

California's Statewide System of Support

Year 1 Evaluation Plan

Prepared under contract to
California Collaborative for Educational Excellence

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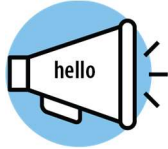
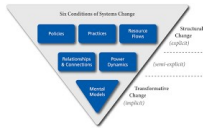

Introduction

California's new Statewide System of Support is designed to provide assistance to school districts to meet the needs of students they serve, with the focus on building capacity to sustain improvement and address disparities. The California Collaborative for Educational Excellence (CCEE) is leading three initiatives within the Statewide System of Support that provide technical assistance and build capacity of county offices of education (COEs) and Local Education Agencies (LEAs): Geographic Lead Initiative, Special Education Resource (SELPA) Lead Initiative, and Community Engagement Initiative (CEI). RTI International is the external evaluator of these three initiatives and of the overall coordination of the System of Support led by CCEE and its partner agencies. RTI brings an equity-framed, collaborative learning approach to all its evaluation activities. For each of the four evaluations, RTI is working in partnership with CCEE, California Department of Education (CDE), State Board of Education (SBE), lead agency partner organizations, and stakeholders to

- determine the strengths within systems and processes;
- identify any barriers within systems and processes;
- offer recommendations for improvement; and
- provide recommendations about how to sustain the elements with the greatest positive impact and increase their scale.

This document summarizes the Year 1 evaluation activities that have been implemented since August 2019 and will continue through June 2020. The purpose of the evaluation in Year 1 is to understand how the System of Support initiatives (a) build capacity, (b) share information, and (c) impact the COEs and LEAs they serve. Our equity-framed collaborative learning approach is based upon three interrelated frameworks that align with the needs of CCEE, CDE, and SBE and their goal to bring about systemwide change. We describe each of these frameworks below and provide a summary of the framework and its related components in ***Exhibit 1***. A guiding principle throughout is to understand how the statewide partners and the lead agencies are building the knowledge, practices, mindsets, and systems changes needed to increase the capacity they need as lead agencies to address systemic bias and inequities within the current system.

Exhibit 1. Our Guiding Principles

Participatory/Developmental Evaluation		
	Collaborative/ Thought Partners	We work with you as partners, providing mutual support and honest critical feedback to help you navigate complex challenges.
	Emergent Learning	We assess complex systems and social innovation through developmental and participatory evaluation practices and help teams develop insights for improving action. It allows us to quickly and efficiently adapt strategy based on needs of the evaluation.
	Continuous Improvement	We support ongoing organizational and program improvement through technical assistance, 'just-in-time' learning, and co-construction of the evaluation design and analysis of data to determine actionable recommendations.
	Passion	Our job is to help you make each initiative as effective as positive to improve the lives of students and their families. We are driven to help you create social change .
Equity Frame		
	Equity Lens	We recognize that racism manifests through cultural (e.g., norms and values), institutional (e.g., policies and procedures), and personal systems —and we aim to address each through our research practice. We look to challenge inequity by dismantling policies, practices, and procedures and restore power and ownership to communities. As researchers, we acknowledge that we are also part of a system that contributes to racial inequity by prioritizing certain methods over others or framing findings in ways that reinforce deficit perspectives.
	Culturally Responsive Methods	RTI honors the cultural context in which an evaluation takes place by bringing needed, shared life experiences and understanding to the evaluation tasks at hand and hearing diverse voices and perspectives. The approach requires that we critically examine culturally relevant but often neglected variables in project design and evaluation and consciously work to interrupt our own unconscious biases .
	Stakeholder Voice	We ensure active involvement of stakeholders at multiple levels of an evaluation to gain buy-in, ensure that the program or initiative is best suited to address the needs of the client and the community, and develop actionable recommendations that lead to equitable outcomes.
Transformational Change		
	Systems Change	We focus on the systems-level change that is necessary to transform and sustain that transformation. We intentionally work to identify and address the root causes of inequities and the components and structures that cause the system to perpetuate them .
	Organizational Partnerships	We strive to support the collective impact of partners working together to solve complex problems that cannot be solved by work in isolation.

To understand how each of the CCEE initiatives are working, RTI has codeveloped initiative-specific Theories of Action (TOA) with the lead agencies for each initiative as well as Research Questions (RQs) that guide the evaluation of each initiative. To gather the data necessary to inform the evaluation, RTI has attended lead agency meetings, met regularly with the agencies leading each initiative, collected documents that reflect the work being conducted, administered surveys to both lead agencies and the organizations they serve, and begun to conduct interviews and focus groups with lead agencies and stakeholders. RTI has also begun to share findings with lead agencies and stakeholders and will continue to do so as data are collected. The goal is to share information and co-construct meaning with stakeholders and develop actionable recommendations for CCEE and its partner agencies on an ongoing basis. The evaluation approach will help CCEE, CDE, SBE and the lead agencies understand the drivers and solutions for developing and implementing sustainable practices and policies.

As a flexible and responsive evaluation partner, RTI also adjusts evaluation activities as needed to adapt to changing circumstances on the ground. Currently, COVID-19 is disrupting education in California in myriad ways, and CCEE and the System of Support are working together to meet the changing needs of educators across the state. RTI is working in partnership with CCEE and the leads of each of the initiatives to understand the impact of COVID-19 and adjust evaluation strategies to meet the needs of everyone involved in the system. RTI is focusing on understanding how CCEE and the System of Support functioned up to March 2020 and how the System of Support has grown and changed since then in response to COVID-19. Evaluation activities will focus on understanding how the System of Support responded to COE and LEA needs, document inequities in the system identified by lead agencies and how they worked to address them, the positive changes that have resulted from adapting to COVID-19 (e.g., increased collaboration among agencies, expanded sharing of resources and expertise) and helping CCEE, CDE, SBE, and the lead agencies understand how to sustain and continue those positive practices.

The focus of all evaluation activities is to gather information in the following areas for the system as a whole and for each individual initiative:

- Organizational Collaboration
 - Building trust among all partners in the system
 - Collaboration within and across agencies
 - Establishment of networks and systems for effective communication
- Connecting and Facilitating
 - How lead agencies are acting as connectors and facilitators of work and relationships among the organizations they serve

- Capacity Building
 - How lead agencies are building their own capacity and the capacity of the organizations they serve
- Resource Development and Dissemination
 - What resources are being developed
 - How resources are being shared and curated
 - Uptake of resources by COEs and LEAs
- Continuous Improvement Practices
 - How lead agencies are modeling continuous improvement processes and training others to implement continuous improvement
- Promoting Equity
 - How all members of the system are building the knowledge, practices, mindsets, and systems changes needed to address systemic bias and inequities

Evaluation Activities

This section provides additional detail on Year 1 evaluation design, data collection, and reporting activities. The TOAs, RQs, and surveys developed for each initiative is provided in Appendices A–D.

