# 21st Century California School Leadership Academy 2023–26Cohort 2 Application



**Deadline for Applications:**

**Friday, September 2, 2022**

California Department of Education

Educator Excellence and Equity Division

Teacher and Leader Policy Office

 1430 N Street, Suite 4309

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916-445-7331Table of Contents

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## 21st Century California School Leadership Academy Cohort 2 Application

### Background

The 21st Century California School Leadership Academy (21CSLA) Program; established by Senate Bill 75, Section 26 Statutes of 2019; funded institutions of higher education (IHEs), nonprofit educational services providers, and local educational agencies (LEAs) with expertise in providing professional learning, coaching, and mentoring to principals and other school leaders in public schools serving kindergarten and grades one to twelve, inclusive, to organize and offer high-quality professional learning, coaching, and mentoring for central office leaders, principals, and other school leaders, including teacher leaders, involved in school improvement efforts.

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) selected one awardee to serve as the 21CSLA Center and seven awardees to serve as 21CSLA Regional Academies (RAs), see: <https://www.cde.ca.gov/pd/ai/ca21csla.asp>. Awardees, in partnership with the CDE and CCEE, work collaboratively within the Statewide System of Support (SOS) to build the capacity of educational leaders statewide through professional learning aligned to the California Professional Standards for Education Leaders and the Quality Professional Learning Standards.

Only the current organizations serving as the 21CSLA Center and RAs are eligible to apply for Cohort 2. If any of these current entities are not selected to continue to serve in Cohort 2, a separate Request for Applications (RFA) will be posted for only those RAs or the Center in the fall of 2022.

All requirements of the original 21CSLA RFA are also required in Cohort 2, see: <https://www.cde.ca.gov/pd/ai/21cslagrantprocess.asp>.

### Purpose

Grantees will develop and disseminate sustained professional learning and coaching that is rooted in student and educator needs; grounded in cycles of inquiry; designed and structured to be ongoing, intensive, and embedded in practice; and focused on deepening content expertise and pedagogy. Grantees will provide ongoing, high-quality professional learning and coaching, as well as develop the ability of school leaders to offer professional learning and coaching in order for 21CSLA to scale and spread across the state. Grantees will meet the following goals:

* To support the goals set forth in the authorizing statute described in Section I, above.
* To provide high-quality regional and statewide professional learning opportunities to educational leaders that are consistent with the Statewide SOS.
* To provide sustained professional learning to site and LEA-based teams of school leaders that is relevant, job embedded, and provides site-based support such as coaching and mentoring.
* To support implementation of existing core efforts such as Universal Design for Learning, Multi-Tiered Systems of Support, and the English Learner Roadmap.
* To develop a cycle of activities, including theory, demonstration, practice, feedback, reflection, additional critical areas identified by key stakeholders, and coaching that is spaced over time.
* To support administrators to develop their skills as instructional leaders to build educator capacity, support asset-based pedagogies, and establish and maintain a culture of continuous improvement.

### Timeline

|  |  |
| --- | --- |
| **Date** | **Events** |
| June 7, 2022 | Announcement of 21CSLA Cohort 2 Process and Timeline |
| June 20, 2022 | 21CSLA Cohort 2 Application and Instructions Posted Online – Notification of requirements and funding for the 2022 and 2023 fiscal years |
| June 23, 2022 | 21CSLA Cohort 2 Application Work Session Question and Answers |
| September 2, 2022 | 21CSLA Cohort 2 Applications and Attachments Due Online |

### The Role of the 21st Century California School Leadership Academy Center

The 21CSLA Center plays an important role in serving as a liaison between state agencies and RAs, especially in the areas of policy, cohesion, data reporting and collection, and coherence with the greater SOS. It serves as a capacity builder to meet the expectations listed in this RFA. The 21CSLA Center does not function as an external evaluator of the 21CSLA Grant Program, however it will create a database to collect and report quantitative and qualitative data to the external evaluators, CDE, State Board of Education (SBE), and CCEE. The 21CSLA Center develops the deliverables for each year in cooperation with the CDE, SBE, and CCEE. There is an expectation that the RAs will collaborate and follow the guidance and direction of the Center.

