



21CSLA Year 1 & 2 Formative Evaluation Report



University of California, Los Angeles

Conducted by SRM Evaluation and
Assessment Group as part of 21CSLA's
internal evaluation

September 2022

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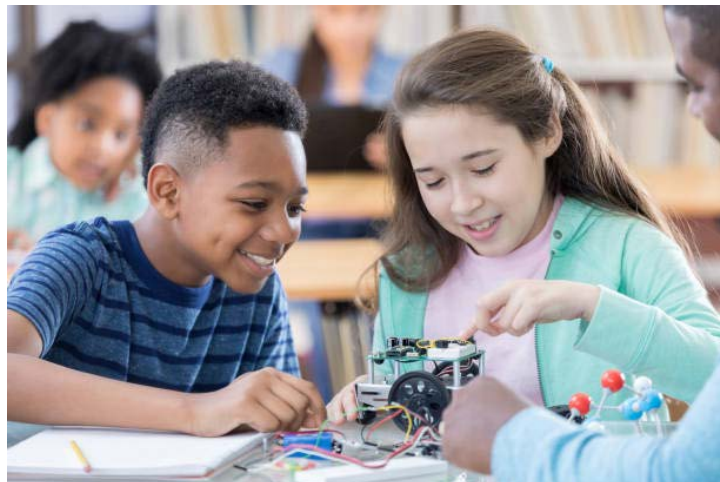
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Executive Summary

The 21st Century School Leadership Academy (21CSLA) is a California Department of Education (CDE) grant-funded initiative in partnership with the California Collaborative for Educational Excellence (CCEE) and the State Board of Education (SBE) that provides professional learning and support to California's preK-12 education leaders. The purpose of the initiative is to support leaders in creating more equitable learning opportunities for their students.



The initiative is administered by the 21CSLA State Center, which is housed at the University of California (UC) Berkeley Graduate School of Education in partnership with UC Los Angeles (UCLA) Center X and the California Subject Matter Projects (CSMP). The professional learning is delivered and facilitated by seven regional academies. In the winter of 2020–2021, 21CSLA began providing equity-focused professional learning opportunities for leaders across the state.

The 21CSLA State Center [herein referred to as the Center] conducted an internal *formative* evaluation in its first two years. The purpose was to understand how the program was being implemented and to what extent it was building capacity for Regional Academies to deliver professional learning. Regional Academies offer professional learning through communities of practice, localized professional learning that targets local needs, and leadership coaching. This evaluation was performed by the Social Research Methodology (SRM) Evaluation and Assessment Group as part of the partnership with the UCLA. The findings from the evaluation were shared with the Center and the Regional Academies at the end of Year 1 and mid-year in Year 2. This report includes the most notable findings over the two years, and answers the following evaluation questions:

1. How and to what extent is the 21CSLA State Center building capacity for the Regional Academies to facilitate professional learning that is rooted in equity-centered leadership principles and continuous improvement.
2. How and to what extent are the Regional Academies implementing professional learning that builds capacity in leadership and continuous improvement that advances equity.
3. How and to what extent are Regional Academy participants demonstrating an increase in leadership and continuous improvement capacity that advances equity?

Summary of the Findings

This section provides a high-level summary of the findings. More detail can be found in the Findings section of the report.

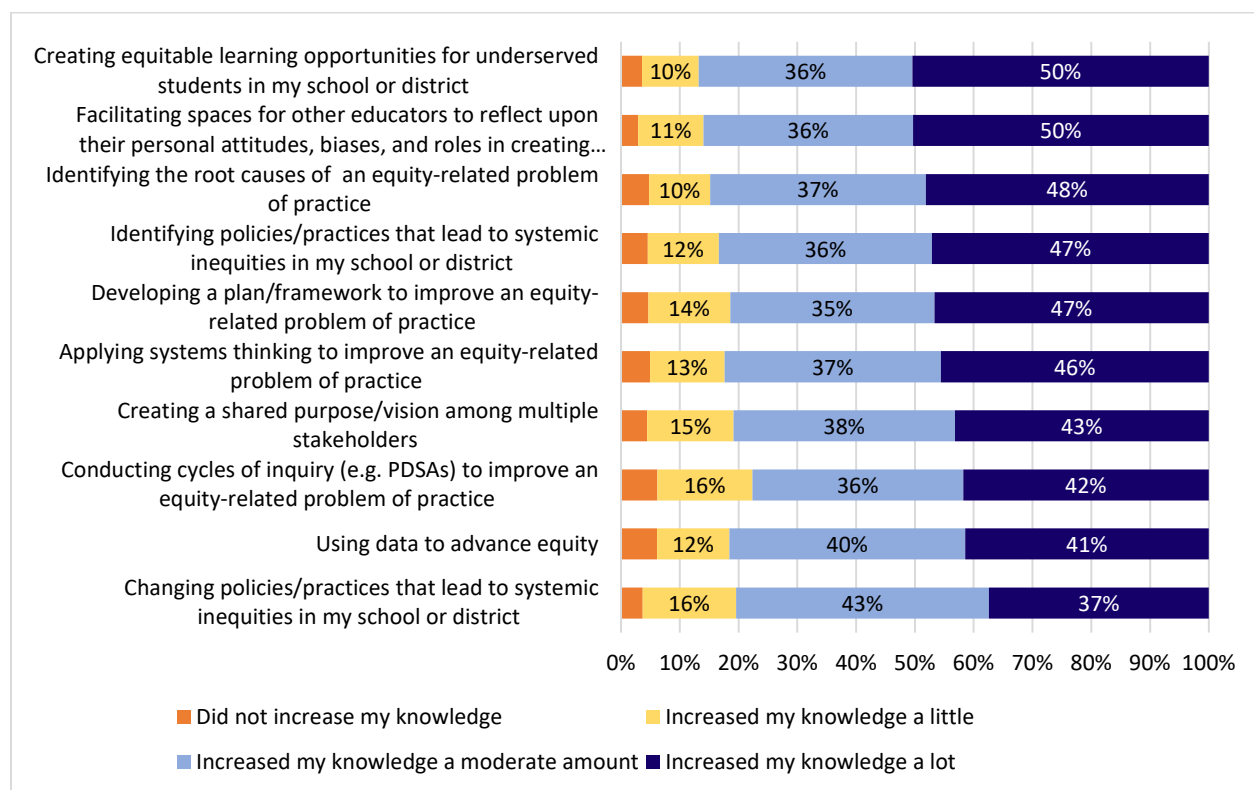
In response to the first evaluation question, the findings suggests that the Center effectively built capacity to support the Regional Academies in delivering professional learning, both in Year 1 and Year 2. In Year 1, the Center developed infrastructure and routines for communicating information and provided opportunities for Regional Academy staff to learn about equity-centered leadership and continuous improvement practices and concepts. Many Regional Academy leads and coordinators indicated that they increased their knowledge in those areas. In Year 2, Regional Academy leads continued to appreciate the opportunities to learn together and collaborate through Collective meetings and retreats. However, they did identify three areas for improvement: a more consistent communication format used by Center staff instead of multiple platforms to receive information, such as Slack and Google Drive; a more user-friendly collaboration platform, as some found the Hub difficult to use; and improved communication around the UTK initiative.

In response to evaluation questions two and three, the findings also suggest that Regional Academies are implementing meaningful professional learning that builds capacity in equity-centered leadership. The Regional Academies and their professional learning facilitators designed beneficial learning spaces that encouraged connection, engagement, and shared learning. Participants found 21CSLA professional learning to be valuable and meaningful, and felt the professional learning facilitators and coaches were knowledgeable and supportive. Additionally, they appreciated the opportunities to connect with others who were doing similar equity work. The following quote summarizes this sentiment.

I'd like to just say that the people responsible for facilitating the training that I've been part of were highly knowledgeable, highly competent, and there was never a time or even part of a time in any of those meetings that I thought, 'Wow, this is what I'm spending my time on when I should be X, Y and Z.' The entire time I've been in those sessions, it's been valuable, it's been meaningful, it's been engaging.

Participants also perceived increases in their equity-centered leadership and continuous improvement knowledge and skills, as shown in Figure 1, on the next page.

Figure 1: Perceptions of Knowledge Increases as a Result of 21CSLA Professional Learning, Participant Survey, May 2022. (n = 438 – 477)



However, there are still areas for growth. Explicit continuous improvement practices were only observed at a handful of the observed communities of practice, and fewer participants indicated that they were “mostly/extremely” confident in the equity-centered and continuous improvement practices that explicitly mentioned *improving* an equity-related problem of practice or changing practices than in other areas. Additionally, while participants felt they increased in their knowledge of equity-centered leadership and continuous improvement, they also indicated that more could be done to help them apply these practices in their districts and schools.

Regional Academy leads also identified opportunities for improvement. They shared challenges related to recruitment, consistent attendance and attrition, and meeting the needs of rural areas. As part of these challenges, some leads shared concerns about meeting the grant deliverable for the specified number of unduplicated participants. They felt that it hindered them from focusing on the deeper, long-term learning necessary for changing school systems because they were incentivized to continually enroll new participants versus returning ones. One lead voiced this concern:

We really look at this as an opportunity to have continuous improvement. The leader could come in every year, take different professional learning, and really grow as a leader through us, especially as they change roles and maybe move from teacher to site to central office. And sometimes, I think the way that the deliverables ...increase exponentially every year, that it, it's sometimes more about us getting numbers in

versus building long-term deep leadership development. And so, that's kind of a big picture concern I have.

Regional Academy leads also shared recruitment challenges related to working with county offices of education who were not directly involved with 21CSLA. For some regions, it was difficult to get support from the other county offices of education, which may be partially due to the fact that county offices of education also have their own professional learning that competes with 21CSLA. Leads also shared that they are currently focusing on building relationships with these county offices and/or building structures for working with them more effectively. Another recruitment challenge was related to rural areas: it was difficult to meet grant numbers for less densely populated areas or the large geographic areas of the regions made it difficult to recruit those from far away rural counties.

Lastly, as a further testament to participants' appreciation of the program, many focus group participants expressed a desire to keep participating in 21CSLA professional learning and asked how they could learn more about the available 21CSLA offerings. They also suggested that the Regional Academies could do more outreach in addition to what they were currently doing. When combining this information with recruitment challenges that Regional Academy leads shared in their interviews, it suggests further analysis is needed to understand a potential awareness gap of the program.

Areas for Growth & Recommendations

Based on the findings over the last two years, and in the spirit of continuous improvement, the evaluation team offers the following recommendations in response to identified challenges or areas for growth and improvement.

21CSLA Area for Growth 1: While the findings indicate that participants are more intentionally applying an equity lens in their work and in conversations with colleagues, using data to inform decisions, and collaborating with colleagues, there is still an opportunity for growth in supporting leaders to *apply* practices that advance equity. In the focus groups, some participants shared it was challenging getting buy-in from others in their districts and that change takes time. Additionally, the survey results suggested that participants were least confident in how to change practices that lead to systemic inequities in their schools or districts.

Center and Regional Academy Recommendation: Develop a more explicit program theory of change or logic model that identifies the expected leader practice outcomes necessary to *“transform education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive”* (21CSLA Equity Statement). As part of this theory of change or logic model, the Center and the Regional Academies could collaborate to identify what 21CSLA professional learning activities are expected to lead to a change in both the specific leader practices to advance equity, as well as transform the organizations in which they are situated. The Center should also integrate their research and work from Year 2 regarding how to define and conceptualize equity leadership.

By developing this framework, the Center and the Regional Academies will be able to more explicitly identify and target what practices leaders need to apply to transform systems and what professional learning is necessary to support leaders' application of these practices.

21CSLA Area for Growth 2: While the findings suggest that participants perceive increases in knowledge regarding continuous improvement practices, the observations suggest that continuous improvement practices are not always embedded in communities of practice. Furthermore, the survey data also indicated that participants are less confident in applying the equity-centered and continuous improvement practices that explicitly mentioned *improving* an equity-related problem of practice or *changing* policies/practices that lead to systemic inequities.

Center and Regional Academy Recommendation: Revisit the expectation for building the continuous improvement capacity of leaders, particularly through communities of practice. The 21CSLA Professional Learning Guidance Document (June 2021) states: *21CSLA communities of practice provide a space for leaders in similar roles to engage in communities of practice that focus on equity-centered problems of practice using continuous improvement to strengthen their capacity for transformational leadership.*

However, the document is less clear about how continuous improvement should be embedded in communities of practice. Thus, there is a need to better understand what this means in practice. The Center should collaborate with the Regional Academies to develop clear expectations for integrating continuous improvement in communities of practice based on current needs and provide any necessary support.

21CSLA Area for Growth 3: The Regional Academy leads shared challenges related to recruiting participants and increasing awareness of the 21CSLA program throughout their regions, which cover multiple counties. Many focus group participants indicated that they wanted to attend more offerings but did not know how to find information. They suggested more outreach, and were unaware of the current outreach conducted by Regional Academies. Thus, there is an "awareness gap." There is interest and there is outreach, but some potential participants are not receiving the necessary information.

Center and Regional Academy Recommendation: Consider why there is this gap. Engage in continuous improvement practices to better understand this problem. Additionally, recognizing the challenges of doing outreach in counties with county offices of education that may not be directly affiliated with 21CSLA, consider more statewide opportunities to increase awareness of 21CSLA professional learning, such as increasing presence in education practitioner associations and conferences. Consider if there are other opportunities to promote the 21CSLA brand throughout the state.

21CSLA Area for Growth 4: The Regional Academy leads shared a recruitment challenge related to recruiting a certain number of unduplicated participants. They felt that it hindered them from focusing on the deeper, long-term learning necessary for changing school systems because they were incentivized to continually enroll new participants versus returning ones.

The 21CSLA Professional Learning Guidance Document (June 2021) includes the following passage that suggests the need for "sustained" professional learning rather than "one-time" professional development trainings.

In recent years, many policy-makers have shifted investments away from professional development to professional learning. Scherff (2018) writes, "There is a useful

distinction between traditional 'professional development' and professional learning, which is intended to result in system-wide changes in student outcomes. Professional development, which 'happens to' teachers, is often associated with one-time workshops, seminars, or lectures, and is typically a one-size-fits all approach. In contrast, professional learning, when designed well, is typically interactive, sustained, and customized to teachers' needs. It encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts."

21CSLA extends Scherff's description to educational leaders at the classroom, site, and district level by focusing on interactive, sustained, and customized professional learning offerings focused on leading for equity.

Center Recommendation: In order to follow 21CSLA guiding principles, the Center should consider whether the grant deliverable requirements, as currently written, disincentivizes the Regional Academies from retaining leaders for multiple offerings because they are focused on recruiting new participants to meet their requirement. Because the grant deliverables do not explicitly restrict returning leaders, except in the case of coaching, the Center may need to examine how grant structures may be *unintentionally* hindering prospects for longer-term sustained professional learning. The Center should meet with Regional Academy leads to better understand this challenge, and continue to support them in providing sustained professional learning while serving a growing number of leaders.

Conclusion

The findings suggest that 21CSLA is a beneficial program that is building capacity for equity-centered leadership professional learning in California. The Center is supporting the Regional Academies in delivering well-received professional learning through the development of effective infrastructure and communication structures, along with providing opportunities for Regional Academies to collaborate and grow in their own equity-centered leadership and continuous improvement expertise. The 21CSLA participants overwhelmingly found the professional learning relevant, enjoyable, and an effective use of their time. They also felt it increased their knowledge of equity-centered leadership principles and continuous improvement practices. However, as described in the previous section, there are still opportunities to grow and improve the program in upcoming years.

Introduction

The 21st Century School Leadership Academy (21CSLA) is a California Department of Education (CDE) grant-funded initiative in partnership with the California Collaborative for Educational Excellence (CCEE) and the State Board of Education (SBE) that provides professional learning and support to California's preK-12 education leaders from schools and districts that receive Title II funds. The initiative is dedicated to helping leaders create more equitable learning opportunities from historically marginalized and underserved students.

The 21CSLA State Center is part of California's Statewide System of Support. It is headquartered at the UC Berkeley Graduate School of Education and is a partnership with UCLA Center X as part of the School of Education and Information Studies, the California Subject Matter Project, and the 21CSLA Regional Academies [herein referred to as the Regional Academies]. There are seven Regional Academies across California that plan, design, and provide professional learning to meet the needs of leaders in their regions.