Theories of Action

- Finalized in January 2020
- Developed in collaboration with each lead agency
- Aligned with state statutes
- Guided development of RQs

Research Questions

- Finalized in January 2020
- Developed in collaboration with each lead agency
- Aligned with each If, Then Statement in TOAs
- Guided development of surveys, protocols for interviews and focus groups, and other data collection activities

Surveys

- RTI developed four surveys to collect data related to the evaluation focus areas of organizational collaboration, connection and facilitation, capacity building, resource development and dissemination, continuous improvement, and promoting equity. Surveys were codeveloped with lead agencies. In addition to developing questions related to evaluation focus areas, RTI solicited feedback from CCEE, CDE, SBE, Geographic Lead Agencies, SELPA Lead Agencies, CEI Lead Agencies, and Peer Leading and Learning Network (PLLN) district teams to understand what organizations wanted to know about their work. See Appendices A–D for copies of all surveys.
 - Statewide System of Support survey
 - Administered to all lead agencies and organizations that comprise the System of Support, including CCEE, CDE, SBE, Geographic Lead Agencies, SELPA Lead Agencies, CEI Lead Agencies, Equity, and Multi-Tiered System of Support (MTSS)
 - Purpose: to understand the functioning of the Statewide System of Support
 - Administered March 2020
 - Response rate of 86%
 - COE Superintendent survey
 - Survey for the COE Superintendents
 - Purpose: to understand superintendent perceptions of the System of Support and the lead agency activities and the impact of those activities
 - Delayed administration due to COVID-19 (originally scheduled for March 2020); new administration date to be determined in conjunction with CCEE, CDE, and SBE
 - Geographic Lead Agency, SELPA Lead Agency, and CEI Lead Agency surveys
 - Administered to COE and LEA staff identified in conjunction with CCEE and each lead agency to ensure that recipients of the lead agency efforts were represented
 - Purpose: to understand how COEs, LEAs, and stakeholder groups perceive the helpfulness and impact of the work of the Geographic Lead Agencies, SELPA Lead Agencies, and CEI Lead Agencies
 - Administered in March 2020 with communication and follow-up messages acknowledging competing demands of responding to COVID-19

- Geographic Lead Agency survey sent to 204 recipients, SELPA Lead Agency survey sent to 109 recipients and CEI Lead Agency survey sent to 59 recipients participating in Cohort 1 PLLN
- To date, the response rate for each survey is 43%, 46%, and 46%, respectively
- RTI will work with CCEE and the lead agencies to strategize how to increase response rates by administering surveys at group meetings or in other ways
- RTI is collecting and analyzing secondary survey data from surveys administered by CEI Lead Agencies to the PLLN district participants. Surveys asks for feedback on each PLLN meeting

Survey Reporting

- RTI presented high-level results from the Statewide System of Support survey to CCEE, CDE, and SBE on March 26 and presented a snapshot of those results to SELPA Lead Agencies on March 30
- RTI will present high-level findings from the Statewide System of Support survey to the Geographic Lead Agencies and the CEI Lead Agencies in April or May
- RTI will provide high-level findings of the Geographic Lead Agency, SELPA Lead Agency, and CEI surveys within 1 month of the survey closure date.
- RTI will analyze the survey results to inform questions that will be asked in interview and focus group data collections

Focus Groups and Interviews

- RTI will conduct interviews and focus groups with all lead agencies that comprise the System of Support as well as with PLLN district team participants
 - The purpose of the interviews and focus groups is to provide more in-depth understanding of the work of the System of Support organizations in each of the evaluation focus areas through March 2020
 - Questions related to COVID-19 and how the work of the lead agencies and the relationships within the system has changed in response will be added to interview protocols
- Interviews and focus groups will be conducted in April, May, and early June

Document Review

- Ongoing collection and analysis
- Analysis of documents collected primarily in the CCEE Google Docs folders, including meeting minutes, collections of resources, and annual reports

Data Analysis Procedures

Surveys

- RTI will calculate descriptive statistics for all scale items including means, frequencies, and standard deviations
- RTI will examine how responses and perceptions vary by organization and role of the respondent
- RTI will report aggregate results and not identify individual respondents
- Findings of interest from the surveys will be used to create interview and focus group probing questions to provide deeper understanding and context for survey responses

Interviews and Focus Groups

- RTI will start with a set of themes identified through research frameworks, theory of change, and study questions to generate appropriate constructs
- Immediately after each round of interviews and focus groups, the study team will discuss emerging themes and refine data collection instruments, as necessary
- RTI will continually discuss findings emerging from analysis and gain consensus on interpretation of study results

Year 1 Evaluation Reporting

- RTI will conduct analyses of all Year 1 evaluation data in June and July
- RTI will present a comprehensive Year 1 report to CCEE in July
- The report will combine information from surveys, interviews, document review, and meeting notes to provide a 360-degree view of the System of Support and the lead agencies
- The report will note successes and challenges and provide recommendations for moving forward
- The report will identify potential exemplars of best practices that will become the focus of case studies in Year 2

- RTI will work with CCEE to determine a schedule of presentations based on Year 1 results to all stakeholders, including CCEE, CDE, SBE, Geographic Lead Agencies, SELPA Lead Agencies, CEI Lead Agencies, and others as designated by CCEE
- Presentations will occur in September and October and as requested by CCEE
- RTI will work with CCEE to determine other venues for disseminating results of the Year 1 evaluation, including conferences, journals, and practitioner publications

Timeline of Year 1 Evaluation Activities 2019–2020

Month	Overall Reporting	System of Support Coordination	Geographic Lead Agencies	SELPA Lead Agencies	CEI Lead Agencies
September		Kick off meeting with CCEE	Kick off meeting with CCEE Kick off meeting with Geographic Lead Agencies	Kick off meeting with CCEE Kick off meeting with SELPA Lead Agencies	Kick off meeting with CCEE Kick off meeting with CEI Lead Agencies
October		Attend Key Meetings	Attend Key Meetings	Attend Key Meetings	Attend Key Meetings
November		Begin TOA and RQ development	Attend Key Meetings Begin TOA and RQ development	Attend Key Meetings Begin TOA and RQ development	Attend Key Meetings Begin TOA and RQ development
December		Continue codevelopment of TOAs and RQs	Continue codevelopment of TOAs and RQs	Continue codevelopment of TOAs and RQs	Continue codevelopment of TOAs and RQs
January		Finalize TOAs and RQs	Finalize TOAs and RQs	Finalize TOAs and RQs	Finalize TOAs and RQs
February		Finalize survey	Finalize survey	Finalize survey	Finalize survey
March	Present high-level results from System of Support survey to CCEE, CDE, SBE, March 26	Administer survey to lead agencies	Administer survey, March 26*	Administer survey, March 26*	Administer survey, March 23 Conduct interviews and focus groups with CEI Lead Agencies
April	Produce formal evaluation plan document	Conduct interviews with System of Support state agencies*		Conduct interviews and focus groups with SELPA Lead Agencies*	Conduct focus groups with district teams Analyze PLLN feedback survey
May	Present high-level survey results for all initiatives to CCEE, CDE, SBE	Administer survey to County Superintendents*	Share preliminary Geographic Lead Agencies survey results with Geographic Lead Agencies Conduct interviews with Geographic Lead Agencies*	Provide preliminary survey results to SELPA Lead Agencies for feedback Conduct interviews with Bright Spots/SELPA Lead Agencies	Present high-level findings to May PLLN
June		Develop Year 2 evaluation plan	Conduct interviews with Bright Spots/COEs Develop Year 2 evaluation plan	Develop Year 2 evaluation plan	Deliver high-level findings report to CEI Lead Agencies Develop Year 2 evaluation plan
July	Complete first-year summary report for all initiatives	Complete first-year summary report	Complete first-year summary report	Complete first-year summary report	Complete first-year summary report
August	Present summary of first-year report at August 6 CCEE Board Meeting		Present summary of first-year report to Geographic Lead Agencies	Present summary of first-year report to SELPA Lead Agencies	Present summary of first-year report to CEI Lead Agencies
September	Present summary of first-year report findings to SBE Board, September 10–11**				

*Survey administration and interview dates subject to change based on input from CCEE and lead agencies and to account for COVID-19 disruptions.