### Fiscal and Evaluation Modifications Implemented During Cohort 2

All grantees awarded a grant for another three-year cycle with the 21CSLA will receive funds for the 2022 and 2023 fiscal years (FYs) in Cohort 2 Year 1 (July 1, 2023 through June 30, 2024) in order for the grant performance period to align with the federal fiscal funding of the program. Funding for the 2022 FY is anticipated to be released in June 2023. Funding for the 2023 FY is anticipated to be release July 2023. Grantees will be notified of each FY’s funding allocation before the start of the performance period. At that time, grantees will generate a budget according to the funds they are anticipated to receive for that FY. The budget must be submitted to the CDE before the Grant Award Notification will be generated and released for each FY.

All RAs will continue to follow the specifications and criteria outlined in the original 21CSLA RFA and subsequent updates including the deliverables set annually by the Center. In addition, the CDE, CCEE, and SBE will be considering all of the following factors throughout the Cohort 2 performance period. The following metrics will be utilized to evaluate the performance of the Cohort 2 RAs. RAs will be asked to track and monitor their progress on meeting the following:

* Employ at least one full time project lead exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center.
* Ensure full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE.
* Ensure regular meeting contact through a combination of virtual and in-person connections within the Geo Region to inform, improve, and expand program services across the Geo Region, county, district, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, CCEE, SBE, and an external evaluator.
* Ensure that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, SBE, and Center guidance.
* Demonstrate commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities as COVID becomes endemic.

The Center will continue to follow the specifications and criteria outlined in the original 21CSLA RFA and subsequent updates. In addition, the CDE, CCEE, and SBE will be considering all of the following factors throughout the Cohort 2 performance period. The following metrics will be utilized to evaluate the performance of the Center in Cohort 2. The Center will be asked to track and monitor their progress on meeting the following:

* Employ at least one full time project lead exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted staff to support the RAs full participation in all 21CSLA program activities.
* Develop the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs.
* Coordinate regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE, and an external evaluator.
* Build the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance.
* Support the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities as COVID becomes endemic.

The CDE, SBE, and CCEE will collect data on abovementioned metrics through the 21CSLA Center’s database, quarterly reports, mid-grant interviews, information provided by the 21CSLA Center, and any other qualitative and quantitative data. Rubrics based on these metrics are included in Appendix C and Appendix D.

All current grantees must certify that they are aware of and are committed to meet the fiscal and evaluative measures that will be implemented during the Cohort 2 grant performance period.

If you agree to the criteria set forth in this announcement, please complete the application and return it by the date identified.

### Grant Awards and Payments

The 21CSLA program is a three-year grant award. Once the CDE approves grant awards for Cohort 2, the grant period will run from July 1, 2023, through June 30, 2026. Grant Award Notifications will be issued each FY for that year’s funding allocation. All funding criteria and payment processes outlined in the original RFA applies to the Cohort 2 grant period. Grant payments are subject to fulfillment of all reporting requirements.

## 21st Century California School Leadership Academy: Regional Academy Cohort 2 Application

Proposals must address all questions and include all assurances and additional documentation requested. Applications are submitted electronically and are available on the 21CSLA web page at: <https://www.cde.ca.gov/pd/ai/21cslagrantprocess.asp>. All questions should be submitted to 21CSLA@cde.ca.gov. Proposals will be scored by a panel of readers using a rubric that is included in Appendix A.

The CDE must receive your online submission no later than **September 2, 2022.**

### 21st Century California School Leadership Academy: Application Questions

#### Part 1: Lessons Learned in Cohort 1/Recruitment of Participants

1. Reflecting on your RA’s experience in Cohort 1, what have been some of your key lessons learned in providing Area 6, 7, and 8 services to your region? Consider your RA’s experience with recruiting participants of diverse role types (teacher leaders, site leaders, district leaders), backgrounds (race/ethnicity, gender, etc.), and location within the Geo Region.
2. Describe both areas of achievement and areas for future growth you would pursue in Cohort 2.

