

Actions Taken to Address Stipulations (4th Quarterly Report)
Sacramento City Unified School District
March 2023

Overview of this Report

This report provides information on the fourth 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. SCUSD's previous quarterly reports are posted on the [Quarterly Reports webpage](#) of their accreditation website.

Staff Update regarding the Fourth Quarterly Report

After the presentation of the third quarterly report at the October 2022 COA meeting, staff met with the SCUSD team to discuss the fourth quarterly report. At the meeting, upcoming district initiatives and timelines that coincide with the progress to address these stipulations were discussed. Staff subsequently determined that postponing the fourth quarterly report from the originally scheduled January 2023 COA meeting until the March 2023 COA meeting would allow the district more time to address the stipulations in a more complete manner which could lead to the potential removal of stipulations.

Staff Recommendation

Staff recommends that the COA both accept the SCUSD's fourth quarterly report and remove Stipulations 1, 2, 3, and 7. (Stipulation 9 was removed during the October 2022 COA meeting). Staff also recommends that the COA take action to change SCUSD's accreditation status from **Accreditation with Major Stipulations** to **Accreditation with Stipulations** and that SCUSD provide updates to actions taken to address Stipulations 4, 5, 6, and 8 within six months of the March 2023 COA meeting.

Background

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

2022 Stipulation	Recommended Action
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.	Remove Stipulation
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.	Remove Stipulation
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.	Remove Stipulation
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.	Maintain Stipulation
5) That the program regularly assesses the services of the mentors to candidates and retain only qualified persons to provide support to candidates.	Maintain Stipulation
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 completion data as well as data reflecting the effectiveness of unit operations.	Maintain Stipulation
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.	Remove Stipulation
8) That the program evaluates and demonstrates that it is having a positive impact on candidate learning and competence.	Maintain Stipulation
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.	Stipulation Removed October 2022

Fourth Quarterly Report Overview

The information on the subsequent pages of this report summarizes the actions taken by the SCUSD to address stipulations since the third quarterly report. [SCUSD's Fourth Quarterly Report](#), was received from SCUSD on Wednesday, February 15, 2023, and the full report includes the institution's response to actions taken with links to evidence that supports the action by the district. A summary of SCUSD's Fourth Quarterly Report can be found below.

Actions to Address Stipulations

Summary of SCUSD's Fourth Quarterly Report:

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 and the Induction Coordinator meet regularly to discuss SCUSD's New Teacher Support program which includes the Commission-approved Teacher Induction program. As evidence addressing this stipulation, meeting minutes for these meetings were provided. A review of these meeting minutes shows efforts to ensure the needs of the current participating teachers (candidates), and their support providers (mentors) are being addressed. Plans for upcoming Advisory Team meetings were also noted on the meeting notes. SCUSD's New Teacher Support staff will continue to work with the union to ensure there is representation from participating teachers and support providers at the Advisory Team meetings.

Since the third quarterly report, the Advisory Team meeting, which had been scheduled for November 16, 2022, was rescheduled to January 18, 2023. At this meeting, the Advisory Team reviewed and discussed feedback from quarterly participating teacher surveys and support provider surveys. At the next Advisory Team meeting, to be held on Wednesday, March 1, 2023, one goal will be to discuss ways to recruit more support providers for SCUSD's New Teacher Support program. At the March 2023 Advisory Team meeting, and the subsequent June 7, 2023 meeting, the next quarterly surveys will be reviewed so as to determine future professional learning topics for support providers and participating teachers. As noted in the fourth quarterly report, the Advisory Team identified classroom management and engagement as a future professional learning topic for participating teachers.

Currently, site administrators participate in triad meetings and in the approval of support providers at their school sites at the beginning of each school year. The New Teacher Support Team plans to create a support provider feedback form which will be detailed later in this report. In addition to the form, the Director of Professional Learning and the Assistant Superintendent of Curriculum and Instruction will develop professional learning for site administrators regarding Induction (tentatively planned for April or May).

Recommended Action

Commission staff recommends removal of this stipulation.

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.

