meet to discuss the focus of the observation, which must be aligned to one of the candidate's ILP goals. At least one of the two observations per year must focus on instruction, whether one-on-one instruction or group instruction, or there must be an observation of an Individualized Education Plan (IEP) for educational specialists.

To evaluate the fieldwork and clinical practice, mentors will complete the observation cycle with the candidates and provide feedback to assist in ILP goal completion using an observation form. Candidates will also complete a mid-year self-reflection where candidates and mentors reflect on the candidate's progress towards meeting their SMART goals. During this time, the candidate and mentor will be able to review the SMART goals from the ILP, evidence collected in the action research case study, and make data-informed decisions to adjust any goals or support as necessary so that candidates will be successful in completion of these goals by the end of the year. Another opportunity to evaluate fieldwork will be through the mid-year candidate survey where candidates will evaluate and provide feedback on the effectiveness of the observation cycle. At the end of the year, fieldwork and clinical practice will be evaluated through goal completion and post-assessment results from the ILP.

As mentioned previously, CSSD has a diverse student population and has been recognized as a Dashboard Alternative School Status (DASS) by the California Department of Education (CDE). CSSD has an unduplicated count of at least 70% of the school's total enrollment comprised of high-risk student groups: expelled, suspended more than 10 days in a school year, wards of the court or dependents of the court, pregnant and/or parenting, recovered dropout, habitually truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with high-level transiency, foster youth, and homeless. This diverse student population will allow candidates significant experience working with this range of students from a variety of backgrounds.

Common Standard 4 – Continuous Improvement

CSSD uses and will continue to use the ADLI framework from the Baldridge Performance Excellence Program. CSSD will Approach (A), Deploy (D), Learn (L), and Integrate (I) to regularly assess the effectiveness of the course of study offered, fieldwork and clinical practice, and support services for candidates.

The approach to CSSD's Professional Learning Plan (i.e., course of study) will be to have candidates complete a self-assessment at the beginning of Year 1 and Year 2. Mentors will collaborate with the Curriculum, Professional Learning and Accreditation Administrator, program coordinator, and faculty to adjust the professional learning session that will be focused on specific support areas identified by the candidate.

Performance learning sessions will be deployed for both Year 1 and Year 2 candidates. Mentors will collaborate with candidates to identify the professional learning sessions best suited to support the candidate's work towards meeting their ILP goals – attendance will be required for at least two of the three sessions offered.

After the Performance Learning Plan is deployed, data will be gathered and analyzed during the learning phase. Each candidate professional learning session will have an evaluation aligned to the CSTPs so the faculty can evaluate the relevance of the professional learning, see candidate satisfaction results from the professional learning, and get input from candidates about ways the professional learning can be improved for the next session. The evaluation will also have a place for candidates to indicate any areas for additional training or for mentor follow-up.

To integrate the learnings, faculty will review the evaluations and reflect on recommended changes and other evaluative data to ensure the effectiveness of the professional learning sessions. Faculty and the Curriculum, Professional Learning and Accreditation Administrator will review and analyze the results of the evaluation and have the opportunity to modify future sessions. The Curriculum, Professional Learning and Accreditation Administrator will also share results with the program coordinator so that mentors may follow up with candidates based on evaluation feedback.

The approach for fieldwork and clinical practice will center on the candidate's ILP goals and action research plan they have in place. The mentor will work with the candidate to do a self-reflection on the CTPS and identify opportunities for growth. Using the self-evaluation, candidates will then, with the mentor's guidance, identify three CSTPs that will be the focus for the year. For each identified CSTP, candidates will create a SMART goal as well as design an action research plan for which they will collect student growth data and evidence. During the approach phase, mentors and candidates will begin conversations about the observation cycle and identify which observation type will be most beneficial for the ILP goals.

Deployment for fieldwork and clinical practice will be the actual work of meeting the SMART goal developed in the approach phase. Throughout the year, mentors will work with candidates through coaching sessions, observations, cohort coaching sessions, and in professional learning opportunities. In each of these sessions, mentors will work with candidates to reflect on what is working and challenges to overcome. Mentors will also complete two observations as part of the observation cycle with one being specific to observing instruction and the other an observation of their choice. Prior to the observation, mentors and candidates will meet to determine the ILP goal focus of the observation. During the observation, a formal observation form will be completed to address the areas of focus.

