

Actions Taken to Address Stipulations from Sacramento City Unified School District June 2023

Overview of this Report

This item provides information submitted by Sacramento City Unified School District (Sacramento City Unified) addressing the remaining stipulations which resulted from their October 2021 accreditation site visit. Sacramento City Unified [submitted a report in May 2023](#) documenting actions taken to address the remaining stipulations. This report includes links to supporting evidence. A summary of Sacramento City Unified's responses to these remaining stipulations is provided across the subsequent pages of this item. The district's previous reports to the Committee on Accreditation (COA) are posted on the [Quarterly Reports webpage](#) of their accreditation website.

Staff Recommendation

Staff recommends that the COA remove all remaining stipulations - Stipulations 4, 5, 6, and 8. Staff also recommends that the COA take action to change Sacramento City Unified's accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

Sacramento City Unified School District's Accreditation Site Visit took place October 25-27, 2021. The district offers a Teacher Induction program. [Sacramento City Unified's Accreditation Site Visit Report](#) was presented to the COA at its February 2022 meeting. At that meeting, the COA took action to grant the district an accreditation status of **Accreditation with Major Stipulations**. The stipulations are listed below:

That within one year of COA action, Sacramento City Unified School District 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 completion 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.

At the [October 2022 COA meeting \(Item 17\)](#), the COA took action to remove Stipulation 9 (specific to the reporting of Teacher Induction Preconditions 2 and 5).

At the [March 2023 COA meeting \(Item 14\)](#), the COA took action to remove Stipulations 1, 2, 3, and 7 and to change Sacramento City Unified School District's accreditation status from **Accreditation with Major Stipulations** to **Accreditation with Stipulations**.

The subsequent pages of this report summarize the actions taken by the district to address the remaining stipulations – Stipulations 4, 5, 6, and 8.

Summary of Sacramento City Unified's May 2023 Actions to Address Stipulations #4, 5, 6, and 8

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.

In the 2022-2023 academic year, the Induction Coordinator established a team of support providers (mentors) who review Individual Learning Plans (ILPs) at the end of each inquiry cycle. The team of support providers review participating teacher (candidate) ILPs against the ILP rubrics that were developed this academic year. The Induction Coordinator calibrates the support providers prior to the review of the ILPs each inquiry cycle. At the conclusion of the current academic year, participating teachers (candidates) with incomplete submissions will be contacted by the New Teacher Support office for follow-up.

As noted above, this academic year, a more systematic review of ILPs, including the use of an ILP rubric, was established. For the upcoming 2023-2024 academic year, the Sacramento City Unified School District's New Teacher Support staff will implement a tiered ILP review process:

- Tier 1: Support providers will be provided with ILP exemplars in addition to an overview of the ILP rubric, the program rubric, and the ILP review process.
- Tier 2: After each ILP review at the end of each inquiry cycle, participating teachers who are not meeting minimum rubric scores, and their support providers, will have opportunities to participate in target professional learning to support the participating teacher's progress towards meeting ILP goals and program requirements.
- Tier 3: Support providers who are struggling to support their participating teachers will receive additional professional learning.

An anticipated outcome of this tiered process is the identification of participating teachers who require additional assistance to meet credential and/or Teacher Induction requirements by no later than the mid-point of the year. Support providers who require additional training and support will also be identified through the review of support provider attendance meeting data (discussed more under Stipulation #5). In setting the foundation of exemplar ILPs at the beginning of the 2023-2024 academic year, the Sacramento City Unified School District's New Teacher Support leadership believe this practice will help support providers focus their participating teachers in the efforts to determine which new teachers are struggling with ILP components versus those new teachers who are not prioritizing their ILP. Trends regarding participating teachers and support providers who are struggling with the participating teacher meeting ILP goals will be shared with the Advisory Team at its June 7, 2023 meeting.

Recommended Action

Commission staff recommend that this stipulation be removed.

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.

