**California Department of Education**

**Report to the Governor, the Legislature, and the Department of Finance:**

# Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant (Statutes of 2019) and Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant Partner Entity (Statutes of 2022)



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**Professional Learning Support Division**

**Instruction, Measurement, and Administration Branch**

MARCH 2025

*Description*: Legislative Report for the Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant (Statutes of 2019) and the Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant Partner Entity (Statutes of 2022)

*Authority*: Section 84 of the Education Omnibus Budget Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget and Section 55 of the Education Omnibus Trailer Bill (Assembly Bill 185) for the 2022–23 California State Budget

*Recipient*: The Governor, the Legislature, and the Department of Finance

*Due Date*: Annually by March 15 until grant funds are expended

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Table of Contents

[Executive Summary 2](#_Toc191309646)

[2021 Educator Workforce Investment Grant: Computer Science 3](#_Toc191309647)

[State Statute and Authority 3](#_Toc191309648)

[Legislative Reporting Requirements 3](#_Toc191309649)

[Process for Awarding Grant Funds 4](#_Toc191309650)

[Implementation 4](#_Toc191309651)

[Request for Application Deliverables 5](#_Toc191309652)

[Professional Learning Structures and Activities 6](#_Toc191309653)

[2021 EWIG: CS Culminating Impacts 18](#_Toc191309654)

[2023 Educator Workforce Investment Grant: Computer Science Professional Learning Grant Partner Entity 18](#_Toc191309655)

[State Statute and Authority 18](#_Toc191309656)

[Legislative Reporting Requirements 19](#_Toc191309657)

[Process for Awarding Grant Funds 19](#_Toc191309658)

[Implementation 20](#_Toc191309659)

[Request for Application Deliverables 20](#_Toc191309660)

[Professional Learning Structures and Activities 21](#_Toc191309661)

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**Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant (Statutes of 2019) and Educator Workforce Investment Grant Program: Computer Science Professional Learning Grant Partner Entity (Statutes of 2022)**

## Executive Summary

This report is required by Senate Bill 75 (Chapter 51, Statutes of 2019), Section 84 of the Education Omnibus Budget Trailer Bill for the 2019–20 California State Budget, and by Assembly Bill 185 (Chapter 157, Statutes of 2022), Section 55 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget. The attached report provides an update regarding the Educator Workforce Investment Grant (EWIG) Program: Computer Science (CS) Professional Learning Grant authorized by the 2019–20 California State Budget and funded by the Budget Act of 2021, Item 6100-195-0001 (2021 EWIG: CS) and regarding the EWIG Program: CS Professional Learning Grant Partner Entity authorized by the 2022–23 California State Budget (2023 EWIG: CS).

In March 2022, the California Department of Education (CDE) awarded one $5 million grant for the implementation of the 2021 EWIG: CS to the University of California, Los Angeles. The 2021 EWIG: CS spent Year One planning for professional learning opportunities in subsequent years. During Years Two and Three, CS professional learning opportunities were provided for teachers and paraprofessionals across the seven regions of the Statewide System of Support. This report includes information regarding the progress of the 2021 EWIG: CS from January 1, 2024, through March 29, 2024 (the end of the eligible grant period).

In spring 2023, the CDE awarded $15 million for the implementation of the 2023 EWIG: CS to the Sacramento County Office of Education. The grantee and its partners have continued and expanded the work of the 2021 EWIG: CS, increasing the capacity of educators statewide to provide high-quality CS education. This report also includes information regarding the progress of the 2023 EWIG: CS from January 1, 2024, through December 31, 2024.

If you have any questions regarding this report, please contact Amber Hiris, Education Programs Consultant, Professional Learning Support Division, by email at PLSMO@cde.ca.gov.

You can find this report on the CDE EWIG Program web page at <https://www.cde.ca.gov/ci/pl/ewig.asp>. If you need a copy of this report, please contact Monique McWayne, Division Director, Professional Learning Support Division, by email at PLSMO@cde.ca.gov.

## 2021 Educator Workforce Investment Grant: Computer Science

### State Statute and Authority

Section 84 of the Education Omnibus Budget Trailer Bill, Senate Bill (SB) 75 (Chapter 51, Statutes of 2019), provided $37.1 million through the fiscal year 2022–23 for an EWIG Program to support one or more competitive grants to one or more institutions of higher education (IHEs) or nonprofit organizations (NPOs) for professional learning opportunities for teachers and paraprofessionals across the state. The grants approved for funding were provided as follows:

* $10 million to qualified entities for conducting professional learning activities designed to implement the California English Learner (EL) Roadmap Policy: Educational Programs and Services for ELs.
* $5 million to qualified entities for special education–related professional development opportunities.
* $22.1 million to qualified entities to deliver professional learning for teachers and paraprofessionals within the areas of social–emotional learning (SEL), positive school climate, CS learning experiences aligned to the *CS Standards for California Public Schools: Kindergarten Through Grade Twelve* (*CA CS Content Standards*) standards developed pursuant to Section 60605.4 of the California *Education Code* (*EC*), and practices to support the ethnic studies model curriculum developed pursuant to Section 51226.7 of the *EC*.

Due to the impact of the COVID-19 pandemic on the state’s fiscal forecast, the $22.1 million appropriated for SEL, positive school climate, CS, and ethnic studies was withdrawn to be reallocated through the budget process.

The Budget Act of 2021, Item 6100-195-0001, then provided $5 million on a one-time basis to establish the EWIG Program: CS. The funds provided through this appropriation are described as the 2021 EWIG: CS for the purpose of this reporting, in alignment with the year that funds were appropriated.

### Legislative Reporting Requirements

The role of the CDE is to conduct the award process, distribute funding, and provide technical oversight of the items contained within the Request for Applications (RFA) for the applicable program. Section 84(e) of the Education Omnibus Budget Trailer Bill, SB 75 (Chapter 51, Statutes of 2019), requires that the CDE reports on an annual basis the following information to the appropriate policy and fiscal committees of the Legislature, the Department of Finance, and the Governor:

1. The process for awarding grants;
2. The name of each grant recipient;
3. The amount awarded to each grant recipient;
4. The activities provided with grant funds; and, if available,
5. The number of schools served and the number of educators served.

### Process for Awarding Grant Funds

The CDE and the California Collaborative for Educational Excellence (CCEE) invited IHEs and NPOs with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten through grade twelve (K–12), inclusive, to apply for a grant to design and deliver professional learning opportunities for teachers and paraprofessionals. The professional learning activities must have been designed to provide high-quality instruction and CS learning experiences that support the systemwide implementation of the *CA CS Content Standards*, developed pursuant to *EC* Section 60605.4. Applicants that proposed to partner with a county office of education (COE) or consortium of COEs were given positive consideration. The CDE and the CCEE facilitated coordination among the EWIG grantees, and among the Statewide System of Support subject matter project leads that are currently authorized by *EC* Section 52059.5(b).

The 2021 EWIG: CS covered the grant period beginning March 3, 2022, and ending March 29, 2024. Grant activities have now ended.

The 2021 EWIG: CS RFA was based on the requirements in statute and the 2019 EWIG Program RFA. Funds were available based on the application and proposed budget. The total grant budget for this RFA was $5 million.

The 2021 EWIG: CS grantee was the University of California Los Angeles (UCLA).

To review the 2021 EWIG: CS RFA, please visit the CDE 2021 EWIG: CS RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig21rfa.asp>.

### Implementation

UCLA focused directly on building capacity to support local educational agencies (LEAs) with professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors designed to provide high-quality instruction and CS learning experiences that support the systemwide implementation of the *CA CS Content Standards* and were conducted in a manner that aligned with the Statewide System of Support. As the selected grantee, UCLA must have been able to complete the following:

* Provide expertise to build capacity and effectively provide support to LEAs focused on the implementation of the *CA CS Content Standards.*
* Collaborate with the California CS Coordinator at the CDE to provide guidance to the field to facilitate and promote the implementation of the *CA CS Content Standards* and the CS Strategic Implementation Plan.
* Identify existing resources, leverage partnerships, and develop new resources to improve outcomes for young women and underrepresented students.
* Serve as centers of expertise and partner in providing support along with other facilitators and capacity builders in the Statewide System of Support.
* Provide necessary assistance to other EWIG grant recipients when requested by the CDE.
* Fund in-state travel for the project lead to attend a semi-annual convening with others from the Statewide System of Support.
* Establish qualitative and quantitative goals to evaluate the capacity built within agencies developing and/or receiving services statewide to provide quality assistance and expertise to LEAs across multiple measures.
* Be adaptive and responsive and work with statewide agencies to ensure coherence with existing systems of support and professional learning within the state.
* Provide a written report summarizing the activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.

### Request for Application Deliverables

As the selected grantee, UCLA provided a summary of activities in the annual report identifying both individual and collective contributions, including, but not limited to:

* Multiple measures to evaluate progress toward the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs.
* CS implementation resources identified, calibrated, coordinated, developed, and implemented.
* Technical assistance and professional learning opportunities provided to teachers, paraprofessionals, school leaders, and counselors related to CS.
* Evidence of coordination and collaboration with other agencies of the Statewide System of Support, including, but not limited to, COEs, the CDE, IHEs, and NPOs.
* Number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served.

### Professional Learning Structures and Activities

The 2021 EWIG: CS sought to scale and sustain equitable CS education through the Seasons of CS professional learning model utilizing the Statewide System of Support. For more information, please visit the Seasons of CS Program web page at <https://www.seasonsofcs.org/>. The 2021 EWIG: CS built the capacity of COE CS Champions, (representatives from COEs in the seven regions of the Statewide System of Support providing ongoing support to schools and districts). COE CS Champions were equipped to develop regional action plans aligned with the *CA CS Content Standards* and the CS Strategic Implementation Plan.

During the period from January 1, 2024, through March 29, 2024, UCLA worked to build capacity of professional learning providers through COE CS Champions through monthly leadership development and coaching sessions, through convenings, and through communities of practice (CoPs) in partnership with the Computer Science Teachers Association (CSTA). COE CS Champions were also provided with opportunities to participate in workshops designed for educators to build their knowledge of the *CA CS Content Standards* and increase their capacity as professional learning providers within their counties.

From January through March 2024, COEs within the seven regions created and offered their own professional learning activities, due to their curriculum and training expertise.

Through the Seasons of CS professional learning model, Winter of CS (January and February 2024) and Spring into CS (March, April, and May 2024) events provided regional and statewide orientation workshops, designed to develop California educators’ knowledge of the *CA CS Content Standards* and serve as a recruitment strategy for intensive, multiday 2024 Summer of CS programming that would be provided through the 2023 EWIG: CS.

Regions also conducted academic year workshops (AYWs), which provided continued, just-in-time support throughout the academic year to previous attendees of the corresponding workshop during the 2023 Summer of CS. Participation in these AYWs was part of the educators’ commitment to provide CS instruction during the academic year, following the 2023 Summer of CS programming.

Statewide activities supported capacity building for COE CS Champions to facilitate local implementation of the *CA CS Content Standards* and supported bringing the Seasons of CS professional learning model to a wider audience. For example, 2021 EWIG: CS funding supported 100 educators in attending the 2024 California Science, Technology, Engineering, Arts, and Mathematics (STEAM) Symposium. Seasons of CS educator participants and staff presented at the 2024 California STEAM Symposium to share learning from the Seasons of CS activities, support statewide professional learning in providing equitable CS instruction aligned to the *CA CS Content Standards*, and support recruitment for future Seasons of CS activities.

Additionally, on February 26 and 27, 2024, UCLA hosted the CS Equity Workshop for School Leaders at the Luskin Conference Center. Nineteen administrators across California participated in a two-day agenda that featured an overview of the available data on CS education in California, a hands-on CS activity, an exploration of the research on bias and oppressive policies featured in the book *Stuck in the Shallow End* by Jane Margolis, a review of the *CS Equity Guide* developed by the Alliance for California Computing Education for Students and Schools and Computer Science for California, an activity to identify allies, assets, and access, an exploration of case studies, and time to develop their own action plans.

Full details of professional learning activities during the period from January 1, 2024, through March 29, 2024, are provided in tables 1–3 within this report. Grant activities have now concluded.

Table 1 shows the activities provided during January through March 2024 for the 2021 EWIG: CS.

#### Table 1: 2021 Educator Workforce Investment Grant: Computer Science Activities (January Through March 2024)

| **Date** | **Activity** | **Description** |
| --- | --- | --- |
| January 8–11, 2024 | Code.org CS Discoveries AYW #3 (Region 4) | This workshop developed a deeper understanding of how the Code.org CS Discoveries curriculum and teacher strategies support positive and inclusive learning environments. |
| January 8–11, 2024 | Code.org CS Principles AYW #3 (Region 4) | This workshop developed a deeper understanding of how the Code.org CS Principles curriculum and teacher strategies support positive and inclusive learning environments. |
| January 8–11, 2024 | Project Based CS in Science, Technology, Engineering, and Mathematics (STEM) with Pre-Kindergarten Through Grade Twelve (PreK–12) AYW #3 (Region 3) | Teachers participated in synchronous and asynchronous workshop activities as part of the 2023 Summer of CS continued support. Participants continued to learn about CS platforms that could be implemented in their classrooms using lessons from the PreK–12 STEM curriculum, such as micro:bit, Tinkercad, Python, and Data Analysis. |
| January 8–12, 2024 | Bootstrap: Data Science AYW #3 (Region 7) | This workshop provided continued professional learning in using Bootstrap: Data Science curriculum to provide integrated CS instruction during the academic year. |
| January 17, 2024 | Tracy Unified School District (USD) CS Support – Physics (Region 3) | Teachers learned all about the *CA CS Content Standards* and the *California Next Generation Science Standards* (*NGSS*) that are related to the STEM unit they teach as part of the Tracy USD curriculum. The teachers participated and collaborated in model lessons, including how to build a light show using an Arduino, that can be implemented with students. |
| January 17, 2024 | Tracy USD CS Support – Grade Six Science (Region 3) | Teachers learned all about the *CA CS Content Standards* and the *California NGSS* that related to the STEM unit they teach as part of the Tracy USD curriculum. Participants learned how to create a self-sustaining community in Minecraft Education. Emphasis was placed on documenting their code and engineering work using the Book and Quill feature to capture images and their development process. |
| January 31, 2024 | Tracy USD CS Support – Grade Eight Science (Region 3) | Teachers learned all about the *CA CS Content Standards* and the *California NGSS* that related to the STEM unit they teach as part of the Tracy USD curriculum. They learned how to create a cable to reiterate fiber optic communication. Emphasis was placed on coding in MakeCode using the micro:bit showing transmitting or receiving code. |
| January 31, 2024 | Tracy USD CS Support – Chemistry (Region 3) | Teachers learned all about the *CA CS Content Standards* and the *California NGSS* that related to the STEM unit they teach as part of the Tracy USD curriculum. They learned how to modify a computer model of Earth’s interrelated systems along with an explanation of the process. |
| February 7, 2024 | Tracy USD CS Support – Grade Seven Science (Region 3) | Teachers learned all about the *CA CS Content Standards* and the *California NGSS* that related to the STEM unit they teach as part of the Tracy USD curriculum. They learned how to create a rerouting system for smelting in Minecraft Education to protect a species. |
| February 8, 2024 | CSTA CoP (Statewide) | CSTA partnered with Seasons of CS to provide CoP meetings to provide spaces for networking, connection, and support for educators who are often the only CS teachers in their organization. |
| February 8–9, 2024 | 2024 California STEAM Symposium (Statewide) | This statewide event, cohosted by the Californians Dedicated to Education Foundation (CDEF), the CDE, and the California Commission on the Status of Women and Girls, convened STEAM educators and partners for professional learning. The 2021 EWIG: CS provided funding to support 100 educators to attend the 2024 California STEAM Symposium to extend their learning in CS-related topics. Seasons of CS educator participants presented to share what they had learned for other 2024 California STEAM Symposium attendees to expand access to this knowledge and recruit for upcoming Seasons of CS activities. Seasons of CS presentations included “CS Fiesta: Foster Inclusivity – Empower Students – Take Action,” “How to Integrate Computer Science into Middle School/High School Science Classes,” “RoboBlocky: Revolutionizing K–12 Math with Coding & Robotics,” “STEAM Symposium Paraprofessional Sessions,” “Empowering Futures: Culturally Responsive STEAM Education Using Career Technical Education for English Language Learners, Trauma-Informed, and Special Education Students,” and “Engaging Students Through Transdisciplinary Learning.” |
| February 21, 2024 | Tracy USD CS Support – Grade Seven Mathematics (Region 3) | Teachers were able to learn new modeling and calculation techniques and collaborate on the upcoming lesson they would be teaching that required this aspect of CS to integrate into mathematics instruction. They learned how to use Desmos to calculate the design for an ice pack that will freeze 300 milliliters of water without deforming or rupturing when it freezes. They also used Paint 3D to create a model. |
| February 26–27, 2024 | CS Equity Workshop for School Leaders (Statewide) | UCLA hosted the CS Equity Workshop for School Leaders at the Luskin Conference Center. Nineteen administrators across California participated in a two-day agenda that explored issues facing equitable CS education statewide. The agenda included opportunities to develop action plans and next steps for local sites. |
| March 6, 2024 | Tracy USD CS Support – Grade Six Mathematics (Region 3) | Teachers were able to learn new modeling and calculation techniques and collaborate on the upcoming lesson they would be teaching that required this aspect of CS to integrate into mathematics instruction. |
| March 6, 2024 | Teacher Blocks: Introduction to Software Development for Teachers (Region 3) | Teacher Blocks is a block-based coding language that generates Apps Script. Apps Script is the language that controls Google Workspace. Teachers can make interactive lessons, automate processes, and make their lives and work easier using Teacher Blocks. This workshop focused on how the skills explored through Teacher Blocks are the same ones students learn in the *CA CS Content Standards*, particularly in another block-based coding language, Scratch. |
| March 11–14, 2024 | Elementary for Computing (E4C) AYW #2 (Region 4) | This workshop supported teachers to learn and acquire strategies to teach the Network and Internet standards of the *CA CS Content Standards* in kindergarten through grade five (K–5), including connections to the *California NGSS*, to better support integration of CS standards-aligned instruction. Participants made a commitment statement to implement a CS activity with one or more of the students they support. |
| March 11–14, 2024 | E4C AYW (Region 2) | Through this multiday workshop, participants explored topics that included how information is shared through a network, how patterns are used to transmit information, how cybersecurity uses patterns to communicate and protect messages, and security of passwords and personal information. Connections were made to existing networks and course content for CS integration. |
| March 11–14, 2024 | Google CS First and Code.org CS Fundamentals AYW #2 (Region 4) | This workshop introduced artificial intelligence (AI), modeling a lesson on AI from Code.org CS Fundamentals in separate grade bands—kindergarten through grade two and grade three through grade five—in breakout rooms. The activities addressed barriers, challenges, and equity by going over a Google CS First lesson, “Contingency Plan,” and a coding lesson on Interactive Presentation using Scratch to code. Participants had time to plan lessons, collaborate, and share their lessons with each other. |
| March 11–14, 2024 | Code.org CS Discoveries AYW #4 (Region 4) | This workshop developed a deeper understanding of how the Code.org CS Discoveries curriculum and teacher strategies support positive and inclusive learning environments. |
| March 11–14, 2024 | Code.org CS Principles AYW #4 (Region 4) | This workshop developed a deeper understanding of how the Code.org CS Principles curriculum and teacher strategies support positive and inclusive learning environments. |
| March 11–14, 2024 | Project Based CS in STEM with PreK–12 AYW #4 (Region 3) | Teachers participated in synchronous and asynchronous workshop activities as part of the 2023 Summer of CS continued support. Activities included an exploration of the research on bias and oppressive policies featured in the book *Stuck in the Shallow End* by Jane Margolis. |
| March 11–14, 2024 | Hands-on CS in STEM with PreK–12 AYW #2 (Region 3) | Through synchronous and asynchronous activities, learning continued from the corresponding 2023 Summer of CS workshop. This included an overview of the available data on CS education in California. |
| March 16, 2024 | Spring into CS Summit (Region 1) | Participants attended sessions to support providing equitable CS instruction. Participants explored plugged and unplugged activities aligned with the *CA CS Content Standards*. Participants also completed a lesson-planning template with a CS-based activity of their choice. |
| March 27, 2024 | Teacher Blocks (Region 3) | This workshop explored how the tool can be used in teachers’ classrooms and included a review of the *CS Equity Guide*. |

