

Attachment
Report of Sacramento City Unified School District's Responses to
Preconditions found to be Not in Compliance
during its Accreditation Site Visit

Overview

This item provides information to the COA regarding Sacramento City Unified School District's (SCUSD's) responses to the two Teacher Induction Preconditions found to be not in compliance during its accreditation site visit. SCUSD is an LEA that offers a Teacher Induction Program.

Recommendation

Staff recommends that the COA reviews SCUSD's responses to the Preconditions and determine whether further actions to demonstrate compliance must be taken accordingly.

Background

SCUSD held its accreditation site visit October 25th – 27th, 2021. Interviews with stakeholders confirmed that Teacher Induction Precondition #2 and Teacher Induction Precondition #5 were not met. Within two months of the conclusion of the site visit, SCUSD submitted an initial response to the Preconditions on December 17th, 2021. That response is linked here: [SCUSD's Preconditions Response](#). The following page summarizes the Preconditions findings detailed in the accreditation report and SCUSD's responses to the unmet Preconditions.

Next Steps

Commission staff will continue to work with SCUSD and will take next steps as determined by COA action.

SCUSD's Responses to Unmet Preconditions

Teacher Induction Precondition #2: The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

Finding: As stated in the accreditation site visit report: *While the evidence provided in response to this precondition stated that all participating teachers will receive a support provider within 30 days of enrollment into SCUSD's Teacher Induction Program, interviews confirmed that some candidates were not matched within 30 days. The team determined this is due to there being no consistent and systematic manner by which teachers are identified by the district or by the program for enrollment.*

SCUSD's response: Induction program staff are now included in emails from Human Resources to all new certificated hires. Subsequently, program staff review credentials and send a welcome email, with a Google Form, to all certificated teachers who require Induction so as to assign the teacher to a Support Provider (mentor). The new hire is logged onto a Google Form and follow-up reminder emails are sent one week and two weeks after the initial email to any new hire who has not yet completed the form. The response from SCUSD also indicated that this process will be reflected upon, and program staff will continue to collaborate with Human Resources staff to ensure support is provided in a timely manner to new teachers.

Teacher Induction Precondition #5: The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Finding: As stated in the accreditation site visit report: *While the evidence provided in response to this precondition stated that the ILP must be designed and implemented only for the professional growth and development of the participating teacher and not for evaluation for employment purposes, interviews with site administrators confirmed an inconsistency as a few site administrators mentioned that they use the ILP, and whether a candidate has made progress towards meeting their ILP goals, in the teacher's evaluation.*

SCUSD's response: The triad meeting takes place between the participating teacher, support provider, and site administrator. The Triad Meeting notes states: The California Commission on Teacher Credentialing clarifies in Precondition 5 of the Induction Standards, "The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating Teacher and not for evaluation for employment purposes." The support provider emphasizes the intent of the triad meeting is solely for the professional growth and development of the participating teacher and not for evaluation purposes. Site administrators were also reminded of this point in a weekly update reminder sent by the Assistant Superintendent of Curriculum and Instruction on November 4, 2021. Site

administrators will also be reminded of this point during the February 2nd, 2022 Principals' Meeting.