Timeline (proposed) of Year 2 and 3 Evaluation Activities

Month	System of Support Coordination	Geographic Lead Agencies	SELPA Lead Agencies	CEI Lead Agencies
August/ September				Administer surveys to each PLLN after each network meeting
October/ November	Administer survey to lead agencies Administer survey to County Superintendents	Administer survey to COEs	Administer survey to SELPAs	Administer surveys to each PLLN after each network meeting
December/ January	Provide preliminary survey results to Statewide Agencies for feedback	Share preliminary Geographic Lead Agencies survey results with Geographic Lead Agencies	Provide preliminary survey results to SELPA Lead Agencies for feedback	Administer surveys to each PLLN after each network meeting Provide preliminary survey results to CEI Lead Agencies and Cohort 1 facilitators for feedback
February/ March	Conduct interviews with System of Support state agencies	Conduct interviews with Geographic Lead Agencies	Conduct interviews with Bright Spots/SELPA Lead Agencies	Administer surveys to each PLLN after each network meeting Conduct interviews and focus groups with CEI Lead Agencies and Cohort 1 facilitators
April/May		Conduct case studies of promising practice interviews with COEs	Conduct case studies of promising practice interviews with SELPAs	Administer surveys to each PLLN after each network meeting Conduct case studies of promising practice interviews
June	Complete annual summary report Finalize Year 3 evaluation plan	Complete annual summary report Finalize Year 3 evaluation plan	Complete annual summary report Finalize Year 3 evaluation plan	Complete annual summary report Finalize Year 3 evaluation plan

APPENDICES

Appendix A: Statewide System of Support Evaluation Documents

APPENDICES

Statewide System of Support Research Questions

Statewide Partner Relationships

Theory of Action: If state agencies (CDE, SBE, CCEE) and lead agencies (Geographic Lead Agencies, CEI Lead Agencies, SELPA Lead Agencies) co-design a System of Support (SOS) which supports reciprocal relationships and mutual learning

1. To what extent are the SOS partners, including CCEE, CDE, SBE, Geographic Lead Agencies (GL), SELPA Leads Agencies, and CEI Lead Agencies, working together to develop and sustain a functioning SOS?

Lead-State Agency Organizational Capacity

Theory of Action: and if the state and lead agencies build the knowledge, practices, mindsets and systems changes needed to increase their capacity to address systemic bias and inequities within the current system

2. To what extent are state and lead agencies identifying their own areas of need and building their capacity (systems, knowledge, practices, and mindsets) to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes?
3. How and to what extent are the SOS state agency partners providing the necessary supports to help the Leads build their practices and mindsets?
4. How and to what extent is the System of Support reflecting a culture of continuous improvement and support (and moving away from compliance)?

COE and LEA Support

Theory of Action: and if the state and the lead agencies do what they are tasked to do by statute and provides support tailored to locally identified needs and strengths of COEs and LEAs

5. How and to what extent do COEs/LEAs know how to access the SOS resources and capabilities?

Outcomes

Theory of Action: Then COEs/LEAs will know how to access SOS resources and capabilities, be equipped to uncover their own solutions for identified needs and address inequities within the current system, and will have the capacity to use their local control and continuous improvement processes to change outcomes for COEs, LEAs, schools, and students.

6. To what extent are the SOS efforts working to achieve the following student outcomes?
 - a. Reduced inequality in educational outcomes
 - b. Increased student engagement
 - c. Improvement in student academic achievement

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System of Support Survey

Welcome to the System of Support survey!

Thank you for taking the time to complete this important survey about the system and your work within it

You may exit the survey at any time. When you log back in, you will be taken to the next question to be completed. Please use the Next and Back buttons at the bottom of each screen to navigate through the survey. If you accidentally use your browser's back arrow, refresh your screen to return to the survey.

If you have any questions or concerns, please contact RTI Project Director, Dr. Jay Feldman (jayfeldman@rti.org; 510-647-4318).

1) Please indicate your organization:*

- | | |
|---|--|
| <input type="checkbox"/> CCEE | <input type="checkbox"/> Geo Lead: Placer and Sacramento COEs |
| <input type="checkbox"/> CDE | <input type="checkbox"/> Geo Lead: Riverside and San Diego COEs |
| <input type="checkbox"/> SBE | <input type="checkbox"/> Geo Lead: Shasta COE |
| <input type="checkbox"/> CEI: California Association for Bilingual Education (CABE) | <input type="checkbox"/> Geo Lead: Sonoma COE |
| <input type="checkbox"/> CEI: Families In Schools | <input type="checkbox"/> Geo Lead: Tulare COE |
| <input type="checkbox"/> CEI: San Bernardino COE | <input type="checkbox"/> MTSS/SUMS |
| <input type="checkbox"/> Early Math | <input type="checkbox"/> SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley) |
| <input type="checkbox"/> Equity Lead | <input type="checkbox"/> SELPA: Imperial COE SELPA |
| <input type="checkbox"/> Geo Lead: Alameda COE | <input type="checkbox"/> SELPA: Marin COE SELPA |
| <input type="checkbox"/> Geo Lead: Kern County Superintendent of Schools | <input type="checkbox"/> SELPA: Placer COE SELPA |
| | <input type="checkbox"/> SELPA: South County SELPA |

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- 2) For each System of Support lead agency team/state partner listed below, check the box for each one with whom you have communicated (outside of formal meetings) around substantive work related to your role as lead agency/state partner during the identified time period. (Skip your own agency)

	During the beginning of the academic year (September 2019-November 2019)	In the past two months (December 2019-January 2020)
CCEE	<input type="checkbox"/>	<input type="checkbox"/>
CDE	<input type="checkbox"/>	<input type="checkbox"/>
SBE	<input type="checkbox"/>	<input type="checkbox"/>
CEI: California Association for Bilingual Education (CABE)	<input type="checkbox"/>	<input type="checkbox"/>
CEI: Families In Schools	<input type="checkbox"/>	<input type="checkbox"/>
CEI: San Bernardino COE	<input type="checkbox"/>	<input type="checkbox"/>
Equity Lead	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Alameda COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Kern County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Placer and Sacramento COEs	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Riverside and San Diego COEs	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Shasta COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Sonoma COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Tulare COE	<input type="checkbox"/>	<input type="checkbox"/>
MTSS/SUMS	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley)	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Imperial COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Marin COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Placer COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: South County SELPA	<input type="checkbox"/>	<input type="checkbox"/>
I did not communicate with anyone	<input type="checkbox"/>	<input type="checkbox"/>

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- 3) Which lead agency teams/state partners, if any (outside of your own team), do you feel have contributed to helping you be more effective in your role in the System of Support during the identified time period?

	During the beginning of the academic year (September 2019-November 2019)	In the past two months (December 2019-January 2020)
CCEE	<input type="checkbox"/>	<input type="checkbox"/>
CDE	<input type="checkbox"/>	<input type="checkbox"/>
SBE	<input type="checkbox"/>	<input type="checkbox"/>
CEI: California Association for Bilingual Education (CABE)	<input type="checkbox"/>	<input type="checkbox"/>
CEI: Families In Schools	<input type="checkbox"/>	<input type="checkbox"/>
CEI: San Bernardino COE	<input type="checkbox"/>	<input type="checkbox"/>
Equity Lead	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Alameda COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Kern County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Placer and Sacramento COEs	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Riverside and San Diego COEs	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Shasta COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Sonoma COE	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Tulare COE	<input type="checkbox"/>	<input type="checkbox"/>
MTSS/SUMS	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley)	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Imperial COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Marin COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Placer COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: South County SELPA	<input type="checkbox"/>	<input type="checkbox"/>
I did not communicate with anyone	<input type="checkbox"/>	<input type="checkbox"/>

- 4) Have you used any resources shared by another lead agency team/state partner?

	Check if you have used a resource shared by this organization
CCEE	<input type="checkbox"/>
CDE	<input type="checkbox"/>
SBE	<input type="checkbox"/>
CEI: California Association for Bilingual Education (CABE)	<input type="checkbox"/>
CEI: Families In Schools	<input type="checkbox"/>
CEI: San Bernardino COE	<input type="checkbox"/>

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	Check if you have used a resource shared by this organization
Equity Lead	<input type="checkbox"/>
Geo Lead: Alameda COE	<input type="checkbox"/>
Geo Lead: Kern County Superintendent of Schools	<input type="checkbox"/>
Geo Lead: Placer and Sacramento COEs	<input type="checkbox"/>
Geo Lead: Riverside and San Diego COEs	<input type="checkbox"/>
Geo Lead: Shasta COE	<input type="checkbox"/>
Geo Lead: Sonoma COE	<input type="checkbox"/>
Geo Lead: Tulare COE	<input type="checkbox"/>
MTSS/SUMS	<input type="checkbox"/>
SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley)	<input type="checkbox"/>
SELPA: Imperial COE SELPA	<input type="checkbox"/>
SELPA: Marin COE SELPA	<input type="checkbox"/>
SELPA: Placer COE SELPA	<input type="checkbox"/>
SELPA: South County SELPA	<input type="checkbox"/>
I did not use any resources from another agency	<input type="checkbox"/>
Other/I don't remember which organization	

5) For each resource you used, please describe the resource and how you accessed it.