Table 2 presents the total number of educators and sites served for each activity from January through March 2024.

#### Table 2: 2021 Educator Workforce Investment Grant: Computer Science—Educators and Sites Served per Activity (January Through March 2024)

| **Activity** | **Total Participants1** | **Teachers** | **Para-professionals** | **School Leaders** | **Counselors** | **Schools** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Code.org CS Discoveries AYW #3 (Region 4) | 16 | 16 | 0 | 0 | 0 | 15 | 15 | 9 | 5 |
| Code.org CS Principles AYW #3 (Region 4) | 8 | 8 | 0 | 0 | 0 | 8 | 7 | 6 | 4 |
| Project Based CS in STEM with PreK–12 AYW #3 (Region 3) | 4 | 2 | 0 | 0 | 0 | 2 | 3 | 3 | 2 |
| Bootstrap: Data Science AYW #3 (Region 7) | 13 | 13 | 0 | 0 | 0 | 13 | 13 | 3 | 5 |
| Tracy USD CS Support – Physics (Region 3) | 5 | 4 | 0 | 0 | 0 | 2 | 1 | 1 | 1 |
| Tracy USD CS Support – Grade Six Science (Region 3) | 12 | 9 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| Tracy USD CS Support – Grade Eight Science (Region 3) | 5 | 2 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| Tracy USD CS Support – Chemistry (Region 3) | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Tracy USD CS Support – Grade Seven Science (Region 3) | 7 | 5 | 0 | 0 | 0 | 2 | 1 | 1 | 1 |
| CSTA CoP2 (Statewide) | 85 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2024 California STEAM Symposium3 (Statewide) | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Tracy USD CS Support – Grade Seven Mathematics (Region 3) | 6 | 3 | 0 | 1 | 0 | 2 | 1 | 1 | 1 |
| CS Equity Workshop for School Leaders2 (Statewide) | 20 | 0 | 0 | 20 | 0 | N/A | N/A | N/A | N/A |
| Tracy USD CS Support – Grade Six Mathematics (Region 3) | 5 | 2 | 0 | 0 | 0 | 2 | 1 | 1 | 1 |
| Teacher Blocks: Introduction to Software Development for Teachers (Region 3) | 15 | 12 | 0 | 0 | 0 | 11 | 10 | 7 | 5 |
| E4C AYW #2 (Region 4) | 32 | 27 | 0 | 5 | 0 | 27 | 27 | 13 | 7 |
| E4C AYW2 (Region 2) | 4 | 4 | 0 | 0 | 0 | 3 | N/A | 2 | 1 |
| Google CS First and Code.org CS Fundamentals AYW #2 (Region 4) | 20 | 20 | 0 | 0 | 0 | 20 | 20 | 15 | 3 |
| Code.org CS Discoveries AYW #4 (Region 4) | 16 | 16 | 0 | 0 | 0 | 15 | 15 | 9 | 5 |
| Code.org CS Principles AYW #4 (Region 4) | 8 | 8 | 0 | 0 | 0 | 8 | 7 | 6 | 4 |
| Project Based CS in STEM with PreK–12 AYW #4 (Region 3) | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Hands-on CS in STEM with PreK–12 AYW #2 (Region 3) | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Spring into CS Summit (Region 1) | 111 | 75 | 12 | 3 | 0 | N/A | N/A | 17 | 4 |
| Teacher Blocks (Region 3) | 15 | 12 | 0 | 0 | 0 | 11 | 10 | 7 | 5 |

1 Activity included participants, such as, but not limited to, students, instructional coaches, librarians, or parents/guardians not explicitly included within the chart.

2 Breakdown by educator not available based on attendance data collected.

3 Attendance was not tracked by workshop or overall. The 2021 EWIG: CS supported costs for 100 educators to attend. These 100 educators may have attended Seasons of CS workshops and others at the symposium. Attendees outside of these 100 educators may have also attended Seasons of CS workshops.

There continued to be significant challenges in tracking unique attendees across different professional learning opportunities. As duplicated attendance count cannot be verified, Table 3 presents the total number of instances of professional learning attended in January through March 2024 (including instances in which a single participant has attended multiple professional learning activities).

#### Table 3: 2021 EWIG: CS—Total Instances of Professional Learning (January Through March 2024)

| **Total Instances of Professional Learning** | **Total Attendees4** | **Teachers4** | **Para-professionals4** | **School Leaders4** | **Counselors4** | **Regions4** |
| --- | --- | --- | --- | --- | --- | --- |
| Total instances of professional learning for educators by type for activities funded by 2021 EWIG: CS, Year 3 Quarter 36 | 4135 | 241 | 12 | 31 | 0 | 7 |

4 Unable to verify the number of duplications.

5 Some educators were unable to provide a breakdown of educators by role.

6 There is an overlap between 2021 EWIG: CS and 2023 EWIG: CS grant activity and data, given that some activities were partially funded through each grant.

### 2021 EWIG: CS Culminating Impacts

The 2021 EWIG: CS ended as of March 29, 2024. Over the full grant period, from March 3, 2022, through March 29, 2024, the grant program supported a major statewide capacity building initiative across the California Statewide System of Support regions, through COEs, extending the Summer of CS to include regional adaptations and ongoing learning opportunities across the entire academic year, significantly increasing the reach to more teachers, administrators, counselors, and paraprofessionals. Over the course of the grant program, 5,955 instances of professional learning attendance occurred (including educators that attended multiple sessions), including 3,126 attendees reporting as teachers, 166 attendees reporting as paraprofessionals, 1,589 attendees reporting as school leaders, and 19 attendees reporting as counselors.

Findings from the program’s external evaluator, the Kapor Center, support that a lasting impact will be created from the efforts funded through the 2021 EWIG: CS. Survey results indicate that educators who participated in 2023 Summer of CS activities have increased confidence in providing CS instruction, increased knowledge of best practices to support that instruction, and increased confidence in providing advocacy for CS in their schools. The Kapor Center’s evaluation identified that Seasons of CS built educator and COE CS Champion capacity. In measuring the impact on equity, the Kapor Center’s evaluation has determined that equity outcomes likely have improved within individual educator classrooms, but the available data does not make clear whether equity outcomes are schoolwide or broader. The 2023 EWIG: CS has allowed the scale of impact to increase beyond the life of the 2021 EWIG: CS, and additional findings from the evaluation of the 2023 EWIG: CS grant program will provide more insight, reflecting additional years of experience with programming and in-school implementation.

## 2023 Educator Workforce Investment Grant: Computer Science Professional Learning Grant Partner Entity

### State Statute and Authority

Assembly Bill (AB) 185 (Chapter 571, Statutes of 2022), Section 55 of the Education Omnibus Budget Trailer Bill for the 2022–23 California State Budget provided $15 million from the General Fund for the EWIG Program: CS Partner Entity for allocation to one or more COEs for professional learning opportunities to support teachers and paraprofessionals with targeted support focused on strategies for providing high-quality CS instruction and CS learning experiences aligned to the *CA CS Content Standards*. The funds provided through this appropriation are described as the 2023 EWIG: CS for the purpose of this reporting, in alignment with the year that funds were awarded to the COE grantee.

### Legislative Reporting Requirements

The role of the CDE is to conduct the award process, distribute funding, and provide technical oversight of the items contained within the RFA. Section 55 of AB 185 amends Section 125(c) of the Education Omnibus Trailer Bill to require that the CDE report on an annual basis the following information to the appropriate policy and fiscal committees of the Legislature, the Department of Finance, and the Governor:

1. The process for awarding grants;
2. The name of each grant recipient;
3. The amount awarded to each grant recipient;
4. The activities provided with grant funds; and, if available,
5. The number of schools and educators served.

### Process for Awarding Grant Funds

The CDE invited COEs with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving K–12, inclusive, to apply for a grant to design and deliver professional learning opportunities for educators that align with the work developed and shared via the 2021 EWIG: CS to build the capacity of LEAs across the state. Applicants were able to apply individually or as a consortium. COEs were able to apply in partnership with one or more IHEs and/or one or more NPOs.

The 2023 EWIG: CS RFA was based on the requirements in statute and the 2021 EWIG: CS Program RFA. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $15 million. Members from the CDE and California State Board of Education worked in collaboration throughout the RFA creation and review process.

The lead awardee for the 2023 EWIG: CS is Sacramento County Office of Education (SCOE). SCOE applied in partnership with San Bernardino County Superintendent of Schools (SBCSS) to carry out the activities described in the RFA.

To review the 2023 EWIG: CS RFA, please visit the CDE 2023 EWIG: CS RFA web page at <https://www.cde.ca.gov/fg/fo/r12/csewig23rfa.asp>.

The 2023 EWIG: CS grant covers the grant period beginning May 1, 2023, and ending June 30, 2026. The grant was initially awarded through February 28, 2025. However, the grantee successfully requested an extension to the grant period based on availability of funds following the close of the 2023–24 fiscal year and a revised scope of work to offer additional professional learning opportunities for increased impact with the same amount of funds.

### Implementation

SCOE must ensure alignment with the work developed and shared via the 2021 EWIG: CS to build the capacity of LEAs across the state through professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors. These professional learning opportunities pertain to strategies for high-quality instruction and CS learning experiences aligned to the *CA CS Content Standards* and to the Quality Professional Learning Standards (QPLS). As the selected grantee, SCOE must:

* Collaborate with the 2021 EWIG: CS grantee to expand the professional learning opportunities provided via the Seasons of CS.
* Provide ongoing professional learning opportunities and support the convening of CoPs.
* Structure collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals.
* Develop and include resources for teachers and paraprofessionals that use instructional techniques and strategies, including interactive and project-based activities with strong CS content, collaborative learning, inquiry-based pedagogy, and culturally and linguistically responsive teaching.
* Develop differentiated instructional strategies in CS education to prepare and encourage young students and beginners, students with disabilities, female students, and underrepresented minorities.
* Facilitate cycles of feedback and reflection that are spaced over time through opportunities for teachers to solicit and receive feedback and input to change instructional practice.

### Request for Application Deliverables

As the selected grantee, SCOE must provide a summary of activities in biannual narrative or annual evaluation reporting, identifying both individual and collective contributions, including, but not limited to:

* A minimum of two measurable outcomes to evaluate progress toward the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs.
* CS implementation resources identified, calibrated, coordinated, developed, and implemented.
* Accessible repository of professional learning materials (agendas, activities, videos, materials list) for facilitators to plan and deliver professional learning and teacher-ready resources organized by grade bands and aligned to the *CA CS Content Standards*.
* Technical assistance and professional learning opportunities provided to teachers, paraprofessionals, school leaders, and counselors related to CS.
* Evidence of alignment with the work developed and shared via the 2021 EWIG: CS, and other agencies of the California System of Support, including, but not limited to, the CDE, COEs, IHEs, and NPOs.
* Increased number of facilitators qualified to lead CS-related professional learning.
* Number of participating educators, disaggregated by role, classrooms, schools, LEAs, counties, and regions served.

### Professional Learning Structures and Activities

Since May 2023, the 2023 EWIG: CS has funded 181 unique professional learning activities, which included 1,786 hours of content for 2,001 unique, unduplicated participating educators.

Full details of professional learning activities during the period from January 1, 2024, through December 31, 2024, are provided in tables 4–6 in this report.

SCOE and SBCSS have worked to extend and expand the Seasons of CS program that was utilized by UCLA through the 2021 EWIG: CS. Coordination with the 2021 EWIG: CS program supported continuous learning and cycles of feedback that could be applied to the 2023 EWIG: CS activities. On April 30, 2024, the Steering Committee convened to review the results of the 2021 EWIG: CS evaluation report prepared by the Kapor Center. Participants from nationally recognized organizations provided input regarding how the SCOE and all partner COEs could implement the evaluation recommendations in future professional learning activities through the 2023 EWIG: CS. Many grant partners from the 2021 EWIG: CS, including UCLA, continue to be involved in the planning team or steering committee for the work of the 2023 EWIG: CS to support ongoing coordination.

To expand the reach of the program, SCOE and SBCSS included additional COEs as grant partners through the 2023 EWIG: CS. While COE participation has been fluid, as of the end of this reporting period, 33 COEs have directly participated in the coordination of EWIG: CS–funded professional learning activities. With those partnerships in place, SCOE and SBCSS introduced strategic structures intended to empower all COE partners to contribute to the Seasons of CS program in a meaningful, results-oriented manner. SCOE has also partnered with the CDEF to expand its impact through statewide coordination. SCOE and its partners have utilized key data management systems (particularly Airtable) to improve reliability of participant data to support planning of and targeted recruitment for professional learning opportunities and to support cycles of feedback and improvement through the grant.

The Seasons of CS Planning Team has contracted an external evaluator, the American Institutes for Research (AIR), to conduct formative and summative evaluations to inform ongoing and future programming. Evaluation publications as of this report evaluate summer activities and efforts to build the capacity of COE CS Champions, aligned with the predetermined evaluation metrics. For full copies of the most recent evaluation reports, please visit the AIR Evaluation of the EWIG: CS web page at <https://www.air.org/project/evaluation-educator-workforce-investment-grant-computer-science>.

AIR’s future evaluation work will seek to better understand the changes in classroom behavior through follow-up surveys with participating educators. Further, district case studies will explore changes in CS course availability and participation.

#### Capacity Building for COE CS Champions

During the period from January 1, 2024, through December 31, 2024, SCOE, SBCSS, and other grant partners worked to build capacity of COE CS Champions (representatives from COEs in the seven regions of the Statewide System of Support providing ongoing support to schools and districts) through monthly leadership development and coaching sessions, extending previous efforts during the 2021 EWIG: CS. COE CS Champions were also provided opportunities to participate in orientation and onboarding workshops designed for educators to build their knowledge of the *CA CS Content Standards* and increase their capacity as professional learning providers within their counties.

In AIR’s first annual evaluation of the activities funded by the 2023 EWIG: CS through December 31, 2024, survey data and focus group interviews with COE CS Champions support the finding that COE CS Champions can clearly describe their role as COE CS Champions and that they view their work as pivotal to increasing educator participation in CS. Furthermore, the COE CS Champion survey responses rate the EWIG: CS program as effective in addressing some of the barriers to equitably expanding CS education (most significantly, providing training for CS educators and funding). Finally, AIR’s social network analyses through COE CS Champion surveys support the finding that the EWIG: CS program has created a community of CS leaders and advocates across the state, the value of which is regularly named in focus group interviews or individual conversations with COE CS Champions. These evaluation findings indicate that this grant has successfully supported capacity building in CS education for COE staff statewide.

#### Orientation Workshops

Through the Seasons of CS professional learning model, Winter of CS (January and February 2024) and Spring into CS (March, April, and May 2024) events included 50 regional and statewide three-hour orientation workshops, designed to develop California educators’ knowledge of the *CA CS Content Standards* and serve as a recruitment strategy for intensive, multiday Summer of CS programming. These orientation workshops provided professional learning to 1,359 unique, unduplicated educators.

