

Discussion of the Third Quarterly Report from Sacramento City Unified School District August 2022

Overview of this Report

This report provides information on the third quarterly report submitted by the Sacramento City Unified School District (SCUSD) addressing stipulations resulting from their October 2021 accreditation site visit. Following its decision, the Committee on Accreditation (COA) directed SCUSD to provide updates to staff at quarterly intervals documenting the progress made toward addressing the stipulations in the [SCUSD October 2021 Accreditation Site Visit Report](#). The information in this report includes the district's progress to date and next steps. SCUSD's first, second, and third quarterly reports can be found on the [Quarterly Reports webpage](#) of their accreditation website.

Staff Recommendation

Staff recommends that the COA both accept the SCUSD's third quarterly report and remove Stipulation #9 related to Preconditions. Staff will continue to work with the institution to provide technical assistance in preparation for the final quarterly report.

Background

A virtual accreditation site visit for the SCUSD took place on October 25-27, 2021. Upon hearing the site visit report at their [February 2022 meeting](#), the COA took action to grant **Accreditation with Major Stipulations** for the SCUSD. The stipulations are listed below:

That within one year of COA action, Sacramento City USD will provide evidence documenting the following:

- 1) That the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program.
- 2) That the unit provides sufficient resources to allow for the effective operation of the teacher induction program, including, but not limited to, coordination, admission, advisement, and professional development.
- 3) The establishment of a systematic process in which the unit uniformly identifies and supports new hires and newly qualified teachers' awareness of eligibility for the teacher induction program.
- 4) That the induction program has a system by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with feedback on progress given to the candidate.
- 5) That the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.
- 6) That the institution implements a comprehensive continuous improvement process in which both the unit and the induction program regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the

systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.

- 7) That the continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.
- 8) That the program evaluates and demonstrates that it is having a positive impact on candidate learning and competence.
- 9) That the institution provides quarterly progress reports on actions it is taking to address the stipulations, including updates on the issues identified by the team related to Teacher Induction Preconditions 2 and 5.

Third Quarterly Report Overview

The information on the subsequent pages of this report summarizes the actions taken thus far by the SCUSD to address the stipulations since the second quarterly report which was presented to the COA at its August 2022 meeting. The third quarterly report, [SCUSD's Third Quarterly Report](#), was received from SCUSD on Friday, September 30, 2022. The linked report includes the institution's response to actions taken with links to evidence that supports the action by the district. A summary of the report can be found below.

Next Steps

The SCUSD's fourth quarterly report is scheduled to be presented to the COA at its January 2023 meeting. Commission staff will continue to monitor progress in addressing stipulations.

Summary of SCUSD's Third Quarterly Report: Actions to Address Stipulations since August 2022

Stipulation #1:

Provide evidence documenting that the unit actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the teacher induction program.

The Director of Professional Learning: Educator and Leadership Development position was officially filled mid-August. One of the essential duties of this position is to “supervise the Induction Coordinator to establish and implement a strategic plan to improve the quality, rigor, assessment and measurement of the district’s existing New Teacher Induction Program and bring it into alignment with the district’s instructional vision, framework, and defined priorities.” The Induction Coordinator reports to the Director, and they meet weekly to plan induction activities. Meeting notes from one of the weekly meetings included action items with specific Induction Program-related tasks for both the Induction Coordinator and the Director. Both the Induction Coordinator and Director of Professional Learning positions are housed in the Curriculum and Instruction Department of the SCUSD.

Since the second quarterly report, Advisory Committee meetings for the 2022-2023 academic year have been scheduled. These meetings will be held on November 16, 2022, February 15, 2023, and June 7, 2023. Learning intentions, outcomes, and next steps from these Advisory Committee meetings will be documented. Upcoming action from the district include planning future advisory meetings and continuing to work with the union to ensure there is representation from participating teachers and support providers at the meetings. Additionally, the Director of Professional Learning and Assistant Superintendent of Curriculum and Instruction will develop professional learning for site administrators regarding Induction.

Commission staff looks forward to reviewing notes from both the weekly Coordinator-Director meetings and the Advisory Committee meetings, including action plans and outcomes. Staff would also like to see the outcomes of these meetings continue to be noted and analyzed.