In an effort to continually learn and improve practices, the 21CSLA State Center [herein referred to as the Center] conducted an internal formative evaluation in its first two years. This evaluation was performed by the Social Research Methodology (SRM) Evaluation and Assessment Group as part the partnership with UCLA. The findings from the evaluation were shared with the Center and the Regional Academies after Year 1 and mid-year in Year 2. This report adds to those findings and answers the following evaluation questions:

1. How and to what extent is the 21CSLA State Center building capacity for the Regional Academies to facilitate professional learning that is rooted in equity-centered leadership principles and continuous improvement.
2. How and to what extent are the Regional Academies implementing professional learning that builds capacity in leadership and continuous improvement that advances equity.
3. How and to what extent are Regional Academy participants demonstrating an increase in leadership and continuous improvement capacity that advances equity?

Evaluators developed a framework for evaluating professional learning that was aligned with Guskey's 5 Critical Levels of Professional Development (Guskey, 2000) and the Centers for Disease Control and Prevention Guide to Evaluating Professional Development (2019). This framework broadly considered the following domains: implementation, Regional Academy and participant reactions, and learning and use of knowledge and skills.

The rest of the report summarizes the findings to the three evaluation questions using this framework and includes sections describing the 21CSLA program and the evaluation methodology. The results of the evaluation are meant to be used formatively – that is, to continually improve 21CSLA's professional learning and capacity-building efforts – rather than as a summative judgement of the program's success.

21CSLA Program Description

In accordance with the 2019 California Senate Bill 75, the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) re-established the California School Leadership Academy, now known as the 21st Century California School Leadership Academy (21CSLA), to provide free professional learning to local educational agencies that receive federal Title II funds. Funding for the first 3-year cycle was distributed to a state administrative center and regional academies through a competitive grant process. In the winter of 2020–2021, 21CSLA began providing equity-focused professional learning opportunities for leaders across the state.

The 21CSLA State Center [herein referred to as the Center] is housed at the University of California (UC) Berkeley, Graduate School of Education, and is a partnership with the UC Los Angeles (UCLA) Center X, which is in the UCLA School of Education & Information Studies, and the California Subject Matter Projects (CSMP). The Regional Academies directly provide the professional learning to leaders in their regions.

The seven Regional Academies are:

- Alameda Regional Academy at UC Berkeley covering Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, and Solano counties.
- Kern (Valley to Coast Collaborative) Regional Academy at the Los Angeles County Office of Education covering Fresno, Kern, Los Angeles, San Luis Obispo, Santa Barbara, and Ventura counties.
- Placer and Sacramento Regional Academy at the Sacramento County Office of Education covering Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Sutter, Tuolumne, Yolo, and Yuba counties.
- Riverside and San Diego Regional Academy at the Los Angeles Education Partnership covering Imperial, Orange, Riverside, San Bernardino, and San Diego counties.
- Shasta (NorCal ELC) Regional Academy at Chico State Enterprises covering Butte, Del Norte, Glenn, Humboldt, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity counties.
- Sonoma Regional Academy at the Sonoma County Office of Education covering Lake, Marin, Mendocino, Napa, and Sonoma counties.



- Tulare (Mid-State) Regional Academy at the Madera County Superintendent of Schools covering Inyo, Kings, Madera, Mariposa, Merced, Mono, Monterey, San Benito, Santa Cruz, Stanislaus, and Tulare counties.

All 21CSLA professional learning offerings are designed around the 21CSLA Equity Statement and aim to “transform education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive” (21CSLA Professional Learning Guidance Document, June 2021, p. 4.)

21CSLA professional learning is guided by following principles (21CSLA Professional Learning Guidance Document, June 2021):

1. Prioritize professional learning goals based on local need, prioritizing equity.
2. Develop research-based approaches targeting those specific goals.
3. Evaluate the program’s effectiveness.
4. Strategically implement ongoing learning opportunities to extend and sustain the impact of professional learning.

Professional learning is provided primarily through three approaches: communities of practice, localized professional learning offerings, and leadership coaching.

Communities of Practice: Communities of practice are social and interactive learning spaces based on the Wenger concepts in *Communities of Practice* (1998). In 21CSLA, communities of practice are organized by leaders engaging in similar practices and equity-related problems of practice. Leaders are expected to utilize continuous improvement as part of the communities of practice. Members are encouraged to bring and share their identities and experiences to learn together (21CSLA Professional Learning Guidance Document, June 2021). Regional Academies may facilitate these offerings directly or hire outside professional learning consultants with expertise in the relevant topics.



Localized Professional Learning: In 21CSLA, localized professional learning is informed by local needs and input. Through a needs assessment or analysis of other data, Regional Academies develop a customized equity-focused learning program for their regions (21CSLA Professional Learning Guidance Document, June 2021). Regional Academies may facilitate these offerings directly or hire outside professional learning consultants with expertise in the relevant topics.

Leadership Coaching: Leadership coaching is an individualized form of professional learning provided to school or district leaders for one year. This equity-focused leadership coaching is rooted in principles of adult learning and driven by the leaders’ learning goals (21CSLA

Professional Learning Guidance Document, June 2021). Regional Academies hire or contract with coaches to work with the local leaders.

As part of the first 3-year grant cycle, the Regional Academies were tasked with certain requirements and deliverables for the three approaches (21CSLA Professional Learning Guidance Document, June 2021).

- For the communities of practice, each Regional Academy was required to provide six communities in year one, increasing to 12 by year three of the grant. Each community of practice was expected to enroll approximately 15 participants and offer at least 12 hours of sessions.
- For the localized professional learning, the Regional Academies were required to assess the local needs of their regions and develop a customized program of professional learning. Each offering was expected to serve at least 30 participants and provide at least 12 hours of professional learning.
- The leadership coaching expectations emphasized recruiting leaders with higher levels of Title II students and leaders who were of color or from other underrepresented groups. Each coaching participant was expected to receive a minimum of 25 hours of individualized coaching over the course of one year. By year 3, Regional Academies were expected to serve at least 60 leaders annually.

1. How and to what extent is the 21CSLA State Center building capacity for the Regional Academies to facilitate professional learning that is rooted in equity-centered leadership principles and continuous improvement.
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21CSLA Year 1 & 2 Formative Evaluation Report

Evaluation Question 1: Center implementation of infrastructure and routines to promote communication, collaboration, and learnings; Regional Academy reactions to Center capacity-building activities; Regional Academy learnings due to Center capacity-building activities.

Evaluation Questions 2 and 3: Regional Academy implementation of professional learning; participant reactions to professional learning; participant learning and use of knowledge and skills.

Findings and data were shared with the Center and the Regional Academies at the end-of-Year 1 and mid-year in Year 2. The results shared in this report include the most notable findings over the two years in relation to the evaluation questions. While the findings in this report do not incorporate all of the data sources, the Data and Analysis Methods section below does include all of the data sources collected and analyzed over the two years.

Data and Analysis Methods

The evaluation team collected data using multiple methods, drawing from surveys, interviews and focus groups, observations, and document analysis. In most cases, these data were triangulated to provide multiple sources of evidence to evaluate a domain and indicator (e.g., learning and use). In some cases, there was one primary source that informed the analysis, such as relying on Regional Academy lead interviews to understand implementation challenges by Regional Academies.

Year 1 Center Team Interviews

Members of the Center team were individually interviewed in May and June of 2021 to learn more about their work supporting Regional Academies, their communication and collaboration infrastructure, and their own continuous improvement efforts. The evaluation team interviewed 11 individuals. The interviews lasted approximately one hour. The interviews were reviewed and analyzed for common themes and patterns.

Year 1 Observations of Center/Collective Meetings and Document Review

Between January and April 2021, the evaluation team conducted observations (n = 14) to better understand how the Collective meetings were facilitated and delivered. The team observed a mix of program development, coaching collective, consultation, and Center team meetings. Field notes were taken for each observation and analyzed for evidence related to equity-centered principles and the Quality Professional Learning Standards (QPLS). Meeting documents, such as agendas and slide decks, were also reviewed for the same evidence.

Year 1 Regional Academy Team Group Interviews

In April and May 2021, evaluators conducted group interviews with Regional Academy teams, including the leads and coordinators. The purpose of the interviews was to learn about the Center's capacity-building support, their satisfaction with these supports, and what additional assistance they still needed. Group interviews were conducted with each of the seven Regional Academies. The interviews lasted approximately one hour. The interviews were reviewed and analyzed for common themes and patterns across the regions.

Year 1 Regional Academy Lead and Coordinator Survey

The Regional Academy leads and coordinators received a survey in June 2021 to learn about their reactions and satisfaction with the Center's capacity-building activities. The survey also

asked questions to learn whether they increased in their knowledge (self-perceptions) of equity-centered leadership and continuous improvement principles and practices since participating in 21CSLA. The evaluation team sent the survey via email using the Qualtrics online survey platform. It was sent to 19 individuals, with 11 completed surveys for a response rate of 58 percent.

Year 2 Regional Academy Lead Interviews

The evaluation team conducted interviews of Regional Academy leads in May 2022 (n = 7) to gain their perspectives on implementation, including what went well and any potential challenges. Interviews were approximately 45 minutes long. The interviews were transcribed, coded, and analyzed for common themes and patterns across the regions.

Year 2 Observations of Communities of Practice and Document Review

Observations were conducted in both December 2021 for mid-year observations (n = 11 observations) and between March and April 2022 for end-of-year observations (n = 12 observations), for a total of 23 observations. Observations lasted one to two hours, depending on the community of practice duration. Field notes were taken for each observation and analyzed for evidence that indicated whether offerings were aligned to equity-centered leadership and continuous improvement practices as well as the elements of effective communities of practice.

Year 2 Participant Surveys (mid-year and end-of-year)

In year 2, two surveys – a mid-year survey and an end-of-year survey – were administered to individuals that registered for 21CSLA offerings, including communities of practice, localized professional learning, and leadership coaching. The first survey was administered in December 2021 by UCLA, via email using the Qualtrics online survey platform. The Regional Academies provided an email list of registrants who signed up for offerings in Year 2, up to November. The survey was sent to 1,018 registrants, with 282 respondents, for a response rate of 28 percent. Two hundred fifty-four (254) were deemed complete and used in the analysis. The mid-year survey results were provided to the Regional Academies and the Center in February 2022, and are not included in this report's findings.

The participant survey results in this report are from the May 2022 end-of-year survey. This survey was administered in May 2022 by UCLA, via email using the Qualtrics online survey platform and the same process as the mid-year survey. The Regional Academies provided an email list of registrants who signed up for Year 2 offerings, up to April. The survey was sent to 2,267 registrants, with 624 respondents, for a response rate of 28 percent. Five hundred fifty-three (553) responses were deemed complete and included in the analysis. The evaluation team analyzed the survey data descriptively. Data were weighted to account for disproportional nonresponse rates by regions. This report includes weighted survey frequencies tabulations for the end-of-year survey in the Appendix.

Year 2 Participant Focus Groups (mid-year and end-of-year)

The evaluation team conducted focus groups in December 2021 (mid-year) and between April and May 2022 (end-of-year). Each Regional Academy had one focus group per term (except where noted in Table 1). Recruitment for the mid-year focus groups was among community of practice participants, with initial recruitment focusing on five regional academies, although

only four focus groups were conducted.¹ Focus groups lasted approximately one hour. The focus group data were transcribed, reviewed, manually coded, and then analyzed to identify common themes and patterns. The mid-year focus group findings were presented to the Regional Academies and the Center in February 2022, and are not included in this report's findings.

Recruitment for the end-of-year focus groups was expanded to include individuals that participated in either communities of practice or localized professional learning offerings. The evaluators conducted one focus group per Regional Academy, for a total of seven focus groups conducted in the spring. Again, focus groups lasted approximately one hour. The evaluation team transcribed and analyzed the data to identify common themes and patterns in relation to the evaluation questions.

Table 1: Focus Group Sample by Region

Regional Academy	Mid-Year Focus Group	End-of Year Focus Group
	# of participants	# of participants
Alameda Regional Academy	6	7
Valley to Coast Collaborative (VALCO)	7	7
SCOE 21CSLA	7	7
Los Angeles Education Partnership (LAEP)	0	4
North Bay/North Coast 21CSLA Regional Academy	0	4
NorCal Educational Leadership Consortium (ELC)	0	4
21CLSA Mid-State Regional Academy	6	4
Total	26	37

Evaluation Limitations

As with most studies, this evaluation had limitations. First, survey measures of increased knowledge of equity-focused leadership and continuous improvement practices for both Regional Academy leads and professional learning participants were based on self-perceptions. Second, professional learning participants were asked about their application of practices in both focus groups and surveys. Again, these were self-perceptions of practice, which may not accurately reflect whether participants demonstrated a change in their practices.

¹ For the mid-year focus groups, only 5 of the 7 regional academies were included for recruitment, based on whether they had Communities of Practice that had already begun for the academic year as of November 2021. However, only 4 focus groups were conducted in the fall due to low recruitment and no-shows for one region.

Findings

This section presents and summarizes the findings to answer the three evaluation questions.

1. How and to what extent is the 21CSLA State Center building capacity for the Regional Academies to facilitate professional learning that is rooted in equity-centered leadership principles and continuous improvement.
2. How and to what extent are the Regional Academies implementing professional learning that builds capacity in leadership and continuous improvement that advances equity.
3. How and to what extent are Regional Academy participants demonstrating an increase in leadership and continuous improvement capacity that advances equity?

To answer these questions, evaluators developed a framework for evaluating professional learning that is aligned with Guskey's 5 Critical Levels of Professional Development (Guskey, 2000) and the Centers for Disease Control and Prevention Guide to Evaluating Professional Development (CDC, 2019). The results are broken-down by evaluation question and indicators related to implementation, reactions to professional learning, learning of knowledge and skills, and use of new knowledge and skills.

The evaluation team shared findings and data with the Center and the Regional Academies at the end-of-Year 1 and mid-year in Year 2. The results shared in this report include the most notable findings over the two years in relation to the evaluation questions.

State Center 21CLSA Capacity-building Activities

The primary role of the Center is to support the Regional Academies as they design and implement high quality equity-centered professional learning for leaders. As part of this role, the Center developed infrastructure and routines to coordinate communication and collaboration. Additionally, the Center also coordinated cross-regional meetings and communities of practice for Regional Academy leads and coordinators to support organizational capacity-building in equity-centered leadership concepts and continuous improvement. The results in this section are guided by the following question.

How and to what extent is the 21CSLA State Center building capacity for the Regional Academies to facilitate professional learning that is rooted in equity-centered leadership principles and continuous improvement.

This question was primarily answered through data collected in Year 1. However, document review and interviews with Regional Academy leads in Year 2 provided additional information.

Structures to Promote Communication, Collaboration, and Learning

In Year 1, the Center developed communication infrastructure, meeting structures, and routines to foster statewide communication and collaboration in 21CSLA. These structures continued to evolve in Year 2. They served both logistical and 21CSLA organizational capacity-building needs.

The Center developed a formal “Professional Learning Guidance Document” with the objective of providing coherence across the Regional Academy professional learning activities. The document established that “high quality equity-centered professional learning is the core mission and purpose of 21CSLA” and that it should be informed by the local context and needs of each region. The document provides guidance in the three professional learning areas: communities of practice, localized professional learning, and leadership coaching.

In October 2020, the Center launched its Collective meetings for Regional Academy leads and coordinators. The purpose of these meetings was to coordinate logistics, like regional needs assessments, and coordinate expectations for communities of practice, localized professional learning, and leadership coaching. This structure also provided a collaborative learning space for Regional Academies through their own communities of practice. For the most part, they met weekly as Regional Academies launched their professional learning. In Year 1, the Center held four types of Collective meetings that mostly rotated weekly on a 4-week cycle. These meetings were held online.

- Community of practice: A community of practice for Regional Academies to not only learn about community of practice structures, but to also learn about equity-related concepts and practices.
- Leadership coaching: Provided guidance on assessing and supporting their coaches as they sought to support leaders.
- Program development: Focused more on the logistics, such as sharing grant updates or evaluation updates. They also discussed data in these meetings.
- Consultation: Provided a space for Regional Academies to ask questions and share concerns.