6) Please indicate below which set of circles shown best describes your relationship, if any, with each of the following organizations around your roles in the System of Support. (Mark your own organization with a 5)

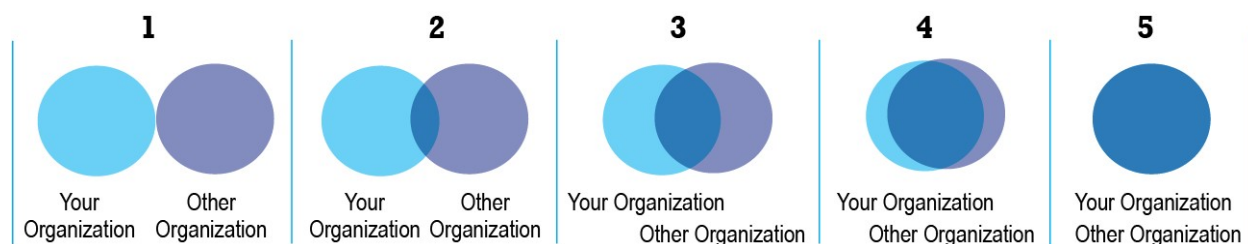


	1	2	3	4	5
CCEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEI: California Association for Bilingual Education (CABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	1	2	3	4	5
CEI: Families In Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEI: San Bernardino COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Alameda COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Kern County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Placer and Sacramento COEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Riverside and San Diego COEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Shasta COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Sonoma COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Tulare COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MTSS/SUMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Imperial COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Marin COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Placer COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: South County SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did not use any resources from another agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/I don't remember which organization					

- 7) Please indicate below which set of circles shown best describes what level of partnership, if any, you need with each of the following organizations in order to make the System of Support a success. (Mark your own organization with a 5)



	1	2	3	4	5
CCEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEI: California Association for Bilingual Education (CABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEI: Families In Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEI: San Bernardino COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equity Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Alameda COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Kern County Superintendent of Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Placer and Sacramento COEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Riverside and San Diego COEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Shasta COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geo Lead: Sonoma COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Geo Lead: Tulare COE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MTSS/SUMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: System Improvement Leads (El Dorado, Riverside, West San Gabriel Valley)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Imperial COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Marin COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: Placer COE SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELPA: South County SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did not use any resources from another agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/I don't remember which organization					

0 [] 100

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
trust one another.	()	()	()	()	()	()
are willing to compromise with one another to accomplish the goals of the System of Support.	()	()	()	()	()	()
invest the right amount of time in collaborative efforts.	()	()	()	()	()	()
have a clear sense of their roles and responsibilities.	()	()	()	()	()	()
are able to adapt to changing conditions (e.g., funding reductions, changing political climate, or change in leadership).	()	()	()	()	()	()
are dedicated to the idea that we can achieve the goals we intend to accomplish.	()	()	()	()	()	()
engage in dialogue that is focused on supporting students, families, and/or student outcomes.	()	()	()	()	()	()

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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
make decisions with the goal to disrupt the systemic bias and inequities within the current system.	()	()	()	()	()	()
make decisions with the goal to develop a new system that will increase achievement and engagement to improve student outcomes.	()	()	()	()	()	()

10) The System of Support has a goal to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes. In order to reach this goal, organizations may need to increase their capacity. Rank in order from 1 to 4 (with 1 being your organization's greatest need for support and 4 being your lowest need) the items below:

- _____ Knowledge of best practices to address the systemic bias in the current system
- _____ Implementing practices to address the systemic bias in the current system
- _____ Changing organizational mindsets (mental models) that perpetuate the current system
- _____ Building the strategies and systems to bring my agency to the next level of programmatic and organizational maturity needed to effectively and efficiently advance our mission and inspire others to do the same

11) Please provide more detail on the greatest learning need that you ranked above. What specific skills, knowledge, strategies, or mindsets have you identified as learning needs?

12) To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
The statewide partners and lead agencies have a shared understanding of what success looks like.	()	()	()	()	()	()

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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
The statewide partners and lead agencies have a shared understanding of how success will be measured.	()	()	()	()	()	()
I feel that my organizational activities are aligned with those of my fellow lead agencies/statewide partners.	()	()	()	()	()	()

13) To what extent do you agree with the following statement: The statewide agencies are providing useful support to lead agencies in...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
clarifying roles and responsibilities.	()	()	()	()	()
developing a learning community.	()	()	()	()	()
innovative practices.	()	()	()	()	()
developing positive relationships.	()	()	()	()	()
change management.	()	()	()	()	()
continuous improvement.	()	()	()	()	()

14) How comfortable are you co-developing the System of Support compared to being given a framework by state partners?

0 _____ [] _____ 100

15) How comfortable are you co-developing the System of Support with lead agencies compared to giving them a framework?

0 _____ [] _____ 100

16) How would you rate the current level of balance between compliance and support in your organization's work with lead agency partners?

0 _____ [] _____ 100

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17) How would you rate the current level of balance between compliance and support in your organization's work with statewide partners?

0 _____ [] _____ 100

18) How would you rate the level of balance between compliance and support in your organization's work with statewide partners at the beginning of your work together (i.e., when you became a lead agency)?

0 _____ [] _____ 100

19) How would you rate the level of balance between compliance and support in your organization's work with lead agency partners at the beginning of your work with them as lead partners?

0 _____ [] _____ 100

20) What level of balance between compliance and support do you need to be effective?

0 _____ [] _____ 100

21) To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My organization is incorporating a continuous improvement mindset into its own work.	()	()	()	()	()
State agencies and lead agencies are modeling continuous improvement in their own work.	()	()	()	()	()
I feel equipped to train others in how to use a continuous improvement framework for their work.	()	()	()	()	()
I feel supported in my efforts to shift to a continuous improvement approach to my work.	()	()	()	()	()

22) What is the key shift that is needed within your own agency to support the state's vision of continuous improvement at scale?

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23) To what extent do you agree with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
COEs/LEAs know how to access the System of Support resources/capabilities.	()	()	()	()	()
COEs/LEAs feel it is easy to access the System of Support resources/capabilities.	()	()	()	()	()
COEs/LEAs feel it is easy to implement System of Support resources/capabilities.	()	()	()	()	()

The System of Support is intended as a new way to transform K-12 education in California to address inequities in the system and improve outcomes for all students.

24) Take an aspirational stance about what you hope this new way of supporting schools and districts could accomplish. How could this new way of supporting schools and districts help transform K-12 education? List as many ideas as come to mind.

25) Given your answers above, what supports do you need to grow/build a System of Support that will achieve that vision? List as many supports as come to mind.

26 Is there anything else that you would like us to understand about your work within the System of Support?

Thank You!

APPENDICES

Appendix B: Geographic Lead Agencies Evaluation Documents

APPENDICES

Geographic Lead Agency Research Questions

Geographic Lead Agency—Statewide System of Support (SOS) Relationships

Theory of Action: If Geo Leads co-design, with state and other lead agencies, a coherent system which supports reciprocal relationships and mutual learning;

1. To what extent are Geographic Lead Agencies building coherence by building trust and facilitating communication and collaboration through reciprocal partnerships among Geographic Lead Agencies and with state and other lead agencies within the Statewide System of Support?

Geographic Lead Agency Organizational Capacity

Theory of Action: and if Geo Leads, COEs, lead agencies, and LEAs collaboratively build their organizational capacity;

2. To what extent are Geographic Lead Agencies identifying their own areas of need and building their capacity (systems, knowledge, practices, and mindsets) to address systemic bias and inequities within the current system and provide support to COEs and LEAs to do the same?
3. How and to what extent are the Geographic Lead Agencies reflecting a culture of continuous improvement and support (and moving away from compliance)?