As discussed in previous reports, the Director of Professional Learning position, which oversees the Induction Coordinator position, was filled this academic year and both individuals will continue to work together on refinements to the induction program. The fulfillment of this position ensures that the Induction Coordinator does not continue to remain “siloeed” in the district, as was noted in the original site visit accreditation report.

Professional development for support providers continues to be available. As provided as evidence for this stipulation in the fourth quarterly report, the Induction Coordinator emailed support providers and participating teachers to share information on the professional learning sessions being offered by the SCUSD Curriculum and Instruction Team Training Specialists. Meeting topics for upcoming March, April, and May support provider professional learning meetings are being planned collaboratively with the Professional Learning Planning Team (a team of four support providers, the Induction coordinator, and program administrative assistant). Input from the team and from support providers who attend the upcoming support provider meetings may also be sought in finalizing future topics.

As noted in the third quarterly report, the Induction Coordinator and Director of Professional Learning are planning to shift the timeline for beginning Teacher Induction activities even earlier for the upcoming school year. Specifically, Teacher Induction will be discussed during the New Teacher Orientation, prior to the beginning of the school year. Planning for this shift was expected to begin winter 2022 and to continue through spring 2023.

Recommended Action

Commission staff recommends removal of this stipulation.

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 previous quarterly reports, at the beginning of the 2022-2023 academic year, SCUSD began using the Informed K12 system to identify new teachers so that they can be subsequently enrolled in the district’s Teacher Induction program. The Induction Coordinator and the Human Resources department continue to work together to ensure that new teachers are identified and receive support in a timely manner in adherence to the Teacher Induction Preconditions and Program Standards.

Recommended Action

Commission staff recommends that this stipulation be removed.

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.

The Induction Coordinator established a team of support providers who review ILPs at the end of each inquiry cycle against ILP rubrics that were newly developed for this academic year. To the extent possible, the review team consists of the same support providers throughout the academic year. Each support provider is assigned ILPs to review, with the goal to review the same ILPs throughout the academic year. The Induction Coordinator calibrates the support providers prior to the review of the ILPs at the end of each inquiry cycle. After support providers review their assigned ILPs, they email the participating teacher to inform them that they are to work with their assigned support provider to address any feedback (specifically missing or incomplete assignments) prior to the due date of the next inquiry cycle.

Although this updated ILP review process is in place for this academic year, the SCUSD New Teacher Support staff has identified that continued refinements to this process are needed. For instance, updating the process by which to identify and support new teachers who require additional assistance to meet credential and/or Teacher Induction requirements will be helpful in ensuring that participating teachers are notified as soon as possible after each inquiry cycle of incomplete and/or missing tasks. The support provider review team found that the request for an immediate review of how participating teachers addressed the cycle 1 feedback was not possible, so clear procedures for participating teachers and support providers on the process by which to respond to feedback, such as those noted above, continue to be evaluated and tested.

As noted in the fourth quarterly report, future planned action regarding the ILP review process include scheduling one-on-one meetings with participating teachers who are struggling to complete their ILP and holding office hours for participating teachers with incomplete tasks and their support providers. A plan to create an updated tiered process for teachers who have incomplete and/or missing credential requirements was also noted as a future planned action.

Recommended Action

Commission staff recommend that this stipulation be retained as, at this time, the initial plans (updated ILP review process) are in place, while additional plans are in the beginning stages of development and implementation. As noted in the original accreditation site visit report, the ILP review process was based only on “notification of missing documentation” so it is imperative to ensure that this system continues to develop to assess candidate competency and progress toward mastery of the California Standards for the Teaching Profession (CSTP).

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 have developed a draft Principal Support Provider Feedback Form. The draft form was provided as evidence as part of the fourth quarterly report. The purpose of this form is for principals to provide to feedback on each support provider that supports a new teacher on their school site. This information will provide the SCUSD New Teacher Support team another piece of evidence to use in determining the effectiveness of support providers. Currently, principals complete a recommendation form at the beginning of the academic year so this form would serve as an end-of-year check to ensure the support provider has the support of their principal in providing support services academic for the subsequent academic year. The plan is to pilot the new form in spring 2023 for implementation in the 2023-2024 year.