In Year 2, the Center adjusted the Collective meetings due to Regional Academy feedback and their evolving needs. Again, the meetings were held online. They offered the following Collective meetings:

- Program development: Focused more on the logistics, such as sharing grant or evaluation updates.
- Leadership coaching: Provided guidance on assessing and supporting their coaches as they sought to support leaders.
- Continuous improvement community of practice: Supported shared understandings around what it means to facilitate continuous improvement that advances equity in communities of practice. It provided Regional Academies the opportunity to learn about each other’s work in this area too.
- Universal Transitional Kindergarten (UTK): Began in the spring and focused on planning for the new UTK 21CSLA initiative.
- Optional consultation time: This optional time occurred before Collective meetings. Regional Academy staff could “drop-in” and ask questions or get support.

Additionally, the Center coordinated two in-person Collective retreats in Year 2 for Center staff and partners, Regional Academy staff, and the 21CSLA Leadership Board. The fall retreat

occurred at UC Berkeley, and the spring one occurred at UCLA. These retreats provided opportunities for attendees to build relationships with each other, collaborate on pertinent topics, and receive relevant evaluation and research results.

The Center also facilitated in-person “Intervisitation Meet-ups” for Regional Academy and Center staff. There were three sessions in Year 2. Each session was hosted and planned by a Regional Academy. The sessions covered varied topics, such as “sharing our vision for leadership” and “the needs of rural educators,” and provided another opportunity for collaboration across the regions.

The Center’s communication processes and platforms also evolved over the two years. Initially, all meeting materials were stored and accessed from a centralized Canvas Learning Management System called “B Courses,” which could be accessed by the Center and Regional Academies. The Center also developed a 21CSLA website. In Year 2, documents were still stored in B Courses, but other more user-friendly communication platforms were provided, such as Slack and the Hub. The Center also disseminated the Regional Academy Digest, which is a monthly newsletter that provides updates and highlights Regional Academy activities.

Table 2 shows the Center’s expected communication and collaboration activities. These activities were determined at the beginning of the grant cycle as part of an initial logic model. As shown in the table, the Center met its expected outputs. However, as discussed in the subsequent sections, there are still opportunities to improve the Hub and communication platforms.

Table 2: Expected Center Activity/Output, Communication and Collaboration, Year 1 Logic Model

Expected Center Activity/Output	Status in Years 1 and 2
Quarterly mtgs. Between the Center and Regional Academies	The Center and Regional Academies held quarterly check-in meetings in Year 1 and 2.
Form Advisory Committee and meet at least 2 times/yr.	The Center formed the 21CSLA Advisory Council, which includes stakeholders from various organizations across the state. They met twice in both Years 1 and 2. The Center also formed a Leadership Board that met regularly and provided guidance.
Consultation and technical support to Regional Academies	As part of the Collective meetings, the Center provided opportunities and technical support in Year 1 and 2.
21CSLA/Center website	The Center developed the website in Year 1 https://21csla.berkeley.edu/platform/
Online platform to share and host resources	The Center developed the platform called “The Hub” and rolled it out in winter of Year 2. However, it is still a work in progress due to challenges using it.
Bi-monthly collaborative research webinars.	The Center held nine research webinars in Year 1 and 2. Some of the topics included were principal resilience, pandemic innovations, and reframing race.
Research Practice Partnership disseminated reports and papers.	In Year 1 and 2, 21CSLA researchers participated in projects related to resilient leadership and professional learning for equity leaders. The Center produced its first research brief in June 2022 on innovations in teaching during the pandemic.

Regional Academy Reactions to Capacity-Building Structures

The evaluation team surveyed and interviewed Regional Academy leads and coordinators in Year 1 to learn more about their satisfaction or dissatisfaction with Center's communication, structures, and support. In Year 2, leads were interviewed to better understand their experiences, what structures supports their work, and any challenges related to providing professional learning, including structural challenges.

Communication Structures

As shown in Figures 2 and 3, most Regional Academy survey participants were satisfied/extremely satisfied with the Center's communication in all areas in Year 1. Notably, more participants (6 out of 9) were extremely satisfied with the communication regarding expectations for leadership coaching, thereby suggesting that coaching expectations may have been more clearly articulated than other the areas. This may be due to the fact that the guidance document for coaching was developed and shared with Regional Academies before the other sections of the Professional Learning Guidance Document. While the community of practice guidance document was also developed in Year 1, it was not disseminated by the time of this survey. Additionally, as shown in Figure 3, all or almost all Regional Academy leads and coordinators were satisfied/extremely satisfied with the Center's customized support they received in Quarter 4 (8 out of 9) and the quarterly check-in meetings (10 out of 10).

Figure 2: Regional Academy Participant Satisfaction with the Center's Communication Regarding... (n = 11), End-of-Year 1 Survey

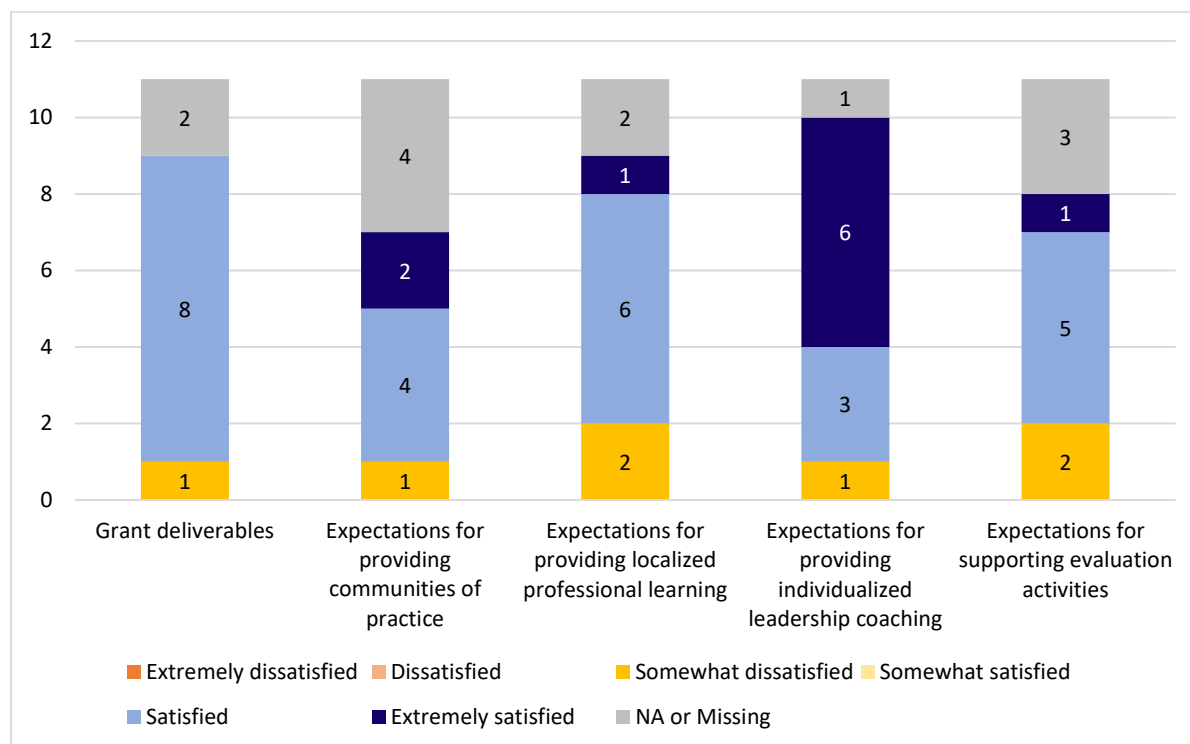
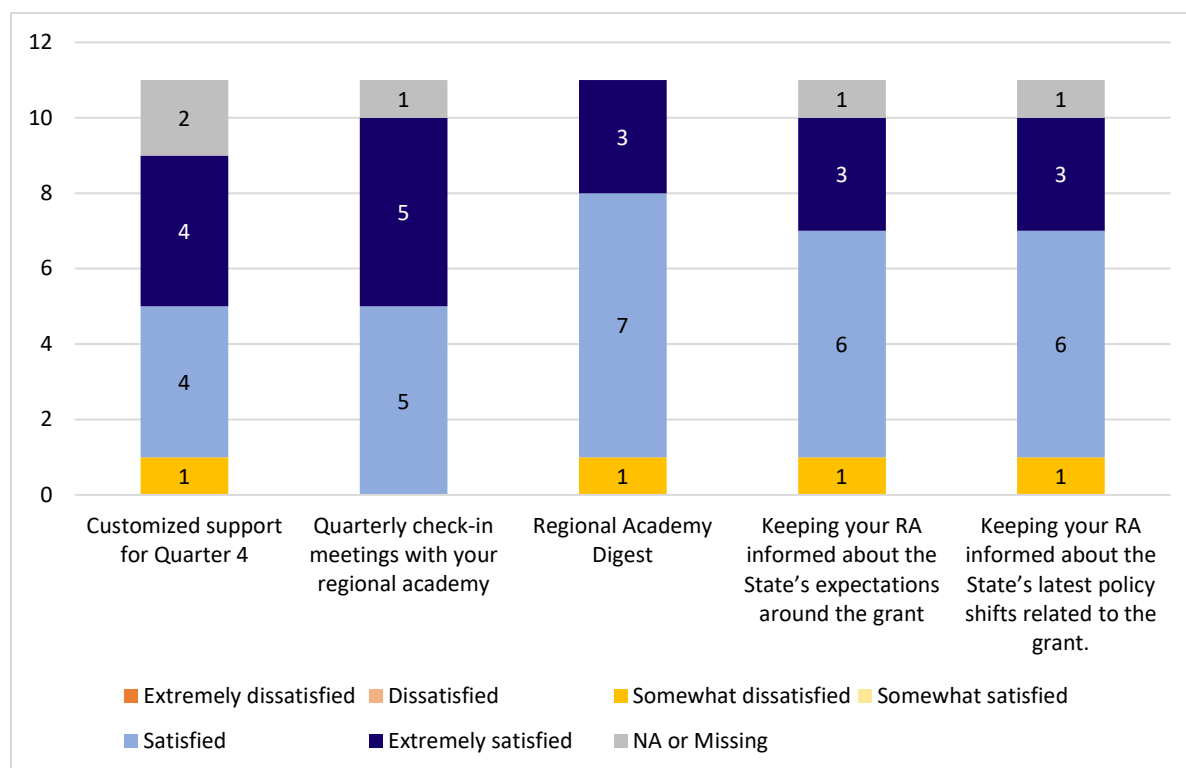


Figure 3: Regional Academy Lead and Coordinator Satisfaction with the Center's ... (n = 11), End-of-Year 1 Survey



The Regional Academy lead interviews in Year 2 also supported the Year 1 survey findings related to satisfaction with the Center's communication structures. However, in Year 2, Regional Academy leads did identify one area for improvement. Most leads shared challenges related to the communication platforms. Many did not find the Hub to be user friendly or valuable. Others felt that there should be one central location and noted that Center staff inconsistently used the communication platforms (Hub, Slack, Google Drive/Sites) to share information and documents. Some used Slack, while others used Google. As a result, it was difficult for leads to find Collective documents after the meetings. Additionally, more than half of the leads indicated a communication issue related to the new UTK initiative. They felt that the messaging was inconsistent and confusing, and needed more clarity and support related to the initiative.

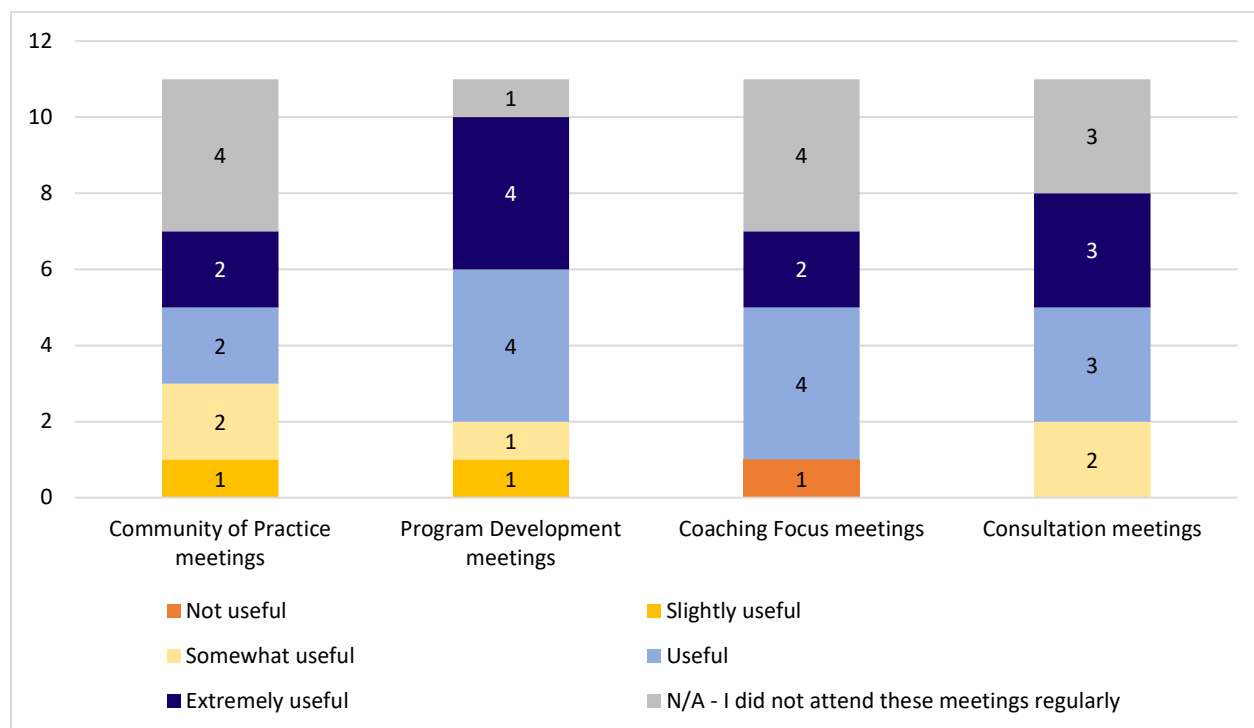
Collaboration and Learning Structures

One of the purposes of the Collective meetings and research webinars in Year 1 was to support Regional Academies in building their own expertise in equity-centered leadership and continuous improvement. As such, these meetings were considered professional learning spaces for Regional Academies.

For the most part, Regional Academy leads and coordinators who attended Collective meetings in Year 1 found them useful, felt the facilitator(s) were knowledgeable, and felt the meetings were an effective use of their time. However, as shown in Figures 4 and 5,

participants varied in their opinions depending upon the type of meeting. It is also important to point out, as noted in the previous section, that each type of Collective meeting had a different purpose.