In its evaluation of the 2024 Summer of CS programming, AIR reported that 11 percent of the 1,359 educators who attended an orientation workshop matriculated to a regional or statewide 2024 Summer of CS workshop. Further, AIR reported that these individuals who attended both an orientation workshop and a 2024 Summer of CS workshop represent 20 percent of the total 2024 Summer of CS participants, supporting the utility of these one-time orientation workshops as one recruitment strategy for summer programming.

Regional orientation workshops were implemented in consideration of specific regional needs (e.g., in-person vs. virtual attendance, use or no use of asynchronous learning, content interest) and through the enhanced capacity of COE CS Champions (who, in many cases, served as workshop facilitators) and regional networks.

Statewide orientation workshops were promoted to educators across California and included:

* Relevant CS Lesson Design: Led by the CS Content Workgroup, this workshop brought together educators to produce high-quality, standards-aligned CS lessons. Attendees codeveloped and left with teacher-ready resources.
* Education Technology (EdTech) Playground: During this monthly series, expert EdTech guest speakers not only highlighted an EdTech tool or strategy focused on a selected topic area, but they also provided the pedagogy around how and why to use it and included numerous examples and teacher-ready resources. Participants had the opportunity to share tips and best practices for using EdTech in their classrooms.
* Implement 4 Impact (I4I): Developed by the Small School Districts’ Association Computer Science for Northern California (CS4NorCal) research project, this monthly series for K–12 teachers featured emerging technologies and related instructional strategies that can accelerate student learning in CS. Based on participant feedback, this series will be offered as an ongoing workshop in the 2024–25 academic year. For more information about the CS4NorCal research project, please visit the CS4NorCal web page at <https://www.cs4norcal.org/>.

#### Multiday Onboarding Workshops (Summer of CS)

During the 2024 Summer of CS (June, July, and August 2024), SCOE, SBCSS, and other partner COEs hosted 44 multiday onboarding workshops serving 736 unduplicated educators, designed to prepare educators to teach the *CA CS Content Standards* in the 2024–25 academic year. Participating educators and their administrators provided a signed participation agreement to define commitments to their participation, including an intent to deliver 30 or more hours of standards-aligned CS instruction to students in the 2024–25 academic year.

Of these 44 multiday workshops, 2024 Summer of CS included 34 regional workshops and the statewide Computer Science Professional Development Week (CSPDWeek), which included five days of 10 intensive colocated workshops intended for grades six through twelve. The statewide CSPDWeek hosted 215 California educators from across the state (164 schools in 105 districts from 35 counties).

These regional and statewide 2024 Summer of CS professional learning opportunities provided significant reach to new CS educators. In their evaluation of the 2024 Summer of CS programming, AIR reported that 73 percent of total summer participants had less than two years of experience teaching CS and 51 percent of total summer participants had never taught CS prior to attending a 2024 Summer of CS workshop. By effectively supporting educators new to teaching CS, this programming has increased the pool of educators with the tools to teach CS, increasing the potential number of students across the state with access to CS education.

As part of its evaluation of the activities funded by the 2023 EWIG: CS, AIR collected and analyzed survey data from the 2024 Summer of CS educator participants. AIR reported that survey data indicates overwhelmingly positive experiences, including 98 percent of respondents agreeing or strongly agreeing that the workshop they attended made them feel included in a community of CS educators and advocates. The same survey data also reveals 2024 Summer of CS educator participants reported positive changes in their confidence in teaching CS following 2024 Summer of CS workshops (and that changes are more significant among educators with identities reflecting historically underrepresented subgroups). Finally, the same survey data reflects positive changes in beliefs around students who can learn CS following the 2024 Summer of CS workshops. These findings support the quality of the Summer of CS programming and its potential to increase access to high-quality CS education statewide.

#### Ongoing Support Through AYWs (Autumn of CS)

Participants who attended a 2024 Summer of CS workshop were invited back to participate in AYWs corresponding to their summer workshop, providing ongoing, just-in-time support. Through December 31, 2024, 72 AYWs (each providing six hours of content to participants) were offered.

#### Professional Learning Strategies

All workshops utilized numerous and concurrent instructional techniques and strategies, as well as delivery models, to ensure that the professional learning activities are accessible, engaging, relevant, and effective in building educator capacity to teach standard-aligned CS. Professional learning activities implemented the following strategies regionally and statewide to meet educator needs during these activities and to build educator capacity in CS instruction:

* Interactive and project-based activities
* Modeling of instructional practices and technology tools
* Coteaching
* Personalized coaching
* Inquiry-based learning
* Exploration and choice
* Community building and networking
* Strategic grouping
* Differentiated instructional strategies
* Reflective practice
* Collaborative learning
* Use of real-world scenarios
* Hands-on experience
* Continuous feedback and improvement

Workshops also were mindful of the experience of participating educators. For example, Region 1 hosted two colocated E4C multiday 2024 Summer of CS workshops from June 12 to June 14, 2024: one for Year 1 educators (those who did not participate in 2023 Summer of CS workshops) and one for Year 2 educators (those who participated in 2023 Summer of CS workshops). This differentiation allowed workshop facilitators to target professional learning activities to the needs of the educators in attendance while offering valuable networking opportunities for these Region 1 educators.

It is also worth noting that both the statewide and the regional workshops have employed creative strategies to encourage full and active participation. These workshops are offered outside of and adjacent to the traditional workday of a California K–12 educator. Stipends are provided to eligible educators demonstrating full and active participation. As such, COE CS Champions and professional learning providers have designed responsive agendas that not only engage participants but also respect their commitment to the profession.

Continuous learning and cycles of feedback are key to the model of the 2023 EWIG: CS activities. All educator workshops and monthly COE CS Champion leadership development and coaching sessions include opportunities for informal and formal participant feedback, which is reviewed by the 2023 EWIG: CS Planning Team and considered for future or real-time implementation.

#### Additional Statewide Activities

Beyond the orientation workshops, multiday intensive summer workshops, and fall AYWs, additional statewide activities have been provided. In August 2024, UCLA, in partnership with CSTA, provided a two-day Classroom Coaching for Equity in CS Education academy for 32 instructional coaches and teachers on special assignment (TOSAs) from across the state. This coaching academy empowered classroom-level coaches to effectively support educators in delivering high-quality, rigorous, and culturally responsive CS education aligned with the *CA CS Content Standards*. After the initial workshop, participants committed to bimonthly ongoing CoP meetings in follow-up virtual or hybrid sessions and optionally participated in office hour sessions to continue their learning.

The Seasons of CS planning team has also continued to partner with CSTA to host statewide CoP meetings. On December 12, 2024, part one of a two-session CoP hosted 149 participants of previous Seasons of CS professional learning activities to support continued networking with one another by region and resource sharing by grade band. The second session will occur in April 2025. Final participation data will be included for the cumulative experience in future reporting.

In December of 2024, the Seasons of CS Group on California Educators Together was launched. This group will serve as a virtual network for CS educators statewide and a repository for workshop resources and CS curricula. The Seasons of CS Group can be found at <https://www.caeducatorstogether.org/groups/7rt6mfm8/seasons-of-cs>.

Table 4 shows the activities provided from January through December 2024 for the 2023 EWIG: CS.