Geographic Lead Agency Support of COEs and LEAs

Theory of Action: and if Geo Leads provide support to COEs and LEAs based on locally identified needs and strengths;

4. To what extent are the Geographic Lead Agencies providing the necessary supports that COEs and LEAs need to change their practices to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes?
5. To what extent are COE and LEA leaders equipped to disrupt the predictive power of demographics to improve student outcomes?
6. To what extent do COEs and LEAs know how to access and use the SOS and Geographic Lead Agencies resources and capabilities?

Outcomes

Theory of Action: Then COE and LEA leaders will increase the organizational capacity to utilize local control and continuous improvement processes to positively change outcomes for COEs, LEAs, schools, and students to disrupt the predictive power of demographics.

7. To what extent are the efforts of Geographic Lead Agencies to support COEs and LEAs reflected in COE and LEA practices?
8. To what extent are the efforts of the Geographic Lead Agencies and COEs and LEAs working to achieve student outcomes of reduced inequality in educational outcomes, increased student engagement, and improvement in student academic achievement?

APPENDICES

Geographic Lead Agency Feedback Survey

Thank you for taking this survey about your work with your Geographic Lead Agency. Our goal is to understand the type of services your Geographic Lead Agency has been providing and how effective those services have been for you. When answering survey items, please respond based on your work with your Geographic Lead Agency up to March 1, 2020.

All your responses will be aggregated and shared anonymously with the Geographic Lead Agencies as well as with the System of Support Agencies. Your personal information and responses will not be shared with anyone. If you have questions or concerns, please contact RTI Principal Investigator Dr. Jay Feldman at jayfeldman@rti.org.

You may exit the survey at any time. When you log back in, you will be taken to the next question to be completed. Please use the "Next" and "Back" buttons at the bottom of each screen to navigate through the survey. If you accidentally use your browser's back arrow, refresh your screen to return to the survey.

We begin by asking about your level of involvement in working with your Geographic Lead Agency. Understanding the extent of your interactions with your Geographic Lead Agency will help us put your answers in context.

1) What is your level of involvement in working with your Geographic Lead Agency?

- () 1 Low (e.g., infrequent contact/work in limited areas)
- () 2 Medium
- () 3 High (e.g., frequent contact/in-depth work together)
-

To what extent do you agree with the following statements:

2) My Geographic Lead Agency has understood my COE's needs.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3) I have felt safe/comfortable going to my Geographic Lead Agency for assistance and brainstorming regarding difficult challenges.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

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4) Have you talked to anyone in your County Office about your work with your Geographic Lead Agency?

() Yes

() No

5) Please list up to 5 people with whom you have spoken the most.

	Name	Title (if known)
1		
2		
3		
4		
5		

To what extent do you agree with the following statements:

6) My Geographic Lead Agency has provided access to high-quality professional learning opportunities.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7) The work that my COE has been doing with our Geographic Lead Agency has been helpful in building our capacity to work more effectively with our LEAs.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8) Our Geographic Lead Agency has helped facilitate trusting relationships between COEs in our geographic area.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9) How would you rate the current level of balance between compliance and support in your organization's work with your Geographic Lead Agency?

0 _____ [] _____ 100

10) What level of balance between compliance and support would you like to see in your organization's work with your Geographic Lead Agency?

0 _____ [] _____ 100

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11) To what extent has your Geographic Lead Agency **connected** you to other COEs with similar needs to share best practices?

1 _____ [] _____ 10

12) To effectively support you, to what extent should your Geographic Lead Agency be **connecting** you to other COEs with similar needs to share best practices?

1 _____ [] _____ 10

13) To what extent has your Geographic Lead Agency **connected** you to other agencies (such as SELPA Leads) for support?

1 _____ [] _____ 10

14) To effectively support you, to what extent should your Geographic Lead Agency be **connecting** you to other agencies (such as SELPA Leads) for support?

1 _____ [] _____ 10

15) To what extent has your Geographic Lead Agency **connected** you to external resources (e.g., external service providers, curriculum materials, protocols, templates, rubrics) in response to your needs?

1 _____ [] _____ 10

16) To effectively support you, to what extent should your Geographic Lead Agency be **connecting** you to external resources (e.g., external service providers, curriculum materials, protocols, templates, rubrics) in response to your needs?

1 _____ [] _____ 10

17) To what extent has your Geographic Lead Agency developed resources (e.g., curriculum materials, protocols, templates, rubrics) in response to your needs?

1 _____ [] _____ 10

18) To effectively support you, to what extent should your Geographic Lead Agency be developing resources (e.g., curriculum materials, protocols, templates, rubrics) in response to your needs?

1 _____ [] _____ 10

19) To what extent has your Geographic Lead Agency treated you as an equal partner in your work together?

1 _____ [] _____ 10

APPENDICES

20) To effectively support you, to what extent should your Geographic Lead Agency be treating you as an equal partner in your work together?

1 _____ [] _____ 10

21) On the following scale, where would you place your current role in the System of Support between receiving support for yourself and providing support to other organizations?

1 _____ [] _____ 10

22) For an effective System of Support, where should you place your role in the System of Support between receiving support for yourself and providing support to other organizations?

1 _____ [] _____ 10

23) The role of the Geographic Lead Agency is to build your capacity and ability to work effectively within your county and with your LEAs. Please indicate if your Geographic Lead Agency has provided support in the following areas to accomplish these goals:

	Not providing this support and I don't need it	Not providing this support but I could use it	Yes, providing this support but it is not effective
Data inquiry practices to identify areas for improvement	()	()	()
Data inquiry practices to identify best practices to share with other COEs	()	()	()
Data visualization to guide improvement efforts	()	()	()
How to conduct a meaningful needs assessment with LEAs	()	()	()
How to establish high-functioning improvement teams that can collectively address specific county challenges	()	()	()
Examining your systems as a whole, rather than looking at problems in isolation, as an approach to understanding problems and introducing changes	()	()	()
After Action Reviews to reflect on practice within your COE or with your LEAs	()	()	()
Use of improvement science to inform implementation	()	()	()

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24) To what extent do you agree with the following statements about your work with your Geographic Lead Agency:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My organization has incorporated a continuous improvement mindset into its own work.	()	()	()	()	()
My Geographic Lead agency has modeled continuous improvement in its own work.	()	()	()	()	()
I feel equipped to train others in how to use a continuous improvement framework for their work.	()	()	()	()	()
I feel supported in my efforts to shift to a continuous improvement approach to my work.	()	()	()	()	()

To what extent do you agree with the following statements:

25) Through our work with our Geographic Lead Agency, we have collaboratively built my organization's capacity to provide universal support (i.e., Level 1) to LEAs in my county.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

26) Through our work with our Geographic Lead Agency, we have collaboratively built my organization's capacity to provide differentiated assistance (i.e., Level 2 support) to LEAs in my county.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

27) As a result of working with my Geographic Lead Agency, I am now more familiar with how other COEs are providing Level 1 and 2 supports.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

28) My COE has changed practices related to Level 1 and 2 supports based upon the support we've received from our Geographic Lead Agency.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

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29) What has been the most effective support you and/or your COE have received from your Geographic Lead Agency?

30) Please describe any needs you had that weren't being met by your Geographic Lead Agency.

31) Is there anything else you would like your Geographic Lead Agency to know about your work together?

In closing, we would like to ask you questions about the System of Support as a whole.

32) I understand the roles of all the organizations that comprise the Statewide System of Support.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

33) I know how to navigate the Statewide System of Support to get the support I need.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable; I have not tried to access support yet

34) The System of Support has a goal to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes. In order to reach this goal, organizations may need to increase their capacity. Rank in order from 1 to 4 (with 1 being your organization's greatest need for support and 4 being your lowest need) the items below:

_____ Knowledge of best practices to address the systemic bias in the current system

_____ Implementing practices to address the systemic bias in the current system

_____ Changing organizational mindsets (mental models) that perpetuate the current system

_____ Building the strategies and systems to bring my organization to the next level of programmatic and organizational maturity needed to effectively and efficiently advance our mission and inspire others to do the same

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The System of Support is intended as a new way to transform K-12 education in California to address inequities in the system and improve outcomes for all students.