Figure 4: Regional Academy Leads and Coordinators Perceptions of Usefulness by Collective Meeting Type (n = 11), End-of-Year 1 Survey

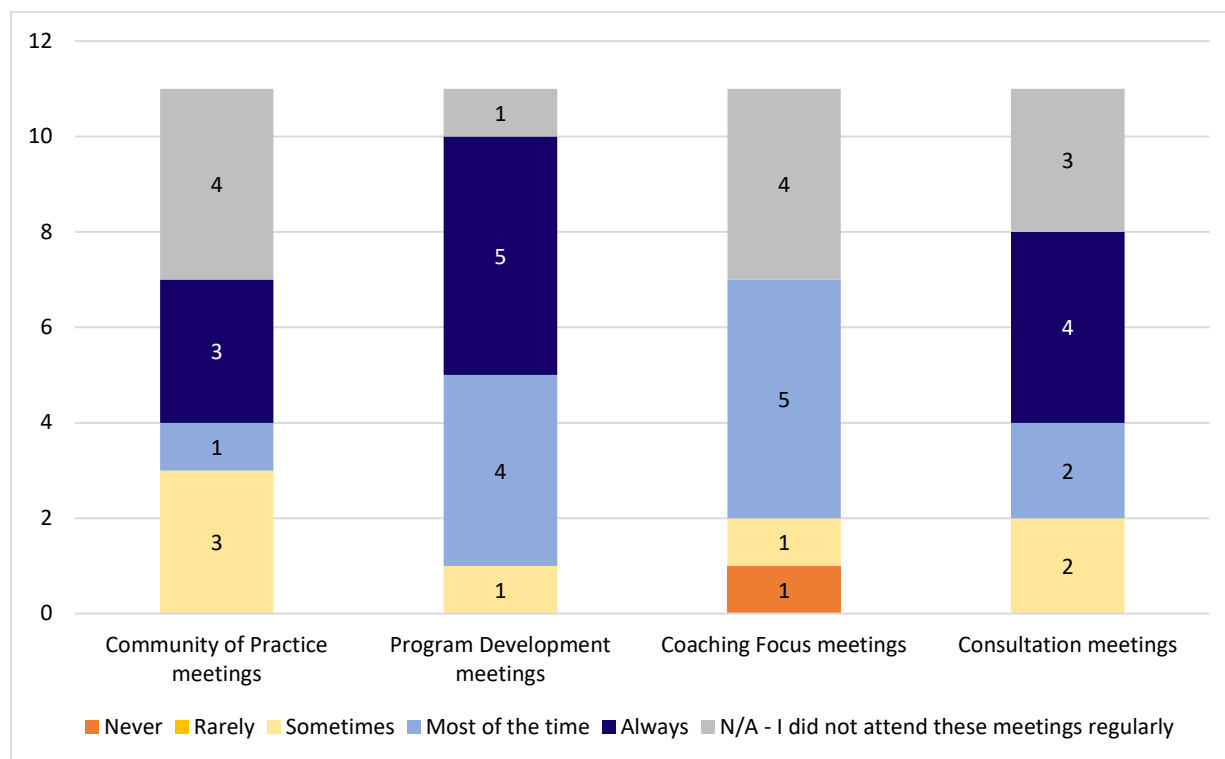


In Figure 4, the gray box represents those who did not attend each type of meeting regularly. This number may have meaning when interpreting how useful participants found the meetings. One can assume that Regional Academy participants tended to attend the meetings they found most useful. Out of the 11 survey participants, 10 of them attended program development meetings regularly in Year 1. Of those 10, 8 survey participants found these meetings “extremely useful/useful.” This suggests that Regional Academy participants found the program development useful to their role in 21CSLA in Year 1. On the other end of the spectrum, fewer participants attended the community of practice meetings regularly and found them “extremely/useful” to their role in 21CSLA (4 survey participants); however, it should be noted that most of the participants who attended did find them at least “somewhat useful.” These meetings were discontinued in Year 2.

Similarly, the Year 1 survey asked participants how often they considered the Collective meetings to be an effective use of their time. Figure 5 shows the results. Of those who attended regularly, the majority felt all the meetings were “always/most of the time” an effective use of their time, with a higher number of participants (9) rating program development meetings as “always” an effective use of time. Again, on the other end, a smaller

number of participants found the community of practice (4) and coaching meetings (5) to “always/most of the time” be an effective use of their time.

Figure 5: Regional Academy Leads and Coordinators Perceptions of Effective Use of Time by Meeting Type (n = 11), End-of-Year 1 Survey



The interviews in Year 2 also substantiated the idea that Regional Academy leads appreciated the Collective meetings and opportunities to collaborate. In Year 1, leads indicated they wanted more opportunities for cross-region collaboration. In Year 2, the Center responded. They added Intervisitation Meet-ups to provide more collaborative opportunities in addition to providing more opportunities for regions to share their work in the Collective meetings. In the Year 2 interviews, many leads shared how they appreciated these opportunities. One lead acknowledged the opportunity for regions to “make meaning of the work...to discuss and reflect on it and then have this conversation about what it might look in our region versus another region [and it] has been really helpful.” Another lead explicitly noted the shift:

One of the other things that I wanted has happened, which is more opportunities for regions to collaborate. And so that's happened. We've had those Meetups this year. We do more collaborations. So, I think that's something if you asked me this a year ago, that would have been my biggest issue, but there's been a lot of strides for that.

Regional Academy Learnings

Not only did the Regional Academies appreciate the meetings and the opportunities to collaborate, but they felt they were learning more about equity-centered leadership concepts

and continuous improvement. Most of the leads had experience before 21CSLA in building the capacity of K-12 leaders and conducting professional learning. Thus, in the survey, it was important to understand and acknowledge their existing knowledge (before 21CSLA) about equity-centered leadership and continuous improvement compared to their knowledge after participating in Center capacity-building activities in Year 1.

Even though the survey was a snapshot in time of the end of Year 1, they provide evidence that the Center was helping leads to learn more about equity-centered leadership concepts and continuous improvement. Figures 6 and 7 show the number of respondents who felt they were “knowledgeable” or “extremely knowledgeable” before joining 21CSLA compared to the end of Year 1. While the number of people who rated themselves as knowledgeable/extremely knowledgeable in equity-related and continuous improvement concepts and practices increased in all areas, it did vary depending upon the specific item.

As shown in Figure 6, all respondents (11) felt that they were knowledgeable in building leader capacity to improve access and opportunities for students at the end of Year 1. This was also an area that indicated growth, as 6 respondents had previously considered themselves knowledgeable/extremely. Furthermore, building the capacity of leaders to identify practices that lead to systemic inequities was another area where most participants (9) felt they were knowledgeable/extremely after Year 1. In the two areas of building capacity to create a shared equity-related vision and to change practices that lead to system inequities, slightly more than half of the respondents (6) considered themselves knowledgeable/extremely at the end of Year 1. Additionally, five out of 11 respondents felt they were knowledgeable/extremely knowledgeable at the end of Year 1 in how to build the capacity of leaders to improve the intentional inclusion of historically underserved and marginalized students.

Figure 6: Regional Academy Leads and Coordinators Perceptions of Their Knowledge in Equity-Related Concepts and Practices, Before 21CSLA (One Year Ago) and After Year 1 (Now) (n = 11)

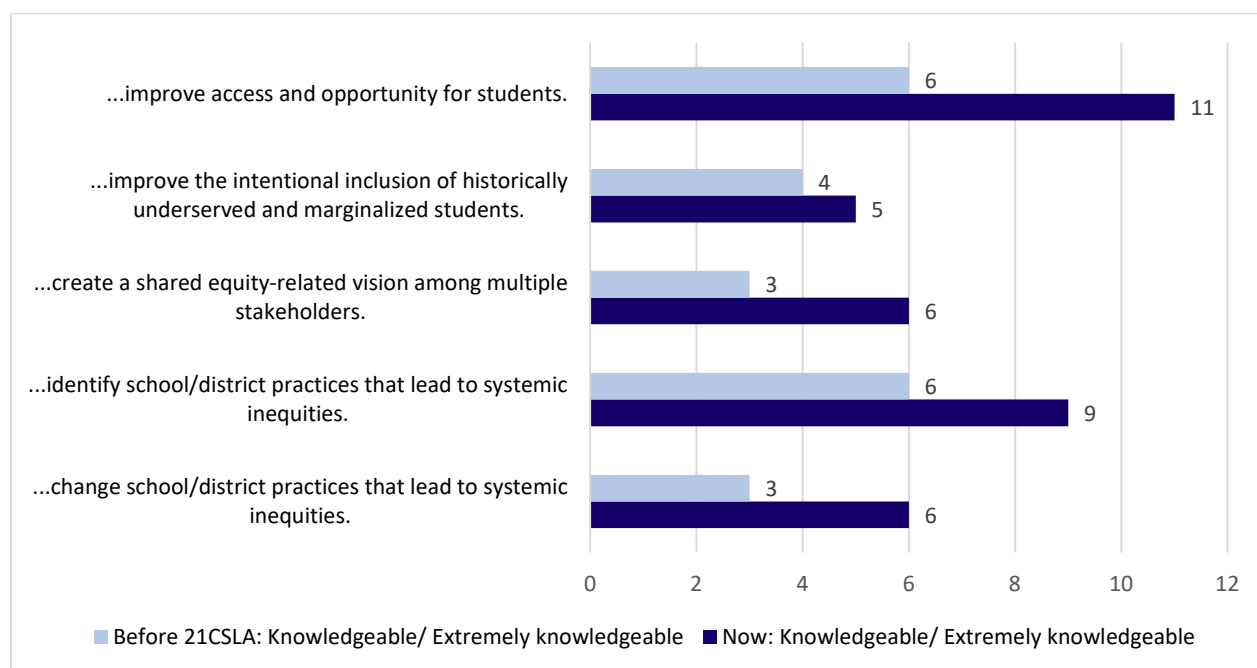
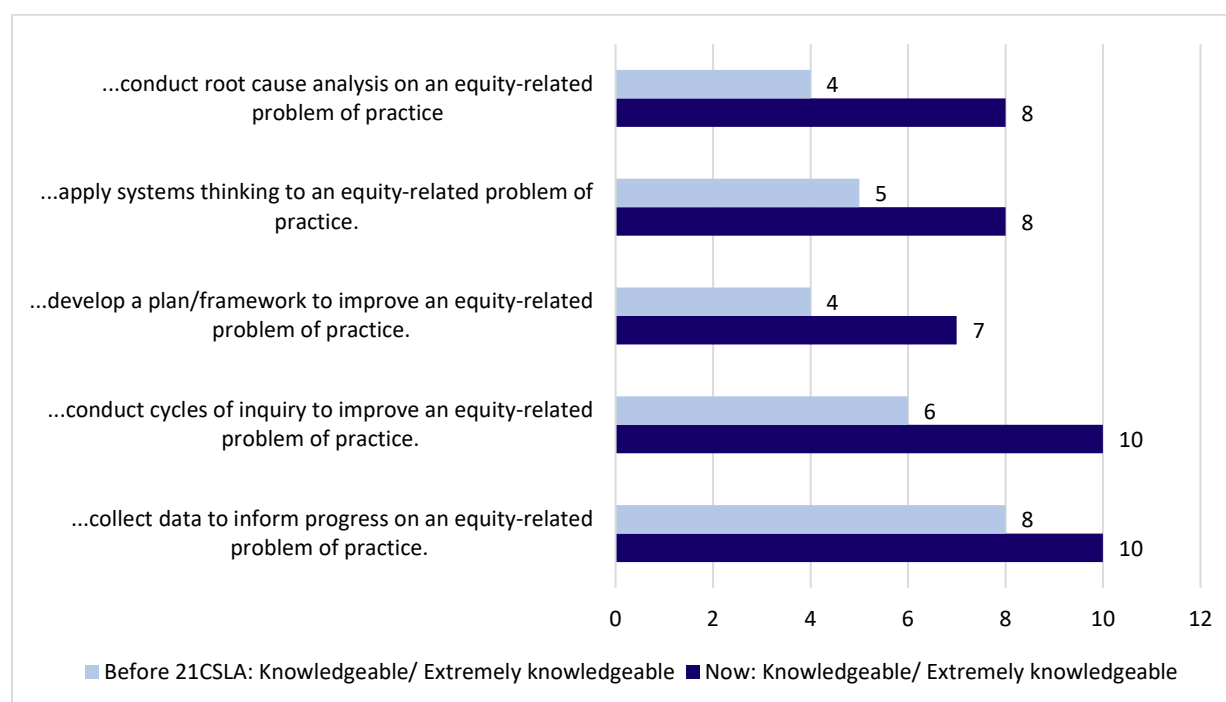


Figure 7 shows the perceptions of Regional Academy participants regarding their knowledge of continuous improvement practices. Again, there was variation depending upon the specific practice. After Year 1, all participants (10) felt they were knowledgeable/extremely knowledgeable in conducting cycles of inquiry to improve an equity-related problem of practice and collect data to inform progress on an equity-related problem of practice. Compared to before 21CSLA, this was an increase from 6 and 8 respondents, respectively. Almost all respondents (8) indicated they were knowledgeable/extremely knowledgeable in conducting root cause analysis and applying systems thinking to an equity-related problem of practice, an increase from 4 and 5 participants, respectively. Of the five practices in Figure 7, the least number of respondents (7) felt they were knowledgeable/extremely knowledgeable after Year 1 in developing a plan or framework for improving and equity-related problem; this still represented more than half of the respondents.

When comparing Figures 6 and 7, it is also notable that fewer respondents perceived that they were knowledgeable in equity-related concepts and practices than in continuous improvement practices. This suggested a need to more intentionally integrate equity concepts and continuous improvement. In Year 2, the Center implemented a Collective community of practice focused on facilitating and conducting continuous improvement that advanced equity.

*Figure 7: Regional Academy Leads and Coordinators Perceptions of Their Knowledge of Continuous Improvement Practices, Before 21CSLA (One Year Ago) and After Year 1 (Now) (n = 10)**



*1 participant did not answer the “now” items and was removed from the analysis.

Conclusion

Overall, the data suggests that the Center effectively built capacity to support the Regional Academies in delivering professional learning, both in Year 1 and Year 2. They developed infrastructure and routines for communicating information and provided opportunities to learn about equity-centered leadership and continuous improvement concepts. In Year 2, the Center created more opportunities for Regional Academies to collaborate with each other as well. The Regional Academies did identify communication platforms as an area for improvement along with improved communication around the UTK initiative.

Regional Academy Professional Learning for Leaders

The role of the Regional Academies is to design and provide high-quality, equity-centered professional learning to preK-12 school and district leaders across the state. The professional learning is offered through communities of practice, localized professional learning that targets local needs, and leadership coaching. As described previously, there are seven Regional Academies spread across the state, with some of them covering vast geographical areas. While the first year of the evaluation focused primarily on the Center's capacity-building activities, the second year concentrated on the following two evaluation questions.

EQ2. How and to what extent are the Regional Academies implementing professional learning that builds capacity in leadership and continuous improvement that advances equity?

EQ3. How and to what extent are Regional Academy participants demonstrating an increase in leadership and continuous improvement capacity (knowledge, skills, and attitudes) that advances equity?

These questions were answered through observations of communities of practice, participant focus groups and surveys, and interviews with Regional Academy leads.

Implementation of Professional Learning

During Year 2, Regional Academies offered approximately 90 unique offerings, with more than 2,400 unique registrants statewide.² The offerings covered numerous leadership and equity-related topics such as "conversations about race and racism in education," "shaping equitable learning opportunities for multilingual students," and "dismantling inequities in order to drive systemic change."² Approximately half of those were designated as communities of practice and the other half were considered localized professional learning.² According to the 21CSLA Professional Learning Guidance Document (June 2021), communities of practice facilitate learning as a social activity, where participants bring their experiences, identities, culture, and beliefs to collectively make meaning and develop knowledge related to problems of practice. 21CSLA communities of practice seek to engage participants in continuous improvement and equity-centered leadership practices. Localized professional learning, on the other hand, is not distinguished by a pedagogical approach but by identifying equity issues relevant to the local context as determined by various sources of data. These sessions should also be collaboratively developed in partnership with local stakeholders (21CSLA Professional

² Source: Estimated from Regional Academy registrations lists provided in the fall and spring of Year 2 for the surveys. The spring list represents those who registered as of April 2022. These lists also included offering titles.

Learning Guidance Document, June 2021). The Regional Academies also offered leadership coaching for district and school administrators, which they received over one year.

In an effort to better understand how professional learning was implemented, and whether it aligned with equity-centered leadership and continuous improvement practices, as well as the 21CSLA Professional Learning Guidance Document (June 2021), the evaluation team observed 23 communities of practice between the fall 2021 and late spring 2022. The evaluation team focused on communities of practice because its features were distinguishable, and observable as laid out in the elements of effective communities of practice in the 21CSLA Professional Learning Guidance Document (June 2021) and the 21CSLA Website.³ While there are six elements of effective communities of practice (21CSLA Professional Learning Guidance Document, 2021; Wenger, 1998), the evaluation team focused on joint enterprise, mutual engagement, and shared repertoire because these elements were more likely to be reliably observed in only one or two sessions.

Equity-Focused Communities

All of the observed communities of practice (23) incorporated equity, although to varying degrees. Equity was *explicitly* discussed and referenced at most of the observed sessions (20 out of 23). Almost all facilitators included the 21CSLA Equity Statement at the outset of the session. Some facilitators also fostered discussions about practices that advance equitable outcomes for students. For example, one facilitator suggested that teachers be intentional about creating opportunities for English Learners to speak, referring to this as equitable sharing of voices. In other sessions, facilitators discussed equity more theoretically, such as a session that covered a historical approach to race and racism. In a few sessions (3 out of 23), the term equity was not explicitly used. However, in these sessions, participants were still engaging in

Elements of Effective Communities of Practice

1. **“Joint Enterprise** - The enterprise is joint, not in that everybody believes the same thing or agrees with everything, but in that it is communally negotiated. In some communities, disagreement can be viewed as a productive part of the enterprise.