#### Table 4: 2023 EWIG: CS Activities (January Through December 2024)

| **Date** | **Activity** | **Description** |
| --- | --- | --- |
| January 10, 2024 | Jump into CS! Practices Make Perfect, Part 1 (Region 6) | Through both synchronous and asynchronous activities, participants explored CS practices with specific grade band examples and applications, learned about resources for integrating the CS practices into other content areas, and connected with other educators to collaborate on plugged and unplugged CS learning activities. |
| January 10, 2024 | Physical Computing with micro:bit: Do Your Bit (Region 7) | Through both synchronous and asynchronous activities, this workshop provided an introduction for teachers learning to use micro:bit through hands-on activities engaging in physical computing with micro:bit. |
| January 11, 2024 | EdTech Exchange (Region 1) | This workshop provided an orientation on the Butte COE EdTech Exchange via Zoom. Participants learned about the free EdTech lending library and access to hundreds of robotics to use in their classrooms. Participants outside of Butte COE learned how to replicate this model in their own counties. |
| January 16, 2024 | AcademiCS Symposium: CS and Art (Region 3) | This workshop occurred as a spoke and hub model in person at the San Joaquin COE FabLab and in person/virtual at the Placer COE. Guest Bem Bey Jones, an Adobe engineer, walked the teachers through some features of Adobe that would be useful to them in their classroom. Teachers were then led through a “make and take” activity, which was a LEGO mini mural that they assembled and then coded using Python. Supplies were sent to the Placer COE Zoom attendees to participate in the “make and take” activity. |
| January 17, 2024 | CS+ Monthly Series CS with AI (Region 2) | Through both synchronous and asynchronous activities, participants developed a shared understanding of teaching about and with AI, including experiencing AI activities connected to the *CA CS Content Standards*, exploring web-based AI resources, and creating a plan for instruction to students. |
| January 20, 2024 | Relevant CS Lesson Design (Statewide) | Participants left this workshop with an understanding of the components of a quality *CA CS Content Standards* aligned CS lesson and pedagogical processes that are conducive for students to learning CS. Experiential objectives included designing student-centered learning through the 5E lesson model, participating in a model lesson, reviewing example lessons in the participants’ grade spans, developing learning experiences with integration between CS and mathematics, English Language Arts (ELA), and science, and designing relevant and real-world experiences to engage students. |
| January 23, 2024 | AI in the Classroom (Region 5) | Participants left this workshop with tools to integrate AI activities into classrooms and lesson plans. Participants received a brief overview of the history of AI and an introduction to CS through engaging and relevant AI activities and lesson plan ideas. This workshop was designed by K–12 educators, classified staff, and administrators. |
| January 23 and February 13, 2024 | I4I: Emerging Concepts in CS (Statewide) | Through this virtual workshop, participants explored future standards and concepts in emerging areas like cybersecurity and AI. The topics of this workshop could serve as topics for students’ projects in CS classrooms. |
| January 25, 2024 | Jump into CS! Practices Make Perfect, Part 2 (Region 6) | Participants reflected on the activity they implemented between sessions and its impact on their students. Participants planned for future implementation of plugged and unplugged CS learning activities. |
| January 29, 2024 | Girls Who Code (Region 1) | Through this virtual session, participants learned more about how to start a Girls Who Code Club at their schools. The session included step-by-step instruction to access everything needed, including training, easy-to-use and flexible coding curriculum, and even free Girls Who Code swag for club members (donated by Girls Who Code at no cost to Butte COE). |
| January 30, 2024 | Bootstrap: Data Science – An Introduction (Region 4) | This workshop introduced teachers to Bootstrap: Data Science, a set of evidence-based curriculum materials for teachers in grades seven through twelve that are used across California. Teachers left with a concrete understanding of what data science is, both in industry and in K–12, and how it dovetails with existing standards in mathematics, CS, and science. Facilitators modeled teaching techniques, and participants engaged in the same programming and classroom activities that students do.  |
| January 30, 2024 | EdTech Playground: About Accessibility (Statewide) | Educators and industry leaders shared their top tips for using EdTech in the classroom. Participants had an opportunity to explore the tools in self-selected breakout rooms. For participants new to a tool, targeted support to help them get started was provided. Experienced users collaborated on a shared project or challenge or learned advanced tips for using the tool.  |
| February 5, 2024 | AI: A Treasure Chest of Tools (Region 1) | Through this virtual workshop, participants explored the ways AI is lightening the load of teachers’ daily tasks and empowering them to create learning experiences that are more relevant and effective. Participants discovered how AI-driven tools streamline administrative tasks, providing personalized insights into student performance, and enabling educators to tailor their teaching approaches to suit individual needs. Through real-use examples and expert insights, participants navigated the exciting terrain of AI in education, offering a glimpse of the future where teachers are free to focus on what they do best: nurturing the minds of the next generation. Participants left this session with practical ways to enhance their lesson delivery, plan for instruction and save on time. |
| February 6, 2024 | AcademiCS Symposium: CS in Industry, Research, and Art for Teachers (Region 3) | This workshop occurred as a spoke and hub model in person at the San Joaquin COE FabLab and in person/virtual at Placer COE. Guest Ties Hugbretse, an engineering manager for Alumina, shared how his work is at the intersection of health and technology and how it ties to CS. Participants were then led through a “make and take” activity, which was a pulse sensor that collects biodata that they assembled and can take back to their classrooms. Scratch was used to create a data visualization of the data the sensor was outputting. Supplies were sent to the Placer COE Zoom attendees to participate in the “make and take” activity. |
| February 6, 2024 | Hands-on Computing for All (Region 4) | Participants were provided with strategies and experiences with a physical computing device and unplugged computing opportunities to engage students in CS practices that can be implemented into core standards through engaging CS learning experiences, plugged and unpluggedstandard connections, and inclusive teaching strategies to address the needs of all students, including low-income students, students of color, young women, ELs, and students with special needs. |
| February 6, 2024 | Jump into CS Leadership (Region 7) | This Imperial COE–hosted workshop provided education leaders (administrators, counselors, and teacher leaders) the opportunity to learn about CS equity and the importance of all students being exposed to CS during their K–12 education to support building a CS program within participants’ schools or districts. |
| February 14, 2024 | Jump into AI (Region 6) | Through synchronous and asynchronous activities, participants explored AI basics, including what AI is, how it works, ethical considerations for AI, and algorithmic bias. |
| February 15, 2024 | February Code N’ Play (Region 5) | This workshop hosted by the CSTA provided fun and playful learning where participants self-selected between up to four breakout rooms to “play” in through hands-on activities. There were opportunities for all grade levels, including topics such as AI, literacy through coding, and more. Breakout room leaders (coaches) facilitated through a model of 25 percent front-loading/teaching and 75 percent attendees creating/coding/playing. |
| February 24, 2024 | Craft Robotic Pets (Region 4) | Teachers in grades three through twelve were engaged in a hands-on activity to bring back to their classrooms. Participants left with their constructed “pet” with attached micro:bit to display in their classroom, in addition to skills to increase student efficacy for CS through physical computing, collaboration, design thinking, and joy. |
| February 27, 2024 | Piper Make (Region 1) | Participants engaged in coding and creativity with Piper Make for Educators. They explored innovative techniques to engage learners in CS through hands-on activities that required no prior experience. Piper Make is an integrated hardware and software solution that is an easy introduction to physical computing. |
| February 28, 2024 | CS+ Monthly Series CS with Unplugged Activities (Region 2) | Through synchronous and asynchronous activities, participants activated background knowledge and developed a shared understanding about CS education and K–12 standards. Participants experienced unplugged CS using content and activities from CS Unplugged and created a plan to try them out with their students. |
| March 5 and April 11, 2024 | I4I: Curating Student Work (Statewide) | Through this virtual workshop, participants explored future standards and concepts in emerging areas like cybersecurity and AI. The topics of this workshop could serve as topics for students’ projects in CS classrooms. Participants explored skills to increase the impact of their CS implementation with strategies including project-based learning, project management, and authentic assessment. |
| March 6, 2024 | Teacher Blocks: Introduction to Software Development for Teachers (Region 3) | Teacher Blocks is a block-based coding language that generates Apps Script. Apps Script is the language that controls Google Workspace. Teachers can make interactive lessons, automate processes, and make their lives and work easier using Teacher Blocks. This workshop focused on how the skills explored through Teacher Blocks are the same ones students learn in the *CA CS Content Standards*, particularly in another block-based coding language, Scratch. |
| March 6, 2024 | Empowering Students with AI Literacy (Region 4) | Through synchronous and asynchronous activities, participants explored the benefits of developing student understanding of AI and were guided in fostering digital literacy in students, empowering students to be conscientious, inquisitive, and critical consumers of AI as educators explore the possibilities of integrating AI literacy into their content areas. |
| March 7, 2024 | Jump into CS – Spring into CS! Part 1 (Region 6) | Participants explored activities aligned to the *CA CS Content Standards*, both plugged in and unplugged. Participants chose an engaging and inspiring grade-level activity to implement with their students. Participants connected to others in the CS teaching and learning community to collaborate and design lessons. |
| March 13, 2024 | CS+ Monthly Series Integrating K–12 CS Standards with Plugged Activities (Region 2) | Through synchronous and asynchronous activities, participants explored real-life scenarios relating to the Algorithms and Programming CS concept in the *CA CS Content Standards* by a grade span. Participants explored CS web-based activities and considered effective strategies to transition from unplugged to plugged activities. |
| March 13, 2024 | Google CS First (Region 7) | This workshop hosted at the Orange COE provided participants with the opportunity to explore uses of Google CS First in elementary classrooms. Google CS First is a free CS curriculum that makes coding easy to teach and fun to learn. |
| March 18, 2024 | Creative Computing in Scratch (Region 4) | This virtual workshop introduced educators to strategies and pedagogy for utilizing a free online tool (Scratch) for students in CS classes, as well as to support learning in all content areas. This session featured a project to allow educators and students to create and communicate culturally relevant and sustaining content. This workshop emphasized equitable access and opportunity for students as a platform to demonstrate their learning as well as a social and emotional learning tool. This workshop further highlighted a research-designed lesson, including pedagogy and instructional strategies to support student learning. |
| March 24, 2024 | Bringing Everyone Onboard: Fun and Equitable Learning in CS and AI Onboarding (Region 7) | Region 7 representatives attended the CUE conference to deliver a three-hour workshop on day three of the conference and to work at a Seasons of CS table to raise awareness about the upcoming professional learning opportunities in Region 7 and throughout California, including opportunities at CSPDWeek in Anaheim. This workshop highlighted strategies for making CS and AI education more inclusive and engaging for all students. A key component was hands-on activities using the micro:bit microcontroller, allowing participants to explore interactive, real-world applications of CS. The session also covered the importance of all students having equitable access to CS education. Attendees left with practical strategies, resources, and tools to get started with CS in their learning environments as well as increased confidence in creating engaging, equitable learning experiences, while also connecting with fellow educators to share insights on ways to integrate CS into their classrooms. |
| March 26, 2024 | AcademiCS Symposium (Region 3) | This workshop occurred in person at the San Joaquin COE FabLab. The goal over the series was for teachers to learn some Python coding, learn the *CA CS Content Standards* (one or two were emphasized at each event), learn how CS is being used in current jobs in engineering, academia, and art, and feel like they did something unique. For this event the guest was Alex Murray, a software engineer at the Lawrence Livermore National Laboratory. He shared the work he did and his path to working there. Participants also coded a small circuit board that can control a fan (a link to the supercomputers that Murray works on). There was also a digest with code examples and links. |
| March 26, 2024 | EdTech Playground: Creative Expression – Giving Students a Voice to Call for Change (Statewide) | Expert EdTech guest speakers not only highlighted an EdTech tool or strategy, but they also provided the pedagogy around how and why to use it and included numerous examples and teacher-ready resources. March’s event focused on empowering student voices to call for change and highlighted two EdTech powerhouse platforms. |
| March 27, 2024 | CS+ Monthly Series CS with AI (Region 2) | Through synchronous and asynchronous activities, participants activated background knowledge and developed a shared understanding of teaching about and with AI. Participants experienced AI activities connected to the *CA CS Content Standards*. Participants explored AI web-based resources to teach about and with AI and created a plan to try them out with students. |
| March 28, 2024 | Jump into CS – Spring into CS! Part 2 (Region 6) | Participants explored plugged and unplugged activities aligned to the *CA CS Content Standards*. Participants reflected on the grade-level activity they implemented with their students between sessions. Participants connected to others in the CS teaching and learning community to plan for future implementation. |
| April 3, 2024 | Piper Make (Region 1) | Participants engaged in coding and creativity with Piper Make for Educators. They explored innovative techniques to engage learners in CS through hands-on activities that required no prior experience. Piper Make is an integrated hardware and software solution that is an easy introduction to physical computing. |
| April 3, 2024 | Python 4 Newbies (Region 4) | This workshop was an introduction to Python for educators interested in introducing a text-based language to their students. This course assumed no prior experience with CS or any programming languages. Most of the basic programming concepts in the *CA CS Content Standards* for grades six through eight were covered. Educators engaged in a variety of activities including creating graphics. The workshop emphasized equitable access and opportunity for students to engage and demonstrate their learning. |
| April 9, 2024 | Jump into CS – Pedagogy, Part 1 (Region 6) | Participants learned about promising instructional practices in CS by exploring the *Big Book of Computing Pedagogy*, designing an engaging, impactful, standards-aligned lesson and connecting to others in the CS teaching and learning community to collaborate and design lessons. |
| April 10, 2024 | Jump into CS Leadership (Region 7) | This Orange COE–hosted workshop provided administrators, counselors, and teacher leaders the opportunity to learn about CS equity and the importance of all students being exposed to CS during their K–12 education to support building a CS program within participants’ schools or districts. |
| April 16, 2024 | AcademiCS Symposium (Region 3) | This workshop occurred as a spoke and hub model in person at the San Joaquin COE FabLab and in person/virtual at Tuolumne COE. Every event in this series had a guest who worked in a CS-related field. The guest at this event was Dr. David Rakestraw. He is a physicist at Lawrence Livermore National Laboratory and wrote the curriculum Physics with Phones. As with every event in this series, teachers learned some Python coding, focused on a couple of *CA CS Content Standards*, and heard from a guest speaker. Dr. Rakestraw spoke about his research and had teachers work with their phones to gather data. Since the series was also focused on teachers doing something unique, facilitators put together accelerometers that fit in LEGO and reported data to Scratch. There was also a digest with code examples and links. |
| April 16, 2024 | Introducing Quantum Computing Concepts to Teenagers (Region 5) | This workshop was aimed at teachers with little to no knowledge in quantum mechanics and quantum computing. Participants learned what quantum computing is, where it may be useful, and how it is different from classical computing. Participants were introduced to major quantum concepts and how they are used for computation through resources appropriate for middle school and high school students in a computing course, such as online games and Python programming. All resources came with complete facilitation guides for instructors. |
| April 18, 2024 | Tech Futures for All Students (Region 4) | This teacher preview event provided teachers, paraprofessionals, and administrators with tools for how to bring high-tech, high-wage career exploration experiences to students. Participants were provided support for registering for the August 22–25, 2024, event and finding connections to share with students. |
| April 22, 2024 | Spark Inspiration and Save Time with Canva’s Magic/AI (Region 1) | Canva and Butte COE hosted this two-part virtual orientation for educators to learn how Canva for Education makes it easy to create, collaborate, and communicate visually in the classroom and beyond. During part one, participants learned the basics of Canva for Education, including how to navigate the Canva homepage, locate templates, create folders, share activities, and provide real-time feedback. Participants walked away with the knowledge to use Canva in the classroom. During part two, participants explored an immersive workshop to discover how an AI-powered teaching assistant can save time, generate engaging classroom activities, craft comprehensive lesson plans, cater to diverse learning needs, and streamline communication. |
| April 25, 2024 | Computational Thinking Workshop (Region 7) | Orange COE presented on integrating computational thinking in STEM subjects and classrooms. |
| April 27, 2024 | Explore KIBOs (Region 4) | Based on 20+ years of early child development research, this hands-on educational coding robot (KIBOs) engages young students to learn STEAM concepts through play, exploration, and creative self-expression. Kids physically engage with KIBO through unique activities, lesson plans, and their own imagination. This workshop supported educators by building their capacity through demonstrated strategies and tools for educators to bring standards-aligned CS learning to their kindergarten through grade two students. Educators learned about the free curriculum, tutorials, and grant opportunities to bring these learning opportunities to their students. |
| April 29–May 1, 2024 | Introduction to Code.org CS Fundamentals (Region 3) | Through this multiday virtual workshop, elementary school teachers interested in teaching CS learned how to bring this fundamental subject to their school with workshops from Code.org and their regional partner. For students new to CS, each course begins with a grade-appropriate entry point and structured ramp-up of concepts. The progression of Courses A through F build on each other to ensure continuing students stay interested and learn new concepts, collaborate with others, develop problem-solving skills, and persist through difficult tasks. Code.org developed a no-cost elementary school curriculum that allows even the youngest students to explore the limitless world of computing. Courses blend online, self-guided, and self-paced tutorials with “unplugged” classroom activities that do not require a computer. The goals of this workshop were to proactively prepare participants to successfully implement CS Fundamentals courses, regardless of prior CS experience, and to examine equity in CS education and commit to taking steps in establishing equitable CS Fundamentals classrooms. |
