

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Animo Leadership Charter High School Professional Services Division

June 2023

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Animo Leadership Charter High School (ALCHS)**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
Institutional Infrastructure to Support Educator Preparation	Met
Candidate Recruitment and Support	Met
Course of Study, Fieldwork and Clinical Practice	Met
Continuous Improvement	Met
Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction Program	6	6	0	0
Clear Administrative Services Credential	5	5	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Animo Leadership Charter High School

Dates of Visit: May 1-3, 2023

Accreditation Team Recommendation: Accreditation with Stipulation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
2015 Site visit	Notification Letter

Rationale:

The unanimous recommendation of **Accreditation with Stipulation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with program administrators, instructional personnel, candidates, completers, collaborative partners, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

After review of all relevant preconditions for this institution, all have been determined to be met, except for Precondition 1 for the teacher induction program: "Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching."

Program Standards

All Program Standards for the Animo Leadership Charter High School's Teacher Induction Program and Clear Administrative Services credentialing programs were determined to be met.

Common Standards

All Common Standards for Animo Leadership Charter High School were determined to be met.

Overall Recommendation

The team found that all standards for the Teacher Induction and Clear Administrative Services Credential (CASC) programs were met and that all Common Standards were met, however, a precondition was found not be aligned, so the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulation:

- Within the next 30 days, the program will ensure all eligible teacher induction candidates are contacted during their first year of teaching regarding the expectation to enroll in “a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.”

The team does believe that should the institution address the stipulation prior to the COA meeting, it would be supportive of a status of Accreditation, should the COA deem that to be appropriate.

In addition, staff recommends that:

- Animo Leadership Charter High School be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Animo Leadership Charter High School continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction
Clear Administrative Services

Accreditation Team

Team Lead:

Kimberly Lilienthal
Placer County Office of Education

Programs Reviewers:

Deann Carr
Fresno Unified School District

Common Standards:

Cheryl Dultz
San Juan Unified School District

Jason Mercier
Madera County Superintendent of Schools

Staff to the Visit:

Gay Roby
Commission on Teacher Credentialing

Documents Reviewed

Accreditation Data Dashboard
Accreditation Website
Candidate Advisement Materials
Candidate Assessment Materials

Candidate Files
Candidate Handbooks
Candidate MOUs
Candidate Tracking Documents

Common Standards Addendum
 Common Standards Submission
 Demographics Data
 Faculty Evaluation/Feedback
 Faculty Job Description & Applications
 Feedback and Survey Results
 Individual Induction/Learning Plans

Meeting Agendas
 Partnership Agreements
 Pathway of a Candidate
 Precondition Responses
 Professional Learning Materials
 Program Review Addendum
 Program Review Submission

Interviews Conducted

Stakeholders	TOTAL
Candidates	23
Completers	12
Employers	7
Institutional Administration	5
Program Coordinators	3
Professional Development Staff	6
Advisory Board Members	9
Mentors/Coaches	16
Credential Analysts and Staff	1
PK-12 Collaborators	3
Institutions of Higher Ed Partners	2
External Evaluation Partners	1
TOTAL	89

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Animo Leadership Charter High School (ALCHS) is the lead educational agency for the Charter Management Organization known publicly as Green Dot Public Schools. It was founded in 1999, as a non-profit educational charter school organization, headquartered in downtown Los Angeles. Their academic model “changes the odds for the most vulnerable populations and serves ALL students” supporting their mission to “help transform public education, so ALL students graduate prepared for college, leadership and life.” The California section of the organization has three California Distinguished Schools and three Gold Ribbon Schools. U.S. News and World Report has recognized all their independent California high schools as the best

in the country and the U.S. Department of Education has featured Green Dot Public Schools as a national leader in school turnarounds.