2. **Mutual Engagement** - Mutual engagement involves people engaging in actions whose meanings they negotiate with each other. This includes a commitment to engagement/participation that defines belonging.

3. **Shared Repertoire** - A shared repertoire includes resources that are created, shared, and belong to the community of practice. This includes routines, words, tools, ways of doing things, symbols, actions, concepts, that the community knows are a part of its practice.

4. **Negotiation of Meaning** - A complex, collectively determined response to what the members understand to be their situation.

5. **Participation** - How the sponsors and members of the community monitor, assess, and respond to differentiated participation, especially across difference.

6. **Identity (Positionality)** - Sociocultural identities are central to peoples’ sense of self and lived experiences.”

(Source: 21CSLA Professional Learning Guidance Document, June 2021, p.9)

³ <https://21csla.berkeley.edu/platform/communities>

equity-related activities, such as looking at strategies to meet the needs of underserved populations.

Continuous Improvement-Focused Communities

Only a handful of the observed sessions demonstrated continuous improvement practices. However, not all communities of practice explicitly focused on topics related to continuous improvement practices or methods, and thus, it was not necessarily expected that all observations would show continuous improvement practices. In five observations, community members engaged in some aspect of continuous improvement, such as sharing about their root cause analysis and Plan, Do, Study, Act (PDSA) cycles. Of these, some focused on continuous improvement as a topic itself, while others used continuous improvement practices as tools for understanding and improving a problem of practice or content-related topic, such as disproportionality in Special Education. Facilitators at these sessions were knowledgeable and able to provide guidance. For example, after hearing about one participant's PDSA cycle, the facilitator suggested it was time to pause and engage in causal analysis with their team, stating that more information was needed to keep moving forward. This type of prompting and gentle pushing by facilitators was often observed when participants were working through an inquiry cycle or activity.

Features of Effective Communities of Practice

The three elements of effective communities of practice – joint enterprise, mutual engagement, and shared repertoire – were demonstrated at all of the observed sessions, and through the document analysis of session materials, suggesting that many facilitators designed and implemented communities of practice that engaged participants around a joint focal area or topic and fostered community participation through routines and structures.

There was evidence of joint enterprise at each of the 23 observed sessions and through the session materials, such as agendas and slide decks. Joint enterprise refers to a set of problems or topics that members care about and is communally negotiated. All observed sessions had an identifiable topic or focus for collective learning. At some sessions the focus was more content-related, such as a facilitator presenting on the history of race and racism, while in other sessions, participants drove the focus and collectively engaged around their problems of practice. For example, one community of practice was focused on issues related to teaching in a multi-grade classroom. Each participant was conducting a PDSA cycle to learn how to best meet the needs of an age-diverse group. Participants also brought in dilemmas to share with others and receive feedback and support. In one instance, a community member needed support helping a teacher understand how that teacher's assumptions about students were influencing disciplinary practices. Notably, the strongest evidence of joint enterprise was found when the communities of practice had already been running a few sessions, had teams or pairs of participants who knew each other, and included assignments or activities that were done between sessions and brought back.

All of the observed communities of practice (23) showed evidence of mutual engagement. Mutual engagement refers to participants engaging in the shared actions or practices of the community. Participants were observed engaging in tasks, reflecting, sharing their practices, and providing feedback and affirmation amongst each other. Facilitators used strategies such as group norms and agreements or connecting activities to create a space that fostered mutual engagement. They encouraged participation through prompts, and provided various ways for members to engage, such as responding in the chat or discussing in breakout rooms.

All of the observed sessions and related session materials also demonstrated a shared repertoire, which refers to shared resources, practices, and artifacts used in these communities. These sessions had community routines, such as an inclusion and closure activity. They incorporated the use of community tools, and language for those tools, such as an empathy map, a fishbone diagram, PSDA organizers, or collaborative note-taking documents. Sessions also made use of discussion protocols that became part of the community's routine as well.

Overall, the results of the observations suggest that 21CSLA communities of practice were focused on equity-related content, whether facilitator or participant-driven, and were facilitated to foster joint enterprise, mutual engagement, and a shared repertoire of community resources and practices. Some communities also provided opportunities to build capacity in continuous improvement practices. However out of the 23 observations, continuous improvement was only observed in five sessions. While this may be somewhat expected, the Center and Regional Academies may want to consider if more communities of practice should embed continuous improvement in their sessions and consider what that looks like.

Consistent attendance was a noticeable challenge for the communities of practice. In one observed community of practice, there were two attendees. In another one that was held towards the end of the year, there were newly joined participants. This is noteworthy because it can be difficult to foster the elements of effective communities of practice and build the necessary trust for equity-focused dialogue when participants move in and out of the community. Furthermore, Regional Academies also noted attendance challenges as discussed in the next section.

Implementation Challenges

At end of Year 2, the Regional Academy leads were interviewed and asked about challenges related to their 21CSLA work. There were three themes that emerged: recruitment challenges, attendance challenges, and meeting the needs of rural areas.

Five of the seven regions indicated challenges around recruitment. Leads discussed a couple of aspects related to this challenge: 1) working with other county offices of education, and 2) meeting the grant requirement participant numbers. First, as described in the Program Description chapter, each of the seven regions includes multiple counties. Therefore, they may need to coordinate with multiple county offices of education to seek assistance with awareness and recruitment. Adding to the challenge, is the fact that county offices of education also have their own professional learning that may compete with 21CSLA, or they may have applied for the grant and are now being asked to help another organization recruit for it. For some regions, it has been difficult to get support from the other county offices of education. More than one lead used the word "political" to describe their interactions. Leads also shared how they are currently focusing on building relationships with these county offices and/or building structures for working with county offices more effectively.

Second, four regions also shared a recruitment challenge related to "turning over" participants and meeting numbers. The grant deliverables require regions to recruit a certain number of unduplicated participants. While at least one lead understood the need to spread the program, they also felt it hindered them from focusing on the deeper, long-term learning necessary for changing school systems because they were incentivized to continually enroll new participants versus returning ones. One lead voiced this concern:

We really look at this as an opportunity to have continuous improvement. The leader could come in every year, take different professional learning, and really grow as a leader through us, especially as they change roles and maybe move from teacher to site to central office. And sometimes, I think the way that the deliverables ...increase exponentially every year, that it, it's sometimes more about us getting numbers in versus building long-term deep leadership development. And so, that's kind of a big picture concern I have.

Challenges related to inconsistent attendance also emerged for four regions. These leads mostly shared issues related to attrition. They indicated that leaders would register for sessions and either not show up or attend at least one session and then drop out. These leads also voiced their understanding and concern for their leaders, recognizing the realities of education during a trying school year. As one shared:

They have so much going on. And they are so exhausted this year that we've had huge attrition. We are having real difficult time getting 25 hours of coaching in because they continue to cancel. 'Can we just meet next week?' Can we just meet next week?' Of course, of course, we understand, right.

The participant survey also provided information related to why leaders dropped out. The survey was sent to those who registered for offerings and indicated regarding whether they attended all of the meetings of their most recent offering (42%), more than half of the meetings (31%), half of the meetings (9%), fewer than half (16%), or none (3%) (n = 513).⁴ Of those who attended one-half or fewer of the meetings, the most common reason given for missing was scheduling conflicts (72%), followed by their schedule changing after they registered (27%), as shown in Table 3. Only 11 percent of respondents indicated that the sessions were held at an inconvenient time. This suggests that the time of day might be less of an issue than last-minute scheduling conflicts, which may be difficult to avoid from a planning perspective.

Table 3: Reasons for Missing Sessions, Year 2 Participant Survey (n = 140)

Reason for Missing	Number	Percentage of Respondents
I often had scheduling conflicts	101	72%
My schedule changed after I registered	38	27%
My work responsibilities changed after I registered	27	20%
The sessions were held during inconvenient times	16	11%
The sessions weren't a valuable use of my time	6	3%
I needed to provide coverage for a classroom	3	2%
I couldn't get coverage for my classroom	1	<1%
Other	20	15%

Note: Percentages add to more than 100% because participants could choose more than one answer.

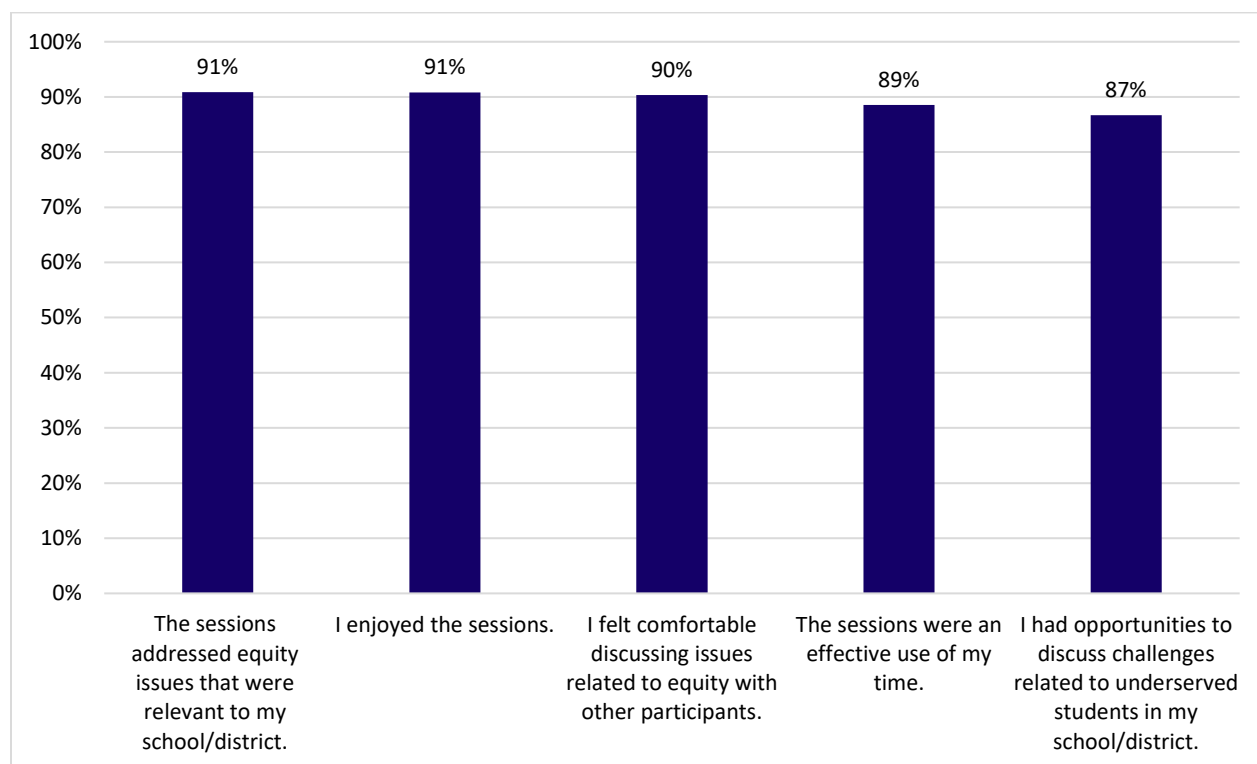
⁴Percentages add to more than 100% due to rounding.

Lastly, four regions indicated challenges related to meeting the needs of rural areas. They discussed how the deliverables were difficult to meet in less densely populated areas. For example, one lead shared that enrolling at least 15 participants for a community of practice or 30 in a localized learning session is challenging when local rural schools may only have a few teachers in the whole school. Another lead shared that they felt like the deliverables were designed for more urban areas. One lead also shared that in large geographic regions it was difficult to recruit those from far away rural areas.

Participant Reactions to Professional Learning

Participating leaders across California overwhelmingly felt that 21CSLA professional learning was a positive and valuable opportunity. The end-of-Year 2 participant survey revealed that a vast majority of participants who attended a community of practice or localized professional learning felt the sessions were always/most of the time relevant (91%) and an effective use of their time (89%), shown in Figure 8. Participants also indicated that they always/most of the time enjoyed the sessions (91%), felt comfortable discussing equity-related issues with other participants (90%), and had opportunities to discuss challenges related to underserved students in their school or district (87%).

Figure 8: Reactions to 21CSLA Communities of Practice and Localized Professional Learning, % “Always/Most of the Time,” Participant Survey, May 2022. (n = 480 – 491, depending on the survey item)



In the focus groups, participants indicated their appreciation for 21CSLA sessions and shared more about their experiences. Participants felt the sessions provided spaces for them to collaborate with others who were also interested in equity-related issues. One participant shared the following quote that captures the gratitude they felt for the space, content, and opportunity to connect with others doing similar work. Others expressed a similar sentiment.

It was more designed as an opportunity for those that are doing equity work to connect with each other. And, so that was definitely something that those of us that went felt like was needed, especially [because] many of us are like the only equity title person... sometimes [for] an entire district. And, so I felt that was helpful to have a space to talk about things. And, then each time they would ask for feedback, like, I would notice that they would bring that into the next time we connected. Like, 'hey you mentioned you wanted some time for this and some time for that.' I felt like that was one of the things that I felt was important, memorable, to have a safe space to talk with people who are doing specifically directed equity work within their field.

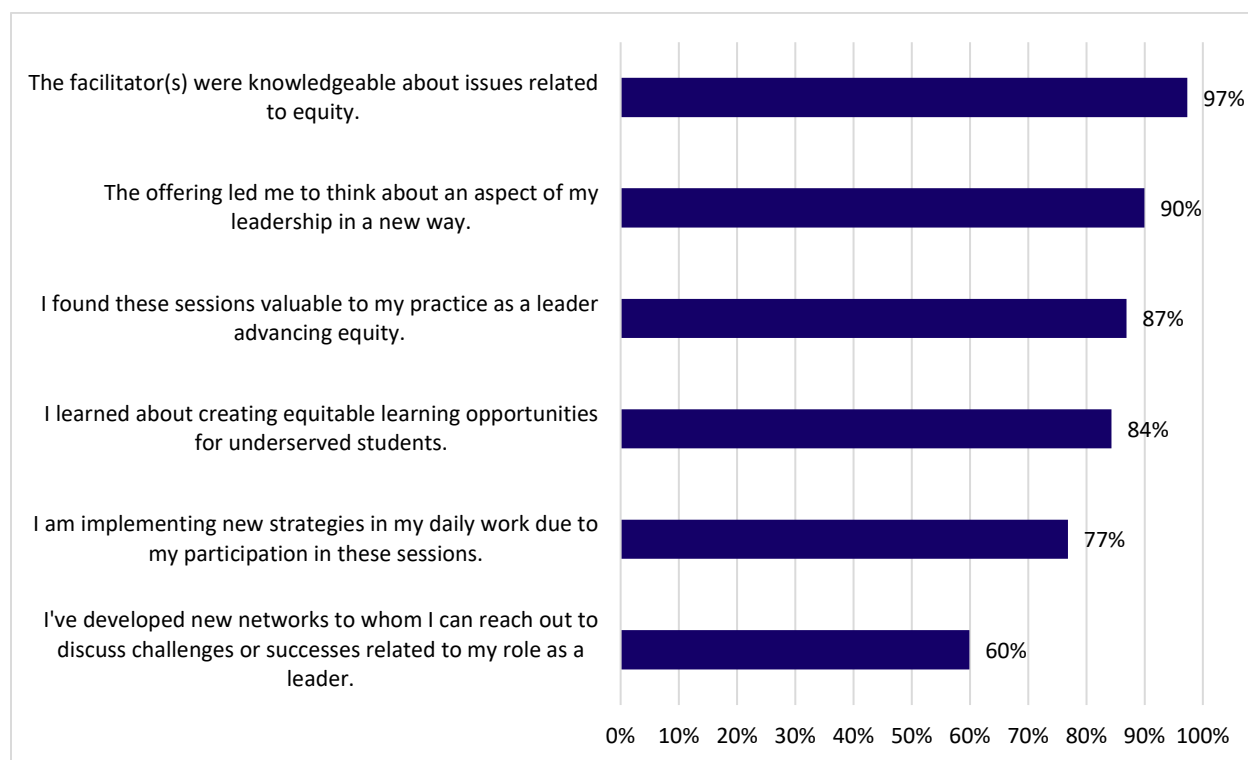
As shown in Figure 9, the vast majority of community of practice and localized professional learning participants strongly agreed/agreed that their facilitators were knowledgeable about equity issues (97%). Nine out of ten felt that the offering led them to think about an aspect of leadership in a new way (90%), and that sessions were valuable to their practice as a leader advancing equity (87%). A slightly smaller percentage, however, strongly agreed/agreed that they were implementing new strategies due to their participation (77%). While still notably high, it does represent a 10-percentage point difference from those who found the sessions valuable to their practice. This potentially suggests that even though some may find the sessions valuable they might not be applying new strategies in their daily work.