As was also mentioned in the second and third quarterly reports, the fourth quarterly report noted that a future planed action is to gather Support Provider Network Meeting attendance data to determine if there is a correlation between the completion of Induction and ILP work by the participating teachers who are supported by that support provider and the attendance of that support provider at support provider network meetings.

As noted in the third quarterly report, a plan to develop the Support Provider Self-Assessment Rubric is underway. The implementation of this rubric will follow the same timeline as the Principal Support Provider Feedback Form noted in the response to Stipulation #1 above – pilot this spring with a goal of implementing in the 2023-2024 academic year. The purpose of this rubric is to provide a tool to “support and retain effective Support Providers” as noted in the SP Rubric Planning PowerPoint provided as evidence to address this stipulation in the fourth quarterly report. The fourth quarterly report also noted that the plan was to share the Support Provider Self-Assessment Rubric with the Advisory Team. Another planned action is to reintegrate the Support Provider ILP into the 2023-2024 academic year to provide additional support and feedback towards growth goals as support providers. Discussions on how to collect confidential information from participating teachers regarding the effectiveness of their support providers are also occurring.

Finally, as noted in the third quarterly report, the Induction Coordinator and Director of Professional Learning plan to launch an awareness campaign to recruit more support providers for the 2023-2024 academic year.

Recommended Action

Commission staff recommend that this stipulation be retained as the plans in place to address this stipulation (such as the full implementation of the Principal Support Provider Feedback Form, the Support Provider Self-Assessment Rubric, participating teacher feedback of their support providers, among other plans noted above) are still in development. SCUSD’s goal is to pilot many of these plans in spring 2023 for implementation in the 2023-2024 academic year.

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 completion data as well as data reflecting the effectiveness of unit operations.

The fourth quarterly report notes that the identification of additional professional learning topics, in addition to ways to increase the pool of support providers, will be discussed at the two remaining Advisory Team meetings for the 2022-2023 academic year. Also, in the fourth quarterly report, responses from a Document Review Process survey that included questions about the new SCUSD Teacher Induction Program Rubric and SCUSD ILP Rubric were provided. Support providers and participating teachers completed this survey. Data from the survey will be shared and discussed with the Advisory Team as well.

Recommended Action

Commission staff recommend that this stipulation be retained. There are clear components of a continuous improvement process such as surveys of participating teachers, support providers, and administrators, Advisory Team meetings, Induction Coordinator-Director of Professional Learning meetings, an ILP review team, and a Professional Learning Planning team. However, the interdependence and connection of these components to one another as it relates to the continuous improvement process is still emerging. The collection, analysis, and use of data in improving SCUSD's Teacher Induction program exists, and this continuous improvement process is moving towards systematization.

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.

As noted in the fourth quarterly report, the launch and implementation of the SCUSD Induction Program Rubric and the SCUSD ILP rubric began this academic year. Retention data was also provided in the fourth quarterly report. This data will be discussed in Stipulation #8 below.

Recommended Action

Commission staff recommends that this stipulation be removed.

Stipulation #8:

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

Retention data was provided in the fourth quarterly report. Specifically, out of 585 participating teachers who were a part of the SCUSD Teacher Induction program in the last five academic years (from 2017-2018 to 2021-2023), roughly 66% continue to work in the district. Future planned action specific to retention data is to share this data with the Advisory Team. The

discussion of this data, and any recommendations by the Advisory Team, and subsequent actions, will aid in addressing this stipulation.

As noted under Stipulation #1 above, at its January 18, 2023 meeting, the Advisory Team reviewed quarterly survey responses from support providers and participating teachers. The participating teacher survey in particular included questions on the impact of the ILP on students and/or participating teacher's professional growth and the impact of the Induction Program on the participating teacher's professional growth. Although these survey questions capture evidence of a demonstration of positive program impact, these questions are still in line to be evaluated by the SCUSD Teacher Induction program staff and/or Advisory Team among other key constituent groups.

The fourth quarterly report noted that planned future action includes conducting focus groups, (potentially in April 2023), for participating teachers, support providers, and site administrators to provide feedback regarding the Teacher Induction program.

Recommended Action

Commission staff recommend that this stipulation be retained. Evidence demonstrating positive program impact is being collected, and continues to be collected, and the next steps of evaluating and recognizing this impact are under development.