Stipulation #2:

Provide evidence documenting that the unit provides sufficient resources to allow for the effective operation of the teacher induction program, including, but not limited to, coordination, admission, advisement, and professional development.

The Professional Learning Team - a team of four mentors, the induction coordinator, and the induction program office technician - met multiple times in July to discuss a long-term plan for professional learning for the 2022-23 academic year that is aligned with SCUSD’s mission and guiding principles and to update Teacher Induction program documents. Descriptions and materials for these professional learning workshops are still in development.

The team also created three presentations - Onboarding for Participating Teachers, Onboarding for Support Providers, and a “Kick-Off” meeting for support providers, participating teachers, and all new teachers. These presentations were all held in the first few weeks of the academic year. At the “Kick-Off” meeting, details about the district’s mission, values, and guiding principles; Induction Requirements; updated Individual Learning Plan (ILP); new rubrics; the Induction Handbook; and other relevant items were discussed. This was the first time the Induction Program held these presentations at the beginning of the academic year and feedback from participating teachers and support providers who attended was positive. Attendees found it helpful to walk through the updated ILP and rubrics. The Induction Coordinator and Director of Professional Learning are planning to hold these presentations even earlier for the next academic year.

Commission staff look forward to seeing the professional learning topics and descriptions, for candidates, mentors, and site administrators, in the upcoming quarterly report.

Stipulation #3:

Provide evidence documenting the establishment of a systematic process in which the unit uniformly identifies and supports new hires and newly qualified teachers’ awareness of eligibility for the teacher induction program.

As noted in the previous quarterly reports, the district is using the Informed K12 system to automate workflow and process forms. At the beginning of this academic year, this system was used to identify new teachers for the first time. The goal was for the Human Resources (HR) department to identify new teachers through the credential audit process and subsequently send names of new teachers to the teacher induction program staff. The induction staff would then send the program application within Informed K12 so that the new teacher is enrolled in the program. The Induction Program Coordinator and HR department identified a few new teachers whose names were, inadvertently, not provided to program staff. The coordinator and the HR department will continue to work together to ensure that new credential analysts are identifying new teachers correctly. The areas of improvement in the Informed K12 system that have been identified will be corrected for the next academic year.

Commission staff recommends that the process by which new teachers are identified and subsequently enrolled in Induction continue to be documented and refined so that new teachers are receiving support provider support in a timely manner in adherence to the Teacher Induction Program Preconditions and Program Standards.

Stipulation #4:

Provide evidence documenting that the induction program has a system by which the program assesses candidate competency and progress toward mastery of the California Standards for the Teaching Profession, with feedback on progress given to the candidate.

As mentioned under Stipulation #2, the revised ILP and new ILP rubrics were reviewed and the “Kick-Off” meeting. The first cycle of the ILP will focus on the development of the ILP and the

second cycle will focus on the participating teacher working with their support provider to develop goals (after a triad meeting with the site administrator). Additionally, the Induction Coordinator shall establish a team of support providers who will review ILPs at the end of each quarter against the newly developed rubrics (Update and Document Review Team). This team will consist of the same individuals throughout the academic year. Each support provider will be assigned ILPs to review, and they will review the same ILPs throughout the academic year as well. The Induction Coordinator will calibrate the support providers prior to the review the ILPs.

Commission staff looks forward to future information regarding the structure of this team, the calibration, and the feedback from support providers and candidates regarding this process. In particular, staff is interested in the incorporation of the new rubrics, how candidates will be provided feedback, and the monitoring of candidates to ensure progress towards mastery.

Stipulation #5:

Provide evidence documenting that the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.

The Induction Coordinator and Director of Professional Learning are beginning to collaborate to review the induction program, including the process of selecting support providers. Currently the process is that the Induction Coordinator reaches out to support providers to determine if they are interested in serving again for the academic year. Requests for support providers were also sent through the Principal Bulletin, through reaching out to completers to inquire if they are interested in serving as a support provider, and by contacting site administrators directly to determine if there are staff members on their campus that would be a good fit for a participating teacher in induction. Support providers indicate their availability and interest by completing a form. Subsequently, the Induction Coordinator reaches out to the respective site administrator and the site administrator completes a form to either approve or decline the support provider for the participating teachers. Both the support provider's interest form and the site administrator's approval form are in Informed K12. The Induction Coordinator and Director of Professional Learning plan to launch an awareness campaign in the spring to go to various school sites and promote the benefits of being a support provider. The plan for the next academic year is to identify support providers earlier – preferably in the summer.

