**Report to the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst’s Office:**

California Equity Performance and Improvement Program



**Prepared by the**

**Improvement and Accountability Division**

**Instruction and Measurement Branch**

**California Department of Education**

**December 2019**

*Description*: This report covers the California Equity Performance and Improvement Program (CEPIP) implementation from July 1, 2018, to June 30, 2019.

*Authority*: Assembly Bill 99, Chapter 15, Statutes of 2017, Section 87(g).

*Recipient*: The Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst’s Office.

*Due Date*: On or before November 30 of each year to 2020.

**Table of Contents**

[Executive Summary 2](#_Toc46228491)

[I. Introduction 3](#_Toc46228492)

[II. CEPIP Description 4](#_Toc46228493)

[CEPIP Goals 4](#_Toc46228494)

[Equity Leads’ Targeted Student Groups 5](#_Toc46228495)

[Equity Leads’ Program Overview and Activities 5](#_Toc46228496)

[Collaboration among the Equity Leads, CDE, and WestEd 9](#_Toc46228497)

[III. CEPIP Activity Report Summary 10](#_Toc46228498)

[Summary of Activities Conducted and Resources Developed 10](#_Toc46228499)

[The Number of Schools, Districts, and/or COEs, Educators, and Pupils Served 14](#_Toc46228500)

[IV. Summary of Outcome Data Resulting from the Activities Conducted 23](#_Toc46228501)

[Renewed Educator’s Mission and Commitment to Equity for Action 23](#_Toc46228502)

[V. Summary of State-level Activity to Promote Equity 27](#_Toc46228503)

[Hosting Statewide Equity Conferences 28](#_Toc46228504)

[VI. Recommendations 29](#_Toc46228505)

[Equity Should Be an Ongoing Discussion in Schools 30](#_Toc46228506)

[Transforming Deep Learning into Actionable Changes 30](#_Toc46228507)

[Linking Equity Activities to Outcomes of Students’ Achievement 30](#_Toc46228508)

[CEPIP Sustainability and Scale up Statewide 31](#_Toc46228509)

[References 32](#_Toc46228510)

# Executive Summary

This report is the second legislative report about the California Equity Performance and Improvement Program (CEPIP). It summarizes the first year of the implementation of the CEPIP from July 1, 2018, to June 30, 2019. The first report of 2018 CEPIP reported the development of the CEPIP and lead agency selection process at the California Department of Education (CDE) from July 1, 2017, to June 30, 2018 (CDE 2019a). California Budget Act of 2017, Assembly Bill (AB) 99, Section 87, Chapter 15 appropriated $2.5 million from the General Fund (California *Education Code* Section 41202[c]) to establish the CEPIP by the CDE. This one-time appropriation is intended to fund at least two lead agencies to support and build capacity within local educational agencies (LEAs) and the CDE to promote equity in California’s public schools through June 30, 2020.

AB 99, Section 87(g) states that the CDE shall prepare a report of each fiscal year of the funding period. The report should compile information reported by lead agencies on the following specifics (AB 99, Section 87[f]):

1. A summary of the activities conducted and resources developed.
2. The number of school districts, county offices of education, charter schools, educators, and pupils served by the activities and resources.
3. A summary of any data that is available on outcomes resulting from the activities conducted.
4. A summary of how state-level activities to promote equity in California’s public schools have improved and recommendations for improving state-level activities or policies to promote equity in California’s public schools.

In compliance with the legislative reporting requirement cited above, this report provides the compilation of information required by AB 99, Section 87(g).

The CEPIP is funded for the 2018–19 and 2019–20 school years. This report includes the first year of CEPIP activities from July 1, 2018, to June 30, 2019. Below are key findings of this report:

* Site-based and online learning communities

The CEPIP lead agencies, San Diego County Office of Education (COE) and Santa Clara COE engaged their partnering schools and districts in equity learning and capacity building both on-site and through online learning communities. Modeling the continuous improvement framework, the San Diego COE Equity Lead conducted equity audits to identify equity gaps. Once the audits were completed, they met with their partnering schools to discuss the recommendations and how to implement improvement activities at the school site level. Modeled after the Multi-tiered System of Supports (MTSS), the Santa Clara COE Equity Lead developed online learning modules and professional development communities through a three-tiered process in order to engage more schools and districts throughout their county.

* Targeted student groups served

A total of 6 counties, 13 school districts, 133 schools, 2,377 educators, and 74,093 students served. The targeted students served between both equity leads were 1,497 African Americans, 24,054 English learners, and 7,937 students with disabilities.

* Improvement in suspensions and English language arts (ELA) achievement

The results showed reduced student suspensions and increased students’ performance on ELA assessments on the California Assessment of Student Performance and Progress (CAASPP) were observed at some of the schools and districts that participated in the CEPIP.

* Scale up CEPIP activities

Serving as part of the California’s System of Support, the two equity leads, in collaboration with the CDE and WestEd, made their support and resources available to all schools and districts throughout the state by hosting statewide equity conferences, making resources available online, and providing technical assistance upon request. The CDE’s CEPIP team engaged in equity learning and provided workshops to help build capacity within the department and LEAs to promote equity in California’s public schools.

Any questions regarding this report or requests for copies should be directed to
Jane Liang, Education Programs Consultant, Integrated Student Support and Programs Office, Improvement and Accountability Division, at 916-319-0259 or jliang@cde.ca.gov.

For more information, please visit the CDE CEPIP web page at <https://www.cde.ca.gov/sp/sw/t1/equity.asp>.

## I. Introduction

California is more than ever committed to closing the achievement gap (CDE 2019b). The achievement gap in education is commonly known as the disparity in academic performance between groups of students. The achievement gap is a pervasive and systemic issue throughout the United States (National Center for Education Statistics 2019). In California, as well as across the nation, the achievement gap is reflected in students’ grades, standardized test scores, course selection, dropout rates, graduation rates, and other measures (CDE 2019c). The CDE has reported the performance disparities among student groups in its statewide assessments since 1998 when it implemented its first statewide assessment, the Standardized Testing and Reporting (STAR) program. The STAR program was replaced by the CAASPP in 2013. As shown in the STAR and CAASPP assessment results (CDE 2013 and 2019d), these gaps have been persistent over 20 years.

Researchers and practitioners in the educational community have made great efforts to understand the achievement gap and its root causes (Bohrnstedt, Kitmitto, Ogut, Sherman, and Chan 2015; Ladson-Billings 2006; Reardon 2011; Rothstein 2015; Von Stumm 2017; Webb and Thomas 2015). Many efforts have been made to close the achievement gap (Allington and McGill-Franzen 2018; EdTrust-West 2015; Darling-Hammond 2014; Marachiewicz, et al. 2016). These efforts led researchers and practitioners to turn their attention to improving education equity and social justice (Dahill-Brown and Sara 2019; Darling-Hammond; 2010, Skrla and Scheurich 2004; Zajda, Majhanovich, and Rust, 2006) to close the achievement gap.

Although there have been enormous efforts in closing the achievement gap, research studies reveal that inequities in schools have not improved over the past decades or since Brown vs The Board of Education court case (Garcia and Weiss 2017; Orfield, Frankenberg, Ee, and Kuscera 2014, Skiba, et al, 2008), and these problems tend to compound with the “rich” getting richer while the poor continue to be marginalized. In California, large achievement gaps persist by race, ethnicity, income, and English learner status (Loeb, Edly, Imazeki, and Stipek 2018). The persistence of the achievement gap is also found nationwide (Paschall, Gershoff, and Kuhfeld 2018).