| April 30, 2024 | Jump into CS – Pedagogy, Part 2 (Region 6) | Participants explored plugged and unplugged activities aligned to the *CA CS Content Standards*. Participants reflected on the grade-level activity they implemented with their students between sessions. Participants connected to others in the CS teaching and learning community to plan for future implementation. |
| May 2, 2024 | ELA/English Language Development (ELD) & Scratch Programming Integration (Region 4) | Participants created concise programs and applied CS concepts, such as algorithms, variables, control statements, loops, collections, and functions to support integrating CS into ELA and ELD classes. |
| May 4, 2024 | Mai the AI Force Be with You (Region 7) | This virtual workshop provided participants with an introduction to AI, covering prompt engineering, bias, ethics, and resources for teaching AI. |
| May 7, 2024 | AcademiCS Symposium (Region 3) | This workshop occurred in person at the San Joaquin COE FabLab. The AcademiCS series had guest speakers who worked in CS-related fields talk about their work. This event’s guest was Susie Kim, a local digital art teacher. She helped teachers understand computer graphics and some of her work with designing stickers. Teachers learned some coding with Scratch and built a device that allowed them to control Scratch and draw. The device ran on Python. Facilitators connected learning to the *CA CS Content Standards*. There was also a digest with code examples and links. |
| May 9, 2024 | Jump into CS – Impacts of Computing, Part 1 (Region 6) | Participants learned about how CS impacts us, our students, and our collective culture. Participants learned about and discussed the equity considerations associated with technological development and spread and the tools that support thoughtful digital citizenship. Participants planned to implement an activity with their students. |
| May 9, 2024 | Do Your Bit with micro:bit (Region 7) | This workshop provided an introductory course focused on elementary and middle school teachers, teaching them to integrate micro:bit into instructional practices. |
| May 14, 2024 | EdTech Playground: EdTech for SEL (Statewide) | Expert EdTech guest speakers not only highlighted an EdTech tool or strategy, but they also provided the pedagogy around how and why to use it and included numerous examples and resources that teachers can start using right away. May’s event focused on EdTech for SEL and highlighted an EdTech powerhouse from Flip, Ann Kozma. |
| May 23, 2024 | Jump into CS – Impacts of Computing, Part 2 (Region 6) | Participants reflected on the grade-level activity they implemented with their students between sessions. Participants connected with others in the CS teaching and learning community to plan for future implementation. |
| June 4–6, 2024 | Code.org CS Fundamentals at Kern COE Transitional Kindergarten Through Grade Five (Region 6) | Throughout this in-person three-day summer workshop, participants successfully planned and prepared to teach kindergarten through grade five Code.org courses, regardless of prior CS experience, learned about equity in CS education, developed a deeper understanding of how the Code.org CS Fundamentals curriculum and teacher strategies support positive and inclusive learning environments, engaged with alternative coding activities for classroom use, formulated a plan to infuse Code.org curriculum over the course of the 2024–25 school year, deepened their understanding of machine learning, engaged with AI to learn about its implications for teacher workflow, and engaged with different Makerspace kits that teach hands-on coding. |
| June 10–14, 2024 | Code.org CS Discoveries for Far North Educators (Region 1) | Code.org’s CS Discoveries is an introductory CS course that empowers students to create authentic artifacts and engage with CS as a medium for creativity, communication, problem-solving, and fun. This summer institute provided participants with resources and tools to prepare them to teach the course for the first time. |
| June 10–14, 2024 | Code.org CS Discoveries Contra Costa (Region 4) | This five-day in-person workshop hosted at Contra Costa COE provided participants with an overview and model lessons for all aspects of the CS Discoveries curriculum available for free from Code.org. Facilitators addressed pedagogy and strategies for implementation of all seven units in the curriculum. Participants explored and planned for implementation in their classrooms in the coming school year. |
| June 10–12, 2024 | Google CS First San Diego (Region 7) | This three-day intensive workshop for elementary teachers was held on behalf of Region 7 in San Diego County. Teachers were introduced to ways to integrate CS into their elementary classrooms using the Google CS First platform and external devices, such as the micro:bit. Participants left with resources to help them with ideas for integration as well as micro:bits to take back to their classrooms to immediately begin working with their students. Educators with little to no experience were able to attend and participate, building capacity that they can use in their classrooms and potentially share with others at their school sites. |
| June 10–12, 2024 | Hands-on CS in STEM (Region 3) | Teachers participated in a three-day workshop at the San Joaquin COE FabLab as part of the Summer of CS. Participants learned how to use different equipment that could be implemented in their classrooms using lessons from the PreK–12 STEM curriculum. They explored block coding using the KIBO to navigate a maze they engineered using LEGO and Rigamajig, reviewed the *CA CS Content Standards* and the *California NGSS*, collaborated on implementing knowledge they gained from the workshop into their lessons, explored and coded the micro:bit for data collection using Microsoft MakeCode, got access to Google CS First curriculum, and worked through some lessons together using platforms such as Scratch and Makey Makey. |
| June 10–12, 2024 | E4C Placer (Region 3) | During this three-day workshop hosted by Placer COE, teachers explored the concepts, practices, and pedagogies of CS. Model lessons and curriculum were shared to help participants prepare their elementary students to be critical creators of computational artifacts through language, culture, and self-expression. Teachers left the workshop with a personalized plan for teaching CS in their classes next year. |
| June 10–12, 2024 | E4C Stanislaus (Region 5) | During this three-day workshop hosted by Stanislaus COE, participants explored the concepts, practices, and pedagogies of CS, targeted for grades kindergarten through five. An expert facilitator shared model lessons and curriculum that prepared elementary students to be critical creators of computational artifacts through language, culture, and self-expression. Participants left this workshop with a personalized plan for teaching CS in their classes next year. |
| June 10–12, 2024 | E4C Tulare (Region 5) | During this three-day workshop hosted by Tulare COE, participants explored the concepts, practices, and pedagogies of CS, targeted for grades kindergarten through five. An expert facilitator shared model lessons and curriculum that prepared elementary students to be critical creators of computational artifacts through language, culture, and self-expression. Participants left this workshop with a personalized plan for teaching CS in their classes next year. |
| June 10–12, 2024 | Leveraging micro:bits for Inclusive and Interdisciplinary Learning Santa Cruz (Region 5) | This three-day workshop was designed to empower educators with the skills and insights needed to integrate the powerful micro:bit technology into their teaching practices. This hands-on workshop guided participants through the basics of micro:bit, its programming, and the vast potential it holds for enhancing computational thinking, problem-solving skills, and cross-curricular lessons in mathematics, science, and beyond. Participants left with practical tools and strategies to create an inclusive, engaging, and responsive learning environment that leverages physical computing to drive student success. |
| June 10–14, 2024 | Physics with Phones (Region 3) | Participants explored Physics with Phones, a free curriculum developed by the Lawrence Livermore National Laboratory. The five-day workshop focused on data and analysis, computer systems, the *CA CS Content Standards*, and physical science within the *California NGSS*. The workshop used tools like Jupyter notebooks and the Common Online Data Analysis Platform to analyze and interpret data captured by personal cell phones to test out different types of physics lessons, integrating CS. |
| June 10–14, 2024 | Bootstrap: Algebra (Region 3) | This five-day workshop featured evidence-based, integrated materials for grades seven through twelve, including programming, curriculum, and pedagogy based on best practices in mathematics education. Teachers discovered they could use the curriculum in a separate, stand-alone CS class or integrated into a mainstream mathematics class delivered by a mathematics teacher with no prior CS experience. Participants collaborated with peers discussing content and pedagogy, explored activities from Bootstrap classes, debriefed with other participants, discussed pedagogy with the trainers, and tried out the materials and software firsthand. |
| June 10–14, 2024 | Code.org CS Discoveries at Fresno COE (Region 6) | During this five-day workshop, participants learned about the Code.org CS Discoveries curriculum, grew their understanding of equitable CS education, transformed their teaching practice, developed empathy for the student experience, and became part of a network of teachers who are doing similar work. |
| June 11–13, 2024 | E4C Imperial (Region 7) | During this three-day workshop hosted by Imperial COE, participants explored the concepts, practices, and pedagogies of CS, targeted for grades kindergarten through five. An expert facilitator shared model lessons and curriculum that prepared elementary students to be critical creators of computational artifacts through language, culture, and self-expression. Participants left this workshop with a personalized plan for teaching CS in their classes next year. |
| June 12–14, 2024 | E4C Far North Year 1 (Region 1) | During this three-day workshop, participants from across the Far North Region of California explored the concepts, practices, and pedagogies of CS, targeted for grades kindergarten through five. An expert facilitator shared model lessons and curriculum that prepared elementary students to be critical creators of computational artifacts through language, culture, and self-expression. Participants left this workshop with a personalized plan for teaching CS in their classes next year. |
| June 12–14, 2024 | E4C Far North Year 2 (Region 1) | During this three-day workshop, participants from across the Far North Region of California explored the concepts, practices, and pedagogies of CS, targeted for grades kindergarten through five, building on their learning from the 2023 Summer of CS programming and subsequent academic year. An expert facilitator engaged participants in a reflection of CS teaching in 2024–25, guided participants through core subject integration activities, and explored culturally responsive teaching practices with participants. |
| June 17, 18, and 20, 2024 | E4C Ventura (Region 6) | Participants described what CS is and what it feels like, identified skills and mindsets needed to succeed in CS, learned about and used the *CA CS Content Standards* meaningfully, explained how the experience of CS in their grade(s) fits into a K–12 pathway, and identified important characteristics of CS tools and curricula and used them to determine their appropriateness in the classroom. Participants started the planning of 30 hours of CS instruction for their students with a focus on integrating the *CA CS Content Standards* into other content areas and maintaining a focus on equity. |
| June 18–21, 2024  | Google CS First and Code.org CS Fundamentals for Grades Kindergarten Through Five (Region 4)  | This three-day virtual workshop was an introduction to two elementary grade-level platforms for CS: Google CS First and Code.org CS Fundamentals. Both platforms and curriculum are available for free to all educators. Educators made connections between the learning and their classrooms and planned their first lessons for their classrooms in the school year. |
| June 24–26, 2024 | Supercharge Your Year with AI Santa Clara (Region 4) | Participants explored AI tools that can change the way educators organize their work, their time, and their instruction. Participants practiced using tools to assess learning, design for learner variability, remove barriers, and build on students’ strengths to open doors for students, elevate student voice, and improve equitable outcomes for students. |
| June 24–28, 2024 | Bootstrap: Algebra Riverside (Region 7) | Through this five-day workshop, participants learned to integrate CS into mathematics instruction. Participants learned to code using the Bootstrap language Pyret and applied it to mathematics concepts to reinforce and improve students’ mathematics outcomes. |
| June 24–28, 2024 | Bootstrap: Algebra 2 Riverside (Region 7) | Through this five-day workshop, participants learned to integrate CS into mathematics instruction. Participants learned to code using the Bootstrap language Pyret and applied it to mathematics concepts to reinforce and improve students’ mathematics outcomes. |
| June 24–28, 2024 | Code.org CS Discoveries Riverside (Region 7) | This five-day in-person workshop hosted by Riverside COE provided participants with an overview and model lessons for all aspects of the CS Discoveries curriculum available for free from Code.org. Facilitators addressed pedagogy and strategies for implementation of all seven units in the curriculum. Participants explored and planned for implementation in their classrooms in the coming school year. |
| June 24–28, 2024 | Code.org Advanced Placement® (AP®) CS A Riverside (Region 7) | This five-day in-person workshop hosted by Riverside COE provided participants with an overview and model lessons for all aspects of the AP® CS A curriculum available for free from Code.org, which introduces students to software engineering and object-oriented design while they learn the Java programming language. Participants explored and planned for implementation in their classrooms in the coming school year. |
| June 26–28, 2024 | Google CS First San Bernardino (Region 7) | This event was a Summer of CS Intensive Workshop for elementary teachers in San Bernardino County. Teachers were introduced to ways to integrate CS into their elementary classrooms using the Google CS First platform and external devices such as the micro:bit. Participants left with resources to help them with ideas for integration as well as micro:bits to take back to their classrooms to immediately begin working with their students. Educators with little to no experience were able to attend and participate, building capacity that they can use in their classrooms and potentially share with others at their school sites. |
| June 26–28, 2024 | E4C Mendocino (Region 2) | Participants described what CS is and what it feels like, identified skills and mindsets needed to succeed in CS, learned about and used the *CA CS Content Standards* meaningfully, explained how the experience of CS in their grade(s) fits into a K–12 pathway, and identified important characteristics of CS tools and curricula and used them to determine their appropriateness in the classroom. Participants started the planning of 30 hours of CS instruction for their students with a focus on integrating the *CA CS Content Standards* into other content areas and maintaining a focus on equity. |
| July 8–10, 2024 | Build a Computer with Piper (Region 1) | This Summer of CS regional workshop allowed primary educator participants to explore innovative techniques to engage learners in CS through hands-on activities. This workshop was an ideal starting point for curious educators looking to introduce computational thinking, collaborative struggle, and problem-solving suitable for a classroom in grades three through six. Facilitated by a team that included a Piper Curriculum Specialist, an active CS teacher with expertise in Special Education integration, a Piper representative, and a Butte COE professional learning department administrator to ensure alignment with the *CA CS Content Standards,* with a focus on inclusivity in alignment with the QPLS and adult learning theory. |
| July 8–10, 2024 | E4C Los Angeles County (Regions 6 & 7) | At this Summer of CS workshop, teachers were able to describe what CS is and what it feels like. They identified skills and mindsets needed to succeed in CS. Participants meaningfully used the *CA CS Content Standards*. Teachers were able to explain how the experience of CS in their grade fits into a CS pathway. They were able to identify important properties of CS tools and curriculum and use them to determine their appropriateness in the classroom. |
| July 8–12, 2024 | Bootstrap: Data Science Santa Clara COE (Region 4) | Educators attended a five-day Data Science Workshop, where they explored key concepts and instructional strategies to enhance data literacy in the classroom. The workshop introduced participants to Bootstrap: Data Science, a flexible curriculum that can be integrated into subjects like mathematics, science, and social studies. Throughout the week, educators engaged in hands-on, project-based activities, beginning with foundational topics such as simple data types, probability, and data visualization through bar and pie charts. They deepened their understanding of data analysis by working with functions, table operations, and filtering techniques. As the workshop progressed, participants explored advanced concepts, including the data cycle, histograms, measures of center, box plots, scatterplots, correlations, and linear regression. Educators also had opportunities to choose and analyze real-world datasets, develop classroom implementation plans, and share project ideas. The workshop concluded with assessment and reflection, equipping educators with practical tools to bring data science into their classrooms effectively. |
| July 8–12, 2024 | Code.org CS Discoveries San Diego COE (Region 7) | This workshop introduced secondary educator participants to Code.org CS Discoveries, an introductory CS course designed to empower students in grades six through ten to create authentic artifacts and explore CS as a medium for creativity, communication, and problem-solving. |
| July 8–12, 2024 | Code.org CS Principles San Diego COE (Region 7) | This workshop introduced participants to Code.org CS Principles, a higher level introductory course that teaches foundational concepts of CS while encouraging students to examine the impact of computing and technology on the world. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| July 15–19, 2024 | Code.org CS Principles Riverside COE (Region 7) | This workshop introduced participants to Code.org CS Principles, a higher level introductory course that teaches foundational concepts of CS while encouraging students to examine the impact of computing and technology on the world. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| July 16–19, 2024 | Bootstrap: Algebra 2 (Region 7) | This workshop introduced participants to Bootstrap: Algebra 2, a project-based curriculum designed for Algebra 2 teachers to integrate programming into mathematics instruction. In just a few lessons, students learn programming skills to explore quadratic, exponential, logarithmic, and periodic functions by analyzing real-world data. Supported by the National Science Foundation and aligned with standards, the curriculum includes detailed lesson plans, student workbooks, and teacher guides to support effective instruction. High school Algebra 2 teachers attended the training virtually. |
| July 22–26, 2024 | AP® CS A with CSAwesome at CSPDWeek (Statewide) | Secondary educators of grades ten through twelve attended the CSAwesome AP® CS A workshop during CSPDWeek at the Anaheim Marriott. This workshop introduced participants to the College Board–endorsed CSAwesome curriculum, a free, self-contained resource designed to teach Java programming and aligned with the 2019 AP® CS A units and learning objectives. Facilitated by experienced AP® CS A educators, the workshop focused on preparing teachers (especially those with little or no experience in Java programming) to implement this first-semester, college-level course in their classrooms. |
| July 22–26, 2024 | Bootstrap: Algebra at CSPDWeek (Statewide) | Secondary educators of grades seven through twelve attended the Bootstrap: Algebra workshop during CSPDWeek at the Anaheim Marriott. This workshop introduced participants to Bootstrap: Algebra, an evidence-based curriculum designed to integrate CS into mathematics classes. The program features materials that align seamlessly with mathematics concepts, enabling teachers to deliver programming lessons that directly reinforce the mathematics content in their classrooms. |
| July 22–26, 2024 | Bootstrap: Data Science at CSPDWeek (Statewide) | Secondary educators of grades seven through twelve attended the Bootstrap: Data Science workshop during CSPDWeek at the Anaheim Marriott. This workshop introduced participants to Bootstrap: Data Science, a versatile curriculum that can be implemented as a full-year course or integrated into existing classes such as science, mathematics, and social studies. The program’s hands-on, project-based lessons are designed to help students explore key concepts in mathematics, statistics, and CS while working with data that is meaningful to them. |
| July 22–26, 2024 | Code.org CS Discoveries at CSPDWeek (Statewide) | Secondary educators of grades six through ten attended the Code.org CS Discoveries workshop during CSPDWeek at the Anaheim Marriott. This workshop introduced participants to Code.org CS Discoveries, an introductory CS course designed to empower students in grades six through ten to create authentic artifacts and explore CS as a medium for creativity, communication, and problem-solving. |