Commission staff recommends that the mentor evaluation rubric, which will be created by the Update and Document Review Team, is included in the fourth quarter report in addition to a Support Provider ILP template. Staff also recommends that information on the planned action to collaborate with district leadership regarding how site administrators may provide feedback on mentor effectiveness going to happen is included in the next report. The planning and subsequent launch of the district's mentoring program, which will include common language for both support providers and training specialists as well as professional learning workshops, should also be noted in the Fourth Quarterly Report.

Stipulation #6:

Provide evidence documenting that the institution implements a comprehensive continuous improvement process in which both the unit and the induction program regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.

An [updated graphic showing the continuous improvement process](#), what data is used, who reviews certain data at what time, and the frequency by which this review occurs was provided.

Commission staff looks forward to reviewing the outcomes of the upcoming Advisory Meeting and the feedback from the first quarter review of ILPs using the new rubrics.

Stipulation #7:

Provide evidence documenting that the continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Planned future action by the SCUSD to address this stipulation include gathering retention data and looping in Instructional Area Superintendents in communications to site administrators to ensure 100% participation in the Site Administrator feedback survey.

Commission staff recommend continuing to encourage site administrator feedback regarding SCUSD's induction program and how prepared participating teachers are at their school sites.

Stipulation #8:

Provide evidence documenting that the program evaluates and demonstrates that it is having a positive impact on candidate learning and competence.

Planned future action by the SCUSD includes reviewing the 2021 and 2022 Completer Survey data at the next Advisory Team meeting scheduled for November 16, 2022. The Update and Document Review Team will also review participating teacher ILPs to analyze impact.

Commission staff recommends that the district continue consider additional sources of data when evaluating and demonstrating whether the induction program is having a positive impact on candidate learning and competence. Outcomes from the planned future action noted above should be included in the Fourth Quarterly Report.

Stipulation #9:

Provide evidence documenting that the institution provides quarterly progress reports on actions it is taking to address the stipulations, including updates on the issues identified by the team related to Teacher Induction Preconditions 2 and 5.

SCUSD's First Quarterly Report was presented at the May 2022 COA meeting.

SCUSD's Second Quarterly Report was presented at the August 2022 COA meeting.

This item is the presentation of SCUSD's Third Quarterly Report.

The Fourth Quarterly Report is scheduled to be presented at the January 2023 COA meeting.

Precondition #2: As discussed earlier in this item, the Informed K12 system now is used by HR to notify Induction Program staff of new hires. This notification is generated through the "Credential Audit Form" and this process went live summer 2022. This process has reduced the number of new teachers eligible for induction who are not being matched with a support provider in the 30-day enrollment period as required by Teacher Induction Program Precondition #2. A few further refinements have been identified; however, technical changes to the Informed K12 system will be made for the next academic year. In the interim, both the induction program and human resources staff are in regular communication to ensure all new teachers who are eligible for induction are identified and notified accordingly.

Precondition #5: A new form for site administrators – the [Site Administrator Roles and Responsibilities Agreement form](#) – was created this year for site administrators who have a new teacher at their school site who is participating in induction at their school site. At the bottom of the form is language in bold that states that site administrators should not "Use any part of the **Individual Learning Plan** or Induction process **for evaluation for employment purposes; The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating Teacher and not for the evaluation for employment purposes.**" This form will be sent to administrators roughly a month at the end of each quarter when new hires are enrolled in the induction program. (SCUSD's induction program enrolls candidates at a quarterly basis).

Commission staff notes that discussions on how to further improve the Informed K12 process for the upcoming academic year are occurring within SCUSD. Given the progress that has been made in addressing the stipulations, staff recommends removal of this stipulation. As an institution in the Violet cohort, SCUSD will provide responses to relevant Preconditions in March 2024.