Green Dot operates 18 public middle and high schools in the Greater Los Angeles area, with eight additional schools in Texas and Tennessee. California-based Green Dot schools are each named *Ánimo*, the Spanish word for rigor and strength. Within California, Green Dot currently operates 9 comprehensive high schools, 2 college preparatory schools, one middle/high school, and 6 middle schools with an enrollment of over 11,000 students. Their student population in California is comprised of 85.8% Hispanic, 12.4% black, and 1.8% other populations; 17.9% are English Language Learners, 11% are enrolled in Special Education and 94% are from low-income families. They employ 1,024 teachers, with an average student to teacher ratio of 24:1. Their annual budget relies 96% on public funds and 4% on philanthropy.

Education Unit

ALCHS provides an induction experience for the teachers and administrators of eighteen California Green Dot Public Schools, along with induction services to teachers at STEM Preparatory, another local Los Angeles charter organization with three schools that serve elementary through high school students. STEM Preparatory employs a coordinator who works closely with the ALCHS teacher induction director to ensure all teachers receive the same induction program experience.

ALCHS’s two educator preparation programs are housed within the Education Department of Green Dob Public Schools California. The chief academic officer (CAO) provides oversight at the department level; an area superintendent, responsible for oversight of a geographic grouping of schools, also serves as program director for the Clear Administrative Services Credential program, while an induction coordinator is the teacher induction program director. Each program director is responsible for a wide array of job duties outside of the induction program, resulting in some induction work being completed after hours or during their weekends. The teacher induction program averages 50 candidates per year, while the administrative services induction program averages 10 annually. Mentors for the teaching candidates are curriculum specialists for the organization while the coaches for the administrative services candidates are current administrators employed by ALCHS.

Table 1: Program Review Status

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Teacher Induction Program	45	52
Clear Administrative Services	9	12

The Visit

This site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met, with the exception of the teacher induction program's Precondition 1: "Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching." During interviews with program leadership, the site visit team verified that some eligible teachers were not being contacted regarding enrollment in the teacher induction program during their first year of eligibility but were being approached to enroll at the end of their second year of teaching.

PROGRAM REPORTS

Teacher Induction Program

Program Design

Animo Leadership Charter High School's (ALCHS) teacher induction program is under the supervision of the organization's education team, headed by chief academic officer. In interviews, she highlighted the importance of the induction program in serving and supporting teachers because "having a highly effective teacher is the organization's biggest ability to make change and increase the success of the students they serve." The vice president of people (human resources) provides oversight for the teacher induction program, while the induction director is responsible for the day-to-day operations, including enrollment of candidates, program delivery, candidate progress, mentor oversight, mentor feedback, communication within the organization, and collaboration with other programs for cluster-level meetings. Interviews with all constituents highlighted the program's commitment to support the organization's goal of "Every day, every adult in every Green Dot classroom, school, and office is an agent of change who owns their responsibility to deliver on our promise for educational equity for all."

As verified through a partnership memorandum of understanding, the teacher induction program serves eligible teachers at both ALCHS and STEM Preparatory Schools. STEM Preparatory Schools employs its own induction coordinator to oversee daily operations of the induction program within its schools, collaborating closely with the ALCHS induction director to ensure equitable implementation. Interviews with the ALCHS and STEM induction directors confirm that collaboration and communication within the partnership is both regular and consistent. Candidates from both organizations reported a high satisfaction level with the program design and services.

The program actively communicates with its constituent groups through a variety of structures. The advisory board, with a diverse range of members that includes organizational

leadership, site administrators, program directors, mentors, and university partners, discusses both program design and possible program changes to better implementation. According to advisory board members, their job is to be a thought partner on how to make the program an effective and meaningful experience for all candidates. As one board member shared, they provide varying perspectives, assuring mentor and candidate perspectives are heard when program decisions are made. The group confirmed they spend time analyzing program data to recommend possible program changes. The advisory board members shared that most recently they suggested revising the criteria for the early completion option to include an evaluation from the administrator indicating that the candidate demonstrated competency on all their evaluation components to qualify for the pathway.