| July 22–26, 2024 | Code.org CS Principles at CSPDWeek (Statewide) | Secondary educators of grades nine through twelve attended the Code.org CS Principles workshop during CSPDWeek at the Anaheim Marriott. This workshop introduced participants to Code.org CS Principles, a higher-level introductory course that teaches foundational concepts of CS while encouraging students to examine the impact of computing and technology on the world. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| July 22–26, 2024 | CS Integration and I4I at CSPDWeek (Statewide) | Secondary educators of grades six through twelve attended this workshop during CSPDWeek at the Anaheim Marriott. This professional learning course combined two programs (CS Integration and I4I) to help educators integrate *CA CS Content Standards* into core subjects through project-based learning scenarios. Content for this workshop was created in partnership with the Small School Districts’ Association and its CS4NorCal research project. |
| July 22–26, 2024 | Computer Science for English Learners (CSforEL) at CSPDWeek (Statewide) | Secondary educators of grades six through twelve attended the CSforEL workshop CSPDWeek at the Anaheim Marriott. This workshop introduced participants to the CSforEL Project, an initiative designed to transform how ELs engage with CS, particularly in the context of AP® CS Principles. |
| July 22–26, 2024 | Equity Minded Instruction in CS at CSPDWeek (Statewide) | Secondary educators of grades seven through twelve attended this workshop during CSPDWeek at the Anaheim Marriott. This 32-hour, four-and-a-half-day workshop equipped educators with strategies and tools to integrate equity-focused instruction into CS education for students in grades six through twelve. |
| July 22–26, 2024 | Everyday AI at CSPDWeek (Statewide) | Secondary educators of grades six through ten attended the Everyday AI workshop during CSPDWeek at the Anaheim Marriott. This professional learning course, led by expert facilitators, prepared middle and high school teachers to engage students in AI literacy through hands-on and computer-based activities. |
| July 22–26, 2024 | Exploring Computer Science (ECS) at CSPDWeek (Statewide) | Secondary educators of grades nine through twelve attended the ECS workshop during CSPDWeek at the Anaheim Marriott. ECS was developed in response to research detailed in *Stuck in the Shallow End* by Jane Margolis, which highlights disparities in CS learning opportunities along racial and socioeconomic lines. The ECS curriculum is designed to promote inquiry-based learning and equity-focused instructional practices. |
| July 29–31, 2024 | Code.org CS Fundamentals at Fresno COE (Regions 3, 5 & 6) | Teachers participated in hands-on learning to implement CS for transitional kindergarten through grade five through the Code.org CS Fundamentals curriculum. Participants explored free elementary curricula that introduce students to the foundational concepts of CS and challenge them to explore how computing and technology can impact the world. |
| August 5–7, 2024 | Build a Computer with Piper (Region 1) | Primary educators attended this workshop during the Summer of CS workshop series. This workshop allowed participants to explore innovative techniques to engage learners in CS through hands-on activities. This workshop was an ideal starting point for curious educators looking to introduce computational thinking, collaborative struggle, and problem-solving suitable for a classroom in grades three through six. Facilitated by a team that included a Piper Curriculum Specialist, an active CS teacher with expertise in Special Education integration, a Piper representative, and a Butte COE professional learning department administrator to ensure alignment with the *CA CS Content Standards,* with a focus on inclusivity in alignment with the QPLS and adult learning theory. |
| August 5–9, 2024 | Code.org AP® CS A (Region 7) | This virtual Summer of CS intensive workshop was designed for high school educators teaching students in grades ten through twelve. The Code.org CS A course introduces students to advanced CS concepts and programming in Java, preparing them for the AP® CS A exam. The course emphasizes problem-solving, algorithm development, and object-oriented programming through hands-on projects, real-world applications, and collaborative learning. With engaging lessons and comprehensive resources, CS A equips students with essential coding skills and fosters a deeper understanding of CS principles. |
| August 17 and September 13, 2024 | Bootstrap: Algebra San Joaquin COE AYW 1 (Region 3) | In this two-part workshop, participants were provided with ongoing support related to the implementation of Bootstrap: Algebra following their participation in the corresponding Summer of CS workshop. In the first session, teachers shared lessons, provided each other with feedback, and had the opportunity to refine their plans. The goal of the second session was for participants to look at adjusting trajectory. |
| August 19–20, 2024 | Classroom Coaching Workshop (Statewide) | California TOSAs, instructional coaches, and teacher leaders attended this workshop at UCLA’s Meyer and Renee Luskin Conference Center in Los Angeles. The workshop provided K–12 educational leaders and coaches with the tools and strategies needed to advance CS education in schools and districts. Leveraging the expertise of the CSTA’s *Teacher Standards and Coaching Toolkit*, this workshop empowered participants to become effective advocates and guides for CS educators. |
| August 21, 2024 | Bootstrap: Algebra 2 Riverside COE AYW 1 (Region 7) | This workshop provided secondary educators an opportunity to review principles taught during the summer intensive workshops as well as have collaborative discussions, lesson planning, and mock teaching experiences where participants provide feedback to one another about the lesson being taught, what went well, and how to improve instruction for that lesson. |
| August 21 and September 18, 2024 | AP® CS A with CSAwesome at CSPDWeek AYW 1 (Statewide) | Secondary educators of grades ten through twelve who attended the corresponding summer workshop continued their professional learning through these just-in-time AYWs. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. This workshop was also endorsed by the College Board as an official AP® CS A workshop. |
| August 27, 2024 | EdTech Playground: The AI Toolbox with Eric Curts (Statewide) | EdTech Playground events are designed to support K–12 teacher leaders and innovators with EdTech-infused lessons, strategies, and approaches to learning. During this event, Eric Curts modeled the numerous AI platforms available to educators, the unique features and specialties of those platforms, and suggestions for how to get started with AI in their classrooms. It is a great way for any educator to begin their journey by leveraging AI to support their teaching practice. |
| August 29, 2024 | Bootstrap: Algebra Riverside COE AYW 1 (Region 7) | Educators of grades seven through twelve who attended the summer Bootstrap: Algebra workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Bootstrap: Algebra curriculum. Participants engaged in collaborative discussions, lesson planning, and reflections on integrating algebraic concepts with CS. The workshops provided opportunities to refine instructional strategies, explore classroom challenges, and ensure alignment with mathematics and CS standards to enhance student engagement and understanding. |
| September 3 and 5, 2024 | E4C Los Angeles County AYW 1 (Regions 6 & 7) | Teachers experienced standards-aligned, grade-level appropriate CS learning activities. They implemented an activity in their classroom, then engaged in collaborative reflection and planned for next steps. |
| September 3 and 5, 2024 | E4C Ventura AYW 1 (Region 6) | Teachers experienced standards-aligned, grade-level appropriate CS learning activities. They implemented an activity in their classroom, then engaged in collaborative reflection and planned for next steps. |
| September 9–12, 2024 | E4C Far North Year 1 AYW 1 (Region 1) | Region 1 partnered with SCOE to provide follow-up support and instruction to kindergarten through grade six educators who participated in the corresponding summer workshop. This completely synchronous series was offered via Zoom. Learning was supplemented with asynchronous additional activities focused on the *CA CS Content Standards* for Summer of CS participants. Facilitators introduced new activities and resources as well as fostered collaborative discussion regarding integration successes and challenges. |
| September 9–12, 2024 | E4C Mendocino COE AYW 1 (Region 2) | Educators from the summer in-person workshop reconvened to revisit content, explore new resources, and further plan for CS implementation. Participants reflected on learnings from the week and incorporated key takeaways into an upcoming integrated CS lesson opportunity. |
| September 10–October 29, 2024 | Supercharge Your Year with AI Santa Clara AYW 1 (Region 4) | Distributed over multiple days, educators participated in a dynamic six-hour AYW focused on the practical applications of AI in the classroom. They began by sharing their experiences with AI, discussing both successes and challenges in designing lessons and enhancing student learning. Participants explored AI-powered video creation and editing, creating engaging videos for Back-to-School Night and brainstorming creative ways for students to utilize AI. The workshop also featured a live demonstration of a Children’s Online Privacy Protection Act and Family Education Rights and Privacy Act compliant platform, where teachers created custom bots aligned with specific standards or topics for classroom implementation. The session concluded with resource sharing, reflection, and a survey, equipping educators with practical AI tools to foster creativity and improve instructional practices. |
| September 11 and October 14, 2024 | E4C Imperial AYW 1 (Region 7) | Elementary educators who attended the corresponding workshop in the summer continued their learning by exploring how to bring CS to life in their elementary classrooms through a range of hands-on activities that integrate computing technologies, including the versatile micro:bit. Educators had the opportunity to share lesson ideas, collaborate on planning, and discuss ways to integrate CS into the core elementary curriculum. |
| September 14, 2024 | Code.org CS Principles Riverside COE AYW 1 (Region 7) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| September 14, 2024 | Code.org CS Discoveries Riverside COE AYW 1 (Region 7) | Secondary educators of grades six through ten who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| September 16 and 23, 2024 | Google CS First San Bernardino AYW 1 (Region 7) | Elementary educators who attended the corresponding summer workshop continued their professional learning through this two-part AYW. During this workshop, participants explored creative and accessible tools to teach foundational CS concepts using Scratch, a block-based programming platform. Facilitators provided the opportunity for participants to collaborate on lesson planning and integration into the elementary curriculum as well as focusing on equity and access in CS and the importance of providing opportunities for all students to engage in CS education opportunities. |
| September 16 and 23, 2024 | Google CS First San Marcos AYW 1 (Region 7) | Elementary educators who attended the Google CS First Elementary Workshop in the summer continued their professional learning through this two-part AYW. During this workshop, participants explored creative and accessible tools to teach foundational CS concepts using Scratch, a block-based programming platform. Facilitators provided the opportunity for participants to collaborate on lesson planning and integration into the elementary curriculum as well as focusing on equity and access in CS and the importance of providing opportunities for all students to engage in CS education opportunities. |
| September 16–October 7, 2024 | Bootstrap: Data Science Santa Clara COE AYW 1 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW designed to reinforce and expand their data science knowledge from the summer workshop. The session focused on reviewing key concepts, exploring new instructional strategies, and supporting the implementation of data science lessons in the classroom. Participants engaged in hands-on activities, collaborated to develop personal implementation plans, and shared their progress, challenges, and successes in applying data science concepts with their students. The workshop also introduced revised lessons and tools to enhance data analysis skills, such as box plots and functions in Pyret, while emphasizing inclusive practices in computing. Educators left the session with practical strategies, resources, and a clear plan to continue integrating data science into their teaching, with opportunities to submit evidence of classroom implementation as part of ongoing professional learning. |
| September 17, 19, 24, and 26, 2024 | CS Integration and I4I AYW 1 (Statewide) | Secondary educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These fully virtual synchronous sessions supported educators as they integrated CS concepts into core subjects like mathematics and science using project-based learning approaches. Participants engaged in collaborative discussions, shared classroom experiences, and refined interdisciplinary lesson plans to align with the *CA CS Content Standards*. The workshops also focused on leveraging tools like the micro:bit to make learning more relevant and accessible while addressing real-world challenges through computational thinking. Content for this workshop was created in partnership with the Small School Districts’ Association and its CS4NorCal research project. |
| September 17, 19, 24, and 26, 2024 | Everyday AI at CSPDWeek AYW 1 (Statewide) | Secondary educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through these just-in-time AYW sessions. These fully virtual synchronous sessions supported educators in implementing the DAILy curriculum while exploring strategies to teach AI literacy and ethical considerations in AI. Participants engaged in collaborative discussions, shared classroom experiences, and refined lesson plans to empower students as ethical consumers and creators of AI. The workshops also provided opportunities to deepen understanding of AI tools and concepts, ensuring lessons were engaging, inclusive, and aligned with real-world applications. |
| September 17, 19, 24, and 26, 2024 | ECS at CSPDWeek AYW 1 (Statewide) | Secondary educators of grades nine through twelve who attended the CSPDWeek ECS Workshop continued their professional learning through just-in-time AYW sessions. These fully virtual synchronous sessions focused on Unit 2 planning, where educators collaborated on group lesson development and engaged in debrief sessions to reflect on instructional strategies. Participants shared classroom experiences, refined their approaches to inquiry-based learning, and explored ways to promote equity and engagement in CS education while implementing the ECS curriculum. |
| September 17 and 24, 2024 | Build a Computer with Piper (July) AYW 1 (Region 1) | Primary educators who attended the July Build a Computer with Piper workshop participated in a just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous work to deepen participants’ understanding of Piper curriculum and integration of the *CA CS Content Standards* for Summer of CS participants. Facilitators introduced new activities and resources as well as collaborative discussion regarding integration successes and challenges with attention to inclusivity and equity. Specific attention to troubleshooting with Piper and integration into the classroom were addressed in both synchronous and asynchronous formats. |
| September 17 and 24, 2024 | Build a Computer with Piper August AYW 1 (Region 1) | Primary educators who attended the August Build a Computer with Piper workshop participated in a just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous work to deepen participants’ understanding of Piper curriculum and integration of the *CA CS Content Standards* for Summer of CS participants. Facilitators introduced new activities and resources as well as collaborative discussion regarding integration successes and challenges with attention to inclusivity and equity. Specific attention to troubleshooting with Piper and integration into the classroom were addressed in both synchronous and asynchronous formats. |
| September 17 and 24, 2024 | E4C Placer AYW 1 (Region 3) | Educators who attended the corresponding summer workshop continued their professional learning through this AYW. Facilitators reviewed learning from the summer workshop and were introduced to additional resources to support implementation in their classrooms. Educators were provided with the opportunity to network with other CS educators and share their implementation progress. |
| September 17 and 24, 2024 | Bootstrap: Algebra at CSPDWeek AYW 1 (Statewide) | Educators of grades seven through twelve who attended the summer Bootstrap: Algebra Workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Bootstrap: Algebra curriculum. Participants engaged in collaborative discussions, lesson planning, and reflections on integrating algebraic concepts with CS. The workshops provided opportunities to refine instructional strategies, explore classroom challenges, and ensure alignment with mathematics and CS standards to enhance student engagement and understanding. |
| September 17 and 24, 2024 | Bootstrap: Data Science at CSPDWeek AYW 1 (Statewide) | Educators of grades seven through twelve who attended the summer Bootstrap: Data Science Workshop participated in this just-in-time AYW. These workshops combined virtual synchronous meetings with asynchronous activities to deepen educators’ ability to teach data science concepts through the Bootstrap curriculum. Participants collaborated on lesson planning, shared strategies for engaging students with real-world data, and reflected on classroom implementation. The sessions emphasized fostering computational thinking and data literacy to empower students to analyze and interpret data effectively. |
| September 17 and 24, 2024 | Code.org CS Discoveries at CSPDWeek AYW 1 (Statewide) | Secondary educators of grades six through ten who attended the summer Code.org CS Discoveries workshop at CSPDWeek continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| September 17–24, 2024 | E4C Stanislaus AYW 1 (Region 5) | Educators who attended the corresponding summer workshop continued their professional learning through this AYW. Facilitators reviewed learning from the summer workshop and were introduced to additional resources to support implementation in their classrooms. Educators were provided with the opportunity to network with other CS educators and share their implementation progress. |
| September 17–24, 2024 | E4C Tulare AYW 1 (Region 5) | Educators who attended the corresponding summer workshop continued their professional learning through this AYW. Facilitators reviewed learning from the summer workshop and were introduced to additional resources to support implementation in their classrooms. Educators were provided with the opportunity to network with other CS educators and share their implementation progress. |
| September 18, 2024 | Code.org AP® CS A Riverside AYW 1 (Region 7) | Secondary educators of grades ten through twelve who attended the summer AP® CS A workshop in Riverside County continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops also emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. |
| September 18, 2024 | Code.org AP® CS A Virtual AYW 1 (Region 7) | Secondary educators of grades ten through twelve who attended the corresponding virtual summer AP® CS A workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops also emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. |
| September 19 and 26, 2024 | Code.org CS Principles at CSPDWeek AYW 1 (Statewide) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| September 19 and 26, 2024 | Equity Minded Instruction in CS at CSPDWeek AYW 1 (Statewide) | Educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in fostering equitable and inclusive CS classrooms. Participants engaged in collaborative discussions, explored strategies to address systemic barriers in CS education, and reflected on their practices to ensure all students have access to meaningful learning opportunities. The workshops emphasized culturally responsive teaching, inclusive curriculum design, and actionable steps to create a supportive environment for diverse learners in CS. |
| September 19 and October 24, 2024 | Bootstrap: Algebra Riverside COE AYW 2 (Region 7) | Educators of grades seven through twelve who attended the summer Bootstrap: Algebra workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Bootstrap: Algebra curriculum. Participants engaged in collaborative discussions, lesson planning, and reflections on integrating algebraic concepts with CS. The workshops provided opportunities to refine instructional strategies, explore classroom challenges, and ensure alignment with mathematics and CS standards to enhance student engagement and understanding. |
| September 23 and October 21, 2024 | Bootstrap: Algebra 2 Riverside COE AYW 2 (Region 7) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions provided secondary educators an opportunity to review principles taught during the summer intensive workshops as well as collaborative discussions, lesson planning, and mock teaching experiences where participants provide feedback to one another about the lesson being taught, what went well, and how to improve instruction for that lesson. |