- 35) Take an aspirational stance about what you hope this new way of supporting schools and districts could accomplish. How could this new way of supporting schools and districts help transform K-12 education? List as many ideas as come to mind.

- 36) Given your answers above, what supports do you need to grow/build a System of Support that will achieve that vision? List as many supports as come to mind.

- 37) Is there anything else that you would like us to understand about the SOS?

Thank You!

APPENDICES

Appendix C: SELPA Lead Agencies Evaluation Documents

APPENDICES

SELPA Lead Agency Research Questions

SELPA Lead Agency—Statewide System of Support (SOS) Relationships

Theory of Action: If SELPA System Leads codesign, with other SELPA lead agencies, state partners, and other lead agencies, a coherent system which supports reciprocal relationships and mutual learning, and If the SELPA Content Leads engage in the state SELPA associations with other SELPA Leads, state agencies, and related state or content organizations

1. To what extent are SELPA Lead Agencies building coherence by building trust and facilitating communication and collaboration through reciprocal partnerships among SELPA Lead Agencies and with state and other lead agencies within the Statewide System of Support?

SELPA Lead Agency Organizational Capacity

Theory of Action: And if SELPA System Leads work reciprocally with SELPAs to identify and build the systems, knowledge, practices, and mindsets needed to increase their organizational capacity to develop LEA capacity

2. To what extent are the SELPA Lead Agencies reflecting a culture of continuous improvement and support (and moving away from compliance)?

SELPA Lead Agency Activities

Theory of Action: And if SELPA System Leads build capacity for SELPAs to lead LEAs in areas of data use and governance, building a culture of continuous improvement and participating in resources networks and the implementation of high-leverage practice and If the SELPA Content Leads conduct professional learning and help SELPAs build effective support systems at all three levels of service

3. To what extent are the SELPA Lead Agencies providing the necessary capacity-building activities that SELPAs and related partners (e.g., Regional Implementation Leads)?
4. To what extent are the SELPA Lead Agencies providing connections between research and best practices; to state and federal priorities; and for general and special education integration?
5. To what extent are the SELPA Lead Agencies providing facilitation of stakeholder relationships, the teaching of tools and resources, and other relationship coordination?
6. To what extent are these activities disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes?

Outcomes

Theory of Action: Then LEAs will know how to access tools for predictive analysis, monitor change, monitor SPP Indicators, conduct root cause analyses, and integrate data, and will increase capacity for improving performance of SWD, understand related SELPA content, have increased self-efficacy to implement concepts/tools, and consistently use new or updated resources to support the needs of SWD

7. Are the efforts of SELPA Lead Agencies to support SELPAs and related partners reflected in partner knowledge and practices?
8. To what extent are the efforts of the SELPA Leads, SELPAs, and LEAs working to achieve student outcomes of reduced inequality in educational outcomes, increased student engagement, and improvement in student academic achievement?

APPENDICES

SELPA Lead Agency Feedback Survey

Thank you for taking this survey about your work with the SELPA Lead Agencies. Our goal is to understand the type of services your SELPA Lead Agencies have been providing and how effective those services have been for you. When answering survey items, please respond based on your work with SELPA Lead Agencies up to March 1, 2020.

Confidentiality: Feedback from this survey will be analyzed by RTI International, a non-profit research organization which has been hired as the external evaluator of the SELPA Lead Agency Initiative. Your name or organization will not be shared or included in any reporting of the results. Your information will be kept confidential and only combined responses will be shared.

You may exit the survey at any time. When you log back in, you will be taken to the next question to be completed. Please use the “Next” and “Back” buttons at the bottom of each screen to navigate through the survey. If you accidentally use your browser’s back arrow, refresh your screen to return to the survey.

If you have any questions or concerns, please contact RTI Project Director, Dr. Robin Wisniewski (rwisniewski@rti.org).

We would like to begin by asking you questions about your work with the SELPA Content and Systems Improvement Lead Agencies.

SELPA Lead Agencies Background

Together the El Dorado County SELPA, Riverside County SELPA, and West San Gabriel Valley SELPA make up the SELPA Systems Improvement Lead Agency. The SELPA Content Lead Agencies and their content focus areas are: Placer County SELPA, Universal Design for Learning; Marin County SELPA, evidence-based practices for autism; Imperial County SELPA, improving outcomes for English Learners with disabilities; and San Diego South County SELPA, equity, disproportionality, and design.

1) Please indicate your level of involvement with each SELPA Lead Agency:

	I do not work with this SELPA Lead Agency	Low Involvement (e.g., infrequent contact/work in limited areas)	Medium Involvement	High Involvement (e.g., frequent contact/in-depth work)
SELPA Systems Improvement Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placer County SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marin County SELPA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	I do not work with this SELPA Lead Agency	Low Involvement (e.g., infrequent contact/work in limited areas)	Medium Involvement	High Involvement (e.g., frequent contact/in-depth work)
Imperial County SELPA	[]	[]	[]	[]
San Diego South County SELPA	[]	[]	[]	[]

2) The SELPA Lead Agency I work with has understood my organization's needs.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3) I have felt safe/comfortable going to the SELPA Lead Agency I work with for assistance and brainstorming regarding difficult challenges.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4) Have you talked to anyone in your County Office about your work with your SELPA Lead Agency?

() Yes

() No

5) Please list up to 5 people with whom you have spoken the most. Please indicate if each person's focus is Special or General Education.

	Name	Title (if known)
1		
2		
3		
4		
5		

6) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The SELPA Lead Agency I work with has provided access to high-quality professional learning opportunities.	()	()	()	()	()
The work that my organization has been doing with our SELPA Lead Agency has	()	()	()	()	()

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	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
been helpful in building our capacity to work more effectively with our LEAs.					
I believe that the SELPA Lead Initiative will help in achieving better outcomes for students with disabilities across California.	()	()	()	()	()
I believe that the SELPA Lead Initiative is the right approach to help in achieving better outcomes for students with disabilities across California	()	()	()	()	()

7) How would you rate the current level of balance between compliance and support in your organization's work with your SELPA Lead Agency?

1 _____ [] _____ 100

8) What level of balance between compliance and support would you like to see in your organization's work with your SELPA Lead Agency?

1 _____ [] _____ 100

9) The following table shows the SELPA Content and Systems Improvement Lead Agencies across the top row and possible activities provided by SELPA Lead Agencies in the left column. Please mark the boxes to indicate which activities you have participated in and with which SELPA Lead Agencies. [mark all that apply; leave boxes blank if they do not apply]

	Imperial County SELPA	Placer County SELPA	San Diego South County SELPA	Marin County SELPA	Riverside, El Dorado, West San Gabriel SELPAs: SELPA System Improvement Lead Agency
Participation in a webinar	[]	[]	[]	[]	[]
Collaboration meetings with SELPA Lead Agencies	[]	[]	[]	[]	[]
Participation in a face to face workshop	[]	[]	[]	[]	[]

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	Imperial County SELPA	Placer County SELPA	San Diego South County SELPA	Marin County SELPA	Riverside, El Dorado, West San Gabriel SELPAs: SELPA System Improvement Lead Agency
or presentation					
Participation in networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of website resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with a SELPA Lead Agency to support an LEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching or mentorship from a SELPA Lead Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-level conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communities of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) For each of the activities you participated in, please indicate how effective the activity was in helping you address the needs of students with disabilities.

