

CalAPA Cycle 1 To-Do List Make a copy of this checklist to keep track of your progress.	✓
Read through Assessment Guide	
STEP 1: INVESTIGATE	
Investigate the vision, mission, and/or goals at your school and document your findings.	
Choose a California state indicator of interest (chronic absenteeism, suspension rate, English learner progress, graduation rate, academic performance, college/career readiness).	
Collect related quantitative data for this indicator for the school across the three most recent years of data (most recent year, second most recent year, and third most recent year). Identify and select one specific group of students to further investigate and explain WHY you are choosing the student group of focus (e.g., female English learners).	
Identify and collect at least three sources of qualitative data to further investigate the equity issues for this student group.	
Based on your data analyses of the quantitative and qualitative data, conduct an equity gap analysis for the student group.	
WRITE Step 1 UPLOAD	
STEP 2: PLAN	
Based on your equity gap analysis, determine potential contributing factors (institutional and/or structural) influencing the equity gap you have identified for the group of students.	
Based on your equity gap analysis and potential contributing factors you have determined for the group of students, identify a related educational area of need at the school.	
Develop a problem statement	
Write Step 2 UPLOAD	
STEP 3: ACT	
Based on the problem statement and identified area of educational need, develop two or more potential strategies for equitable student and school improvement.	
Solicit targeted feedback from an administrator or supervisor or educational leader regarding the feasibility of your potential strategy(ies) to address the single equity gap for a group of students.	
Explain how you would adjust your potential strategies for equitable student and school improvement based on the targeted feedback you received.	
Describe how you will generate buy-in for your strategy(ies) by those who will be implementing them or affected by them, e.g. teachers, parents.	
Describe implications that might occur if your strategies are implemented. These may be positive or negative implications such as teachers objecting to having to do “one more thing,” etc.	
Write Step 3 UPLOAD	

STEP 4: REFLECT

Explain why you selected to get feedback from the educational leader in Step 3 ACT. Be clear about how this feedback influenced your approach to get buy-in.

Reflect on both your strengths and your goals around the work you completed in Leadership Cycle 1. Focus on your leadership capacity to identify potential contributing factors and strategies to address a single equity gap for a group of students at the school. Reflect on both your strengths and areas you would like to further develop in this area of equitable leadership.

Write Step 4 **UPLOAD**