At the start of the year, school site administrators are contacted via email with the name of the enrolled candidate and their mentor match. Triad meetings are scheduled among the candidate, their assigned mentor, and their administrator. Interviews with program mentors and site administrators confirmed these meetings provide an opportunity to discuss school site initiatives, program expectations, and candidate goal setting for the year. Additionally, school site administrators reported they participate in a second triad meeting at the end of the program year to review the candidate's professional growth. Throughout various interviews, constituent groups shared they feel confident they can reach out at any time for program information and support, knowing the program is responsive to ensure all constituent groups have the resources to succeed and that communication remains open and transparent.

The teacher induction program's mentoring design supports the growth of candidates' professional practice, in alignment with both the California Standards for the Teaching Profession (CSTP) and the College Ready Teaching Framework (CRTF). Mentors confirmed all coaching activities within the program were consistently aligned, and supported teachers' growth towards mastery of the CSTP. Documentation confirmed that candidates are matched with a mentor within the first 30 days of enrollment. According to the induction directors, the program features both fully released mentors as well as classroom teachers that support candidates. Mentors have strong content knowledge and demonstrate a strong commitment to job embedded professional learning. Green Dot candidates shared they appreciated that their coach was also a content specialist who could provide specific coaching support to the candidates on their content assignment. They also reported meeting with their mentor for support as frequently as needed and expressed appreciation for their ongoing availability.

At the beginning of each program year, program mentors complete training and attend an orientation to prepare for their roles. The induction director confirmed that each month, except for January and February, program mentors attend additional training to discuss best practices in coaching. Mentors shared their appreciation of their collaborative times together as they are able to both address mentoring challenges and reflect on their support practices. The induction director explained that during the months of January and February, individual mid-year check-ins are scheduled with each program mentor to ensure that candidates are on track to fulfill program requirements in a timely manner and have the support they need as a mentor.

The teacher Induction program actively solicits input from constituent groups through various surveys and feedback forms. These surveys, administered by Sinclair Research Group, are an integral part of ALCHS's program improvement efforts. Candidates are asked to complete three surveys each year: the mid-year survey, the end-of-year survey, and the candidate feedback on mentor effectiveness survey. Completers expressed their appreciation that these surveys were anonymous, creating a safe space to voice their perspective of the program and support. School site administrators confirmed they completed an annual survey as well.

A review of documents and interviews confirms the analysis of these surveys is used to make recommendations for program improvements. Interviews with the advisory board members confirm that data is presented, analyzed, and possible suggestions are shared with them on a quarterly basis. During mentor interviews, they described their use of data during mentor training, both to ensure the program remains responsive to the needs of its mentors and to provide high-quality support to its candidates.

Course of Study (Curriculum and Field Experience)

Candidates shared that their induction experience began with a self-assessment of current practice, followed by the development of an Individual Learning Plan (ILP) featuring measurable California Standards for the Teaching Profession (CSTP) goals. The ILP is comprised of three parts. The first section requires candidates to identify their professional strengths and areas for growth, aligned with the CSTP and ALCHS' College-Ready Teaching Framework, a rubric that defines the core competencies expected of all Green Dot teachers.

During a beginning-of-the-year triad meeting, the site administrator, mentor, and candidate collaborate to develop two SMART goal statements, predict measurable outcomes, and identify necessary resources to meet goals. Site administrators shared that the triad meeting was a great opportunity to align the school's and organization's annual goals to each candidate's goals, ensuring that candidates were not overwhelmed with too much. Candidates reported having the ILP broken into bite-sized actionable steps helped them gain clarity on how to measure and obtain their goals throughout their participation in the program.

After setting professional growth goals, candidates reported participating in two inquiry experiences annually. Documents confirmed that the ILP professional growth inquiry supports candidates in summarizing essential elements of an identified professional growth area and requires participation in three professional learning opportunities. Candidates shared they self-selected learning opportunities using the "What Equals Professional Development" document, reflected on new learning, and applied that reflection to their teaching practice through research activities. The ILP inquiry action cycle instructions demonstrate that the document guides candidates in identifying a professional growth goal, developing an inquiry question or hypothetical inquiry statement, researching, and gaining knowledge in the inquiry focus area, and charting progress made during the inquiry. Completers commented that the inquiry cycle components are still applicable and used in their practice today.