| September 23–26, 2024 | Hands-on CS in STEM AYW 1 (Region 3) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions provided secondary educators an opportunity to review principles taught during the summer intensive workshop as well as providing kindergarten through grade five educators with more resources to integrate CS into their classrooms, particularly with equipment that most already have, such as the micro:bit and Scratch. Sessions were virtual and included activities with concepts like flow diagrams and new activities tied to the curriculum that had not yet been covered over summer. |
| September 24 and 25, 2024 | Physics with Phones AYW 1 (Region 3) | Educators who attended the corresponding summer workshop were provided with the opportunity to continue their professional learning through this just-in-time AYW. These sessions provided educators an opportunity to review additional Physics with Phones resources to integrate CS into their classrooms. |
| September 24 and 26, 2024 | Code.org CS Discoveries for Far North Educators AYW 1 (Region 1) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Through these Zoom sessions, as well as through two 90-minute asynchronous activities, participants experienced model lessons and planned for the implementation of Unit 2: Web Develop and Unit 3: Animation. Participants were provided with time to discuss successes and challenges of teaching Code.org CS Discoveries lessons. |
| September 24 and 26, 2024 | Code.org CS Discoveries at Fresno COE AYW 1 (Region 5 & 6) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Participants engaged in model lessons and reflections, then prepared for classroom implementation of the Code.org CS Discoveries curriculum. |
| September 24 and 26, 2024 | Code.org CS Fundamentals at Fresno COE AYW 1 (Regions 3, 5 & 6) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Participants learned how to implement standards-aligned, grade-level-appropriate plugged-in and unplugged CS lessons. Participants engaged in physical computing. |
| September 24 and 26, 2024 | Code.org CS Fundamentals at Kern COE TK–5 AYW 1 (Region 6) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Participants learned how to implement standards-aligned, grade-level-appropriate plugged-in and unplugged CS lessons. Participants engaged in physical computing. |
| September 24–October 6, 2024 | Code.org CS Discoveries Contra Costa AYW 1 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW focused on enhancing CS instruction and exploring the evolving role of the teacher. The workshop provided opportunities for participants to engage in model lessons that demonstrated effective CS pedagogy, followed by reflective debriefs to analyze instructional strategies and teaching choices. Educators reviewed key CS concepts, discussed how the teacher’s role shifts across different lessons and explored assessment strategies aligned with Unit 3 project expectations. The workshop also emphasized creating an inclusive classroom culture through discussion-based activities focused on inclusion scenarios. Participants left with a deeper understanding of their role in supporting student learning in CS, equipped with strategies to implement in their classrooms, and guidance for upcoming asynchronous work. |
| September 30–October 3, 2024 | Leveraging micro:bits for Inclusive and Interdisciplinary Learning Santa Cruz AYW 1 (Region 5) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Through synchronous and asynchronous activities, participants explored new resources and planned for implementation within their classrooms. Educators were provided with the opportunity to network with other CS educators and share their implementation progress. |
| October 1, 2024 | EdTech Playground: Misinformation-AI, Oh, My! with Jamie Nunez (Statewide) | EdTech Playground events are designed to support K–12 teacher leaders and innovators with EdTech-infused lessons, strategies, and approaches to learning. On October 1, 2024, from 3:30 to 5 p.m., our guest speaker, Jamie Nunez, showcased Common Sense Media’s tips, tools, and resources for what to consider when using AI in the classroom and with students. His focus on media literacy and digital citizenship supports any educator with the what, why, and how of building and learning with AI, ensuring they are using best practices and teaching ethical AI usage. |
| October 5, 2024 | Bootstrap: Algebra San Joaquin COE AYW 2 (Region 3) | Participants were provided the opportunity for ongoing support related to the implementation of Bootstrap Algebra following their participation in the corresponding Summer of CS workshop. The goal of these sessions was for participants to review challenges and successes of implementation, provide each other feedback, and adjust trajectory. |
| October 5, 2024 | Code.org CS Principles San Diego COE AYW 1 (Region 7) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. This session combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| October 5, 2024 | Code.org CS Discoveries San Diego COE AYW 1 (Region 7) | Secondary educators of grades six through ten who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. This session combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| October 7 and 9, 2024 | E4C Far North Year 2 AYW 1 (Region 1) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Through synchronous and asynchronous activities, participants accessed new CS content, reflected on their classroom implementation, engaged in conversations about student identity in CS, and prepared a plan for CS instruction through spring 2025. |
| October 7–28, 2024 | Bootstrap: Data Science Santa Clara COE AYW 2 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW focused on deepening their understanding of data science concepts and enhancing instructional strategies. The workshop introduced a newly revised box plot lesson designed to better support student learning, along with an in-depth review of teaching functions through contracts, examples, definitions, and the Design Recipe. Participants explored advanced data manipulation techniques, including row and column lookups, filtering and building, and composing table functions, with a focus on effectively guiding students through these concepts. Throughout the workshop, educators engaged in Lesson Labs to develop personal implementation ideas, reflect on their progress, and receive targeted support to strengthen their classroom practices. |
| October 9, 2024 | CSforEL at CSPDWeek AYW 1 (Statewide) | Women in CS: Understanding the Impacts, Disparities, and Their Voices. Participants explored the challenges, contributions, and impact women have had on computing, technology, and society. Participants also explored strategies to engage female students in the field and gain practical tools to foster a more diverse and equitable CS classroom while empowering individuals to enact change. |
| October 16 and November 20, 2024 | AP® CS A with CSAwesome at CSPDWeek AYW 2 (Statewide) | Secondary educators of grades ten through twelve who attended the corresponding summer workshop continued their professional learning through these just-in-time AYWs. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. This workshop was also endorsed by the College Board as an official AP® CS A workshop. |
| October 17 and November 21, 2024 | Code.org AP® CS A Riverside AYW 2 (Region 7) | Secondary educators of grades ten through twelve who attended the summer AP® CS A workshop in Riverside County continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops also emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. |
| October 17 and November 21, 2024 | Code.org AP® CS A Virtual AYW 2 (Region 7) | Secondary educators of grades ten through twelve who attended the corresponding virtual summer AP® CS A workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators as they implemented the AP® CS A curriculum in their classrooms. Participants engaged in collaborative discussions, reflected on student progress, and explored strategies for teaching Java programming concepts while preparing students for the AP® CS A exam. The workshops also emphasized fostering equitable and inclusive learning environments and provided opportunities to refine lesson plans and integrate new tools to enhance student engagement. |
| October 21–November 4, 2024 | Google CS First and Code.org CS Fundamentals for Kindergarten Through Grade Five AYW 1 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW focused on enhancing CS instruction through hands-on lesson practice, collaborative planning, and reflective discussions. Participants engaged in Code.org CS Fundamentals and Google CS First lessons, followed by breakout debriefs to analyze teaching strategies and share insights. They gained confidence using CS tools like Scratch, explored unplugged activities, and recognized the value of learning alongside students, especially when introducing new concepts to younger learners. The workshop emphasized practical lesson planning, aligning CS content with subject-specific curricula, and addressing barriers to implementation through discussions on equity and unconscious bias in CS education. Educators appreciated the opportunity to share experiences, develop strategies, and access resources such as the Express Course 2024 to support ongoing classroom integration. |
| October 23 and November 6, 2024 | CSforEL at CSPDWeek AYW 2 (Statewide) | This follow-up session explored add-ons to boost equity and inclusion for CS curriculum. Participants explored ways to add elements to any curriculum to make it more inclusive. Participants spent time analyzing their chosen curricula for elements of student voice, student choice, diversity, and equitable assessment. The purpose was not to discuss which CS curriculum may be more equitable or inclusive than the other, but to develop ways to infuse more equity and inclusion into the lessons they are already teaching. |
| October 26, 2024 | Code.org CS Principles Riverside COE AYW 2 (Region 7) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| October 26, 2024 | Code.org CS Discoveries Riverside COE AYW 2 (Region 7) | Secondary educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| November 4 and 12, 2024 | Bootstrap: Data Science at CSPDWeek AYW 2 (Statewide) | Educators of grades seven through twelve who attended the summer Bootstrap: Data Science Workshop participated in this just-in-time AYW. These workshops combined virtual synchronous meetings with asynchronous activities to deepen educators’ ability to teach data science concepts through the Bootstrap curriculum. Participants collaborated on lesson planning, shared strategies for engaging students with real-world data, and reflected on classroom implementation. The sessions emphasized fostering computational thinking and data literacy to empower students to analyze and interpret data effectively. |
| November 5, 7, 12, and 14, 2024 | Equity Minded Instruction in CS at CSPDWeek AYW 2 (Statewide) | Educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These fully virtual synchronous sessions supported educators in fostering equitable and inclusive CS classrooms. Participants engaged in collaborative discussions, explored strategies to address systemic barriers in CS education, and reflected on their practices to ensure all students have access to meaningful learning opportunities. The workshops emphasized culturally responsive teaching, inclusive curriculum design, and actionable steps to create a supportive environment for diverse learners in CS. |
| November 5, 7, 12, and 14, 2024 | Everyday AI at CSPDWeek AYW 2 (Statewide) | Secondary educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through these just-in-time AYW sessions. These fully virtual synchronous sessions supported educators in implementing the DAILy curriculum while exploring strategies to teach AI literacy and ethical considerations in AI. Participants engaged in collaborative discussions, shared classroom experiences, and refined lesson plans to empower students as ethical consumers and creators of AI. The workshops also provided opportunities to deepen understanding of AI tools and concepts, ensuring lessons were engaging, inclusive, and aligned with real-world applications. |
| November 5, 7, 12, and 14, 2024 | ECS at CSPDWeek AYW 2 (Statewide) | Secondary educators of grades nine through twelve who attended the CSPDWeek ECS Workshop continued their professional learning through just-in-time AYW sessions. These fully virtual synchronous sessions focused on Unit 3 planning, where educators collaborated on group lesson development and engaged in debrief sessions to reflect on instructional strategies. Participants shared classroom experiences, refined their approaches to inquiry-based learning, and explored ways to promote equity and engagement in CS education while implementing the ECS curriculum. |
| November 5, 7, and 14, 2024 | CS Integration and I4I AYW 2 (Statewide) | Secondary educators of grades six through twelve who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Through a combination of virtual synchronous sessions and asynchronous activities, educators were supported as they integrated CS concepts into core subjects like mathematics and science using project-based learning approaches. Participants engaged in collaborative discussions, shared classroom experiences, and refined interdisciplinary lesson plans to align with the *CA CS Content Standards*. The workshops also focused on leveraging tools like the micro:bit to make learning more relevant and accessible while addressing real-world challenges through computational thinking. Content for this workshop was created in partnership with the Small School Districts’ Association and its CS4NorCal research project. |
| November 5 and 12, 2024 | Bootstrap: Algebra at CSPDWeek AYW 2 (Statewide) | Educators of grades seven through twelve who attended the summer Bootstrap: Algebra workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Bootstrap: Algebra curriculum. Participants engaged in collaborative discussions, lesson planning, and reflections on integrating algebraic concepts with CS. The workshops provided opportunities to refine instructional strategies, explore classroom challenges, and ensure alignment with mathematics and CS standards to enhance student engagement and understanding. |
| November 5 and 12, 2024 | Code.org CS Discoveries at CSPDWeek AYW 2 (Statewide) | Secondary educators of grades six through ten who attended the summer Code.org CS Discoveries workshop at CSPDWeek continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| November 7 and 14, 2024 | Code.org CS Principles at CSPDWeek AYW 2 (Statewide) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| November 12 and 13, 2024 | Physics with Phones AYW 2 (Region 3) | Educators who attended the corresponding summer workshop were provided with the opportunity to continue their professional learning through this just-in-time AYW. The focus for the planning for this workshop was to increase teacher skills using computational tools to analyze and interpret data. Because the content is interdisciplinary, teachers had a lot of time to consider the connection between *CA CS Content Standards* and the *California NGSS*. Planning for this session included more time to create data visualizations and interpret data using various tools. |
| November 12 and 14, 2024 | Code.org CS Discoveries for Far North Educators AYW 2 (Region 1) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Through these Zoom sessions, as well as through two 90-minute asynchronous activities, participants experienced model lessons and planned for the implementation of Unit 4: Design Process and Unit 5: Data and Society. Participants were provided with time to discuss successes and challenges of teaching Code.org CS Discoveries lessons. |
| November 12 and 14, 2024 | Code.org CS Discoveries at Fresno COE AYW 2 (Region 5 & 6) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. Participants engaged in model lessons and reflections, then prepared for classroom implementation of the Code.org CS Discoveries curriculum. |
| November 12–14, 2024 | Code.org CS Discoveries Contra Costa AYW 2 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW focused on the theme “Role of the Teacher in CS Instruction.” The workshop provided opportunities for participants to review key CS concepts, reflect on how their role evolves across different lessons, and explore strategies to support student learning effectively. Educators engaged in discussion-based activities to deepen their understanding of assessment practices, gaining confidence in using the Unit 3 project rubric to provide meaningful feedback to students. The workshop also emphasized the teacher’s role in fostering an inclusive classroom environment through the exploration of real-world inclusion scenarios. Participants left with a clearer understanding of how to support diverse learners in CS, along with guidance for completing upcoming asynchronous work in Module 5. |
| November 16, 2024 | Code.org CS Principles San Diego COE AYW 2 (Region 7) | Secondary educators of grades nine through twelve who attended the corresponding summer workshop participated in this just-in-time AYW. This session combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Code.org CS Principles curriculum. Participants engaged in collaborative discussions, shared classroom challenges, and explored strategies for teaching computational thinking and preparing students for the AP® CS Principles exam. The workshops emphasized equity-focused practices and provided opportunities to refine lesson plans and integrate tools to enhance student engagement and success. This workshop was also endorsed by the College Board as an official AP® CS Principles workshop. |
| November 16, 2024 | Code.org CS Discoveries San Diego COE AYW 2 (Region 7) | Secondary educators of grades six through ten who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. This session combined virtual synchronous meetings with asynchronous activities to support educators in implementing the CS Discoveries curriculum. Participants collaborated on lesson planning, reflected on student progress, and explored strategies for teaching foundational CS concepts. The workshops also focused on fostering equity and engagement in the classroom while ensuring alignment with the curriculum’s inquiry-based learning approach. |
| November 18, 2024 | Bootstrap: Algebra 2 Riverside COE AYW 3 (Region 7) | Educators who attended the corresponding summer workshop continued their professional learning through this just-in-time AYW. These sessions provided secondary educators an opportunity to review principles taught during the summer intensive workshops as well as collaborative discussions, lesson planning, and mock teaching experiences where participants provide feedback to one another about the lesson being taught, what went well, and how to improve instruction for that lesson. |
| November 18–December 9, 2024 | Bootstrap: Data Science Santa Clara COE AYW 3 (Region 4) | Distributed over multiple days, educators participated in a six-hour AYW focused on advancing their data science instruction through hands-on practice with data analysis and computational thinking. Participants deepened their understanding of table functions, learning to compose functions and use grouped samples to analyze data more effectively. They engaged in Lesson Labs to develop personal implementation ideas and apply their learning in practical contexts. The workshop also introduced advanced data displays and conditional functions, allowing educators to explore more complex data manipulation techniques. Additionally, participants gained valuable skills in creating their own Pyret files, enabling them to customize lessons to meet their students’ needs and apply data science concepts in diverse classroom settings. |
| November 20, 2024 | CSforEL at CSPDWeek AYW 3 (Statewide) | Using Data to Improve Diverse CS Course Participation: Participating educators worked to develop a foundational understanding of what systematic and/or structural barriers exist to keep underrepresented students out of CS classrooms. Participants examined data from various resources and learned about strategies that will help them create a more inclusive, diverse, and equitable learning environment for all students. |
| November 21, 2024 | Bootstrap: Algebra Riverside COE AYW 3 (Region 7) | Educators of grades seven through twelve who attended the summer Bootstrap: Algebra workshop continued their professional learning through this just-in-time AYW. These sessions combined virtual synchronous meetings with asynchronous activities to support educators in implementing the Bootstrap: Algebra curriculum. Participants engaged in collaborative discussions, lesson planning, and reflections on integrating algebraic concepts with CS. The workshops provided opportunities to refine instructional strategies, explore classroom challenges, and ensure alignment with mathematics and CS standards to enhance student engagement and understanding. |
| December 3, 2024 | EdTech Playground: Celebrating Computer Science Education (CSEd) Week with Mark Lantsberger and Sandra Myers | EdTech Playground events are designed to support K–12 teacher leaders and innovators with EdTech-infused lessons, strategies, and approaches to learning. Guest speakers Mark Lantsberger and Sandra Myers prepared teachers for CSEd Week with tips, resources, and strategies for bringing in CS to any classroom and any subject. By highlighting resources such as Code.org, educators left prepared to explore CS with their students, even if they had never tried it before. |
| December 4 and 18, 2024 | CSforEL at CSPDWeek AYW 4 (Statewide) | Identity Inclusion for K–12 CS Educators: This session aimed to provide a foundational understanding of oneself, the impact one has on others, and ways to foster safe and inclusive CS learning environments. Participating educators explored how intersectionality can translate to privilege and marginalization. They explored the construct of race, examined the cycle of oppression, reflected on race perspectives, and facilitated safe conversations on strategies to combat implicit bias and promote inclusivity. |