In supporting the state’s efforts to promote education equity, the California Legislature took action in allocating resources designated to the CEPIP. In the Budget Act of 2017, the Legislature appropriated $2.5 million from the General Fund to the Superintendent of Public Instruction on a one-time basis to establish the CEPIP (AB 99, Sec. 87). It specified to fund at least two county offices of education (COEs) as lead agencies over two school years (2018–19 and 2019–20).

The CDE, worked closely with internal and external stakeholders to develop a Request for Application (RFA), conducted application workshops, facilitated an application readers’ conference, and selected two lead agencies. San Diego COE and Santa Clara COE received the top scores for their applications, and therefore, were designated as the Equity Leads for the CEPIP. The details of the process were reported in the CEPIP 2018 Legislative Report (CDE 2019a).

This report is the second CEPIP Legislative Report following the first report mentioned above. This report summarizes the first year of implementation of the CEPIP activities from July 1, 2018, to June 30, 2019. It also provides lessons learned and recommendations for next year’s CEPIP activities.

## II. CEPIP Description

### CEPIP Goals

The CEPIP RFA included three of the six goals of education equity taken from the Quality Schooling Framework (CDE, 2018a). The goals are as follows:

* Comparably high academic achievement and other positive outcomes for all students
* Equitable access and inclusion for all students
* Equitable treatment for all students

### Equity Leads’ Targeted Student Groups

Each Equity Lead specified in their application the specific targeted student groups to be serve throughout the grant period. Table I shows the targeted student groups served by each agency.

**Table 1 Targeted Student Groups Served by Equity Leads**

| **Equity Leads** | **Student Groups Served** |
| --- | --- |
| San Diego COE | African American, English learners |
| Santa Clara COE | African American, English learners, and Students with Disabilities |

### Equity Leads’ Program Overview and Activities

#### San Diego COE’s CEPIP

Realizing the complexity of intersectionality and race subordination (Ladson-Billings and Tate 1995; Harris and Leonardo 2018), the San Diego COE Equity Lead, along with its partner Kern COE designed its program to support challenging learning opportunities for students, ensure equitable school interactions, and improve access to rigorous coursework, while guaranteeing high achievement for all students. To achieve these objectives, the San Diego COE’s Equity Program focuses on building equity leadership in its partnering schools (Johnson, Jr., Uline, and Perez 2017). The San Diego COE Equity Lead conducted CEPIP activities that focused on preparing teachers and administrators to meet the needs of its targeted student groups: African Americans and English learners. Through professional learning, reflection, and team building, they built their equity capacity by conducting the following activities:

* Engaging educators in critical dialogue needed to start remedying equity issues
* Building educators’ knowledge, skills, and attitudes around equity-conscious teaching and leadership practices and continuous improvement, and
* Having the data infrastructure and appropriate measures in place to determine long-term effects of the work.

##### **Equity Audit**

San Diego COE Equity Lead began with a needs assessment by conducting equity audits for each of their four partnering schools. The equity team partnered with the National Center for Urban School Transformation (NCUST) to assist them in guiding such audits. The NCUST and San Diego COE staff conducted observations of the school’s classrooms, hallways, social areas, and general school environment. Classroom visits lasted approximately 10 to 15 minutes. Observers used a classroom observation protocol to document the number and demographics of students, part of the lesson observed, and cognitive demand of the activity students were primarily engaged in during the course of the observation. In addition, they collected evidence of key practices that addressed classroom climate and culture, teacher clarity, and student engagement, understanding, and mastery.

In addition to the school and classroom observations, the team interviewed the school principal, assistant principals, and conducted various focus groups, including staff, teachers, students, and parents. They used standard protocols and included open-ended questions relevant to the expertise of the participants. Generally, they asked participants about their roles and responsibilities, experiences at school, and their opinions about strengths and needs to improve teaching and learning.

Prior to the visits, the equity team examined school artifacts such as master schedules, bell schedules, curriculum, school profiles, and reports (e.g., the School Accountability Report Card, California Dashboard data and other relevant publicly available data) to understand the current status of the school. They endeavored to understand student achievement data for all groups of students attending the school over the past few years, as well as patterns in graduation, discipline rates, and college and career readiness.

Upon completion of the site visits, the team examined the data collected, identified key themes, and benchmarked the school’s practices and systems against the NCUST high-performing school standards (Johnson, Jr., Uline, and Perez 2017, Theokas, Gonzalez, Manriquez, and Johnson, Jr. 2018). The findings from each equity audit were compiled into an Equity Audit School Report that reflects a triangulation of the multiple data sources. This report was used during face-to-face professional learning sessions to determine the root cause of the findings and to plan specific changes to accomplish their aims and remedy their equity challenges.

##### **Face-to-Face Professional Learning**

In addition to the structured needs assessment process, the San Diego COE Equity Lead facilitated learning sessions organized around key equity concepts, including implicit bias, systemic oppression, and culturally responsive teaching practices, to guide school site teams along their equity journey. These face-to-face professional learning sessions included the components listed below:

* Cultural competence
* Teaching practice
* Leadership practice
* Leadership efficacy
* Communication
* Equity studies
* Understanding the problem
* Change process
* Convening

##### **Continuous Improvement Action Periods**

The San Diego COE Equity Lead applied the continuous improvement process in its equity journey. The San Diego COE Equity Lead facilitated three to six structured sessions using a disciplined methodology for testing changes. Participants followed four steps described by Edwards Deming as the Plan Do Study Act Cycle (PDSA) (The Deming Institute 2019). The cycle involves the following four steps:

1. Planning out the change by developing questions they seek to answer and making predictions around the results
2. Collecting data to answer the questions
3. Studying the results and comparing them to the predictions, and
4. Making a decision about whether to adapt, adopt, or amend the change (Langley, et al. 2009).

Participants carried out changes that addressed an equity challenge determined during the root cause analysis. These changes served as the major work for the action period, where groups engaged in the PDSA cycles onsite to test out changes and determined if those changes lead to improvements in their equity challenge. This structured approach avoided traditional ways of making changes in schools, specifically practices that lack a reliable feedback mechanism to know if the change made a difference or if practices required more capacity than what sites had in order to successfully be implemented.

##### **Coaching**

San Diego COE’s CEPIP provided wrap around coaching, where equity leadership coaches provided direct support to implement the learning and concepts acquired during the face-to-face sessions. During the Continuous Improvement Process Action Periods, coaches’ modeled practices, facilitated data conversations, observed changes in practice, and provided leadership guidance and feedback to sites. Coaches served as a point of accountability for the CEPIP and ensured teams followed through with their equity plan and interventions.

The coaching model focuses on six categories to support the Local Improvement Teams in transforming conceptual learning into action. The categories include the following foci:

* Collective vision
* Changing management
* Shaping the discourse around equity
* School culture
* Systems analysis and monitoring
* Capacity building

Coaches monitored their teams’ progress regularly to keep teams on track in order to accomplish CEPIP objectives.

#### Santa Clara COE’s CEPIP

The Santa Clara COE Equity Lead launched its CEPIP in its *California 1: Highway to Success for ALL* program. The Santa Clara COE Equity Lead worked with its partnering schools, districts, and the four COEs in the region to tackle equity in professional learning and building capacity. Modeling the(MTSS framework, the Santa Clara COE equity team built a three-tiered level of support of professional development training to enhance the academic and behavioral outcomes of African American students, English learners, and students with disability in its learning community.