Mentors shared that the ILP process relies on a collaborative coaching relationship with the candidate. Mentors confirmed that on average, they meet with the candidate for one hour per

week at a minimum and document this support on a mentor tracker document. Candidates reported being supported by their mentor in a variety of ways including lesson planning, video analysis of their practice, observation, analysis of student work samples, providing individualized real time support and emotional support. One completer shared that their mentor always provided time for her to reflect on her teaching and determine her next focus that would move her teaching practice forward.

Assessment of Candidates

The induction director and program completers confirmed that candidates in their second year, or those who complete the program early, are required to participate in a summative presentation of their learning, where they share one of their inquiry cycles and program learning with fellow candidates. During the presentation, a program mentor evaluates the candidate's performance using a common scoring rubric. The induction director verifies all requirements are met and the candidate has demonstrated mastery of the CSTP for program completion as confirmed in interviews.

The program director then creates a program transcript that indicates program completion which is sent to the candidate to confirm successful program completion. At the same time, the program director also fills out a credential recommendation form. The Animo Credential Associate confirmed that she receives the recommendation document from the induction director and processes the recommendation online with the Commission on Teacher Credentialing, following up with the candidate to complete the process and secure the clear credential.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituent groups, the team determined that all program standards are **met** for the Animo Leadership Charter High School teacher induction program.

Clear Administrative Services Credential (CASC) Program

Program Design

Animo Leadership Charter High School (ALCHS) sponsors an educator preparation program for eligible employees to clear their Preliminary Administrative Services Credential. The documents provided, and interviews confirmed, that the chief academic officer provides oversight leadership of the program while an area superintendent oversees the daily operations of the program in the role of program director. An advisory board, composed of internal employees and outside colleagues, makes programmatic recommendations based on data provided by their outside evaluator, the Sinclair Research Group.

As verified through interviews with coaches, CASC candidates, and completers, the program director initially communicates with candidates through email and at the program orientation. The program director and other organizational leaders communicate with candidates on a

regular basis. Communication occurs through frequent emails, during internal professional learning and through candidate's coaches. Triad meetings are held between the candidate, coach, and the candidate's supervisor to discuss the candidate's annual goals and ongoing progress. Ongoing communication between the coaches and candidates occurs on bi-weekly basis.

Interviews and a document review confirmed that each candidate has an experienced, credentialed administrator as their program coach. The CASC induction tracker confirmed that candidates and their coaches meet, on average, a minimum of 40 hours each year of the program, most often on a bi-weekly basis. Candidates explained that based on their self-reflection of the California Professional Standards for Education Leaders (CPSEL,) the coach works with them on developing goals and a plan of action to complete their annual Individual Induction Plan (IIP). Coaches confirmed they provide continuous feedback to the candidate, in addition to performing a mid-year and end-of year assessment. Coaches added that they also observe the candidates as they perform administrative duties and provide feedback on their performance.

Area superintendents (who are responsible for oversight of a geographic grouping of schools) serve as CASC coaches. Documents verified that coaches must possess a clear credential and have at least three years of site leader experience to ensure that they have the experience to support the candidates' needs. Program leadership reaches out to potential coaches based on the needs of candidates and the qualifications of the coaches. The coaches meet quarterly where they have the opportunity to discuss how to best support their candidates in addition to receiving professional learning on their coaching skills. Attendance documents confirm that all coaches attend an initial training to ensure that they understand the intricacies of the program and their coaching role. These trainings include adult learning theory, Marshall Teacher Supervision and Evaluation, the Danielson Framework and Cognitive Coaching. As stated in the interviews with the CASC coaches and the program director, the coaches are paired with candidates based on the candidate's job placement location.