#### Part 2: Benefits of Professional Learning Offerings

1. How have your RA’s professional learning offerings benefited educators in your region? Please include data to supplement your response, to the extent practicable.
2. Provide examples of how educators have used what they have learned through your RA to improve their practice.

#### Part 3: Budget and Staffing Reflections

1. Reflecting on your RA’s experience operating in Cohort 1, what has your RA learned about the budget and staffing requirements you require to operate a robust RA?
2. Based on your reflections above, how would you modify your budget, if needed, to best support your RA’s work in Cohort 2?

#### Part 4: Plans for 2022 and 2023 FY Funding in Year 1

1. Provide a plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. Attach a budget that aligns with this plan.

### Attachment/Assurance/Certification Instructions

Required attachments will be requested at the end of the online application. Applicants are required to complete and return the following attachments with their renewal application:

* 2021-22 General Assurances and Certifications:
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp>
* ~~Drug-Free Workplace, CDE-100DF:
https://www.cde.ca.gov/fg/fo/fm/drug.asp~~
* ~~Lobbying, United States Department of Education Form ED 80-0013:
https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~
* ~~Debarment and Suspension,~~ ~~United States Department of Education Form ED 80-0014:
https://www.cde.ca.gov/fg/fo/fm/debar.asp~~
* ~~Federal Funding Accountability and Transparency Act, CDE Form AO-FFATA-001:
https://www.cde.ca.gov/sp/cd/ci/documents/eesdao001fattaform.pdf~~

### 21st Century California School Leadership Academy: Regional Academy Acknowledgements

Please check off the acknowledgements below certifying understanding of each item:

[Check here] By submitting this application, we acknowledge that we will continue to follow the specifications and criteria outlined in the original 21CSLA RFA.

[Check here] Our program will continue to serve the area within California that we are currently serving and will work towards expanding services.

[Check here] We are aware that in Year 1 of Cohort 2 will receive 2022 and 2023 FY funds and we will provide a plan and a budget that must be approved by the CDE, CCEE, SBE, and 21CSLA Center describing how our RA will spend out the funds allocated to our program.

[Check here] We are aware that metrics included in this application will be utilized to evaluate the performance of the Cohort 2 RAs.

[Check here] We are aware that each RA may receive additional funds that were included in the 2021 state budget and will provide a plan and a budget that must be approved by the CDE, CCEE, SBE, and 21CSLA Center describing how our RA will spend out the funds allocated to our program.

## 21st Century California School Leadership Academy: Center Cohort 2 Application

Proposals must address all questions and include all assurances and additional documentation requested. Applications are submitted electronically and are available on the 21CSLA web page at: <https://www.cde.ca.gov/pd/ai/21cslagrantprocess.asp>. All questions should be submitted to 21CSLA@cde.ca.gov. Proposals will be scored by a panel of readers using a rubric that is included in Appendix B.

The CDE must receive your online submission no later than **September 2, 2022.**

### 21st Century California School Leadership Academy: Application Questions

#### Part 1: Lessons Learned in Cohort 1

1. Reflecting on the Center’s experience in Cohort 1, what have been some of your key lessons learned in providing support to the RAs?
2. Describe both areas of achievement, and areas for future growth you would pursue in Cohort 2.

#### Part 2: Benefits of Center Support

1. How have the RAs benefited from the Center’s guidance and support? Please include data to supplement your response, to the extent practicable.
2. Provide examples of how the RAs have used what they have learned from the Center to improve their practice.

#### Part 3: Budget and Staffing Reflections

1. Reflecting on the Center’s experience operating in Cohort 1, what has the Center learned about the budget and staffing requirements you require to operate a robust Center?
2. Based on your reflections above, how would you modify your budget, if needed, to best support the Center’s work in Cohort 2?