##### **Tier 1 Online Training, Needs Assessment, and Coaching Support**

Situated in the heart of Silicon Valley with its prowess of technology, the Santa Clara equity team is working with Center for Applied Special Technology (CAST) Inc. to provide a variety online training modules. These modules including critical features listed below:

* Vision and commitment
* Building collaborative teams
* Universal core instruction and intervention
* Data tools
* Developing plans for school/LEA-wide implementation and improvement

During 2018–19 CEPIP operation year, it successfully launched the following seven online learning modules:

1. Mission and Commitment
2. Building Collaborative Teams
3. Universal Design for Learning (UDL)
4. Supporting English Learners in MTSS
5. Supporting Students with Disability in MTSS
6. Schoolwide Positive Behavior
7. Cultural Responsive Anti-Biased Teaching

##### **Tier 2 Face-to-Face Training and Support**

The Santa Clara COE Equity Lead provided face-to-face training and support through conferences, regional CEPIP institutes, monthly online professional learning communities (PLCs), and annual conferences as part of their Tier 2 approach. By inviting national leaders of equity into the conversation, the Santa Clara COE Equity Lead engaged its professional learning in self-reflection and commitment (Singleton 2015) to build the leadership’s capacity for equity. Building relationships and partnering with schools and districts, the equity team engaged in implementing actionable changes by providing ongoing professional development, coaching, utilizing the Local Control Accountability Plan (LCAP) review process, and reviewing policy/program with an equity lens.

##### **Tier 3 Implementation and Improvement Science Cohort**

The Santa Clara COE Equity Lead will provide intensive support through an implementation and improvement science cohort during the 2019–20 school year. Those schools and LEAs who are committed to systemic changes and received Tier 1 and 2 supports will be invited to participate in the Tier 3 cohort. The Santa Clara COE Equity Lead will also conduct equity audits, engage in continuous improvement efforts, and develop/apply project activities with intensive collaboration throughout the 2019–20 school year.

### Collaboration among the Equity Leads, CDE, and WestEd

With the intention of scaling up the equity work and building capacity statewide, the CDE, in consultation with the Comprehensive School Assistance Program at WestEd, collaborated with the equity leads on a regular basis. The CEPIP kick off meeting (via teleconference) was held on August 21, 2018, followed by monthly conference calls, in-person meetings, and joint presentations at various conferences and professional development opportunities.

A professional learning model was designed and conducted with a focus on building strong relationships among the equity leads, the CDE, and WestEd through regular communication and frequent collaboration. An example of the collaborative nature of this relationship was after CDE shared its Theory of Action, developed in consultation with the WestEd, the San Diego COE Equity Lead then developed its own Theory of Action and Logistic Model through sharing and seeking input from the team. Although each equity lead operated utilizing its own unique model (Continuous Improvement for San Diego and MTSS for Santa Clara), regularly exchanging CEPIP activities, lessons learned, and challenges provided opportunities for learning and growth for all parties.

## III. CEPIP Activity Report Summary

AB 99, Section 87(f) requires CEPIP lead agencies to provide an annual report to the CDE on the specifics listed below:

1. A summary of the activities conducted and resources developed.
2. The number of school districts, county offices of education, charter schools, educators, and pupils served by the activities and resources.
3. A summary of any data that is available on outcomes resulting from the activities conducted.
4. A summary of how state-level activities to promote equity in California’s public schools have improved and recommendations for improving state-level activities or policies to promote equity in California’s public schools.

The following report is assembled based on each equity lead agencies’ report to the CDE.

### Summary of Activities Conducted and Resources Developed

#### San Diego COE Equity Lead

Based on the Continuous Improvement Model, the San Diego COE Equity Lead conducted equity audits, supported schools to leverage equity audit report findings, provided professional learning in equity conscious teaching/leadership practices and continuous improvement, and provided coaching support to manage change in the continuous improvement action periods. All activities focused on the African American and English Learner targeted student groups. Table 2 shows the San Diego COE Equity Lead Agency’s activities conducted and resources developed during the first CEPIP operational year of July 1, 2018, to June 30, 2019.

**Table 2 Activities Conducted and Resources Developed by the San Diego COE Equity Lead Agency during 2018–19 CEPIP Operational Year**

| **Activities Conducted** | **Resources Disseminated/created/ Implemented** | **Targeted Student Group** |
| --- | --- | --- |
| Equity Audits | Propriety property of NCUST: (<https://ncust.com/educational-equity-excellence-audit/>) | English Learners & African Americans |
| Support schools to leverage equity | Equity resourcesContinuous Improvement Process Equity ModelEquity Leadership ReflectionEquity PlanFocus on Equity Issue #1Focus on Equity Issue #2Focus on Equity Progress Report | English Learners & African Americans |
| Provide professional learning in equity conscious teaching/leadership practices and continuous improvement | Equity video 1: (<https://stream1.sdcoe.net/wc/ev1/>) Equity video 2: (<https://stream1.sdcoe.net/wc/ev2/>)Equity video 3: (<https://stream1.sdcoe.net/wc/ev3/>) | English Learners & African Americans |
| Provide coaching support to manage change in the continuous improvement action periods  | Equity video 4: (<https://stream1.sdcoe.net/wc/ev4/>)  | English Learners & African Americans |

#### Santa Clara COE Equity Lead

The Santa Clara COE Equity Lead conducted its equity activities based on the MTSS model. During the first year of the CEPIP, Santa Clara COE focused its efforts on Tiers 1 and 2 by developing online training courses, professional learning, coaching, and in-person support. These activities were focused on the African American, English Leaners, and students with disabilities targeted student groups. Table 3 shows the Santa Clara COE Equity Lead activities conducted and resources developed during the first CEPIP operational year of July 1, 2018, to June 30, 2019.

Table 3 Santa Clara COE Equity Lead Agency’s activities conducted and resources developed during the first CEPIP operational year 2018–19

**Table 3 Activities Conducted and Resources Developed by the Santa Clara COE Equity Lead Agency during 2018–19 CEPIP Operation Year**

| **Activities Conducted** | **Resources Disseminated Implemented** | **Targeted Student Group** |
| --- | --- | --- |
| Institute: Co-Teaching for Equity | Link to recording: (<https://www.youtube.com/watch?v=UwRsuPP9HNE>)Link to PowerPoint slides: (<http://bit.ly/2lYAlfY>) | All Students |
| Institute: Culturally Sustaining Teaching Equity in Action | Link to recording: (<https://www.youtube.com/watch?v=amfZ4nZNSfE>)Link to PowerPoint slides: (<http://bit.ly/2msyK28>) | All Students |
| Course: Mission & Commitment | Link: (<https://sccoe.instructure.com/courses/611>) | All Students |
| Course: Building Collaborative Teams | Link: (<https://sccoe.instructure.com/courses/589>) | All Students |
| Course: Universal Design for Learning | Link: (<https://www.learningdesigned.org/content/udl-associate-credential-0>) | All Students |
| Course: Supporting English Learners in MTSS | Link: (<https://sccoe.instructure.com/courses/668>) | English learners |
| 2018 Annual Inclusion Collaborative State Conference | Link: (<https://2018inclusioncollaborativestatec.sched.com/>)  | All Students |

### The Number of Schools, Districts, and/or COEs, Educators, and Pupils Served

#### San Diego COE Equity Lead

The San Diego COE Equity Lead conducted its equity work at 4 schools in 4 districts at San Diego and Kern counties. Table 4 shows the number of schools, districts, educators, and students served by the San Diego COE Equity Lead. As shown in Table 4, 35 educators engaged in the continuous improvement equity work serving a total of 4,499 students. Among them, 284 are African American (AA) students and 1,028 English learners (EL). Table 4 provides a detailed breakdown of the students, educators, and schools served.