Documents and interviews verified that there are frequent opportunities for constituent input. In partnership with the Sinclair Research Group, both coaches and candidates complete regularly calendared surveys. The data collected is analyzed and summarized by Sinclair Research group and provided to the program directors to determine which actions and/or changes need to take place. The surveys are aligned with the program standards and are designed to provide feedback to help inform the program on their effectiveness as well as the progress and expertise of the candidates. The advisory board meets quarterly to discuss data and provide the program director with their input regarding survey results.

ALCHS evaluation system involve a wide variety of constituent groups through a variety of measures. Candidates and completers confirmed they complete an end of the year survey pertaining to the effectiveness of the program and the support that they have received. Coaches verified that they are also provided an opportunity to provide informal feedback during the monthly and quarterly meetings. The program director confirmed that she meets

with the teacher induction director to discuss implications of the data sets and to determine program changes.

A recent program modification centered around the necessity of the program's requirements to meet face-to-face instead of virtually. Documents show that a change was made, allowing candidates and coaches to meet virtually as opposed to face-to-face. In addition, interviewees shared that based on candidate and coach feedback, there was a change to the frequency of summative meetings, changing quarterly meetings to a mid-year and end of year format, allowing candidates more opportunity to work on their IIP and collect more data. Program completers and coaches both stated that they felt program leadership valued their input changes were instituted based on their feedback.

Course of Study (Curriculum and Field Experience)

An administrative services candidate's journey through induction is chronicled through their Individual Induction Plan (IIP). A review of the program's IIP confirms that this plan includes an identified target CPSEL, goals, and a plan that ensures growth towards meeting the CPSEL aligned goals.

Both candidates and coaches confirmed that candidates begin the development of their IIP by completing a self-assessment of their level of proficiency in the CPSEL. Documents confirm that this baseline data is then used by the candidate and their coach to review, discuss, and reflect upon candidate professional practice. Site principals confirmed that the candidate, coach, and employer then meet as a triad to discuss how to best address both the candidate and site goals, which are then chronicled in the IIP. In the coach interviews, they described how the coach then provides on-going support to assist the candidate with completion of their IIP goals throughout the academic year.

As verified by the documents provided and confirmed through candidate interviews, professional learning opportunities are discussed between the candidate and coach, selecting options that are aligned to the candidate's specific goals and needs. The program director explained that she also shares ideas on professional learning opportunities on an ongoing basis. Candidates have several job-embedded professional learning opportunities provided by the organization as part of their role as school leaders. Professional learning, led by area administrators, is provided for all the organization's employees and candidates are able to use IIP-aligned professional learning sessions for their required hours of professional learning. Candidates stated they also can attend external professional learning if desired.

Interviews with coaches, candidates, and completers confirmed that the candidate's coach serves as a thought partner who supports the development and completion of the IIP. During bi-weekly meetings, the coach ensures that they are jointly working towards the identified IIP goals, allowing alterations in the plan as needed. Often, this begins with an examination of the candidate's transition plan from their preliminary Administrative Services Credential program which outlines candidate strengths as well as growth areas. The coaches and candidates both stated that during their biweekly meetings they determine the supports that are needed to meet IIP goals. In addition, the coach and candidate explained how they collaborate to

determine professional development that benefit the candidate's completion of the IIP. The coaches also explained that they conduct site visits and provide feedback to their candidate based on the visit to aid both their IIP goals and their job expertise. Finally, documents confirmed that coaches conduct mid-year progress conferences as well as an end of the year summative assessment for each of their candidates.

Assessment of Candidates

Candidate interviews confirmed that they are summatively assessed by their coach at the end of each school year on their progress towards meeting their identified goals and CPSEL competencies. Documents verified that by utilizing the CASC induction tracker the program director can then ascertain that all program components (completed IIP, completion of a minimum of 40 one-on-one yearly hours with their coach, a minimum of 30 yearly hours of professional learning) are complete before a recommendation for the clear credential is made. Documents confirmed that candidates are also assessed on every CPSEL standard, based on artifacts that are submitted to the CASC induction tracker including a growth narrative provided by the coach at the end of the first and second year. Candidates are required to receive an overall rating of 3 on every CPSEL to earn a credential recommendation.