#### Part 4: Plans for Double Funding in Year 1

1. Provide a plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. Attach a budget that aligns with this plan.

### Attachment/Assurance/Certification Instructions

Required attachments will be requested at the end of the online application. Applicants are required to complete and return the following attachments with their renewal application:

* 2021-22 General Assurances and Certifications:
<https://www.cde.ca.gov/fg/fo/fm/generalassurances2021-22.asp>
* ~~Drug-Free Workplace, CDE-100DF:
https://www.cde.ca.gov/fg/fo/fm/drug.asp~~
* ~~Lobbying, United States Department of Education Form ED 80-0013:
https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~
* ~~Debarment and Suspension, United States Department of Education Form ED 80-0014:
https://www.cde.ca.gov/fg/fo/fm/debar.asp~~
* ~~Federal Funding Accountability and Transparency Act, CDE Form AO-FFATA-001:
https://www.cde.ca.gov/sp/cd/ci/documents/eesdao001fattaform.pdf~~

### 21st Century California School Leadership Academy: Center Acknowledgements

Please check off the acknowledgements below certifying understanding of each item:

[Check here] By submitting this application, we acknowledge that we will continue to follow the specifications and criteria outlined in the original 21CSLA RFA.

[Check here] Our program will continue to serve the RAs and will work towards expanding services.

[Check here] We are aware that Year 1 of Cohort 2 will be 2022 and 2023 FY and we will provide a plan and a budget that must be approved by the CDE, CCEE, and SBE describing how the Center will spend out the funds allocated to our program.

[Check here] We are aware that metrics included in this application will be utilized to evaluate the performance of the Center in Cohort 2.

[Check here] We are aware that the Center may receive additional funds that were included in the 2021 state budget and will provide a plan and a budget that must be approved by the CDE, CCEE, and SBE describing how our RA will spend out the funds allocated to our program.

## Appendix A: 21st Century California School Leadership Academy Scoring Rubric for Cohort 2 Renewal Application: Regional Academies

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| The RA completely and clearly explained the key lessons learned in providing Area 6, 7, and 8 services to their region during Cohort 1, including their experience with recruiting participants of diverse role types (teacher leaders, site leaders, district leaders), backgrounds (race/ethnicity, gender, etc.), and location within the Geo Region and completely and clearly described both areas of achievement, and areas for future growth in Cohort 2. | The RA provided a strong explanation of the key lessons learned in providing Area 6, 7, and 8 services to their region during Cohort 1, including their experience with recruiting participants of diverse role types (teacher leaders, site leaders, district leaders), backgrounds (race/ethnicity, gender, etc.), and location within the Geo Region and described both areas of achievement, and areas for future growth in Cohort 2. | The RA adequately explained the key lessons learned in providing Area 6, 7, and 8 services to their region during Cohort 1, including their experience with recruiting participants of diverse role types (teacher leaders, site leaders, district leaders), backgrounds (race/ethnicity, gender, etc.), and location within the Geo Region and adequately described both areas of achievement, and areas for future growth in Cohort 2. | The RA minimally explained the key lessons learned in providing Area 6, 7, and 8 services to their region during Cohort 1, including their experience with recruiting participants of diverse role types (teacher leaders, site leaders, district leaders), backgrounds (race/ethnicity, gender, etc.), and location within the Geo Region and minimally described both areas of achievement, and areas for future growth in Cohort 2. |
| The RA completely and clearly explained how their professional learning offerings benefited educators in their region and included data and descriptions of how educators have used what they have learned from their academy to supplement their response, to the extent practicable.  | The RA provided a strong explanation of how their professional learning offerings benefited educators in their region and included data and descriptions of how educators have used what they have learned from their academy to supplement their response, to the extent practicable. | The RA adequately explained how their professional learning offerings benefited educators in their region and included some data and descriptions of how educators have used what they have learned from their academy to supplement their response, to the extent practicable. | The RA minimally explained how their professional learning offerings benefited educators in their region and included minimal or no data and descriptions of how educators have used what they have learned from their academy to supplement their response, to the extent practicable. |
| The RA provided a complete and clear explanation about what they have learned about the budget and staffing requirements during Cohort 1 to operate a robust Regional Academy and provided a complete and clear explanation about how they would modify their budget in Cohort 2. | The RA provided a strong explanation about what they have learned about the budget and staffing requirements during Cohort 1 to operate a robust Regional Academy and provided a strong explanation about how they would modify their budget in Cohort 2. | The RA provided an adequate explanation about what they have learned about the budget and staffing requirements during Cohort 1 to operate a robust Regional Academy and provided an adequate explanation about how they would modify their budget in Cohort 2. | The RA minimally explained what they have learned about the budget and staffing requirements during Cohort 1 to operate a robust Regional Academy and provided a minimal explanation about how they would modify their budget in Cohort 2. |
| The RA provided a clear, complete, and reasonable plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The RA provided a strong plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The RA provided an adequate plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The RA provided a minimal plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. |