It is also worth noting that 60 percent of participants strongly agreed/agreed that they developed new networks through their participation in 21CSLA learning. Depending upon the goals of the 21CSLA program and the specific professional learning offering, this could be a potentially reasonable number or low one (considering 40% did not develop new networks).

Focus group participants also found the sessions to be valuable and their facilitators to be knowledgeable. Many of the participants shared positive feedback about the facilitators and their coaches. They found them to be engaging, helpful, and responsive to their needs. More than one noted how the facilitator responded to their specific feedback and adjusted the next meeting. One participant shared the following:

I'd like to just say that the people responsible for facilitating the training that I've been part of were highly knowledgeable, highly competent, and there was never a time or even part of a time in any of those meetings that I thought, 'Wow, this is what I'm spending my time on when I should be X, Y and Z.' The entire time I've been in those sessions, it's been valuable, it's been meaningful, it's been engaging.

Figure 9: Reactions to 21CSLA Communities of Practice and Localized Professional Learning, % “Strongly Agreed/Agreed,” Participant Survey, May 2022. (n = 469 – 490, depending on the survey item)

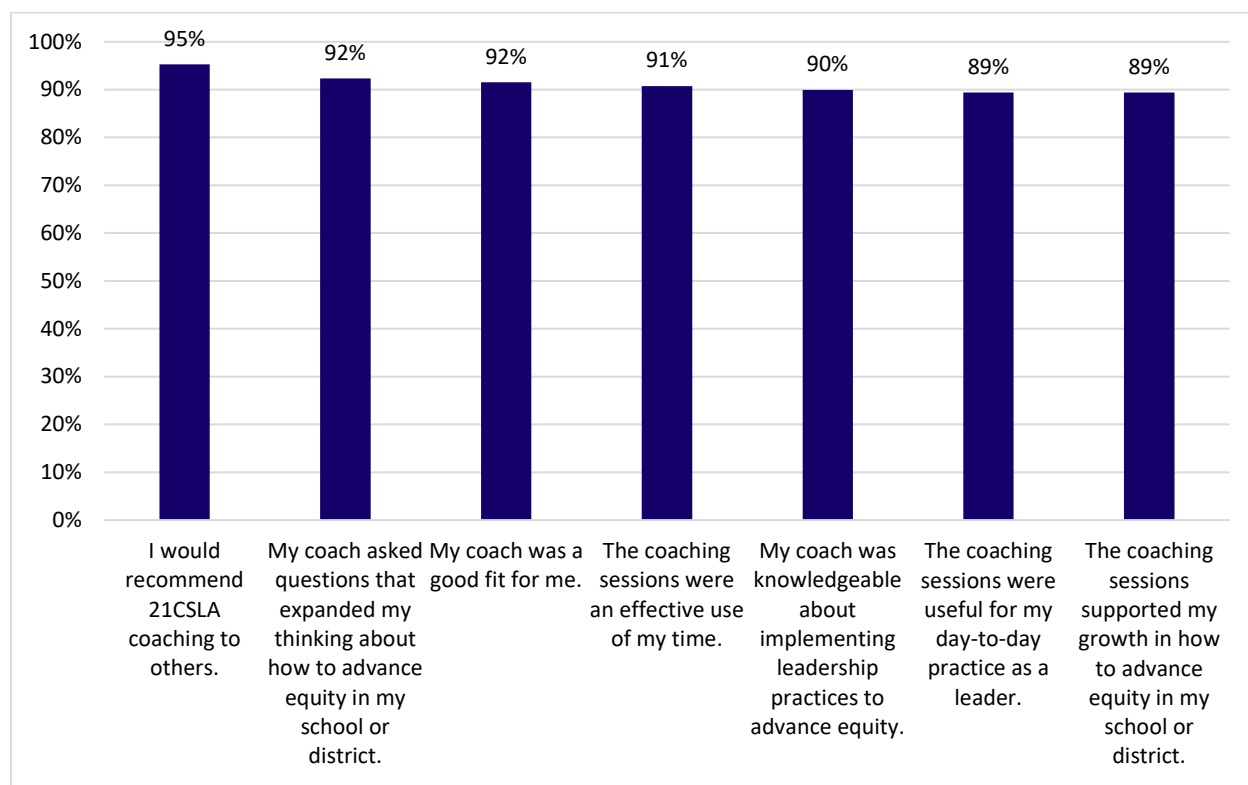


The vast majority of leadership coaching participants also felt it was a positive and valuable experience. As shown in Figure 10, almost all of them strongly agreed/agreed that they would recommend 21CSLA coaching to others (95%) and that it was an effective use of their time (91%). Nine out of ten also felt their coach was a good fit for them (92%) and that they expanded their thinking about how to advance equity in their school or district (92%).

Focus group participants also provided positive feedback about their coaches. Some participants noted how their coach helped them navigate a situation and provided practical guidance. Others shared their appreciation for the affirmation and support their coaches provided. As one person shared:

For a while, I was like, I don't know what I'm doing. And now, I feel like I have purpose, or I have a lot of wins compared to...trying to fight this big district machine. And, she's put that in my head like, 'No you're a change agent. And, you control what you can in your circle of influence, and that's it.' So, that's kind of given me a lot of, like, that validation, that reaffirmation, and giving me that motivation to stay in the fight.

Figure 10: Reactions to 21CSLA Leadership Coaching % “Strongly Agreed/Agreed,” Participant Survey, May 2022. (n = 166 – 173, depending on the survey item)



Participant Learning and Use

Overall, most professional learning participants felt they increased their knowledge in equity-centered leadership and continuous improvement practices as a result of participating in 21CSLA. As shown in Figure 11, the highest areas of increases were in “creating equitable learning opportunities for underserved students in my school or district” (50% increased a lot, 36% increased moderately), “facilitating spaces for educators to reflect upon their personal attitudes, biases, and roles in creating equitable opportunities” (50% increased a lot, 36% increased moderately) and “identifying the root causes of an equity-related problem of practice” (47% increased a lot, 37% increased moderately).

On the other end, the three areas with lowest perceived increases in knowledge were “conducting cycles of inquiry to improve an equity-related problem of practice” (42% increased a lot, 36% increased moderately), “using data to advance equity” (41% increased a lot, 40% increased moderately), and “changing policies/practices that lead to system inequities in my school or district” (37% increased a lot, 37% increased moderately). While these percentages still indicate that most respondents are increasing their knowledge in these areas, when combined with the results shown in Figure 12 regarding their confidence, it does suggest that education leaders could potentially use more support in how to change/improve inequities. Fewer participants indicated they were “mostly/extremely” confident in the equity-centered and continuous improvement practices that explicitly mentioned improving an equity-related problem of practice or changing practices. For example, 78 percent were

mostly/extremely confident that they could create equitable learning opportunities, but only 64 percent were mostly/extremely confident that they could change policies and practices that lead to systemic inequities. This may not be surprising and could be expected when considering how difficult it is to lead change and transform education systems. However, when considering the 21CSLA equity statement, it does suggest a potential area for deeper consideration.

Figure 11: Perceptions of Knowledge Increases as a Result of 21CSLA Professional Learning, Participant Survey, May 2022. (n = 438 – 477, depending on the survey item.) Only includes those who attended sessions/coaching where the relevant content was covered.

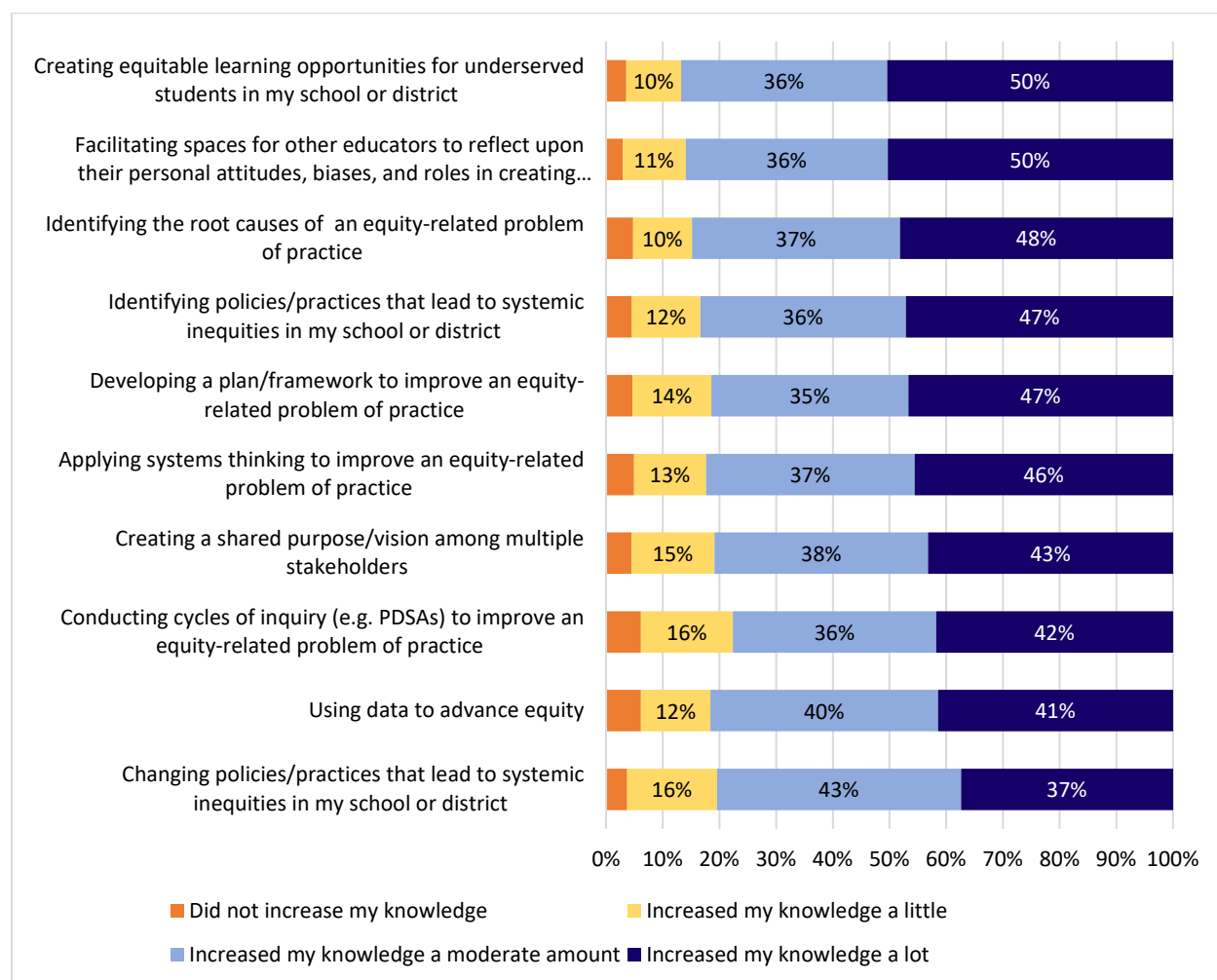
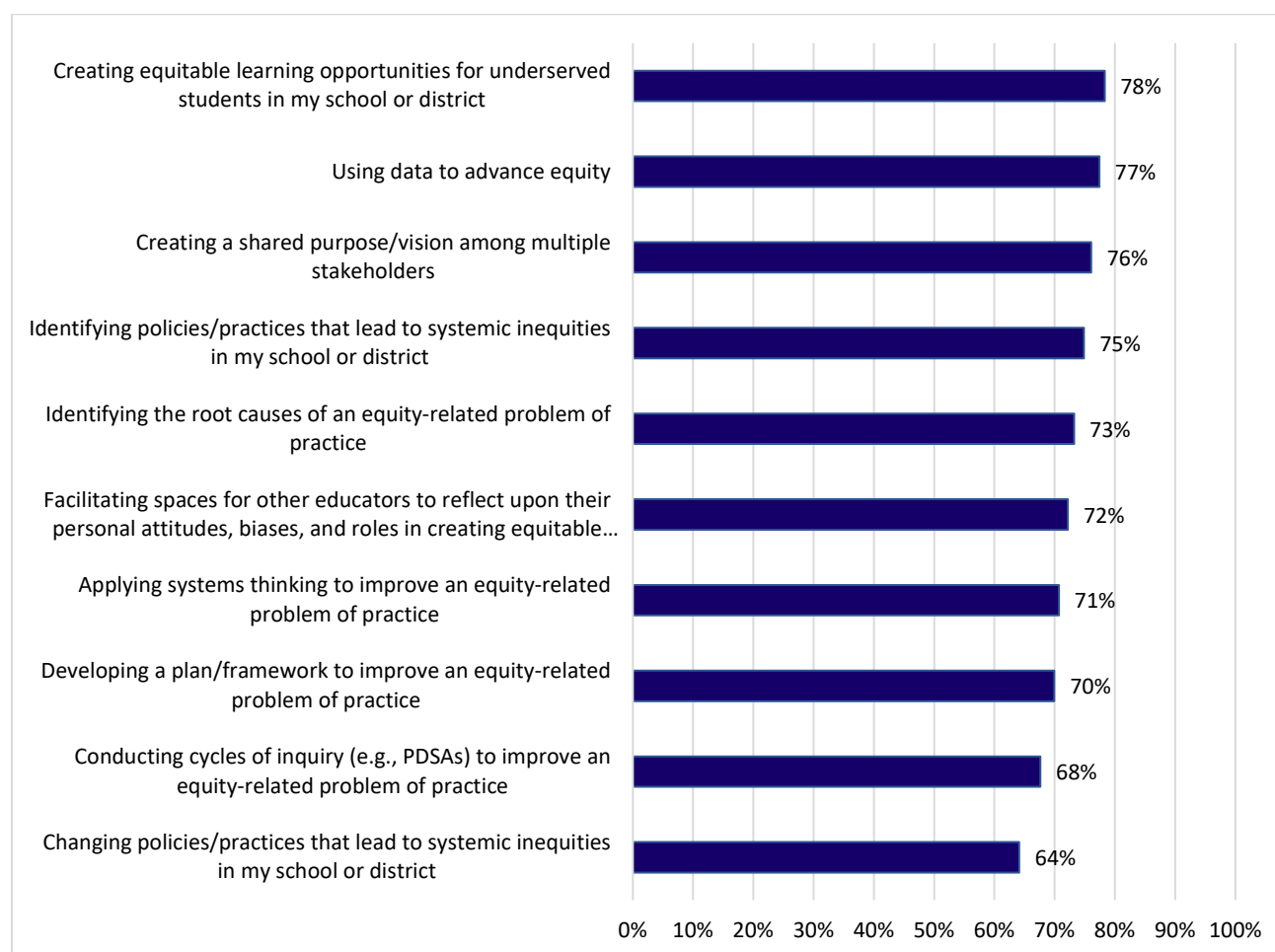


Figure 12: Confidence in Applying Equity-Centered and Continuous Improvement Practices, Participant Survey, % “Mostly/Extremely Confident,” May 2022. (n = 439 – 475, depending on the survey item.) Only includes those who attended sessions/coaching where the relevant content was covered.



Survey participants were asked to share one example of a leadership behavior they added or changed due to their participation in 21CSLA. This was an open-ended question and coded into themes (n = 443). The most common answer given (14% percent of respondents) was intentionally incorporating an equity lens in their work, such as examining potential policy biases or recognizing the importance of identities and positionalities. The next most common answer was utilizing data practices (12%). This included practices such as using data to inform decisions, conducting empathy interviews, or more intentionally considering what data is useful for examining equity-related issues. The third most common theme was increased collaboration with colleagues (11%).