Program documents verified that candidates are recommended for their credential only when they have met the program's competency standards and all program elements are completed as verified by their coach and the program director. The candidate obtains a verification of employment, confirming two years of successful experience as a full-time administrator which is verified by the credential associate. The credential associate confirmed that the program director ensures that all program components are successfully completed, and that the candidate has reached a competency level reflected by an education administrator. A transcript document is created, verifying program completion, and an email is then sent to candidates notifying them of their successful completion of the program. Documents show that the program director completes the 41-REC-Admin form which is then sent to the credential associate who makes the recommendation to the Commission on Teacher Credentialing and works with the candidate to finalize the credential process.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program leaders, coaches, and other constituents, the team determined that all program standards are **met** for the Clear Administrative Services Credentialing program.

INSTITUTION SUMMARY

Animo Leadership Charter High School (ALCHS) provides an induction experience for the teachers and administrators of eighteen Green Dot Public Schools along with induction services to teachers at STEM Preparatory, another local charter organization. The programs are administered by a team of two leaders (an area superintendent and an induction director), with support from California Green Dot Public Schools chief academic officer and vice president of people (human resources). Coaching for the clear administrative services credential is provided

by area superintendents and retired administrators, while mentoring for the teacher induction program is provided by Green Dot curriculum specialists. Program evaluation is conducted by an external consulting company, Sinclair Research Group, who supplies formal, informal, and anecdotal feedback to the programs. Collaboration occurs within the existing structures of the organization through one-on-one meetings, common professional learning and networking opportunities, an established advisory board, and regional cluster-level meetings.

A strength of these programs is their collaborative and integrated design. Institutional personnel are intimately involved in the implementation and of success of the programs. Feedback loops are both formal and informal due to the integrated nature of all the work within the institution. ALCHS leverages the support structures of Green Dot public schools to induct new teachers and leaders. Another strength is the focus on equity through very targeted professional growth and a commitment to being an “agent of change who owns the responsibility to deliver on [Green Dot Public School’s] promise for educational equity for all.”

While ALCHS has a dedicated team of leaders to facilitate the two induction programs, a consulting company to direct data collection and analysis, and both mentors and coaches to support candidates, the program directors have numerous additional duties outside their responsibilities to the induction program which affects the time allocation they can devote to the induction programs. With an expressed desire to expand the existing programs and to reinstate their withdrawn preliminary administrative services program, the workload ability of these organizational leaders would impact the consistent implementation of the daily program. The establishment of both additional program level administrators and resources to meet program needs would be key to expansion.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings,	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
college and university units and members of the broader educational community to improve educator preparation.	
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Inconsistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Animo Leadership Charter High School’s programs actively coordinate and involve numerous educational planning partners and reflection that leads to the successful day-to-day operations of both the teacher and administrative induction programs. As noted in interviews with the advisory board, site administrators, cluster-level partners, and program participants, program leadership strategically engages with a wide number of educational partners. The advisory board members also noted that program leadership intentionally involves programs and departments across the organization to ensure that all the organization is invested in supporting both teacher and administrator candidates.

The program directors described their monitoring of program requirements through a variety of program trackers, which was confirmed in the credentialing associate, candidate, and mentor/coach interviews. Candidates reported that they are initially informed of program

requirements at their orientation meeting but provided further clarity through their relationship with their mentor or coach, in “bite-sized” increments. When a candidate completes all program requirements, the credentialing associate completes the final paperwork and recommends the candidate for a clear credential.

Various departments within the organization collaborate with the induction programs’ leaders to ensure that all candidates' needs are met. For example, the business services/fiscal office maintains sufficient funding through a budget process that includes monthly meetings. In an interview, the chief business officer shared that “the monthly meetings are the primary vehicle for supporting fiscal resources.” While the programs are supported by the organization, it was noted that the program directorship is just one of their job responsibilities in their current positions. Providing adequate leadership will be crucial as the programs’enrollments grow and other programs are potentially added.