## Appendix B: 21st Century California School Leadership Academy Scoring Rubric for Cohort 2 Renewal Application: Center

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| The Center completely and clearly explained the key lessons learned in providing support to the RAs and completely and clearly described both areas of achievement, and areas for future growth in Cohort 2. | The Center provided a strong explanation of the key lessons learned in providing support to the RAs and described both areas of achievement, and areas for future growth in Cohort 2. | The Center adequately explained the key lessons learned in providing support to the RAs and adequately described areas of achievement and/or areas for future growth in Cohort 2. | The Center minimally explained the key lessons learned in providing support to the RA and minimally described areas of achievement, and/or areas for future growth in Cohort 2. |
| The Center completely and clearly explained how the RAs benefited from the Center’s guidance and support and included data and examples of how the RAs have used what they have learned from the Center to improve their practice. | The Center provided a strong explanation of how the RAs benefited from the Center’s guidance and support and included data and examples of how the RAs have used what they have learned from the Center to improve their practice. | The Center adequately explained how the RAs benefited from the Center’s guidance and support and included data and examples of how the RAs have used what they have learned from the Center to improve their practice. | The Center minimally explained how the RAs benefited from the Center’s guidance and support and included data and examples of how the RAs have used what they have learned from the Center to improve their practice. |
| The Center provided a complete and clear explanation about what they have learned about the budget and staffing required to operate a robust Center and provided a complete and clear explanation about how they would modify their budget, if needed, to best support the Center’s work in Cohort 2. | The Center provided a strong explanation about what they have learned about the budget and staffing required to operate a robust Center and provided a strong explanation about how they would modify their budget, if needed, to best support the Center’s work in Cohort 2. | The Center provided an adequate explanation about what they have learned about the budget and staffing required to operate a robust Center and provided an adequate explanation about how they would modify their budget, if needed, to best support the Center’s work in Cohort 2. | The Center minimal explanation about what they have learned about the budget and staffing required to operate a robust Center and provided a minimal explanation about how they would modify their budget, if needed, to best support the Center’s work in Cohort 2. |
| The Center has provided a clear, complete, and reasonable plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The Center provided a strong plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The Center has provided an adequate plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. | The Center has provided a minimal plan to spend out 2022 and 2023 FY funds that will be made available in Year 1 of Cohort 2. |

## Appendix C: 21st Century California School Leadership Academy Scoring Rubric for Cohort 2 Metrics: Regional Academies

* + Employ at least one full time project lead exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center.
	+ Ensure full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE.
	+ Ensure regular meeting contact through a combination of virtual and in person connections within the Geo Region to inform, improve, and expand program services across the Geo Region, county, district, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, CCEE, SBE and an external evaluator.
	+ Ensure that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, SBE, and Center guidance.
	+ Demonstrate commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic.