**Table 4 The Number of Schools, Districts, Educators, and Students served by the San Diego COE Equity Lead**

| **School District** | **School Name** | **Educators Served** | **Total Enrollment** | **AA** | **EL** |
| --- | --- | --- | --- | --- | --- |
| Grossmont Union | Mt. Miguel High School | 10 | 1,298 | 204 | 268 |
| Escondido Union High | Orange Glen High School | 10 | 1,808 | 41 | 373 |
| La Mesa Spring Valley | Bancroft Elementary School | 8 | 461 | 35 | 212 |
| McFarland Unified | McFarland High School | 7 | 932 | 4 | 175 |
| **Total** | **4** | **35** | **4,499** | **284** | **1,028** |

#### Santa Clara COE Equity Lead

Based on the MTSS framework and implementing an online approach through their Tiers I and 2 model, the Santa Clara COE Equity Lead was able to reach a wide audience. Table 5 shows the number of schools, districts, educators, and students served by the Santa Clara COE Equity Lead. By partnering with neighboring COEs in the region (Monterey, San Benito, and Santa Cruz), they served 129 schools in 9 school districts with 3,342 educators. These schools served a total of 69,594 students, among them 1,213 are AA students, 23,026 ELs, and 7,937 students with disabilities (SWD). The availability of online training modules and professional learning community enable the Santa Clara Equity Lead to serve a great amount of students, educators, schools, districts, and counties.