ALCHS’s five Equity Commitments, which provide a foundational approach to educating what the organization calls California’s “most vulnerable” students, were evident in organization documentation and repeatedly confirmed in interviews. As shared with the team, they believe that “every day, every adult, in every Green Dot classroom, school, and office is an agent of change, who owns their responsibility to deliver on their promise of educational equity for all.”

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The ALCHS organization provides a solid foundation of support for induction candidates from the time of hire through their credential recommendation. The Chief Academic Officer (CAO) shared they have been with the institution for 21 years and are proud of their strong retention

rates with both programs designed to help retain educators within the institution. Interviews with the induction directors, candidates, and the credentialing associate confirm that all new hires holding a preliminary credential are offered enrollment in the appropriate induction program, with mentoring/coaching support beginning at enrollment; however, the timeline of reaching out to teacher induction candidates needs to occur within their first year of teaching on a preliminary credential.

Mentors and coaches participate in initial training, monthly collaborative meetings, and customized professional learning options as determined by survey data. Documentation and interviews confirmed that candidate support and mentor/coach needs are the focus of these training and professional learning opportunities. Feedback to mentors is provided by the induction directors as presented through mid-year reviews and in candidate survey results.

Site principals confirmed that the candidate, mentor/coach and employer meet as a triad to discuss how to best address both the candidate and site goals, which are then chronicled in the IIP. In the coach interviews, they described how the coach then provides on-going support to assist the candidate with completion of their IIP or ILP goals throughout the academic year. To provide individualized support to candidates, the teacher induction director holds office hours for both mentors and candidates while the administrative services induction director calendars in-depth meetings with coaches to discuss candidate needs and coaching supports. One candidate reported that her mentor was always available. “She would give me immediate feedback. The availability was amazing.” The candidate expressed appreciation in having someone give her strategies to overcome the challenges she faced as a beginning teacher.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The ALCHS induction programs have designed a planned sequence of coursework that is facilitated by trained coaches and mentors. Coursework is centered around the candidate’s Individual Learning Plan (ILP) for teacher induction, and an Individual Induction Plan (IIP) for CASC, both of which include two annual inquiry cycles. Research-based professional learning options and consistent mentoring or coaching make up the remainder of the candidates’ requirements. All components of the program coursework are aligned to the California Standards for the Teaching Profession (CSTP), or the Californian Professional Standards for Education Leaders (CPSEL). Candidates, mentors/coaches, and professional learning providers all verified in interviews that candidates learn, practice, and demonstrate competencies aligned to their respective credential areas through the program documentation, planned activities, and support hours. Mentors commented that they appreciate the collaboration with the candidates and administrators on the development of Individual Plans using goals from initial observations and self-assessment on the CSTP and CPSEL.

ALCHS induction programs focus their work on equity, effectively serving diverse student populations and establishing strong relationships all in service to building positive school climates and finding successful outcomes for students. In an interview, one leader shared, “Professional development is aligned to our equity focus ensuring that our organization, including everyone who supports candidates, engages in anti-racist practices, and explores bias as it relates to student outcomes. We strive to balance mindsets and practices that are culturally responsive.

Documents and interviews confirm that all personnel who support program candidates are purposefully selected based on criteria such as a clear credential, proficiency in their content area, and a strong background in pedagogy. In addition, they are current employees of the

ALCHS and STEM schools respectively. Mentoring and coaching skills are the foundation for the induction programs. Professional learning includes monthly seminars and specific training in the submission of a tracker through which mentors and coaches can monitor their candidates' progress. Interviews confirmed that monitoring documentation also included observations and candidate self-assessment.