The learning from clinical practice and fieldwork will come in different forms. First, mentors will collect anecdotal information from coaching sessions to learn what is working and what needs to change. Second, mentors and candidates will debrief after observations have been completed as a part of the observation cycle. Third, candidates will complete mid and end-of-year surveys where data will be collected and used to enhance candidate and mentor collaboration towards meeting ILP goals. Fourth, the progress with the action research case

studies will allow mentors to review student growth data and evidence uploaded into the Microsoft Teams Classroom Notebook to discuss at mentor coaching sessions. These learnings will be communicated to the program coordinator during monthly mentor meetings held with the coordinator.

After mentors and candidates have collected data from the learning phase, integration will occur when the mentor modifies or adjusts coaching sessions or makes new recommendations for professional learning based on what was learned during the learning phase. Since the ILP will be a living document, the mentor and candidate can work together to make changes to the ILP goals or action plans. Mentors may also make program recommendations to the program coordinator or faculty based on work with their candidate.

For support services for candidates, the approach will be to make sure there is a clear plan for deadlines and submission activities – clear communication of the process and the deadlines will be critical for the success of candidates. Support services personnel will work closely with the program coordinator so that deadlines and the communication process are made known. Support staff will add deadlines and process updates to the learning management system as well as communicating this information to the candidates via email.

Deployment will be the actual support given to candidates including advising, distribution of the process for clearing their credential, calendaring deadlines, and making support personnel available to answer any questions or give additional guidance.

Learning will occur through candidate feedback on specific questions that may not have been answered or communicated throughout the year. Mid-year and end-of-year survey results will be analyzed specifically regarding support for candidates. The program coordinator will use survey responses to trend emerging themes. Since CSSD will continue to support candidates who complete the proposed program for at least a year after program completion, the program coordinator will use end-of-year survey responses from Year 2 to create a plan for the additional year of support for program completers.

The results of the learning phase will be integrated into future cycles of support. The program coordinator will review survey results and work with support personnel to update or modify processes and make recommendations for future communication and support services.

CSSD will regularly and systematically collect, analyze, and use candidate and program completer data to reflect on the effectiveness of unit operations to improve the program and its services. CSSD will take a six-stage approach – detailed in the submission – to evaluating the effectiveness of unit operations and to improve programs and their services:
1. Planning
2. Data collection
3. Data analysis
4. Feedback and reporting
5. Integration
6. Evaluation

Within that six-stage unit assessment system, each program participant will serve an important role as seen in the submission's Assessment Cycle Roles and Responsibilities Chart. Participants in the unit assessment cycle will include the CSSD leadership team consisting of the unit head, Curriculum, Professional Learning and Accreditation Administrator, and the program coordinator, in conjunction with the work from the advisory board. Additional key members will include faculty, mentors, and candidates.

CSSD will use multiple sources of data including data on the following: student growth; candidate, mentor, and administrator survey results; professional learning completion; professional learning evaluation results; ILP self-reflections; ILP goal completion; and program completion rates. Each of these data sources are further detailed in the submission's annotated list of data sources.

Common Standard 5 – Program Impact

CSSD program faculty will have specific yearly professional learning so they are versed in the latest adult learning theory, and administrators will lead specific professional learning sessions based on learning from the annual induction conference.

CSSD candidates will know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. To achieve this, CSSD has developed a system for assessing candidates and determining the continuum of proficiency of CSTPs, beginning with the ILP initial self-assessment at the beginning of Year 1. After the initial self-assessment, candidates will continue to reflect on their progress towards proficiency in each CSTP with their end-of-year reflection, progress on their case study, and ILP goal completion. Additionally, CSSD's Professional Learning Plan (course of study) will focus on teaching the knowledge and skills necessary to meet the CSTPs as well as teach the adopted California Common Core State Standards (CCCSS).

CSSD will have a clear and concise set of standards and expectations for each candidate that is aligned with the CSTPs and provides the necessary resources and support for candidates to meet those standards. This will be done using support personnel who will provide advisement on the process of program completion in addition to the mentoring available from each candidate's individual mentor.

On a formal basis, CSSD will use end-of-year data presentations to the advisory board from the multi-year unit assessment cycle to demonstrate that the program is having a positive impact on candidate learning and competence and on the teaching and learning in schools they serve.