**Table 5 The Number of Schools, Districts, Educators, and Students Served by the Santa Clara COE Equity Lead**

| District | School Name | Educators Served | Total Enrollment | AA | EL | SWD |
| --- | --- | --- | --- | --- | --- | --- |
| Alum Rock Union Elementary | A. J. Dorsa Elementary | 22 | 371 | 6 | 181 | 40 |
| Alum Rock Union Elementary | Adelante Dual Language Academy | 29 | 528 | 4 | 200 | 30 |
| Alum Rock Union Elementary | Adelante Dual Language Academy II | 10 | 172 | 0 | 113 | 4 |
| Alum Rock Union Elementary | Ben Painter Elementary | 22 | 334 | 2 | 117 | 27 |
| Alum Rock Union Elementary | Cesar Chavez Elementary | 23 | 344 | 2 | 213 | 22 |
| Alum Rock Union Elementary | Clyde Arbuckle Elementary | 16 | 223 | 2 | 128 | 46 |
| Alum Rock Union Elementary | Clyde L. Fischer Middle | 18 | 289 | 16 | 118 | 46 |
| Alum Rock Union Elementary | Donald J. Meyer Elementary | 23 | 369 | 3 | 174 | 46 |
| Alum Rock Union Elementary | Horace Cureton Elementary | 22 | 385 | 3 | 174 | 50 |
| Alum Rock Union Elementary | Joseph George Middle | 29 | 521 | 6 | 162 | 60 |
| Alum Rock Union Elementary | Learning in an Urban Community with High Achievement (L.U.C.H.A.) | 18 | 283 | 1 | 130 | 24 |
| Alum Rock Union Elementary | Lee Mathson Middle | 14 | 293 | 11 | 110 | 47 |
| Alum Rock Union Elementary | Linda Vista Elementary | 29 | 512 | 4 | 198 | 58 |
| Alum Rock Union Elementary | Lyndale Elementary | 25 | 334 | 2 | 176 | 31 |
| Alum Rock Union Elementary | Millard McCollam Elementary | 29 | 502 | 6 | 171 | 49 |
| Alum Rock Union Elementary | O. S. Hubbard Elementary | 32 | 622 | 6 | 272 | 44 |
| Alum Rock Union Elementary | Ocala Middle | 25 | 449 | 4 | 109 | 82 |
| Alum Rock Union Elementary | Renaissance Academy | 16 | 308 | 4 | 53 | 34 |
| Alum Rock Union Elementary | Renaissance at Mathson | 16 | 278 | 6 | 68 | 39 |
| Alum Rock Union Elementary | Russo/McEntee Academy | 23 | 446 | 9 | 178 | 44 |
| Alum Rock Union Elementary | San Antonio Elementary | 21 | 344 | 6 | 142 | 36 |
| Alum Rock Union Elementary | Sylvia Cassell Elementary | 22 | 389 | 2 | 233 | 40 |
| Alum Rock Union Elementary | Thomas P. Ryan Elementary | 20 | 305 | 4 | 134 | 39 |
| Alum Rock Union Elementary | William Sheppard Middle | 29 | 601 | 6 | 131 | 78 |
| Franklin-McKinley Elementary | Captain Jason M. Dahl Elementary | 24 | 549 | 6 | 302 | 43 |
| Franklin-McKinley Elementary | College Connection Academy | 11 | 210 | 2 | 20 | 1 |
| Franklin-McKinley Elementary | Franklin Elementary | 26 | 665 | 17 | 335 | 62 |
| Franklin-McKinley Elementary | G. W. Hellyer Elementary | 16 | 402 | 8 | 155 | 32 |
| Franklin-McKinley Elementary | Jeanne R. Meadows Elementary | 22 | 501 | 6 | 214 | 43 |
| Franklin-McKinley Elementary | Lairon College Preparatory Academy | 16 | 383 | 12 | 189 | 22 |
| Franklin-McKinley Elementary | Los Arboles Literacy and Technology Academy | 21 | 353 | 4 | 236 | 48 |
| Franklin-McKinley Elementary | McKinley Elementary | 19 | 286 | 0 | 204 | 26 |
| Franklin-McKinley Elementary | Ramblewood Elementary | 16 | 351 | 7 | 112 | 38 |
| Franklin-McKinley Elementary | Robert F. Kennedy Elementary | 20 | 390 | 5 | 217 | 28 |
| Franklin-McKinley Elementary | Santee Elementary | 18 | 423 | 2 | 306 | 33 |
| Franklin-McKinley Elementary | Shirakawa (George, Sr.) Elementary | 38 | 759 | 13 | 282 | 68 |
| Franklin-McKinley Elementary | Stonegate Elementary | 28 | 681 | 15 | 270 | 41 |
| Franklin-McKinley Elementary | Sylvandale Middle | 28 | 574 | 8 | 166 | 30 |
| Franklin-McKinley Elementary | Windmill Springs Elementary | 20 | 440 | 8 | 150 | 45 |
| Hollister School | Accelerated Achievement Academy | 9 | 173 | 0 | 5 | 2 |
| Hollister School | Calaveras Elementary | 25 | 493 | 2 | 264 | 64 |
| Hollister School | Cerra Vista Elementary | 30 | 631 | 7 | 93 | 81 |
| Hollister School | Gabilan Hills | 13 | 202 | 1 | 91 | 11 |
| Hollister School | Hollister Dual Language Academy | 37 | 784 | 3 | 355 | 49 |
| Hollister School | Ladd Lane Elementary | 32 | 659 | 2 | 133 | 100 |
| Hollister School | Maze Middle | 34 | 714 | 1 | 239 | 107 |
| Hollister School | R. O. Hardin Elementary | 23 | 458 | 3 | 258 | 56 |
| Hollister School | Rancho San Justo | 43 | 911 | 4 | 226 | 125 |
| Hollister School | Sunnyslope Elementary | 28 | 572 | 3 | 185 | 87 |
| Morgan Hill Unified | Ann Sobrato High | 63 | 1,408 | 31 | 72 | 155 |
| Morgan Hill Unified | Barrett Elementary | 22 | 419 | 7 | 124 | 62 |
| Morgan Hill Unified | Central High (Continuation) | 10 | 137 | 2 | 20 | 26 |
| Morgan Hill Unified | El Toro Health Science Academy | 21 | 398 | 6 | 81 | 42 |
| Morgan Hill Unified | Jackson Academy of Music and Math (JAMM) | 27 | 631 | 6 | 65 | 70 |
| Morgan Hill Unified | Lewis H. Britton Middle | 36 | 773 | 7 | 134 | 113 |
| Morgan Hill Unified | Live Oak High | 52 | 1,161 | 22 | 78 | 150 |
| Morgan Hill Unified | Los Paseos Elementary | 22 | 501 | 11 | 93 | 63 |
| Morgan Hill Unified | Martin Murphy Middle | 32 | 742 | 14 | 75 | 94 |
| Morgan Hill Unified | Nordstrom Elementary | 27 | 614 | 5 | 65 | 56 |
| Morgan Hill Unified | P. A. Walsh STEAM Academy | 23 | 417 | 1 | 192 | 59 |
| Morgan Hill Unified | Paradise Valley Engineering Academy | 19 | 410 | 1 | 51 | 53 |
| Morgan Hill Unified | San Martin Gwinn Environmental Science Academy | 27 | 667 | 2 | 294 | 72 |
| Oak Grove Elementary | Anderson (Alex) Elementary | 26 | 514 | 16 | 172 | 102 |
| Oak Grove Elementary | Baldwin (Julia) Elementary | 21 | 485 | 19 | 85 | 45 |
| Oak Grove Elementary | Bernal Intermediate | 34 | 742 | 26 | 101 | 91 |
| Oak Grove Elementary | Christopher Elementary | 16 | 375 | 8 | 156 | 33 |
| Oak Grove Elementary | Davis (Caroline) Intermediate | 30 | 596 | 29 | 213 | 94 |
| Oak Grove Elementary | Del Roble Elementary | 25 | 556 | 19 | 154 | 39 |
| Oak Grove Elementary | Edenvale Elementary | 20 | 485 | 12 | 305 | 38 |
| Oak Grove Elementary | Frost (Earl) Elementary | 28 | 638 | 19 | 78 | 47 |
| Oak Grove Elementary | Hayes Elementary | 25 | 592 | 18 | 208 | 58 |
| Oak Grove Elementary | Herman (Leonard) Intermediate | 40 | 871 | 31 | 99 | 84 |
| Oak Grove Elementary | Ledesma (Rita) Elementary | 21 | 494 | 21 | 89 | 32 |
| Oak Grove Elementary | Oak Ridge Elementary | 27 | 551 | 18 | 95 | 85 |
| Oak Grove Elementary | Parkview Elementary | 27 | 579 | 39 | 179 | 62 |
| Oak Grove Elementary | Sakamoto Elementary | 32 | 639 | 14 | 92 | 89 |
| Oak Grove Elementary | Santa Teresa Elementary | 30 | 623 | 15 | 127 | 80 |
| Oak Grove Elementary | Stipe (Samuel) Elementary | 20 | 423 | 11 | 225 | 47 |
| Oak Grove Elementary | Taylor (Bertha) Elementary | 29 | 683 | 15 | 100 | 57 |
| Oak Grove Elementary | The Academy | 1 | 6 | 0 | 0 | 1 |
| Orchard Elementary | Orchard Elementary | 40 | 843 | 36 | 370 | 48 |
| Salinas City Elementary | Boronda Elementary | 9 | 195 | 1 | 89 | 16 |
| Salinas City Elementary | Boronda Meadows | 33 | 726 | 8 | 432 | 76 |
| Salinas City Elementary | El Gabilan Elementary | 31 | 687 | 5 | 407 | 62 |
| Salinas City Elementary | Henry F. Kammann Elementary | 29 | 756 | 7 | 349 | 49 |
| Salinas City Elementary | Laurel Wood Elementary | 19 | 480 | 7 | 125 | 38 |
| Salinas City Elementary | Lincoln Elementary | 26 | 570 | 4 | 168 | 44 |
| Salinas City Elementary | Loma Vista Elementary | 24 | 549 | 0 | 369 | 46 |
| Salinas City Elementary | Los Padres Elementary | 36 | 779 | 0 | 529 | 74 |
| Salinas City Elementary | Mission Park Elementary | 26 | 670 | 8 | 100 | 63 |
| Salinas City Elementary | Monterey Park Elementary | 26 | 561 | 3 | 214 | 80 |
| Salinas City Elementary | Natividad Elementary | 26 | 656 | 1 | 437 | 42 |
| Salinas City Elementary | Roosevelt Elementary | 25 |  579 | 1  | 345 |  48 |
| Salinas City Elementary | Sherwood Elementary | 40 | 937  |  3 |  708 | 76  |
| Salinas City Elementary | University Park Elementary | 25 |  544 | 9  | 180  |  92 |
| Santa Clara Unified | Adrian Wilcox High | 93 | 1,961 | 35 | 306 | 280 |
| Santa Clara Unified | Bowers Elementary | 21 | 282 | 6 | 124 | 34 |
| Santa Clara Unified | Bracher Elementary | 12 | 344 | 8 | 119 | 57 |
| Santa Clara Unified | Braly Elementary | 20 | 391 | 6 | 190 | 44 |
| Santa Clara Unified | Briarwood Elementary | 20 | 319 | 8 | 153 | 42 |
| Santa Clara Unified | Buchser Middle | 44 | 1,011 | 37 | 224 | 201 |
| Santa Clara Unified | C. W. Haman Elementary | 20 | 381 | 7 | 104 | 73 |
| Santa Clara Unified | Central Park Elementary | 12 | 399 | 6 | 105 | 37 |
| Santa Clara Unified | Don Callejon | 44 | 912 | 41 | 240 | 97 |
| Santa Clara Unified | George Mayne Elementary | 25 | 493 | 4 | 211 | 43 |
| Santa Clara Unified | Juan Cabrillo Middle | 42 | 908 | 19 | 232 | 148 |
| Santa Clara Unified | Kathryn Hughes Elementary | 14 | 407 | 28 | 140 | 62 |
| Santa Clara Unified | Laurelwood Elementary | 29 | 644 | 8 | 217 | 24 |
| Santa Clara Unified | Marian A. Peterson Middle | 41 | 908 | 15 | 176 | 109 |
| Santa Clara Unified | Millikin Elementary | 18 | 558 | 9 | 112 | 17 |
| Santa Clara Unified | Montague Elementary | 21 | 426 | 12 | 175 | 65 |
| Santa Clara Unified | New Valley Continuation High | 14 | 127 | 2 | 22 | 29 |
| Santa Clara Unified | Pomeroy Elementary | 21 | 421 | 9 | 163 | 85 |
| Santa Clara Unified | Ponderosa Elementary | 33 | 590 | 6 | 260 | 72 |
| Santa Clara Unified | Santa Clara Community Day | 2 | 11 | 0 | 2 | 4 |
| Santa Clara Unified | Santa Clara High | 92 | 1,967 | 77 | 257 | 293 |
| Santa Clara Unified | Scott Lane Elementary | 15 | 368 | 6 | 265 | 41 |
| Santa Clara Unified | Sutter Elementary | 27 | 456 | 7 | 122 | 57 |
| Santa Clara Unified | Washington Open Elementary | 16 | 331 | 8 | 42 | 40 |
| Santa Clara Unified | Westwood Elementary | 19 | 392 | 16 | 105 | 40 |
| Santa Clara Unified | Wilson Alternative | 14 | 254 | 13 | 47 | 82 |
| Soledad Unified | Frank Ledesma Elementary | 25 | 542 | 7 | 241 | 53 |
| Soledad Unified | Gabilan Elementary | 21 | 465 | 0 | 256 | 70 |
| Soledad Unified | Jack Franscioni Elementary | 29 | 571 | 7 | 249 | 104 |
| Soledad Unified | Main Street Middle | 36 | 795 | 3 | 140 | 115 |
| Soledad Unified | Pinnacles High | 6 | 44 | 0 | 9 | 5 |
| Soledad Unified | Rose Ferrero Elementary | 23 | 480 | 4 | 203 | 53 |
| Soledad Unified | San Vicente Elementary | 26 | 516 | 0 | 303 | 76 |
| Soledad Unified | Soledad High | 69 | 1,492 | 7 | 176 | 174 |
| Total  | **129** | **3,342** | **69,594** | **1,213** | **23,026** | **7,937** |