Feedback to both mentors and coaches is provided through program surveys, various tracker completions, feedback on their candidate's goal setting, and peer feedback. The culture of feedback, communication, and collaboration enhances the ALCHS induction programs that support continued candidate and student improvement. As public schools, ALCHS provide instruction to California's "most vulnerable populations" using adopted content standards and frameworks, successfully serving a diverse student population. Induction candidates grow professionally through induction activities in a range of urban school settings.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
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 constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

ALCHS works with an external evaluator to develop and implement a continuous improvement cycle that gathers program data from multiple constituent groups, including candidates, site administrators, mentors/coaches, and informal sources throughout the year. These data sources include informal check-ins, surveys, and a review of candidate progress using a tracker document. It was confirmed in numerous interviews that the program regularly collects, disaggregates, analyzes, and uses data to improve the programs and their services. After data is analyzed by program leadership, it is shared with partners whose feedback is instrumental in developing and monitoring programmatic changes.

Program leaders guide the advisory board in their use of data that the Sinclair Research Group has amassed to “look for trends and connect the dots” within and between programs. The collective mindset of the organization to embrace changes as each employee “owns their responsibility to deliver on their promise of educational equity for all.” An example of a program refinement was the recent revision of the early completion option to include satisfactory evaluations from previous years of teaching and/or learning. In addition, the Chief Academic Officer described a current effort to share with school administrators how they can leverage the program and prioritize their support of candidates who are enrolled. This same point was made in the interviews with site administrators.

Cluster-level partners reported that they work collaboratively with the ALCHS’s programs. While the administrator induction conversation is a recent addition, the cluster has a long-standing collaborative regarding the teacher induction program. As a group, they review locally collected data from participant surveys to both create and refine workshops for all induction candidates in the greater Los Angeles area. One partner stated that the work of ALCHS’s teacher induction director has been key to many professional learning offerings in the greater Los Angeles area.

Professional development offerings are both widespread and prolific in the ALCHS organization, offered to all the organization’s educators. These offerings are designed to meet candidate needs, based on data from surveys, ILP/IIP goals, and anecdotally from candidates’ conversations with mentors and coaches.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The positive impact on both teaching and learning was identified in both the teacher induction and clear administrative services induction programs. In an interview, the CAO shared she sees the benefits of the programs, as ALCHS has outstanding mentors and program retention data is high. In the summative ADS report data for teacher induction (2022), 84.6% of respondents shared that their “ILP goal-based activities prepared them to develop as a professional

educator.” Similar data for the CASC program is not available in ADS due to low enrollment. However local surveys confirmed, through a mean score of 3.75, on a 4-point scale, CASC candidates’ IIP include specific performance outcomes and data that certify their proficiency.

Induction program leaders, coaches, and mentors have made a commitment to facilitate candidate development of goals that are based specifically on student outcomes. Retention within ALCHS is a strength. One leader shared, “I personally grew and have moved through ‘The Dot’ (as the Green Dot Public Schools system is called) from Teacher Induction to CASC. Green Dot has invested in me and now I am giving back as a CASC coach.”

The advisory board meets three times a year, on a quarterly basis. A collaboration with California State University, Dominguez Hills and University of Massachusetts Global strengthens the pathway from the preliminary preparation programs to induction. Representatives from these higher education institutions shared in interviews that the collaboration with ALCHS’s programs has strengthened their own preparation programs. A recent success has been the collaboration established between CSUDH and the ALCHS teacher induction program to provide support to candidates still needing to complete preliminary preparation requirements.

ALCHS’ programs demonstrate through survey data, interviews, and program artifacts that they are having a positive impact on candidate competence and student learning. There was consistent messaging across the programs in the belief that every adult was committed to learning and growing in relation to the CSTP, and CPSEL, to enhance achievement for all the students that they serve.

In the annual program completer survey (2022), 90.09% of the teacher induction respondents indicated the program was effective or very effective in “helping them develop the skills, habits, or tools that they needed to grow their teaching practice.” Local survey data of administrative services candidates reported a mean score of 3.92, based on a 4-point scale. One completer commented, “This program was effective at helping me develop the skills and tools I need to become an effective education leader.”

Retention data shows that teachers and leaders are choosing to remain in the Green Dot Public Schools system. 2021-22 data shows an average retention rate of teachers of 86% and 80% for administrators.