The focus groups also supported the idea that participants were becoming more aware of equity issues as well as gaining conversations skills to push others on equity-related issues. One participant shared how the professional learning empowered her.

It felt good to feel like I could speak to [the equity issue], but at the same time, come from a place of 'I'm not going to burn this relationship because I have the ability to speak.' But I also was like 'No, this child does not need a one-to-one aide. This child needs strategies. This child needs scaffolds.' And I think that this class has empowered me to take that to the next level, but in a compassionate way.

However, in the focus groups, some participants also shared challenges applying the practices that they learned in 21CSLA. They indicated that it takes time to apply some of these ideas and discussed the challenge of gaining buy-in from other leaders in their districts. One person stated they could use support on how to engage in these conversations.

That was one of the concerns of where I was feeling, that I was, I was almost riding solo, where it needs to be part of the embedded culture. And, how do I engage more of my leadership to take more ownership about how we are leading with an equity lens and what does this mean? And, when I bring things up, you know, it should come from our principal and certain things like that. And, so [I'd like] just some tips on how to navigate some of those conversations.

Conclusion

Overall, the findings suggest Regional Academies are implementing meaningful professional learning that builds capacity in equity-centered leadership. The observed communities of practice demonstrated elements of effective communities: joint enterprise, mutual engagement, and a shared repertoire; thereby, suggesting that facilitators are designing valuable social learning spaces. In the surveys and focus groups, participants supported this idea and found 21CSLA professional learning to be valuable and meaningful. They appreciated the opportunities to connect with others who were doing similar equity work and found their professional learning facilitators and coaches both knowledgeable and supportive.

Participants also perceived an increase in equity-centered leadership and continuous improvement capacity. However, building continuous improvement capacity is an area for growth: explicit continuous improvement practices were only observed at a handful of the observed communities of practice, and, fewer participants indicated that they were “mostly/extremely” confident in the equity-centered and continuous improvement practices that explicitly mentioned *improving* an equity-related problem of practice or changing practices. Additionally, while participants felt they increased in their knowledge of equity-centered leadership and continuous improvement, more could be done to help them apply these practices in their districts and schools.

Lastly, as a further testament to participants' appreciation of the program, many focus groups participants expressed a desire to keep participating in 21CSLA professional learning and asked how they could learn more about the available offerings. They suggested that the Regional Academies could do more outreach in addition to what they were currently doing. When combining this information with recruitment challenges that Regional Academy leads shared in their interviews, it suggests further analysis is needed to understand a potential awareness gap of the program, including how to best recruit in counties of those who are run by county offices of education who may not be directly participating in 21CSLA.

Conclusion & Recommendations

The findings suggest that 21CSLA is building capacity for equity-centered leadership professional learning in California, at both the Center and Regional Academy levels. The data suggest that the Center is supporting the Regional Academies in delivering well-received professional learning through the development of effective infrastructure and communication structures, along with providing opportunities for Regional Academies to collaborate and grow in their own equity-centered leadership and



continuous improvement expertise. These structures and opportunities support Regional Academies as they provide meaningful professional learning that builds capacity in equity-centered leadership. 21CSLA participants overwhelmingly found the professional learning relevant, enjoyable, and an effective use of their time. They also felt they were increasing in their knowledge of equity-centered leadership principles and continuous improvement practices. However, there are still opportunities for improvement, as described in the section below.

Challenges, Opportunities for Growth, and Recommendations

Based on the findings over the last two years, the evaluation team offers the following recommendations in response to identified challenges or areas for growth and improvement.

21CSLA Area for Growth 1: While the findings indicate that participants are more intentionally applying an equity lens in their work and in conversations with colleagues, using data to inform decisions, and collaborating with colleagues, there is still an opportunity for growth in supporting leaders to *apply* practices that advance equity. In the focus groups, some participants shared it was challenging getting buy-in from others in their districts and that change takes time. Additionally, the survey results suggested that participants were least confident in how to change practices that lead to systemic inequities in their schools or districts.

Center and Regional Academy Recommendation: Develop a more explicit program theory of change or logic model that identifies the expected leader practice outcomes necessary to *“transform education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive”* (21CSLA Equity Statement). As part of this theory of change or logic model, the Center and the Regional Academies could collaborate to identify what 21CSLA professional learning activities are expected to lead to a change in both the specific leader practices to

advance equity, as well as transform the organizations in which they are situated. The Center should also integrate their research and work from Year 2 regarding how to define and conceptualize equity leadership.

By developing this framework, the Center and the Regional Academies will be able to more explicitly identify and target what practices leaders need to apply to transform systems and what professional learning is necessary to support leaders' application of these practices.

21CSLA Area for Growth 2: While the findings suggest that participants perceive increases in knowledge regarding continuous improvement practices, the observations suggest that continuous improvement practices are not always embedded in communities of practice. Furthermore, the survey data also indicated that participants are less confident in applying the equity-centered and continuous improvement practices that explicitly mentioned *improving* an equity-related problem of practice or *changing* policies/practices that lead to systemic inequities.

Center and Regional Academy Recommendation: Revisit the expectation for building the continuous improvement capacity of leaders, particularly through communities of practice. The 21CSLA Professional Learning Guidance Document (June 2021) states: *21CSLA communities of practice provide a space for leaders in similar roles to engage in communities of practice that focus on equity-centered problems of practice using continuous improvement to strengthen their capacity for transformational leadership.*

However, the document is less clear about how continuous improvement should be embedded in communities of practice. Thus, there is a need to better understand what this means in practice. The Center should collaborate with the Regional Academies to develop clear expectations for integrating continuous improvement in communities of practice based on current needs and provide any necessary support.

21CSLA Area for Growth 3: The Regional Academy leads shared challenges related to recruiting participants and increasing awareness of the 21CSLA program throughout their regions, which covered multiple counties. Many focus group participants indicated that they wanted to attend more offerings but did not know how to find information. They suggested more outreach, and were unaware of the current outreach conducted by Regional Academies. Thus, there is an "awareness gap." There is interest and there is outreach, but some potential participants are not receiving the necessary information.

Center and Regional Academy Recommendation: Consider why there is this gap. Engage in continuous improvement practices to better understand this problem. Additionally, recognizing the challenges of doing outreach in counties with county offices of education that may not be directly affiliated with 21CSLA, consider more statewide opportunities to increase awareness of 21CSLA professional learning, such as increasing presence in education practitioner associations and conferences. Consider if there are other opportunities to promote the 21CSLA brand throughout the state.

21CSLA Area for Growth 4: The Regional Academy leads shared a recruitment challenge related to recruiting a certain number of unduplicated participants. They felt that it hindered them from focusing on the deeper, long-term learning necessary for changing school systems because they were incentivized to continually enroll new participants versus returning ones.

The 21CSLA Professional Learning Guidance Document (June 2021) includes the following passage that suggests the need for “sustained” professional learning rather than “one-time” professional development trainings.

In recent years, many policy-makers have shifted investments away from professional development to professional learning. Scherff (2018) writes, “There is a useful distinction between traditional ‘professional development’ and professional learning, which is intended to result in system-wide changes in student outcomes. Professional development, which ‘happens to’ teachers, is often associated with one-time workshops, seminars, or lectures, and is typically a one-size-fits all approach. In contrast, professional learning, when designed well, is typically interactive, sustained, and customized to teachers’ needs. It encourages teachers to take responsibility for their own learning and to practice what they are learning in their own teaching contexts.”

21CSLA extends Scherff’s description to educational leaders at the classroom, site, and district level by focusing on interactive, sustained, and customized professional learning offerings focused on leading for equity.

Center Recommendation: In order to follow 21CSLA guiding principles, the Center should consider whether the grant deliverable requirements, as currently written, disincentivizes the Regional Academies from retaining leaders for multiple offerings because they are focused on recruiting new participants to meet their requirement. Because the grant deliverables do not explicitly restrict returning leaders, except in the case of coaching, the Center may need to examine how grant structures may be *unintentionally* hindering prospects for longer-term sustained professional learning. The Center should meet with Regional Academy leads to better understand this challenge, and continue to support them in providing sustained professional learning while serving a growing number of leaders.

References

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- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. University Press.

Appendix: Weighted* Participant Survey

Frequencies, End-of-Year 2 Participant Survey

All Respondents n = 553

What is your current position in education?		
	Frequency	Percent
1 Teacher	170	30.8
2 Assistant Principal	51	9.2
3 Principal	63	11.5
4 Counselor	12	2.2
5 Instructional Coach	64	11.5
6 District Office Administrator	88	15.9
7 County Office Administrator	26	4.7
8 Other	78	14.2
Total Respondents	553	100.0

How many years of experience do you have in your current position?		
	Frequency	Percent
1 This is my first year	136	24.9
2 2 - 5 years	180	33.0
3 6 - 10 years	116	21.3
4 11 - 15 years	41	7.6
5 16 - 20 years	29	5.4
6 More than 20 years	43	7.9
Total Respondents	546	100.0
Missing/NA	7	
	553	

*Please note: Survey data were weighted to account for disproportional response rates by regions and may not match unweighted survey tables previously provided to the Center and Regional Academies.

Please select the name of the 21CSLA Regional Academy that provided your professional learning. (If you're unsure, please choose the county that your worked in during 2021 - 2022.)		
	Frequency	Percent
1 Alameda Regional Academy: Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, Solano Counties	56	10.1
2 Valley to Coast Collaborative (VALCO): Fresno, Kern, Los Angeles, San Luis Obispo, Santa Barbara, Ventura Counties	173	31.4
3 SCOE 21CSLA: Alpine, Amador, El Dorado, Calaveras, Colusa, Nevada, Placer, Sacramento, San Joaquin, Sierra, Sutter, Tuolumne, Yolo, Yuba Counties	46	8.2
4 Los Angeles Education Partnership (LAEP): Imperial, Orange, Riverside, San Bernadino, San Diego Counties	119	21.6
5 North Bay/North Coast 21CSLA Regional Academy: Lake, Marin, Mendocino, Napa, Sonoma Counties	37	6.7
6 NorCal Educational Leadership Consortium (ELC): Butte, Del Norte, Glenn, Humboldt, Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity, Tehama Counties	62	11.2
7 21CSLA Mid-State Regional Academy: Inyo, Kings, Madera, Mariposa, Merced, Mono, Monterey, San Benito, Santa Cruz, Stanislaus, Tulare Counties	59	10.7
Total Respondents	553	100.0

You indicated that you registered for [specific 21CSLA offering], approximately how many meetings did you attend?		
	Frequency	Percent
1 All of the meetings	214	41.7
2 More than half of the meetings	159	30.9
3 Half of the meetings	44	8.5
4 Fewer than half of the meetings, but I attended at least one.	84	16.3
5 I did not attend any meetings.	13	2.5
Total Respondents	513	100.0
Missing/NA	40	
	553	

If you selected "half of the meetings" or "fewer than half of the meetings," or "I did not attend any of the meetings," please tell us why. We will use this information to improve our own practices. Please select all that apply.		
	Frequency	Percent
1 The sessions were held during inconvenient times	16	11.4
2 I often had scheduling conflicts	101	71.9
3 My schedule changed after I registered	38	27.2
4 My work responsibilities changed after I registered	27	19.5
5 I couldn't get coverage for my classroom	1	0.5
6 I needed to provide coverage for a classroom	3	2.4
7 The sessions weren't a valuable use of my time	6	4.6
8 Other	20	14.6
Total Responses	214	152.2

Percent adds up to more than 100% because participants could choose more than one response.

The next set of questions will ask about your experience participating in [specific 21CSLA offering]. * Please consider all of the meetings that you attended.

How frequently or infrequently did the following occur in your sessions?		
The sessions addressed equity issues that were relevant to my school/district.		
	Frequency	Percent
1 Never	0	0.0
2 Rarely	3	0.5
3 Sometimes	42	8.5
4 Most of the time	127	26.0
5 Always	319	65.0
Total Respondents	491	100.0
Missing/Not Sure/NA	62	
	553	

How frequently or infrequently did the following occur in your sessions?		
I had opportunities to discuss challenges related to underserved students in my school/district.		
	Frequency	Percent
1 Never	5	0.9
2 Rarely	8	1.6
3 Sometimes	51	10.7
4 Most of the time	115	24.0
5 Always	301	62.8
Total Respondents	480	100.0
Missing/Not Sure/NA	73	
	553	

How frequently or infrequently did the following occur in your sessions?		
I felt comfortable discussing issues related to equity with other participants.		
	Frequency	Percent
1 Never	1	0.2
2 Rarely	10	2.1
3 Sometimes	36	7.3
4 Most of the time	87	17.9
5 Always	352	72.5
Total Respondents	485	100.0
Missing/Not Sure/NA	68	
	553	

*Participants were provided a list of 21CSLA offerings for their region and asked to choose the most recent professional offering for which they registered and/or participated.

How frequently or infrequently did the following occur in your sessions?		
I enjoyed the sessions.		
	Frequency	Percent
1 Never	0	0.0
2 Rarely	7	1.4
3 Sometimes	38	7.8
4 Most of the time	94	19.2
5 Always	350	71.7
Total Respondents	489	100.0
Missing/Not Sure/NA	64	
	553	

How frequently or infrequently did the following occur in your sessions?		
The sessions were an effective use of my time.		
	Frequency	Percent
1 Never	3	0.7
2 Rarely	11	2.2
3 Sometimes	42	8.6
4 Most of the time	115	23.6
5 Always	317	64.9
Total Respondents	488	100.0
Missing/Not Sure/NA	65	
	553	

How much do you agree or disagree with the following statements?		
The facilitator(s) were knowledgeable about issues related to equity.		
	Frequency	Percent
1 Strongly disagree	1	0.3
2 Disagree	0	0.0
3 Slightly disagree	3	0.7
4 Slightly agree	9	1.8
5 Agree	140	28.5
6 Strongly agree	337	68.8
Total Respondents	490	100.0
Missing/Not Sure/NA	63	
	553	

How much do you agree or disagree with the following statements?		
The offering led me to think about an aspect of my leadership in a new way.		
	Frequency	Percent
1 Strongly disagree	2	0.4
2 Disagree	4	0.8
3 Slightly disagree	1	0.3
4 Slightly agree	42	8.6
5 Agree	180	36.8
6 Strongly agree	260	53.1
Total Respondents	489	100.0
Missing/Not Sure/NA	64	
	553	

How much do you agree or disagree with the following statements?		
I learned about creating equitable learning opportunities for underserved students.		
	Frequency	Percent
1 Strongly disagree	2	0.4
2 Disagree	8	1.7
3 Slightly disagree	7	1.5
4 Slightly agree	59	12.2
5 Agree	191	39.4
6 Strongly agree	217	44.9
Total Respondents	484	100.0
Missing/Not Sure/NA	69	
	553	

How much do you agree or disagree with the following statements?		
I found these sessions valuable to my practice as a leader advancing equity.		
	Frequency	Percent
1 Strongly disagree	3	0.7
2 Disagree	4	0.9
3 Slightly disagree	14	2.9
4 Slightly agree	43	8.8
5 Agree	173	35.3
6 Strongly agree	251	51.4
Total Respondents	489	100.0
Missing/Not Sure/NA	64	
	553	

How much do you agree or disagree with the following statements?		
I am implementing new strategies in my daily work due to my participation in these sessions.		
	Frequency	Percent
1 Strongly disagree	4	0.8
2 Disagree	14	3.0
3 Slightly disagree	16	3.4
4 Slightly agree	76	16.1
5 Agree	200	42.0
6 Strongly agree	165	34.7
Total Respondents	475	100.0
Missing/Not Sure/NA	78	
	553	