## IV. Summary of Outcome Data Resulting from the Activities Conducted

The first year’s CEPIP activities conducted by the two equity leads have affected CEPIP educators and students in the following areas:

* Educator’s mission and commitment to equity for action
* Educators’ capacity to close the achievement gap
* Students’ engagement
* Students’ academic achievement

The following sections provide summaries of how San Diego and Santa Clara Equity Leads have conducted their CEPIP activities to achieve the CEPIP goals.

### Renewed Educator’s Mission and Commitment to Equity for Action

Although achieving education equity has been a long standing effort led by generations of civil rights leaders, the renewed mission and commitment to equity is critical for educators to foster a culture of inclusion and welcoming in schools. Through equity activities, online learning communities, school, learning institutes, and statewide conferences, the CEPIP has reached out to the education community to renew educators’ commitment to equity.

After conducting a number of equity audits followed by leveraging equity audit report findings, the San Diego COE Equity Lead reported that 100 percent of teams (all four school sites) prioritized a root cause analysis and determined an equity challenge to take, as the first step in their PDSA.

Santa Clara COE Equity Lead, in collaboration with CAST, developed online professional learning program modules. The “Mission and Commitment” end-of-course survey reflects 100 percent of the participants reporting agree/strongly agree with “I will be able to apply what I learned.” There are 22 educators from its partnering schools, districts, and COEs who completed this course.

#### Increased Educators’ Knowledge and Skills

The San Diego COE Equity Lead engaged in equity consciousness learning and leadership practices that focused on the following topics:

* Complexity of systems: Technical and relational interconnectivity
* Complexities of equity
* Implicit bias
* Privilege
* Systemic oppression
* Culturally responsive teaching and leadership

Based on a survey of their four partnering schools, participant’s knowledge, skills, and attitudes of equity increased from 2.78 points to 4.16 points on a 6-point scale.

The Santa Clara COE Equity Lead conducted site-based institutes, as well as online professional learning modules that focused on the following topics:

* Co-teaching for equity
* Culturally sustaining teaching equity in action
* Culturally responsive anti-biased teaching
* Equitable practices for English Learners
* UDL
* Building collaborative teams
* Supporting English Learners in MTSS
* Supporting Students with Disabilities in MTSS

#### Reduced Suspension Rates

Renewing the commitment to equity, holding the conviction that every child can learn, and transforming learning to making actionable changes that produce desirable results is the design of the CEPIP. Although visible impacts of change often appear slowly, there are a few observable data that emerged after the first year of implementing the CEPIP activities. The San Diego COE Equity Lead reported that there was a reduction in suspension rates among their partnering schools.

Following the multiple measure accountability model, the CDE has included suspension rate as one of the state indicators on the state’s accountability system, the California School Dashboard. The San Diego COE Equity Lead reported an estimation of 88 fewer students suspended by teachers who participated in the CEPIP in 2019 compared to its 2018 suspension data. From 2018 to 2019, suspension data from San Diego COE Equity Lead partnering schools showed a decrease of 48 suspensions by its CEPIP teachers from 163 suspensions in 2018 to 115 suspensions in 2019. At the same time, suspension data showed an increase of 64 suspensions by non-CEPIP teachers from 200 suspensions in 2018 to 264 suspensions in 2019. The net difference between the two groups was 112 suspensions. Using the “difference in difference” statistical inference method (Meyer 1995), one can estimate there were 88 less suspensions due to CEPIP intervention. Overall the CEPIP teacher suspensions of 112 in 2019 was much less compared to non-CEPIP teacher suspensions of 264 in the same year.

A similar reduction in the number of suspensions in African American students was also observed in Alum Rock Union Elementary School District, a partnering school district with 23 schools that were served by the Santa Clara COE Equity Lead.

#### Increased Students’ Academic Achievement

San Diego COE Equity Lead reported that students in All CEPIP partnering schools improved in ELA assessments on the CAASPP. Figure 1 shows the 5 year trajectory of students’ performance on the CAASPP ELA assessments for grades 5, 6, and 11 in its CEPIP schools (San Diego COE 2019). As shown in Figure 1, the scale scores prior to CEPIP activities are actual average scores. It is predicted the scale scores increased in 2020. The target scores for 2021 are the lower thresholds of performance level “Standard Met”. It can be concluded that the San Diego CEPIP schools are on track to meet its target on CAASPP ELA assessments in 2021.

However, similar improvement in mathematics CAASPP assessments was not observed in 2019. It is also predicted that the average scale scores for all grade levels will not meet the targets of CAASPP mathematics assessments in 2020. Therefore, it posts greater challenges for the San Diego CEPIP schools to meet the targets of CAASPP mathematics assessments in 2021. Figure 2 shows the actual, predicted, and target performance on CAASPP mathematics assessments for grades 5, 6, and 11.

**Figure 1—Actual, Predicted, and Target Performance on CAASPP ELA Assessments**



**Figure 2—Actual, Predicted, and Target Performance on CAASPP Mathematics Assessments**

****

While increased students’ academic achievement was not observed overall in Santa Clara’s CEPIP partnering schools and districts, it is worth mentioning Alum Rock Union Elementary School District has shown improvement in their students with disability student group. On the California Assessment of Students Performance and Progress (CAASPP) assessments, the proportion of students with disabilities meeting or exceeding standards in English language arts (ELA) increased from 5 to 7 percent in 2019; while the proportion of students with disabilities meeting or exceeding standards in mathematics increased from 4 to 6 percent in 2019.

To find the impact of its online learning, Santa Clara Equity Lead is designing a survey for a follow up inquiry to the educators it served. The survey result will inform year 2 CEPIP activities.

## V. Summary of State-level Activity to Promote Equity

The two equity leads, along with the CDE and WestEd collaborated regularly to scale up their work statewide. In addition, the CDE engaged in internal professional learning and collaboration to build capacity following the legislative intent. The state-level activities to promote equity include the following specifics:

* Hosting statewide equity conferences
* Presenting CEPIP work at statewide conferences/venues
* Posting equity activities and resources online
* Building capacity at the CDE

### Hosting Statewide Equity Conferences

Each Equity Lead were required to host an annual statewide equity conference. San Diego COE Equity Lead hosted its Equity Symposium on August 27–28, 2018, in San Diego, CA. Santa Clara COE Equity Lead hosted its Inclusion Collaborative Conference on October 24–26, 2018, in San Jose, CA. Table 6 shows the titles, locations, and attendees for each equity conference.