	I did not participate in this activity and I don't need it	I did not participate in this activity but I could use it	Yes, I participated in this activity, but it was not helpful	Yes, I participated in this activity and it was somewhat helpful	Yes, I participated in this activity and it was very helpful
Participation in a webinar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration meetings with SELPA Lead Agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a face to face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	I did not participate in this activity and I don't need it	I did not participate in this activity but I could use it	Yes, I participated in this activity, but it was not helpful	Yes, I participated in this activity and it was somewhat helpful	Yes, I participated in this activity and it was very helpful
workshop or presentation					
Participation in networking	()	()	()	()	()
Use of website resources	()	()	()	()	()
Collaboration with a SELPA Lead Agency to support an LEA	()	()	()	()	()
Coaching or mentorship from a SELPA Lead Agency	()	()	()	()	()
State-level conference	()	()	()	()	()
Regional conferences	()	()	()	()	()
Communities of practice	()	()	()	()	()

11) Please describe any other activities you participated in with your SELPA Lead Agency and how helpful those activities were in helping you address the needs of students with disabilities.

12) To what extent do you agree with the following statements: The SELPA Lead Agencies I work with helped me or my organization to...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Utilize data to further inform and identify problems of practice in the content area (e.g., autism, disproportionality)	()	()	()	()	()
Understand evidence-based practices that lead to positive academic and social emotional outcomes for students with disabilities	()	()	()	()	()

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	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Determine the best strategy for improving outcomes for students with disabilities in the identified content areas (e.g., autism, English learners)	()	()	()	()	()
Understand implementation or improvement science approaches for improving outcomes for students with disabilities	()	()	()	()	()

13) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in **building capacity** to address improving outcomes for students with disabilities?

1 _____ [] _____ 10

14) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in **building capacity** to address improving outcomes for students with disabilities?

1 _____ [] _____ 10

15) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in **making connections** among partners in disability content areas (e.g., autism) to support research and implementation?

1 _____ [] _____ 10

16) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in making connections among partners in disability content areas (e.g., autism) to support research and implementation?

1 _____ [] _____ 10

17) On the following scale, where would you place your current role in the System of Support between receiving support for yourself and providing support to other organizations?

1 _____ [] _____ 10

18) For an effective System of Support, where should you place your role in the System of Support between receiving support for yourself and providing support to other organizations?

1 _____ [] _____ 10

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19) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in ensuring alignment among state priorities, IDEA, and State Performance Plan indicators?

1 _____ [] _____ 10

20) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in ensuring alignment among state priorities, IDEA, and State Performance Plan indicators?

1 _____ [] _____ 10

21) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in facilitating how to use tools and resources?

1 _____ [] _____ 10

22) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in facilitating how to use tools and resources?

1 _____ [] _____ 10

23) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in convening communities of practice?

1 _____ [] _____ 10

24) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in convening communities of practice?

1 _____ [] _____ 10

25) To what extent has the SELPA Lead Agency you are working with provided useful support to you or your organization in modeling how to support LEAs?

1 _____ [] _____ 10

26) To effectively support you, to what extent should the SELPA Lead Agency you are working with be providing useful support to you or your organization in modeling how to support LEAs?

1 _____ [] _____ 10

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27) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My organization has been incorporating a continuous improvement mindset into its own work.	()	()	()	()	()
The SELPA Lead Agency I work with has been modeling continuous improvement in their own work.	()	()	()	()	()
I feel equipped to train others in how to use a continuous improvement framework for their work.	()	()	()	()	()
I feel supported in my efforts to shift to a continuous improvement approach to my work.	()	()	()	()	()

28) What has been the most effective support you and/or your organization has received from your SELPA Lead Agency?

29) Please describe any needs you have that haven't been met by your SELPA Lead Agency.

30) Is there anything else you would like your SELPA Lead Agency to know about your work together?

In closing, we would like to ask you a few questions about the System of Support as a whole. The System of Support is comprised of CCEE, CDE, and SBE working in partnership with SELPA Lead Agencies, Geographic Lead Agencies, and the Community Engagement Initiative to support COEs and LEAs.

To what extent do you agree with the following statements:

31) I understand the roles of all the organizations that comprise the Statewide System of Support.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

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32) I know how to navigate the Statewide System of Support to get the support I need.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable; I have not tried to access support yet

33) The System of Support has a goal to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes. In order to reach this goal, organizations may need to increase their capacity. Rank in order from 1 to 4 (with 1 being your organization's greatest need for support and 4 being your lowest need) the items below:

- _____ Knowledge of best practices to address the systemic bias in the current system
- _____ Implementing practices to address the systemic bias in the current system
- _____ Changing organizational mindsets (mental models) that perpetuate the current system
- _____ Building the strategies and systems to bring my organization to the next level of programmatic and organizational maturity needed to effectively and efficiently advance our mission and inspire others to do the same

The System of Support is intended as a new way to transform K-12 education in California to address inequities in the system and improve outcomes for all students.

34) Take an aspirational stance about what you hope this new way of supporting schools and districts could accomplish. How could this new way of supporting schools and districts help transform K-12 education? List as many ideas as come to mind.

35) Given your answers above, what supports do you need to grow/build a System of Support that will achieve that vision? List as many supports as come to mind.

36) Is there anything else that you would like us to understand about the SOS?

Thank You!

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Appendix D: Community Engagement Initiative Evaluation Documents

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CEI Evaluation Research Questions

CEI Lead Agency—Statewide System of Support (SOS) Relationships

Theory of Action: If state agencies (CDE, SBE, CCEE) and lead agencies (CCEE, Families In Schools, CABA and SBCSS) collaborate to implement the CEI initiative

1. How are statewide agencies (CCEE, CDE, and SBE) supporting the CEI?

CEI Lead Agency Organizational Capacity

Theory of Action: and if the CEI lead agencies engage district participants in a leading and learning network PLLN that is informed by research and policy and responsive to the racial, cultural, linguistic and experiential assets of the communities...

2. How and to what extent are the CEI lead agencies effectively collaborating to provide meaningful learning opportunities for PLLN participants?
3. To what extent are the CEI lead agencies equipped to support the network and its related activities?

CEI Lead Agency Support of District Teams

Theory of Action: And if participants learn how to facilitate a learning network, build peer-to-peer relationships, and deepen their understanding of community engagement...

4. How and to what extent are the PLLN facilitators collaborating with one another and CEI leads to provide meaningful learning opportunities for PLLN participants?
5. To what extent are PLLN facilitators equipped to support the network and its related activities?
 - How useful are the facilitation protocols and other statute deliverables?
6. To what extent did participation in the year-long cohort deepen district teams' knowledge, skills and mindsets?
7. To what extent are districts and county offices of education implementing the identified best practices/common characteristics of effective community engagement during and after participation in the cohort? To what extent are districts engaging in continuous improvement?
 - How helpful are the identified metrics to measure effective engagement in their continuous improvement efforts?
8. To what extent are PLLN participants developing effective peer-to-peer partnerships between school districts and county offices of education that supports the deepening community engagement practices?

Outcomes

Theory of Action: Then COEs and LEAs across the state will increase their capacity to implement effective, equitable and culturally responsive CE practices... That will strengthen capacity of families, community members, school, and district staff to have difficult conversations that lead to authentic school community partnerships that influence student success.

9. How effectively has the CEI built the capacity of school district and county offices across the state to improve community engagement? Are the CEI efforts working to increase trust between families and schools/districts?
10. To what extent are the CEI efforts working to end inequities in educational outcomes as reflected in student achievement data?

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CEI District Team Survey

Welcome to the Community Engagement Initiative (CEI) survey!

Thank you for taking the time to complete this important survey about the Community Engagement Initiative to help improve the initiative as it moves into year 2.

Confidentiality: Feedback from this survey will be analyzed by RTI International, a non-profit research organization which has been hired as the external evaluator of the CEI. Your name or school will not be shared or included in any reporting of the results. Your information will be kept confidential and only combined responses will be shared.

You may exit the survey at any time. When you log back in, you will be taken to the next question to be completed. Please use the "Next" and "Back" buttons at the bottom of each screen to navigate through the survey. If you accidentally use your browser's back arrow, refresh your screen to return to the survey.

If you have any questions or concerns, please contact RTI Project Director, Dr. Nitya Venkateswaran (nvenkateswaran@rti.org; 510-655-8249).