Each program candidate will be able to show the positive impact they are having on teaching and learning and on their competence towards the CSTPs through their ILP. Within the ILP, candidates will begin with a self-assessment of their competence in each CSTP and will work with their mentor to choose three CSTPs to focus on for the year. After creating SMART goals around each of the selected CSTPs, candidates will select student growth data that will show evidence of meeting those goals. Additionally, candidates will concurrently attend professional

learning aligned to each CSTP and, through the evaluation, will rate their learning in each CSTP substandard. Mentors will also use the observation cycle to directly observe candidates demonstrating effective teaching and learning in their classrooms. Through the use of mid and end-of-year surveys, CSSD will receive direct feedback on the candidate's perception of their growth throughout the program – this will also be evidenced in the mid and end-of-year reflection that will be part of the candidate's final portfolio in Year 2.

Through the review of candidate surveys, administrator surveys, mentor surveys, observation cycle feedback, ILP goal completion, evidence of student growth data from meeting the ILP goals, and professional learning evaluations, the advisory board will evaluate the proposed program's impact on candidate learning and their competence towards mastery of the CSTPs, which will impact teaching and learning in schools.

Initial Program Preconditions

(1) Demonstration of Need
To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How CSSD Meets the Precondition:

The submission notes that there is a need for a Teacher Induction program for CSSD and its partnering schools. There are a number preliminary and intern credential holders at each of these schools, and there is no induction program in the area specifically for non-classroom-based schools with Dashboard Alternative Schools Status (DASS). According to CSSD, this educational model has unique needs that a traditional induction program does not offer. To that end, teachers who completed a traditional induction program within the past five years were asked to provide feedback about their program and the relevance of it to their actual practice. From the respondents, the major induction programs completed were San Diego County Office of Education, San Diego State University, Riverside County Office of Education, and University of California, San Diego Extension. These individuals were asked about the least useful or most beneficial part of the program. One major theme that arose is that traditional induction is not always relevant to non-classroom-based schools. Some comments emphasized how the focus on classroom management and managing larger class sizes and classroom layout were not applicable to CSSD. Additionally, respondents noted that faculty leading professional learning were not familiar with non-classroom-based schools or alternative programs.

The submission notes that currently there are a total of 36 preliminary and intern credentials holders in CSSD and their partner schools that need to enroll in an induction program. The proposed induction program will be of no cost to candidates, so there will be a savings to these prospective candidates of over $100,000 if all are able to enroll in the proposed program. Additionally, CSSD and its partner schools are projected to grow by approximately 40-320 students. This will create an additional need for approximately 35 new teachers if all of these schools meet their enrollment growth.

The submission also highlights that in the eight schools that will participate in the program, there are a number of teachers approaching retirement age, with a potential 34 teachers retiring within the next ten years. This will require an influx of new teachers who will need to be hired and provided with induction by the proposed program. CSSD's submission contains letters from each partner school affirming the need for CSSD's proposed Teacher Induction program.

(2) Collaboration in Program Design and Implementation
To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How CSSD Meets the Precondition:

CSSD's program personnel have not only been working with staff at CSSD and partnering schools but also with the program development team which consists of CSSD, partner school, local education agency, and institution of higher education representatives. Some members of the development team have been meeting for a number of years, and the submission contains meeting agendas going back to 2021. These team members have each taken on specific aspects of the program in order to brainstorm with the whole development team and develop the evidence for the IIA submissions. These members receive feedback from the whole group on the program development and approval process. Two members, Cathryn Rambo and Veronica Radtke, have led in the coordination of the proposed program while including monthly collaboration sessions with partner school administrators who provide feedback on the work created by the development team. Additionally, an institution of higher education representative advises on the development of the proposed program and on how the institution may contribute to the program as a member of its advisory board. CSSD has provided signed MOUs with each partnering school as well as with Alliant International University that outlines the roles and responsibilities of each partnering school.

Staff Recommendation
The Board of Institutional Review (BIR) team has found the Common Standard responses to be aligned, and Commission staff has found the Initial Program Preconditions to be met.

Therefore, staff recommends that the Commission grant Provisional Approval to The Charter School of San Diego.

Granting Provisional Approval would allow CSSD's proposed Teacher Induction program to be reviewed by the Committee on Accreditation for Initial Program Approval in Stage IV. The Provisional Approval period would begin once the COA grants Initial Program Approval.

Staff recommends that if Provisional Approval is granted to CSSD by the Commission, the period of Provisional Approval be set to three years because Teacher Induction is designed to be two years in length. After three years, CSSD will have had an opportunity to have a cohort complete the program and the institution will have three years' worth of data that includes completers of the program. A Provisional Site Visit would occur and the report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for CSSD in Stage V.

Next Steps
Staff will take appropriate next steps based on the Commission's action.