**Table 6 Statewide Equity Conferences Held by Equity Lead Agencies**

| **Lead Agency** | **Conference Title** | **Date** | **Location** | **Attendance** |
| --- | --- | --- | --- | --- |
| San Diego | Equity Symposium 2018 | August 27–28, 2018 | San Diego | 500 |
| Santa Clara | Inclusioneers Unite: (<https://2018inclusioncollaborativestatec.sched.com/>) | October 24–26, 2018 | San Jose | 370 in person30 virtual sites |

#### Presenting CEPIP Work at Statewide Conferences/Venues

The CEPIP Lead Agencies took many opportunities to share their work through a variety of speaking engagements at statewide conferences or venues. These efforts include presenting at the CDE’s Title I Conference, CDE’s State and Federal Program Directors’ meeting, and State Board of Education Meetings.

#### Posting Equity Activities and Resources Online

Each Equity Lead and the CDE built a CEPIP web page on their respective web sites to share its activities and resources. Table 7 shows the equity web pages that contribute to the work of the CEPIP activities.

**Table 7 CEPIP Web Pages of Equity Leads and the CDE’s**

| **Agency** | **Contact Information** | **Homepage** |
| --- | --- | --- |
| San Diego Lead | Jaguanana Lathan, CEPIP Director858-292-3788Jaguanana.Lathan@sdcoe.net | San Diego COE Equity Grant Homepage<https://www.sdcoe.net/lls/equity/Pages/default.aspx> |
| Santa Clara Lead | Kathy Wahl, CEPIP Director408-453-6554Kathy\_Wahl@sccoe.org | California 1: Highway to Success for All Homepage<http://www.inclusioncollaborative.org/cepip.aspx> |
| CDE | Jane Liang, CEPIP Consultant916-319-0835Jliang@cde.ca.govSusan Meyers, CEPIP Fiscal Analyst916-319-0652Sumeyers@cde.ca.gov | CEPIP web page <https://www.cde.ca.gov/sp/sw/t1/equity.asp> |

#### Building Capacity at the CDE

Through the development, administration, monitoring, and evaluation of the CEPIP, the CDE CEPIP team, led by the Integrated Student Support and Programs Office in the Improvement and Accountability Division, engaged in equity learning and capacity building. With the technical assistance of WestEd, the CDE CEPIP team developed CEPIP Theory of Action that guided their equity work. With this new learning, the CEPIP team has provided workshops that engaged colleagues in conversations about equity and examined how best to support equity work in the field.

## VI. Recommendations

Although education equity has been a focus in the education community for a long time, having a program bearing the equity title such as the CEPIP with a focus that serves specific student groups is critical. The CEPIP raised the urgency and awareness of equity work in schools, provided professional learning in looking inward and outward for strength and weakness for carrying out equity work, analyzing data, planning and implementing systemic changes in schools, and learning and managing changes. Based upon the first year of implementing the CEPIP, the CDE has the following recommendations:

* Equity should be an ongoing discussion in schools
* Transforming deep learning into actionable changes
* Linking equity activities to outcomes of students’ achievement
* CEPIP sustainability and scale up statewide

### Equity Should Be an Ongoing Discussion in Schools

Realizing the history of underserving certain student groups in the American education system, we recommend schools engage in an ongoing discussion about equity. We encourage educators to engage periodically in examining our own will, skills, and ability to right the wrong, and to learn new skills, acquire new resources and tools, and reflect our learnings so that we are able to provide support to every child to achieve learning success in schools.

### Transforming Deep Learning into Actionable Changes

The CEPIP built two deep learning infrastructures: Equity professional learning institute onsite based on the continuous improvement model and MTSS equity learning in a community of online, in person, and intensive support. These learning aimed to change the school culture that embraces students of targeted groups, such as African Americans, English learners, and students with disabilities. It is the intent of the CEPIP that the deep learning of adults in the school will transform educators into learning enablers for underserved students so that they see advantages and learning potentials in students rather than disadvantages and disabilities (Genishi and Dyson 2015). Education leaders, especially district and school administrators must work closely with each and every one in schools to take the opportunity to learn about equity and transform their learning into actionable changes so that every student can thrive in their learning by being seen, heard, and validated.

### Linking Equity Activities to Outcomes of Students’ Achievement

The two equity leads conducted a wide range of equity activities reported in the early section of this report. We found linking equity activities to student learning outcomes is critical to achieving measureable success. Realizing the achievement gap is related to the discipline gap (Pearman, Curran, Fisher, and Gardella 2019), the CEPIP’s implicit bias training and equity conversations were linked to improving student-teacher relationship. Therefore, the training and professional learning resulted in less suspension and disciplinary incidents as reported by the San Diego COE Equity Lead. The Santa Clara COE Equity Lead reported inclusion of co-teaching training focusing on supporting students with disabilities was linked to raising teacher expectation in ELA and Mathematics (Gershenson, Holt, and Papageorge 2016). The data showed an increase in achievement in the percentages of students with disabilities meeting or exceeding standards in ELA and Mathematics.

The California School Dashboard provided multiple measures for student achievement. At school sites or district levels, there are many measureable local and formative indicators educators can use to mark their efforts of improvement. We recommend educators to link their equity work or activities to a specific measure of student achievement so that they can collect, monitor, and improve the data along the way to achieve small, incremental, meaningful progress.

### CEPIP Sustainability and Scale up Statewide

Although California has invested enormous resources and efforts in education equity, the CEPIP is the first state funded program through the general fund that aimed at building equity capacity at schools, districts, COEs, charter schools, and the CDE. The one-time $2.5 million funded two Equity Leads for two years. The funding ends June 30, 2020.

With the first year of implementation complete and the 2019–20 activities underway, the CEPIP has built an equity infrastructure that can be scaled up statewide. Beyond the 2020 grant cycle, the San Diego COE Equity Lead’s continuous improvement cycle could be expanded to more schools with a large enrollment of African American and English learner students. Further, more educators can utilize Santa Clara COE Equity Lead’s online equity learning modules, professional learning institute, and coaching that has been developed since the implementation of the CEPIP.

The CEPIP and the equity work led by San Diego and Santa Clara COEs are part of a larger effort to improve California schools. Immediately after the CEPIP entered its operation in 2018, it was integrated as part of the California System of Support for LEAs and schools (CDE 2018b). The system of support encompasses various lead agencies and/or initiatives with specified responsibilities supported by various ongoing and one-time funding sources. Table 8 shows the lead agencies and/or initiatives within California’s system of support (CDE 2019e).

**Table 8 Lead Agencies and/or Initiatives within California’s System of Support**

| **Leads** | **Number of leads, agencies, or consortia** |
| --- | --- |
| **Geographic Lead Agencies** | 7 |
| **Community Engagement Lead** | 1 |
| **Multi-Tiered System of Support** | 1 |
| **Equity Leads** | 2, along with stakeholder partnerships |
| **Early Math Initiative** | 1 |
| **Special Education Resource Leads** | System Improvement Leads – 3Content Leads – 4 |
| **Title III English Learner Specialists** | 11, with 1 lead representative |

Under the Local Control Funding Formula (LCFF), California’s system of support provides assistance and support to LEAs and schools in the following three levels of support:

* Support for All LEAs and Schools- Level 1: Various state and local agencies provide an array of resources and voluntary assistance that all LEAs may use to improve student performance at the LEA and school level and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices.
* Differentiated Assistance- Level 2: County superintendents, the CDE, charter authorizers, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs, in the form of individually designed assistance, to address identified performance issues.
* Intensive Intervention- Level 3: The State Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more intensive interventions for LEAs with persistent performance issues over a specified time period.

The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. Clearly, there is need for concerted effort with equity work to tackle the disparity in schools. Continuous funding for the CEPIP beyond 2020 is critical to allow the program to reach its full potential to allow a reasonable enough time for the CEPIP to go through its cycle in order to learn, grown, and yield the return on the public investment.