In mid-May, a Principal Support Provider Feedback Form was sent so principals can provide feedback on each support provider that supports a new teacher on their school site. Currently, principals complete a recommendation form at the beginning of the academic year so this new form will serve as an end-of-year check to ensure the support provider has the support of their principal in providing support services for the subsequent academic year. A survey to site administrators regarding the Teacher Induction program was also sent in the same time frame. Data from both items was still being collected at the time this item was written.

Previous reports from Sacramento City Unified noted a future planed action to gather Support Provider Network Meeting attendance data to determine if there is a correlation between the completion of 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. For this report, that data was collected and analyzed. Support Provider meeting attendance data revealed that the support providers who have a higher rate of attendance have a higher percentage of their participating teachers on track towards completing Teacher Induction requirements (based on data from the third quarter’s inquiry cycle review). This data will continue to be collected and monitored in the future to inform potential areas of support.

Another action noted in previous reports, that is now underway, is the utilization of the new Support Provider Self-Assessment. Previously, the Teacher Induction program used Support Provider ILPs, but this process was redeveloped this academic year into the Support Provider Self-Assessment. This self-assessment was piloted in May 2023 – support providers reflected on their mentoring practice over the academic year. Data from this pilot will be shared with the Advisory Team at their upcoming meeting in June. This fall, returning support providers will revisit their May 2023 Self-Assessment as they plan similar or new goals for the 2023-2024 academic year and new support providers will complete this self-assessment anew.

Recommended Action

Commission staff recommend that this stipulation be removed.

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.

Information from the March 1, 2023 Advisory Team meeting was provided in response to this stipulation. At this meeting, attendees reviewed and discussed inquiry cycle 2 participating teacher surveys and support provider surveys. When reviewing the support provider survey,

the Advisory Team noticed that most support providers did not feel that their participating teachers are struggling with the Teacher Induction program. However, participating teachers do have difficulty managing the workload and may not see the benefits of the program. When reviewing the participating teacher survey, the Advisory Team noticed that participating teachers felt support by their support provider and indicated that the program helped them develop reflection practices, and they appreciated being able to exchange ideas, thoughts, and teaching practices with their colleagues who are also in the program.

The Advisory Team also discussed topics for future professional learning for participating teachers, such as classroom engagement and management, were also recommended by the Advisory Team. Additional topics that were discussed at the meeting include the consideration of recruiting “Support Provider Leads” who would be the contact person for a cohort of support providers. The Support Provider Leads could also take part in providing professional learning opportunities to their fellow support providers. The new Support Provider Self-Assessment was also discussed. Finally, ways to recruit more constituent groups to the Advisory Team meetings were also discussed although no final decisions were made regarding this topic.

In the May 2023 report to address stipulations, the Sacramento City Unified New Teacher Support leadership provide a draft continuous improvement cycle timeline for May 2023 – June 2024. In this timeline, the review of participating teacher progress at the end of every inquiry cycle quarter was noted in addition to support provider self-assessment reflection points. The Advisory Team will also continue to meet in the 2023-2024 academic year to reflect on program feedback and discuss recommendations and actions for program improvement. Finally, in the 2023-2024 academic year, professional learning for support providers that focuses on increasing their mentor skills, as noted in survey feedback, will be developed.

Recommended Action

Commission staff recommend 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.

In April 2023, separate focus groups for Year 1 participating teachers, Year 2 participating teachers, and support providers were held. Although these focus groups were not well attended, the plan is to hold focus group meetings, including one for administrators, in January 2024. There may also be focus groups as part of the Winter Seminar. Data from the focus groups, in addition to site administrator, support provider, and participating teacher survey data, will be reviewed at the June 7, 2023 Advisory Team meeting. Support providers will also be recruited to participate in the Professional Learning Team to review ILPs and use information from this review to analyze the impact on student outcomes.

Recommended Action

Commission staff recommend that this stipulation be removed.