Table 5 presents the total number of educators and sites served for each activity from January through December 2024.

#### Table 5: 2023 EWIG: CS—Educators and Sites Served per Activity (January Through December 2024)

| **Activity** | **Teachers** | **Para-professionals** | **School Leaders** | **Counselors** | **Other Edu-cators** | **Class-rooms** | **Schools** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Jump into CS! Practices Make Perfect, Part 1 (Region 6) | 40 | 2 | 1 | 0 | 7 | 41 | 41 | 21 | 12 | 6 |
| Physical Computing with micro:bit: Do Your Bit (Region 7) | 8 | 0 | 0 | 0 | 1 | 8 | 9 | 7 | 2 | 2 |
| EdTech Exchange (Region 1) | 38 | 0 | 0 | 0 | 0 | 38 | 24 | 13 | 4 | 3 |
| AcademiCS Symposium: CS and Art (Region 3) | 15 | 0 | 3 | 0 | 1 | 15 | 10 | 8 | 3 | 1 |
| CS+ Monthly Series CS with AI (Region 2) | 65 | 5 | 2 | 2 | 4 | 65 | 60 | 41 | 21 | 7 |
| Relevant CS Lesson Design (Statewide) | 27 | 1 | 1 | 0 | 6 | 27 | 31 | 25 | 14 | 6 |
| AI in the Classroom (Region 5) | 150 | 2 | 5 | 0 | 16 | 150 | 123 | 68 | 28 | 7 |
| I4I: Emerging Concepts in CS (Statewide) | 18 | 0 | 1 | 0 | 1 | 18 | 19 | 15 | 12 | 4 |
| Jump into CS! Practices Make Perfect, Part 2 (Region 6) | 40 | 2 | 1 | 0 | 7 | 41 | 41 | 21 | 12 | 6 |
| Girls Who Code (Region 1) | 33 | 0 | 0 | 0 | 0 | 33 | 29 | 23 | 16 | 7 |
| Bootstrap Data Science: An Introduction (Region 4) | 8 | 0 | 0 | 0 | 2 | 8 | 9 | 7 | 3 | 2 |
| EdTech Playground: About Accessibility (Statewide) | 98 | 2 | 3 | 1 | 27 | 98 | 94 | 71 | 27 | 6 |
| AI: A Treasure Chest of Tools (Region 1) | 51 | 2 | 2 | 0 | 8 | 63 | 55 | 42 | 19 | 6 |
| AcademiCS Symposium: CS in Industry, Research, and Art for Teachers (Region 3) | 12 | 0 | 0 | 0 | 2 | 12 | 10 | 8 | 3 | 1 |
| Hands-on Computing for All (Region 4) | 24 | 1 | 0 | 1 | 3 | 24 | 26 | 16 | 12 | 6 |
| Jump into CS Leadership (Region 7) | 5 | 0 | 1 | 0 | 4 | 5 | 10 | 4 | 1 | 1 |
| Jump into AI (Region 6) | 93 | 2 | 4 | 0 | 13 | 94 | 86 | 50 | 19 | 7 |
| February Code N’ Play (Region 5) | 84 | 8 | 0 | 0 | 11 | 84 | 77 | 48 | 20 | 6 |
| Craft Robotic Pets (Region 4) | 14 | 0 | 0 | 0 | 0 | 14 | 13 | 7 | 6 | 3 |
| Piper Make (Region 1) | 41 | 0 | 0 | 0 | 1 | 42 | 38 | 26 | 17 | 7 |
| CS+ Monthly Series CS with Unplugged Activities (Region 2) | 20 | 0 | 0 | 0 | 1 | 20 | 19 | 15 | 7 | 5 |
| I4I: Curating Student Work (Statewide) | 20 | 0 | 1 | 0 | 1 | 20 | 20 | 17 | 12 | 4 |
| Teacher Blocks: Introduction to Software Development for Teachers (Region 3) | 12 | 0 | 0 | 0 | 0 | 12 | 11 | 10 | 7 | 5 |
| Empowering Students with AI Literacy (Region 4) | 40 | 2 | 1 | 0 | 6 | 40 | 44 | 33 | 14 | 6 |
| Jump into CS – Spring into CS! Part 1 (Region 6) | 39 | 5 | 3 | 0 | 3 | 44 | 43 | 26 | 9 | 4 |
| CS+ Monthly Series Integrating K–12 CS Standards with Plugged Activities (Region 2) | 28 | 0 | 0 | 0 | 1 | 28 | 26 | 20 | 12 | 7 |
| Google CS First (Region 7) | 5 | 0 | 0 | 0 | 2 | 5 | 6 | 6 | 1 | 1 |
| Creative Computing in Scratch (Region 4) | 17 | 0 | 0 | 0 | 4 | 17 | 21 | 13 | 9 | 5 |
| Bringing Everyone Onboard: Fun and Equitable Learning in CS and AI Onboarding (Region 7) | 14 | 0 | 0 | 0 | 1 | 14 | 12 | 12 | 8 | 4 |
| AcademiCS Symposium (Region 3) | 11 | 0 | 0 | 0 | 1 | 11 | 7 | 5 | 2 | 1 |
| EdTech Playground: Creative Expression – Giving Students a Voice to Call for Change (Statewide) | 78 | 2 | 0 | 1 | 12 | 78 | 79 | 58 | 24 | 7 |
| CS+ Monthly Series CS with AI (Region 2) | 22 | 1 | 1 | 0 | 1 | 22 | 22 | 16 | 9 | 8 |
| Jump into CS – Spring into CS! Part 2 (Region 6) | 39 | 5 | 3 | 0 | 3 | 44 | 43 | 26 | 9 | 4 |
| Piper Make (Region 1) | 13 | 0 | 1 | 0 | 2 | 16 | 16 | 13 | 8 | 5 |
| Python 4 Newbies (Region 4) | 19 | 0 | 0 | 0 | 3 | 19 | 21 | 14 | 8 | 5 |
| Jump into CS – Pedagogy, Part 1 (Region 6) | 31 | 1 | 0 | 0 | 2 | 32 | 31 | 22 | 12 | 5 |
| Jump into CS Leadership (Region 7) | 23 | 0 | 1 | 0 | 4 | 23 | 26 | 23 | 11 | 5 |
| AcademiCS Symposium (Region 3) | 13 | 0 | 0 | 0 | 0 | 13 | 10 | 8 | 3 | 1 |
| Introducing Quantum Computing Concepts to Teenagers (Region 5) | 5 | 0 | 0 | 0 | 1 | 5 | 6 | 6 | 4 | 2 |
| Tech Futures for All Students (Region 4) | 25 | 0 | 0 | 0 | 6 | 25 | 29 | 24 | 16 | 7 |
| Spark Inspiration and Save Time with Canva’s Magic/ AI (Region 1) | 39 | 3 | 5 | 0 | 7 | 39 | 43 | 30 | 17 | 7 |
| Computational Thinking Workshop (Region 7) | 10 | 0 | 0 | 0 | 0 | 10 | 9 | 6 | 2 | 2 |
| Explore KIBOs (Region 4) | 5 | 0 | 0 | 0 | 1 | 5 | 6 | 3 | 4 | 1 |
| Introduction to Code.org CS Fundamentals (Region 3) | 21 | 0 | 1 | 0 | 2 | 21 | 22 | 17 | 11 | 5 |
| Jump into CS – Pedagogy, Part 2 (Region 6) | 31 | 1 | 0 | 0 | 2 | 32 | 31 | 22 | 12 | 5 |
| ELA/ELD & Scratch Programming Integration (Region 4) | 21 | 0 | 0 | 0 | 4 | 21 | 23 | 13 | 10 | 6 |
| Mai the AI Force Be with You (Region 7) | 52 | 0 | 0 | 0 | 5 | 52 | 51 | 37 | 16 | 6 |
| AcademiCS Symposium (Region 3) | 5 | 0 | 0 | 0 | 1 | 5 | 5 | 5 | 2 | 1 |
| Jump into CS – Impacts of Computing, Part 1 (Region 6) | 38 | 0 | 0 | 0 | 4 | 38 | 36 | 23 | 9 | 5 |
| Do Your Bit with micro:bit (Region 7) | 9 | 0 | 0 | 0 | 1 | 9 | 10 | 9 | 4 | 2 |
| EdTech Playground: EdTech for SEL (Statewide) | 76 | 2 | 2 | 2 | 13 | 76 | 84 | 60 | 21 | 6 |
| Jump into CS – Impacts of Computing, Part 2 (Region 6) | 38 | 0 | 0 | 0 | 4 | 38 | 36 | 23 | 9 | 5 |
| Code.org CS Fundamentals at Kern COE Transitional Kindergarten Through Grade Five (Region 6) | 7 | 0 | 0 | 0 | 0 | 7 | 4 | 4 | 1 | 1 |
| Code.org CS Discoveries for Far North Educators (Region 1) | 11 | 0 | 0 | 0 | 1 | 12 | 11 | 10 | 5 | 2 |
| Code.org CS Discoveries Contra Costa (Region 4) | 13 | 0 | 0 | 0 | 1 | 13 | 14 | 11 | 4 | 1 |
| Google CS First San Diego (Region 7) | 11 | 0 | 0 | 0 | 1 | 11 | 7 | 6 | 2 | 2 |
| Hands-on CS in STEM (Region 3) | 26 | 0 | 0 | 0 | 0 | 26 | 15 | 4 | 2 | 1 |
| E4C Placer (Region 3) | 19 | 3 | 0 | 0 | 1 | 19 | 21 | 17 | 9 | 6 |
| E4C Stanislaus (Region 5) | 9 | 0 | 1 | 0 | 0 | 9 | 6 | 5 | 3 | 2 |
| E4C Tulare (Region 5) | 15 | 2 | 0 | 0 | 0 | 15 | 12 | 8 | 4 | 2 |
| Leveraging micro:bits for Inclusive and Interdisciplinary Learning Santa Cruz (Region 5) | 12 | 0 | 0 | 1 | 2 | 12 | 14 | 13 | 6 | 4 |
| Physics with Phones (Region 3) | 9 | 0 | 0 | 0 | 0 | 9 | 8 | 6 | 2 | 2 |
| Bootstrap: Algebra (Region 3) | 8 | 0 | 0 | 0 | 0 | 8 | 8 | 6 | 2 | 2 |
| Code.org CS Discoveries at Fresno COE (Region 6) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 | 2 |
| E4C Imperial (Region 7) | 11 | 0 | 0 | 0 | 1 | 11 | 7 | 2 | 1 | 1 |
| E4C Far North Year 1 (Region 1) | 29 | 2 | 0 | 0 | 0 | 29 | 19 | 14 | 5 | 1 |
| E4C Far North Year 2 (Region 1) | 6 | 1 | 1 | 0 | 0 | 6 | 7 | 7 | 3 | 1 |
| E4C Ventura (Region 6) | 12 | 1 | 0 | 0 | 1 | 13 | 10 | 8 | 2 | 1 |
| Google CS First and Code.org CS Fundamentals for Kindergarten Through Grade Five (Region 4) | 36 | 0 | 0 | 0 | 6 | 36 | 34 | 25 | 15 | 6 |
| Supercharge Your Year with AI Santa Clara (Region 4) | 19 | 0 | 1 | 0 | 1 | 19 | 18 | 10 | 3 | 1 |
| Bootstrap Algebra 1 Riverside (Region 7) | 13 | 0 | 0 | 0 | 1 | 13 | 11 | 8 | 3 | 2 |
| Bootstrap Algebra 2 Riverside (Region 7) | 4 | 0 | 1 | 0 | 0 | 4 | 5 | 3 | 3 | 2 |
| Code.org CS Discoveries Riverside (Region 7) | 15 | 0 | 0 | 0 | 0 | 15 | 13 | 8 | 2 | 1 |
| Code.org AP® CS A Riverside (Region 7) | 4 | 1 | 0 | 0 | 0 | 4 | 5 | 5 | 5 | 3 |
| Google CS First San Bernardino (Region 7) | 16 | 0 | 0 | 0 | 1 | 16 | 11 | 8 | 3 | 2 |
| E4C Mendocino (Region 2) | 4 | 1 | 0 | 0 | 0 | 5 | 5 | 5 | 1 | 1 |
| Build a Computer with Piper (July, Region 1) | 16 | 2 | 0 | 0 | 6 | 16 | 22 | 16 | 13 | 6 |
| E4C Los Angeles County (Regions 6 & 7) | 23 | 0 | 0 | 0 | 1 | 23 | 15 | 10 | 3 | 2 |
| Bootstrap: Data Science Santa Clara COE (Region 4) | 8 | 0 | 0 | 0 | 2 | 8 | 7 | 6 | 3 | 3 |
| Code.org CS Discoveries San Diego COE (Region 7) | 16 | 0 | 0 | 0 | 0 | 16 | 14 | 9 | 3 | 2 |
| Code.org CS Principles San Diego COE (Region 7) | 7 | 0 | 0 | 0 | 0 | 7 | 7 | 1 | 1 | 1 |
| Code.org CS Principles Riverside COE (Region 7) | 13 | 0 | 0 | 0 | 1 | 13 | 12 | 8 | 3 | 2 |
| Bootstrap: Algebra 2 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 3 | 3 | 2 |
| AP® CS A with CSAwesome at CSPDWeek (Statewide) | 10 | 0 | 0 | 0 | 0 | 10 | 10 | 10 | 7 | 3 |
| Bootstrap: Algebra at CSPDWeek (Statewide) | 23 | 1 | 0 | 0 | 0 | 23 | 18 | 17 | 12 | 6 |
| Bootstrap: Data Science at CSPDWeek (Statewide) | 23 | 0 | 0 | 0 | 0 | 23 | 21 | 19 | 11 | 6 |
| Code.org CS Discoveries at CSPDWeek (Statewide) | 27 | 0 | 0 | 0 | 0 | 27 | 15 | 10 | 6 | 3 |
| Code.org CS Principles at CSPDWeek (Statewide) | 23 | 0 | 0 | 0 | 0 | 23 | 22 | 22 | 18 | 6 |
| CS Integration and I4I at CSPDWeek (Statewide) | 19 | 0 | 0 | 0 | 2 | 19 | 19 | 18 | 12 | 5 |
| CSforEL at CSPDWeek (Statewide) | 18 | 2 | 0 | 0 | 2 | 18 | 17 | 16 | 12 | 6 |
| Equity Minded Instruction in CS at CSPDWeek (Statewide) | 21 | 0 | 1 | 0 | 0 | 21 | 20 | 18 | 13 | 6 |
| Everyday AI at CSPDWeek (Statewide) | 23 | 0 | 0 | 0 | 2 | 23 | 23 | 20 | 12 | 6 |
| ECS at CSPDWeek (Statewide) | 15 | 0 | 0 | 0 | 3 | 15 | 15 | 14 | 11 | 5 |
| Code.org CS Fundamentals at Fresno COE (Regions 3, 5 & 6) | 41 | 0 | 1 | 0 | 2 | 41 | 32 | 15 | 3 | 3 |
| Build a Computer with Piper (August, Region 1) | 18 | 1 | 1 | 0 | 0 | 18 | 17 | 15 | 11 | 6 |
| Code.org AP® CS A (Region 7) | 7 | 0 | 0 | 0 | 0 | 7 | 7 | 7 | 5 | 4 |
| Bootstrap: Algebra San Joaquin COE AYW 1 (Region 3) | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Classroom Coaching Workshop (Statewide) | 5 | 1 | 6 | 0 | 20 | 5 | 26 | 25 | 14 | 6 |
| Bootstrap: Algebra 2 Riverside COE AYW 1 (Region 7) | 3 | 0 | 1 | 0 | 0 | 3 | 4 | 2 | 2 | 2 |
| AP® CS A with CSAwesome at CSPDWeek AYW 1 (Statewide) | 7 | 0 | 0 | 0 | 0 | 7 | 7 | 7 | 4 | 2 |
| EdTech Playground: The AI Toolbox with Eric Curts (Statewide) | 32 | 0 | 0 | 0 | 0 | 32 | 31 | 21 | 15 | 5 |
| Bootstrap: Algebra Riverside COE AYW 1 (Region 7) | 5 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 2 | 1 |
| E4C Los Angeles County AYW 1 (Regions 6 & 7) | 12 | 0 | 0 | 0 | 0 | 12 | 10 | 8 | 3 | 2 |
| E4C Ventura AYW 1 (Region 6) | 10 | 1 | 0 | 0 | 0 | 10 | 8 | 6 | 2 | 1 |
| E4C Far North Year 1 AYW 1 (Region 1) | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| E4C Mendocino COE AYW 1 (Region 2) | 10 | 0 | 0 | 0 | 0 | 10 | 10 | 8 | 3 | 1 |
| Supercharge Your Year with AI Santa Clara AYW 1 (Region 4) | 15 | 0 | 0 | 0 | 0 | 15 | 13 | 6 | 3 | 1 |
| E4C Imperial AYW 1 (Region 7) | 10 | 0 | 0 | 0 | 1 | 10 | 6 | 2 | 1 | 1 |
| Code.org CS Principles Riverside COE AYW 1 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 3 | 2 |
| Code.org CS Discoveries Riverside COE AYW 1 (Region 7) | 5 | 0 | 0 | 0 | 0 | 5 | 5 | 4 | 2 | 1 |
| Google CS First San Bernardino AYW 1 (Region 7) | 3 | 0 | 0 | 0 | 1 | 3 | 3 | 3 | 3 | 2 |
| Google CS First San Marcos AYW 1 (Region 7) | 6 | 0 | 0 | 0 | 1 | 6 | 5 | 4 | 1 | 1 |
| Bootstrap: Data Science Santa Clara COE AYW 1 (Region 4) | 4 | 0 | 0 | 0 | 1 | 4 | 5 | 5 | 2 | 2 |
| CS Integration and I4I AYW 1 (Statewide) | 10 | 0 | 0 | 0 | 1 | 10 | 11 | 11 | 8 | 5 |
| Everyday AI at CSPDWeek AYW 1 (Statewide) | 18 | 0 | 0 | 0 | 2 | 18 | 18 | 17 | 11 | 6 |
| ECS at CSPDWeek AYW 1 (Statewide) | 9 | 0 | 0 | 0 | 3 | 9 | 11 | 10 | 10 | 5 |
| Build a Computer with Piper AYW 1 (July, Region 1) | 9 | 1 | 0 | 0 | 3 | 9 | 12 | 11 | 10 | 5 |
| Build a Computer with Piper AYW 1 (August, Region 1) | 9 | 0 | 0 | 0 | 0 | 9 | 8 | 8 | 7 | 4 |
| E4C Placer AYW 1 (Region 3) | 8 | 1 | 0 | 0 | 1 | 8 | 9 | 8 | 6 | 4 |
| Bootstrap: Algebra at CSPDWeek AYW 1 (Statewide) | 8 | 0 | 0 | 0 | 0 | 8 | 5 | 5 | 5 | 4 |
| Bootstrap: Data Science at CSPDWeek AYW 1 (Statewide) | 11 | 0 | 0 | 0 | 0 | 11 | 9 | 9 | 7 | 4 |
| Code.org CS Discoveries at CSPDWeek AYW 1 (Statewide) | 14 | 0 | 0 | 0 | 0 | 14 | 9 | 6 | 4 | 3 |
| E4C Stanislaus AYW 1 (Region 5) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 2 | 1 |
| E4C Tulare AYW 1 (Region 5) | 5 | 1 | 0 | 0 | 0 | 5 | 4 | 4 | 3 | 2 |
| Code.org AP® CS A Riverside AYW 1 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 4 | 2 |
| Code.org AP® CS A Virtual AYW 1 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 3 | 3 |
| Code.org CS Principles at CSPDWeek AYW 1 (Statewide) | 15 | 0 | 0 | 0 | 0 | 15 | 14 | 14 | 13 | 5 |
| Equity Minded Instruction in CS at CSPDWeek AYW 1 (Statewide) | 16 | 0 | 0 | 0 | 0 | 16 | 16 | 14 | 12 | 6 |
| Bootstrap: Algebra Riverside COE AYW 2 (Region 7) | 5 | 0 | 0 | 0 | 0 | 5 | 4 | 4 | 3 | 2 |
| Bootstrap: Algebra 2 Riverside COE AYW 2 (Region 7) | 3 | 0 | 1 | 0 | 0 | 3 | 4 | 2 | 2 | 2 |
| Hands-on CS in STEM AYW 1 (Region 3) | 12 | 0 | 0 | 0 | 0 | 12 | 8 | 3 | 1 | 1 |
| Physics with Phones AYW 1 (Region 3) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Code.org CS Discoveries for Far North Educators AYW 1 (Region 1) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 3 | 1 |
| Code.org CS Discoveries at Fresno COE AYW 1 (Region 5 & 6) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 | 2 |
| Code.org CS Fundamentals at Fresno COE AYW 1 (Regions 3, 5 & 6) | 39 | 0 | 1 | 0 | 2 | 39 | 30 | 15 | 3 | 3 |
| Code.org CS Fundamentals at Kern COE Transitional Kindergarten Through Grade Five AYW 1 (Region 6) | 6 | 0 | 0 | 0 | 0 | 6 | 3 | 3 | 1 | 1 |
| Code.org CS Discoveries Contra Costa AYW 1 (Region 4) | 11 | 0 | 0 | 0 | 1 | 11 | 12 | 9 | 4 | 1 |
| Leveraging micro:bits for Inclusive and Interdisciplinary Learning Santa Cruz AYW 1 (Region 5) | 12 | 0 | 0 | 0 | 1 | 12 | 13 | 13 | 6 | 4 |
| EdTech Playground: Misinformation-AI, Oh, My! With Jamie Nunez (Statewide) | 18 | 0 | 0 | 0 | 0 | 18 | 17 | 13 | 7 | 5 |
| Bootstrap: Algebra San Joaquin COE AYW 2 (Region 3) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Code.org CS Principles San Diego COE AYW 1 (Region 7) | 5 | 0 | 0 | 0 | 0 | 5 | 5 | 1 | 1 | 1 |
| Code.org CS Discoveries San Diego COE AYW 1 (Region 7) | 10 | 0 | 0 | 0 | 0 | 10 | 9 | 7 | 2 | 2 |
| E4C Far North Year 2 AYW 1 (Region 1) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 1 |
| Bootstrap: Data Science Santa Clara COE AYW 2 (Region 4) | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| CSforEL at CSPDWeek AYW 1 (Statewide) | 7 | 0 | 0 | 0 | 1 | 7 | 7 | 7 | 6 | 4 |
| AP® CS A with CSAwesome at CSPDWeek AYW 2 (Statewide) | 6 | 0 | 0 | 0 | 0 | 6 | 6 | 6 | 4 | 2 |
| Code.org AP® CS A Riverside AYW 2 (Region 7) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 2 |
| Code.org AP® CS A Virtual AYW 2 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 3 | 3 |
| Google CS First and Code.org CS Fundamentals for Kindergarten Through Grade Five AYW 1 (Region 4) | 25 | 0 | 0 | 0 | 6 | 25 | 28 | 22 | 16 | 6 |
| CSforEL at CSPDWeek AYW 2 (Statewide) | 6 | 0 | 0 | 0 | 1 | 6 | 6 | 6 | 5 | 3 |
| Code.org CS Principles Riverside COE AYW 2 (Region 7) | 5 | 0 | 0 | 0 | 0 | 5 | 5 | 4 | 3 | 2 |
| Code.org CS Discoveries Riverside COE AYW 2 (Region 7) | 6 | 0 | 0 | 0 | 0 | 6 | 6 | 4 | 2 | 1 |
| Bootstrap: Data Science at CSPDWeek AYW 2 (Statewide) | 11 | 0 | 0 | 0 | 0 | 11 | 10 | 10 | 8 | 5 |
| Equity Minded Instruction in CS at CSPDWeek AYW 2 (Statewide) | 14 | 0 | 0 | 0 | 0 | 14 | 14 | 13 | 11 | 6 |
| Everyday AI at CSPDWeek AYW 2 (Statewide) | 13 | 0 | 0 | 0 | 2 | 13 | 13 | 12 | 7 | 5 |
| ECS at CSPDWeek AYW 2 (Statewide) | 6 | 0 | 0 | 0 | 3 | 6 | 8 | 7 | 7 | 5 |
| CS Integration and I4I AYW 2 (Statewide) | 10 | 0 | 0 | 0 | 0 | 10 | 10 | 10 | 8 | 5 |
| Bootstrap: Algebra at CSPDWeek AYW 2 (Statewide) | 7 | 0 | 0 | 0 | 0 | 7 | 4 | 4 | 4 | 4 |
| Code.org CS Discoveries at CSPDWeek AYW 2 (Statewide) | 16 | 0 | 0 | 0 | 0 | 16 | 8 | 6 | 4 | 3 |
| Code.org CS Principles at CSPDWeek AYW 2 (Statewide) | 12 | 0 | 0 | 0 | 0 | 12 | 11 | 11 | 10 | 5 |
| Physics with Phones AYW 2 (Region 3) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Code.org CS Discoveries for Far North Educators AYW 2 (Region 1) | 6 | 0 | 0 | 0 | 0 | 6 | 6 | 6 | 5 | 2 |
| Code.org CS Discoveries at Fresno COE AYW 2 (Region 5 & 6) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 | 2 |
| Code.org CS Discoveries Contra Costa AYW 2 (Region 4) | 9 | 0 | 0 | 0 | 1 | 9 | 10 | 8 | 3 | 1 |
| Code.org CS Principles San Diego COE AYW 2 (Region 7) | 4 | 0 | 0 | 0 | 0 | 4 | 4 | 1 | 1 | 1 |
| Code.org CS Discoveries San Diego COE AYW 2 (Region 7) | 11 | 0 | 0 | 0 | 0 | 11 | 10 | 7 | 3 | 2 |
| Bootstrap: Algebra 2 Riverside COE AYW 3 (Region 7) | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 1 | 1 |
| Bootstrap: Data Science Santa Clara COE AYW 3 (Region 4) | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| CSforEL at CSPDWeek AYW 3 (Statewide) | 6 | 0 | 0 | 0 | 0 | 6 | 6 | 6 | 5 | 3 |
| Bootstrap: Algebra Riverside COE AYW 3 (Region 7) | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 2 | 1 |
| EdTech Playground: Celebrating CSEd Week with Mark Lantsberger and Sandra Myers | 6 | 0 | 0 | 0 | 0 | 6 | 6 | 5 | 4 | 4 |
| CSforEL at CSPDWeek AYW 4 (Statewide) | 5 | 0 | 0 | 0 | 0 | 5 | 4 | 3 | 3 | 3 |

In Table 5, the number of other educators includes the total number of instructional coaches and librarians, as well as unidentified participants who did not report their role in a professional learning activity.

In Table 5, the number of classrooms/CS-related courses accounts for courses taught by participants. Collecting classroom-level information has been an ongoing challenge during the implementation of the 2021 and 2023 EWIG: CS grants. The current data for the number of classrooms is based on the following assumptions:

Kindergarten through grade five teachers serve a single classroom.

Grades six through twelve teachers may teach multiple CS classes. However, for reporting purposes, SCOE assumes that these teachers serve a single classroom.

Paraeducators may support one or more CS classes. However, for reporting purposes, SCOE assumes that paraeducators do not serve one or more classrooms and are not included in this data. There currently is no way to ensure that the data is unduplicated.

Counselors support students at a school site, not at a classroom level; therefore, the SCOE assumes that counselors do not serve classrooms and are not included in this data.

Administrators support students at a school site, not at a classroom level; therefore, SCOE assumes that counselors do not serve classrooms and are not included in this data.

In the coming months of the grant period, SCOE will work with AIR, the grant external evaluator, to devise a method to report the number of classrooms more accurately.

Table 6 presents the total number of unduplicated educators served in January through December 2024 and in the full grant period to date.

#### Table 6: SCOE: 2023 EWIG: CS—Total Number of Unduplicated Educators Served

| **Total Unduplicated Educators with Year and Quarter** | **Teachers** | **Para-professionals** | **School Leaders** | **Counselors** | **Other Educators** | **Class-rooms** | **Schools** | **LEAs** | **Counties** | **Regions** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total Unduplicated Educators for Year 2, Quarter 3 (January–March 2024) | 570 | 25 | 21 | 3 | 93 | 570 | 476 | 239 | 47 | 7 |
| Total Unduplicated Educators for Year 2, Quarter 4 (April–June 2024) | 500 | 16 | 14 | 3 | 40 | 500 | 409 | 220 | 40 | 7 |
| Total Unduplicated Educators for Year 3, Quarter 1 (July–September 2024) | 514 | 11 | 10 | 0 | 46 | 514 | 434 | 216 | 43 | 7 |
| Total Unduplicated Educators for Year 3, Quarter 2 (October–December 2024) | 234 | 1 | 1 | 0 | 14 | 234 | 196 | 117 | 37 | 7 |
| Total Unduplicated Educators Since the Beginning of the Grant Period (May 1, 2023–December 31, 2024) | 1,643 | 58 | 74 | 9 | 217 | 1,643 | 1,165 | 435 | 53 | 7 |

Table 6 includes the total number of unduplicated educators served during the applicable reporting period and since the start of the grant period. Grant activities since May 1, 2023, through December 31, 2024, have included 2,001 unique, unduplicated participants and 7,980 instances of CS professional learning activities (including instances in which a single participant has attended multiple professional learning activities).