## References

Allington, R. L. & A. McGill-Franzen. (Ed). 2018. *Summer Reading: Closing the*

*Rich/Poor Reading Achievement Gap*. NY: Teachers College Press

Bohrnstedt, G., S. Kitmitto, B. Ogut, D. Sherman, and D. Chan. 2015. *School Composition and the Black-White Achievement Gap* (NCES 2015-018). U.S. Department of Education, Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/nationsreportcard/pubs/studies/2015018.aspx>

California Department of Education. 2013. Standardized Testing and Reporting Results. <https://www.cde.ca.gov/re/pr/star.asp>

California Department of Education. 2018a. *Quality Schooling Framework*. <https://www.cde.ca.gov/qs/ea/>

California Department of Education, 2018b. California State Board of Education November 2018 Agenda, Item #3. <https://www.cde.ca.gov/be/ag/ag/yr18/agenda201811.asp>

California Department of Education. 2019a. *California Equity Performance and Improvement Program 2018 Legislative Report*. Sacramento, CA: Author. <https://www.cde.ca.gov/sp/sw/t1/equity.asp>

California Department of Education. 2019b. *State Superintendent Tony Thurmond 2019 Priority Initiatives*. Sacramento, CA: Author. <https://www.cde.ca.gov/eo/in/documents/spipriorityinitiatives.pdf>

California Department of Education. 2019c. California School Dashboard. <https://www.caschooldashboard.org/>

California Department of Education. 2019d. California Assessment of Student Performance and Progress Results. <https://caaspp-elpac.cde.ca.gov/caaspp/>

California Department of Education, 2019e. California State Board of Education March 2019 Agenda, Item #2. <https://www.cde.ca.gov/be/ag/ag/main201903.asp>

Dahill-Brown, S. E. 2019. Education, Equity and the States: How Variations in State Governance Make or Break Reform. Boston, *Harvard Education Press*

Darling-Hammond, L. 2010. The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future. *Teachers College Press*

Darling-Hammond, L. 2014. Want to Close the Achievement Gap? Close the Teaching Gap. *American Educator, 38*(4), pp14–18

Education Trust-West. 2015. Black Minds Matter: Supporting the Educational Success of Black Children in California. Oakland, CA: Author. <https://west.edtrust.org/resource/black-minds-matter-supporting-the-educational-success-of-black-children-in-california/>

Garcia, E. and E. Weiss. 2017. Education Inequalities at the School Starting Gate. Chicago: *Economic Policy Institute*

Genishi, C. and A. Haas Dyson. 2015. Children, Language, and Literacy: Diverse Learners in Diverse Times. *Teachers’ College Press*

Gershenson, S., S. B. Holt, and N. W. Papageorge. 2016. Who Believes in Me? The Effect of Student-Teacher Demographic Math on Teacher Expectations. *Economics of Education Review, 52* June. pp 209–224. doi:10.1016/j.econedurev.2016.03.002

Harris, A. and Z. Leonardo. 2018. Intersectionality, Race-Gender Subordination, and Education. *Review of Research in Education, 42*. pp 1–27. doi: 10.3102/0091732X18759071

Johnson, Jr., J. F., C. L. Uline, and L. G. Perez. 2017*. Leadership in America’s Best Urban Schools*. NY: Routledge

Ladson-Billings, G. 2006. From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Research, 35*(7), pp 3–12.

Ladson-Billings, G. and W. F. Tate, IV. 1995. Toward a Critical Race Theory of Education*.* *Teachers College Record, 97*(1). pp 47–68.

Langley, G. J., R. D. Moen, K. M. Nolan, T. W. Nolan, C. L. Norman, and L. P. Provost. 2009. *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. Sussex: John Wiley and Sons

Loeb, S., C. Edley, Jr., J. Imazeki, and D. Stipek, *Getting Down to Facts II: Current Conditions and Paths forward for California Schools*. Policy Analysis for California Education (PACE), Stanford University. <https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII%20Summary%20Report.pdf>

Marackiewicz, J. M., E. A. Canning, Y. Tibbetts, S. J. Priniski, and J. S. Hyde. 2016. Closing Achievement Gaps with a Utility-Value Intervention Disentangling Race and Social Class. *Journal of Personality and Social Psychology, 111*(5) pp 745–765

Meyer, B. D. 1995. Natural and Quasi-Experiments in Economics, *Journal of Business & Economic Statistics* 13(2). JBES Symposium on Program and Policy Evaluation. pp 151–161

National Center for Education Statistics. 2019. *Achievement Gaps*. <https://nces.ed.gov/nationsreportcard/studies/gaps/>

Orfield, G., E. Frankenberg, J. Ee, and J. Kuscera. 2014. Brown at 60: Great Progress, a Long Retreat and an Uncertain Future. *The Civil Rights Project*, University of California, Los Angeles. <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf>

Paschall, K. W., E. T. Gershoff, and M. Kuhfeld. 2018. A Two Decade Examination of Historical Race/Ethnicity Disparities in Academic Achievement by Poverty Status. *Journal of Youth Adolescence 47(*6): 1164–1177. doi.org/10.1007/s10964-017-0800-7

Pearman, II, F. A., F. C. Curran, B. Fisher, and J. Gardella. 2019. Are Achievement Gaps Related to Discipline Gaps? Evidence from National Data. *AREA Open 5*(4). Pp 1–8. doi: 10.1177/2332858419875440

Rothstein, R. 2015. The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods: A Constitutional Insult. *Race and Social Problems 7*(1), pp 21–30. <https://link.springer.com/article/10.1007/s12552-014-9134-1>

Reardon, S. F. (2011). *The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations*. In Greg J. Duncan and Richard J. Murnane (Ed). Whither Opportunity? Rising Inequality, Schools, and Children’s Life Chances. NY: Russell Sage Foundation

San Diego County Office of Education. 2019. *A Focus on Equity: A Progress Report.* <https://www.sdcoe.net/lls/equity/Pages/Equity-Grant.aspx>

Singleton, G. E. 2015. *Courageous Conversations About Race: A Field Guide For Achieving Equity in School*. Thousand Oaks, CA: Corwin

Skiba, R. J., A. B. Simmons, S. Ritter, A. C. Gibb, M. Karega Rausch, J. Cuadrado, C. G. Chung. 2008. Achieving Equity in Special Education History, Status, and Current Challenges*. Exceptional Children 74*(3). pp 264–288.

Skrla, L. and J. J. Scheurich. 2004. *Educational Equity and Accountability: Paradigms, Policies, and Politics* (Ed.). NY: RoutledgeFalmer

The Deming Institute. 2019. *PDSA Cycle (Plan-Do-Study-Act)* <https://deming.org/explore/p-d-s-a>

Theokas, C., M. L. Gonzalez, C. Manriquez, and J. F. Johnson, Jr. 2018. *Five Practices for Improving the Success of Latino Students*. NY: Routledge

Von Stumm, S. 2017. Socioeconomic Status Amplifies the Achievement Gap Throughout Compulsory Education Independent of Intelligence. *Intelligence*, Vol 60, pp 57–62. doi.org/10.1016/j.intell.2016.11.006

Webb, M. and R. Thomas. 2015. Teacher’s Perceptions of Educators’ and Students’ Role in Closing the Achievement Gap. *National Forum of Teacher Education Journal*, 25(3).

Zajda, J., S. Majhanovich, and V. Rust. 2006. *Introduction: Education and Social Justice*. International Review of Education *52*(1–2), pp 9–22. doi: 10.1007/sl 1159-005-5614-2