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| The RA has employed more than one full time project lead and support staff exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center. | The RA has employed one full time project lead and other support staff exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center. | The RA has employed at least one full time project lead and may have employed other support staff exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center. | The RA has not employed one full time project lead exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted support to ensure full participation in all 21CSLA program activities offered by the 21CSLA Center. |
| The RA has consistently ensured full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE. | The RA has mostly ensured full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE. | The RA has partially ensured full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE | The RA has not ensured full implementation of Cohort 2 deliverables including Universal Transitional Kindergarten and others specified by the CDE, CCEE, and SBE. |
| The RA has consistently ensured adequate and regular meeting contact within the Geo Region to inform, improve, and expand program services at the Geo Region, county, district, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, SBE, CCEE, the 21CSLA Center, and an external evaluator. | The RA has mostly ensured adequate and regular meeting contact within the Geo Region to inform, improve, and expand program services at the Geo Region, county, district, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, SBE, CCEE, the 21CSLA Center, and an external evaluator. | The RA has partially ensured adequate and regular meeting contact within the Geo Region to inform, improve, and expand program services at the Geo Region, County, District, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, SBE, CCEE, the 21CSLA Center; and an external evaluator. | The RA has not ensured adequate and regular meeting contact within the Geo Region to inform, improve, and expand program services at the Geo Region, County, District, and school levels and fulfill data input/reporting of those contacts as requested by the CDE, SBE, CCEE, the 21CSLA Center, and an external evaluator. |
| The RA has consistently ensured that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, SBE, CCEE, and Center guidance. | The RA has mostly ensured that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, SBE, CCEE, and Center guidance. | The RA has partially ensured that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, SBE, CCEE, and Center guidance. | The RA has not ensured that service is consistently responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, SBE, CCEE, and Center guidance. |
| The RA has consistently demonstrated a commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic.  | The RA has somewhat demonstrated a commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic.  | The RA has partially demonstrated a commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic.  | The RA has not demonstrated a commitment to continuous improvement practices utilizing evidence including participant feedback to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic |

## Appendix D: 21st Century California School Leadership Academy Scoring Rubric for Cohort 2 Metrics: Center

* + Employ at least one full time staff member exclusively dedicated to the 21CSLA program and appropriate levels of staff, full-time equivalent, and/or contracted staff to support the RAs full participation in all 21CSLA program activities.
	+ Develop the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs.
	+ Coordinate regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE and an external evaluator.
	+ Build the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance.
	+ Support the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic.

| **OUTSTANDING (8 points)** | **STRONG (6 points)** | **ADEQUATE (4 points)** | **MINIMAL (2–0 points)** |
| --- | --- | --- | --- |
| The Center has employed more than one project lead and support staff exclusively dedicated to the 21CSLA program, and demonstrated that staffing will be adequate to fully support the RAs full participation in all 21CSLA program activities. | The Center has employed at least one project lead and other support staff exclusively dedicated to the 21CSLA program, and demonstrated that staffing will be adequate to fully support the RAs full participation in all 21CSLA program activities.  | The Center has dedicated at least one project lead for the 21CSLA program, and demonstrated that staffing will be adequate to fully support the RAs full participation in all 21CSLA program activities. | The Center has not dedicated at least one project lead for the 21CSLA program, and has not demonstrated that staffing will be adequate to fully support the RAs full participation in all 21CSLA program activities. |
| The Center has consistently met deadlines and developed the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs. | The Center has mostly met deadlines and developed the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs. | The Center has partially met deadlines and developed the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs. | The Center has not developed deadlines and developed the Cohort 2 deliverables including Universal Transitional Kindergarten and others in conjunction with the CDE, CCEE, and SBE, and in consultation with the RAs. |
| The Center has consistently ensured regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE, and an external evaluator. | The Center has mostly ensured regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE, and an external evaluator. | The Center has partially ensured regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE, and an external evaluator. | The Center has not ensured regular meeting contact through a combination of virtual and in person connections with the RAs to inform, improve, and expand program services and create a 21CSLA database to provide data as requested by the CDE, CCEE, SBE, and an external evaluator. |
| The Center has consistently built the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance. | The Center has mostly built the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance. | The Center has partially built the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance. | The Center has not built the capacity of 21CSLA partners to be responsive to the field in responding and expanding in scope and depth beyond current offerings and practice in alignment with California’s evolving educational environment in response to CDE, CCEE, and SBE guidance. |
| The Center has consistently supported the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic. | The Center has somewhat supported the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic. | The Center has partially supported the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic. | The Center has not supported the RAs to engage in continuous improvement practices to ensure high quality equity-centered coaching and professional learning through a combination of virtual and in-person connections as public health guidance allows for the reintegration of in-person activities post-pandemic. |

California Department of Education

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