How much do you agree or disagree with the following statements?		
I've developed new networks to whom I can reach out to discuss challenges or successes related to my role as a leader.		
	Frequency	Percent
1 Strongly disagree	7	1.5
2 Disagree	39	8.4
3 Slightly disagree	30	6.4
4 Slightly agree	112	23.9
5 Agree	141	30.1
6 Strongly agree	140	29.8
Total Respondents	469	100.0
Missing/Not Sure/NA	84	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Facilitators' knowledge/skills		
	Frequency	Percent
1 Not helpful	0	0.0
2 Somewhat helpful	14	2.8
3 Helpful	122	24.5
4 Extremely helpful	356	71.6
5 This content or opportunity was not provided in the sessions that I attended	5	1.1
Total Respondents	497	100.0
Missing	56	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Opportunity to talk with colleagues		
	Frequency	Percent
1 Not helpful	2	0.5
2 Somewhat helpful	38	7.7
3 Helpful	145	29.2
4 Extremely helpful	299	60.3
5 This content or opportunity was not provided in the sessions that I attended	12	2.3
Total Respondents	496	100.0
Missing	57	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Opportunity to practice new skills		
	Frequency	Percent
1 Not helpful	3	0.7
2 Somewhat helpful	51	10.2
3 Helpful	195	39.3
4 Extremely helpful	209	42.2
5 This content or opportunity was not provided in the sessions that I attended	38	7.6
Total Respondents	496	100.0
Missing	57	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Opportunity to get feedback from colleagues		
	Frequency	Percent
1 Not helpful	2	0.3
2 Somewhat helpful	59	11.9
3 Helpful	187	37.7
4 Extremely helpful	205	41.4
5 This content or opportunity was not provided in the sessions that I attended	43	8.7
Total Respondents	496	100.0
Missing	57	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Collaborating with others who had similar school context (e.g., demographics and needs)		
	Frequency	Percent
1 Not helpful	6	1.1
2 Somewhat helpful	35	7.0
3 Helpful	165	33.3
4 Extremely helpful	247	49.8
5 This content or opportunity was not provided in the sessions that I attended	44	8.8
Total Respondents	496	100.0
Missing	57	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Equity-focused leadership content		
	Frequency	Percent
1 Not helpful	4	0.9
2 Somewhat helpful	29	5.8
3 Helpful	149	30.1
4 Extremely helpful	297	60.2
5 This content or opportunity was not provided in the sessions that I attended	15	2.9
Total Respondents	493	100.0
Missing	60	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Equity-focused instructional content		
	Frequency	Percent
1 Not helpful	4	0.9
2 Somewhat helpful	37	7.5
3 Helpful	155	31.4
4 Extremely helpful	266	54.0
5 This content or opportunity was not provided in the sessions that I attended	30	6.2
Total Respondents	494	100.0
Missing	59	
	553	

To what extent were the following features helpful or unhelpful for your learning in the [specific 21CSLA offering]?		
Other		
	Frequency	Percent
1 Not helpful	2	1.6
2 Somewhat helpful	1	0.4
3 Helpful	21	17.0
4 Extremely helpful	49	39.8
5 This content or opportunity was not provided in the sessions that I attended	51	41.2
Total Respondents	123	100.0
Missing	430	
	553	

Which one of the following features from the previous question had the most impact on your leadership practice?		
	Frequency	Percent
1 Facilitators' knowledge/skills	108	24.9
2 Opportunity to talk with colleagues	117	27.0
3 Opportunity to practice new skills	31	7.2
4 Opportunity to get feedback from colleagues	15	3.5
5 Collaborating with others who had similar school context (e.g., demographics and needs)	57	13.2
6 Equity-focused leadership content	73	16.8
7 Equity-focused instructional content	27	6.3
8 Other	4	1.0
Total Respondents	432	100.0
Missing	121	
	553	

Coaching Respondents Only, n = 194

Did you participate in 21CSLA leadership coaching between July 2021- May 2022?		
	Frequency	Percent
1 No	302	54.8
2 Yes	194	35.1
3 Not Sure	55	10.0
Total Respondents	552	100.0
Missing	1	
	553	

We would also like to learn about your coaching experience this year (July 2021 - May 2022).

How much do you agree or disagree with the following statements?		
The coaching sessions were an effective use of my time.		
	Frequency	Percent
1 Strongly disagree	3	1.7
2 Disagree	2	1.3
3 Slightly disagree	3	1.9
4 Slightly agree	8	4.4
5 Agree	48	27.7
6 Strongly agree	109	63.0
Total Respondents	174	100.0
Missing/Not Sure/NA	379	
	553	

How much do you agree or disagree with the following statements?		
The coaching sessions were useful for my day-to-day practice as a leader.		
	Frequency	Percent
1 Strongly disagree	1	0.9
2 Disagree	4	2.3
3 Slightly disagree	2	1.1
4 Slightly agree	11	6.7
5 Agree	53	31.0
6 Strongly agree	99	58.1
Total Respondents	170	100.0
Missing/Not Sure/NA	383	
	553	

How much do you agree or disagree with the following statements?		
My coach was knowledgeable about implementing leadership practices to advance equity.		
	Frequency	Percent
1 Strongly disagree	1	0.9
2 Disagree	2	1.0
3 Slightly disagree	3	1.6
4 Slightly agree	11	6.6
5 Agree	40	23.6
6 Strongly agree	112	66.2
Total Respondents	170	100.0
Missing/Not Sure/NA	383	
	553	

How much do you agree or disagree with the following statements?		
The coaching sessions supported my growth in how to advance equity in my school or district.		
	Frequency	Percent
1 Strongly disagree	1	0.9
2 Disagree	2	1.0
3 Slightly disagree	2	0.9
4 Slightly agree	13	7.8
5 Agree	48	28.2
6 Strongly agree	104	61.1
Total Respondents	170	100.0
Missing/Not Sure/NA	383	
	553	

How much do you agree or disagree with the following statements?		
My coach asked questions that expanded my thinking about how to advance equity in my school or district.		
	Frequency	Percent
1 Strongly disagree	1	0.9
2 Disagree	1	0.4
3 Slightly disagree	2	1.4
4 Slightly agree	9	5.1
5 Agree	48	28.1
6 Strongly agree	109	64.2
Total Respondents	170	100.0
Missing/Not Sure/NA	383	
	553	

How much do you agree or disagree with the following statements?		
My coach was a good fit for me.		
	Frequency	Percent
1 Strongly disagree	2	1.3
2 Disagree	3	1.8
3 Slightly disagree	2	1.1
4 Slightly agree	7	4.3
5 Agree	31	18.9
6 Strongly agree	121	72.5
Total Respondents	167	100.0
Missing/Not Sure/NA	386	
	553	

How much do you agree or disagree with the following statements?		
I would recommend 21CSLA coaching to others.		
	Frequency	Percent
1 Strongly disagree	2	1.3
2 Disagree	2	1.4
3 Slightly disagree	1	0.5
4 Slightly agree	3	1.8
5 Agree	39	23.0
6 Strongly agree	123	72.0
Total Respondents	171	100.0
Missing/Not Sure/NA	382	
	553	

All Respondents, n = 553

This next set of questions will ask about your overall 21CSLA experience. Please consider all of the sessions and/or coaching that you have participated in this year.

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Creating a shared purpose/vision among multiple stakeholders		
	Frequency	Percent
1 Did not increase my knowledge	21	4.1
2 Increased my knowledge a little	69	13.7
3 Increased my knowledge a moderate amount	177	35.2
4 Increased my knowledge a lot	203	40.4
5 This content was not covered in the sessions/coaching that I attended	33	6.6
Total Respondents	502	100.0
Missing	51	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Facilitating spaces for other educators to reflect upon their personal attitudes, biases, and roles in creating equitable opportunities		
	Frequency	Percent
1 Did not increase my knowledge	14	2.8
2 Increased my knowledge a little	53	10.6
3 Increased my knowledge a moderate amount	170	34.0
4 Increased my knowledge a lot	240	48.0
5 This content was not covered in the sessions/coaching that I attended	24	4.7
Total Respondents	501	100.0
Missing	52	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Creating equitable learning opportunities for underserved students in my school or district		
	Frequency	Percent
1 Did not increase my knowledge	17	3.4
2 Increased my knowledge a little	46	9.2
3 Increased my knowledge a moderate amount	173	34.7
4 Increased my knowledge a lot	240	48.0
5 This content was not covered in the sessions/coaching that I attended	24	4.7
Total Respondents	500	100.0
Missing	53	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Using data to advance equity		
	Frequency	Percent
1 Did not increase my knowledge	28	5.6
2 Increased my knowledge a little	56	11.2
3 Increased my knowledge a moderate amount	183	36.7
4 Increased my knowledge a lot	189	37.8
5 This content was not covered in the sessions/coaching that I attended	44	8.8
Total Respondents	500	100.0
Missing	53	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Identifying the root causes of an equity-related problem of practice		
	Frequency	Percent
1 Did not increase my knowledge	22	4.5
2 Increased my knowledge a little	48	9.6
3 Increased my knowledge a moderate amount	169	33.9
4 Increased my knowledge a lot	222	44.4
5 This content was not covered in the sessions/coaching that I attended	38	7.6
Total Respondents	500	100.0
Missing	53	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Identifying policies/practices that lead to systemic inequities in my school or district		
	Frequency	Percent
1 Did not increase my knowledge	21	4.3
2 Increased my knowledge a little	56	11.3
3 Increased my knowledge a moderate amount	168	33.6
4 Increased my knowledge a lot	218	43.8
5 This content was not covered in the sessions/coaching that I attended	35	7.0
Total Respondents	499	100.0
Missing	54	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Changing policies/practices that lead to systemic inequities in my school or district		
	Frequency	Percent
1 Did not increase my knowledge	17	3.4
2 Increased my knowledge a little	73	14.8
3 Increased my knowledge a moderate amount	198	39.8
4 Increased my knowledge a lot	172	34.5
5 This content was not covered in the sessions/coaching that I attended	37	7.5
Total Respondents	498	100.0
Missing	55	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Developing a plan/framework to improve an equity-related problem of practice		
	Frequency	Percent
1 Did not increase my knowledge	21	4.3
2 Increased my knowledge a little	63	12.7
3 Increased my knowledge a moderate amount	157	31.5
4 Increased my knowledge a lot	211	42.4
5 This content was not covered in the sessions/coaching that I attended	45	9.1
Total Respondents	498	100.0
Missing	55	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Conducting cycles of inquiry (e.g. PDSAs) to improve an equity-related problem of practice		
	Frequency	Percent
1 Did not increase my knowledge	27	5.3
2 Increased my knowledge a little	71	14.2
3 Increased my knowledge a moderate amount	157	31.4
4 Increased my knowledge a lot	183	36.7
5 This content was not covered in the sessions/coaching that I attended	61	12.3
Total Respondents	499	100.0
Missing	54	
	553	

How much or little did participating in 21CSLA this year increase your knowledge of the following:		
Applying systems thinking to improve an equity-related problem of practice		
	Frequency	Percent
1 Did not increase my knowledge	23	4.7
2 Increased my knowledge a little	59	11.8
3 Increased my knowledge a moderate amount	171	34.4
4 Increased my knowledge a lot	212	42.6
5 This content was not covered in the sessions/coaching that I attended	33	6.6
Total Respondents	499	100.0
Missing	54	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Creating a shared purpose/vision among multiple stakeholders		
	Frequency	Percent
1 Not confident	10	1.9
2 A little confident	24	4.8
3 Somewhat confident	76	15.4
4 Mostly confident	229	46.4
5 Extremely confident	121	24.5
6 This content was not covered in the sessions/coaching that I attended	34	6.9
Total Respondents	492	100.0
Missing	61	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Facilitating spaces for other educators to reflect upon their personal attitudes, biases, and roles in creating equitable opportunities		
	Frequency	Percent
1 Not confident	10	2.1
2 A little confident	29	6.0
3 Somewhat confident	93	18.9
4 Mostly confident	215	43.6
5 Extremely confident	128	26.0
6 This content was not covered in the sessions/coaching that I attended	17	3.4
Total Respondents	492	100.0
Missing	61	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Creating equitable learning opportunities for underserved students in my school or district		
	Frequency	Percent
1 Not confident	5	0.9
2 A little confident	23	4.6
3 Somewhat confident	75	15.4
4 Mostly confident	228	46.6
5 Extremely confident	144	29.4
6 This content was not covered in the sessions/coaching that I attended	15	3.1
Total Respondents	490	100.0
Missing	63	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Using data to advance equity		
	Frequency	Percent
1 Not confident	14	2.9
2 A little confident	18	3.7
3 Somewhat confident	71	14.4
4 Mostly confident	212	43.4
5 Extremely confident	141	28.8
6 This content was not covered in the sessions/coaching that I attended	33	6.8
Total Respondents	490	100.0
Missing	63	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Identifying the root causes of an equity-related problem of practice		
	Frequency	Percent
1 Not confident	8	1.6
2 A little confident	26	5.3
3 Somewhat confident	90	18.3
4 Mostly confident	207	42.3
5 Extremely confident	132	27.1
6 This content was not covered in the sessions/coaching that I attended	26	5.4
Total Respondents	489	100.0
Missing	64	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Identifying policies/practices that lead to systemic inequities in my school or district		
	Frequency	Percent
1 Not confident	8	1.6
2 A little confident	33	6.7
3 Somewhat confident	77	15.8
4 Mostly confident	216	44.0
5 Extremely confident	136	27.7
6 This content was not covered in the sessions/coaching that I attended	21	4.3
Total Respondents	490	100.0
Missing	63	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Changing policies/practices that lead to systemic inequities in my school or district		
	Frequency	Percent
1 Not confident	12	2.5
2 A little confident	46	9.3
3 Somewhat confident	108	22.0
4 Mostly confident	199	40.6
5 Extremely confident	98	20.0
6 This content was not covered in the sessions/coaching that I attended	27	5.6
Total Respondents	490	100.0
Missing	63	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Developing a plan/framework to improve an equity-related problem of practice		
	Frequency	Percent
1 Not confident	13	2.7
2 A little confident	39	8.0
3 Somewhat confident	85	17.3
4 Mostly confident	188	38.4
5 Extremely confident	131	26.6
6 This content was not covered in the sessions/coaching that I attended	34	7.0
Total Respondents	490	100.0
Missing	63	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Conducting cycles of inquiry (e.g., PDSAs) to improve an equity-related problem of practice		
	Frequency	Percent
1 Not confident	23	4.7
2 A little confident	35	7.2
3 Somewhat confident	84	17.1
4 Mostly confident	168	34.3
5 Extremely confident	129	26.4
6 This content was not covered in the sessions/coaching that I attended	51	10.3
Total Respondents	491	100.0
Missing	62	
	553	

After participating in 21CSLA, how would you rate your confidence in your ability to apply the following practices?		
Applying systems thinking to improve an equity-related problem of practice		
	Frequency	Percent
1 Not confident	17	3.6
2 A little confident	30	6.1
3 Somewhat confident	86	17.5
4 Mostly confident	195	40.0
5 Extremely confident	126	25.8
6 This content was not covered in the sessions/coaching that I attended	34	7.1
Total Respondents	488	100.0
Missing	65	
	553	

How likely or unlikely are you to stay in your leadership position (or another similar one) in the next two years?		
	Frequency	Percent
1 Not likely	34	6.6
2 Somewhat likely	60	11.5
3 Likely	143	27.6
4 Very Likely	283	54.4
Total Respondents	519	100.0
Missing	34	
	553	

How likely or unlikely are you to continue working in the K12 education system in the next two years?		
	Frequency	Percent
1 Not likely	5	5.1
2 Somewhat likely	18	19.3
3 Likely	15	16.5
4 Very Likely	54	59.1
Total Respondents	91	100.0
Missing	462	
	553	

What is the highest level of education that you've completed?		
	Frequency	Percent
1 High School Diploma	5	1.0
2 Associate's Degree	8	1.5
3 Bachelor's Degree	60	11.6
4 Master's Degree	361	70.0
5 Doctorate	61	11.8
6 Other	22	4.2
Total Respondents	516	100.0
Missing	37	
	553	

We are asking the following questions about race/ethnicity and gender to help us understand whether 21CSLA programs meet the needs of the diverse group of California's educational leaders. I identify as... (Please select all that apply.)		
	Frequency	Percent
1 African American or Black	52	9.4
2 Asian or Asian American	34	6.2
3 Native American or Alaskan Native	14	2.5
4 Hawaiian or Pacific Islander	7	1.3
5 Hispanic/Latino/a	131	23.5
6 White	277	49.6
7 Not listed here or prefer to self-describe below.	22	3.9
8 Prefer not to answer	20	3.7
Total Responses	558	100.0

Percent adds up to more than 100% because participants can choose more than one response.