Introduction

1) Which of the role alike groups do you participate in during the PLLN?*

- ☐ Student/Family member
 - ☐ Teacher/Counselor
 - ☐ Family and Community Engagement staff
 - ☐ School Level Leader
 - ☐ Community Partner
 - ☐ District-level Leader
 - ☐ District coordinator
 - ☐ County Office of Education Leader
-

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2) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I understand the goals of the Community Engagement Initiative.	()	()	()	()	()
I was aware of the time and commitment that would be required of me in developing the Community Engagement Initiative.	()	()	()	()	()

CEI Facilitators

3) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The CEI facilitators are effective as facilitators and educators in the PLLN.	()	()	()	()	()
I have gained valuable knowledge and skills from the CEI facilitators.	()	()	()	()	()
The CEI facilitators effectively modeled how to build community.	()	()	()	()	()

PLLN Activities

4) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel comfortable sharing my thoughts and questions in the PLLN.	()	()	()	()	()
I am in a community of people in the PLLN who care about including families and communities as partners in education.	()	()	()	()	()

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- 5) The goal of the network was to have a flat leadership structure so that all PLLN participants would contribute to the development of the work. On a scale from 1 to 10, to what extent has the development of the Community Engagement Initiative been shared between the CEI facilitators and the district teams? (Slide the button to select your answer.)

1 _____ [] _____ 10

- 6) To what extent do you agree or disagree with this statement:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The district presentations were an effective way to learn how to implement specific community engagement practices.	()	()	()	()	()
Participating in the PLLN has made me more likely to seek help from others to improve my community engagement practices.	()	()	()	()	()

- 7) Have you shared what you've learned in the PLLN with anyone at your school or district outside of your district team? List up to five people in your organization with whom you talk to about what you learned.

Name and title: _____

Name and title: _____

Name and title: _____

Name and title: _____

Name and title: _____

Understanding of community engagement

- 8) The PLLN has a shared definition of community engagement.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

- 9) The PLLN's definition of community engagement is culturally responsive.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

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10) My district team has a shared definition of community engagement.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

11) My district team's definition of community engagement is culturally responsive.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

What you learned from the PLLN

12) Which phrase or phrases best describes your learning experience in this PLLN? (Check all that apply)

☐ We've learned some strategies that would make minor enhancements to our district's current community engagement strategies

☐ We've learned new strategies that would reinvent our district's way of approaching family and community engagement

☐ We haven't learned anything that we can implement at our district

13) As a result of your district team's participation in the PLLN, has your district implemented new community engagement strategies?

☐ Yes

☐ No

☐ I am not sure

14) Which of the following strategies have you implemented? (Check all that apply)

☐ Building capacity of parents and community members to take leadership at our district

☐ Building capacity of school and district staff to understand authentic community engagement

☐ Building the capacity of students to take leadership at our district

☐ Building the capacity of community partners

☐ Taking a culturally inclusive approach to the LCAP tools and processes

☐ If you have another answer please write it in here:

15) Which strategies would you plan to implement in the future as a result of your participation in the PLLN? (Check all that apply)

☐ Building capacity of parents and community members to take leadership at our district

☐ Building capacity of school and district staff to understand authentic community engagement

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- ☐ Building the capacity of students to take leadership at our district
- ☐ Building the capacity of community partners
- ☐ Taking a culturally inclusive approach to the LCAP tools and processes
- ☐ If you have another answer please write it in here:
- _____

16) From which district or organization within the PLLN have you sought input or advice on how to improve your district community engagement practice? Name up to 3 districts or organizations.

District or organization name: _____

District or organization name: _____

District or organization name: _____

17) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The community engagement practices that were shared or discussed in PLLN are linked to student outcomes.	()	()	()	()	()
I have the necessary knowledge to implement the effective strategies I've learned in the PLLN in my district.	()	()	()	()	()
I have the necessary skills to implement the effective strategies I've learned in the PLLN in my district.	()	()	()	()	()
My district has the necessary resources to implement the effective strategies I've learned in the PLLN in my district.	()	()	()	()	()
We have the support of our district leaders to implement the effective strategies I've learned in the PLLN.	()	()	()	()	()

District team collaboration

To what extent do you agree with the following statement:

18) My district team has developed the skills to collaborate effectively to improve community engagement in our district.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

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19) The statute states that the purpose of the CEI is to build capacity in communities and school district to have difficult conversations to build trust and improve student outcomes. To what extent has your district team had difficult conversations? Choose the phrase that best describes your experience on your team:

- () My district team has had difficult conversations to move the work forward
- () We don't need to have difficult conversations to move the work forward
- () My district team knows we need to have difficult conversations but we haven't had them yet
- () My district team needs to have difficult conversations and we don't know we need to

To what extent do you agree with the following statements:

20) The right people are on my district team to move community engagement work forward at the district.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

21) Who else needs to be on the district team?

22) I value the expertise that the district staff bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

23) I value the expertise that the school staff bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

24) I value the expertise that the family members bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

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25) I value the expertise that students bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

26) I value the expertise that the community partners bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

27) I value the expertise that the County Office of Education staff bring to my team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

28) I feel that my voice is valued by the members of my district team.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

29) On a scale from 1 to 10, to what extent has the decision making within your district team been shared between the all members? (Slide the button to select your answer)

1 _____ [] _____ 10

District Community Engagement Practices

30) The statute states that the purpose of the CEI is to build capacity in communities and school districts to have difficult conversations to build trust and improve student outcomes. To what extent has your district had difficult conversations with families and community members? Choose the phrase that best describes your experience at your district:

() My district has had difficult conversations with families and community members to build trust and improve student outcomes

() We don't need to have difficult conversations to build trust and improve student outcomes

() My district knows we need to have difficult conversations to build trust and improve student outcomes but we haven't had them yet

() My district needs to have difficult conversations to build trust and improve student outcomes but we don't know we need to

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31) To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My district has processes in place to incorporate the voices of all stakeholders regardless of culture, language, or experience.	()	()	()	()	()
My district values the input of the parent advisory committees during the LCAP process.	()	()	()	()	()
My district enacts relevant policies based on the input of the parent advisory committees.	()	()	()	()	()
My district's community partners meet the needs of the students in our district.	()	()	()	()	()
My district's community partners meet the needs of the families in our district.	()	()	()	()	()

32) The data our district collects enable us to understand the effectiveness of our community engagement efforts.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not know enough to comment on this answer	We don't collect anything

33) My district has a process for reflecting on data and making improvements to our community engagement practice.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not know enough to comment on this answer

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34) I find the LEA self-assessment reflection tool useful to improving our community engagement practice.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not know enough to comment on this answer	I am not aware of the LEA self-assessment tool	I am not aware of how the LEA self-assessment tool is used at our district

System of Support Questions

35) The System of Support has a goal to disrupt the systemic bias and inequities within the current system and to develop a new system that will increase achievement and engagement to improve student outcomes. In order to reach this goal, organizations may need to increase their capacity in certain areas. Rank in order from 1 to 4 (with 1 being your organization's greatest need for support and 4 being your lowest need) the items below:

- _____ Knowledge of best practices to address the systemic bias in the current system
- _____ Implementing practices to address the systemic bias in the current system
- _____ Changing organizational mindsets (mental models) that perpetuate the current system
- _____ Building the strategies and systems to bring my agency to the next level of programmatic and organizational maturity needed to effectively and efficiently advance our mission and inspire others to do the same

The System of Support is intended as a new way to transform K-12 education in California to address inequities in the system and improve outcomes for all students.

36) Take an aspirational stance about what you hope this new way of supporting schools and districts could accomplish. How could this new way of supporting schools and districts help transform K-12 education? List as many ideas as come to mind.

37) Given your answers above, what supports do you need to grow/build a System of Support that will achieve that vision? List as many supports as come to mind.

38) Is there anything else that you would like us to understand about your work within the System of Support?

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Additional Feedback

39) Is there anything—positive or negative--you would like to share about your experience in the PLLN thus far that isn't reflected in your responses to the survey questions you just answered? If so, please describe. A reminder that this survey is anonymous and confidential.

40) Are you interested in participating in a group interview at the end of April to share your perspectives?

☐ Yes

☐ No

Thank You!