# The header includes the seal of the California Department of Education and the label, California Equity Tools.

# California Department of Education Educator Equity Data Collection Instructions

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## Introduction

This document includes information you will need in order to conduct an educator equity data analysis, as required by the Every Student Succeeds Act (ESSA) Section 1112(b)(2) and as described in the California ESSA State Plan. Please refer to the ESSA Section 1112(b)(2) at <https://bit.ly/3oRAA9M>. Guidance and resources are provided below to support local educational agencies (LEAs) in taking a thorough look at equity data and developing deep and thoughtful responses to findings. This document contains a simple checklist of the data you need to gather as well as a list of sources from which you may find that data. At the end of this document, you will also find a list of additional resources. Please note that all of the data required for this analysis is available at the local level.

## Data You Need

* Enrollment Data
* Low-Income Student Data
* Minority Student Data
* Teacher Workforce Data
* Ineffective Teacher Data
* Inexperienced Teacher Data
* Out-of-field Teacher Data

## Data Terms Defined

* Enrollment Data
* This is the total number of enrolled students at each school site.
* Low-Income Student Data
* A student who is eligible to receive Free or Reduced-Price Meals
* Minority Student Data
  + - A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
* Teacher Workforce Data
  + - This is data that is related to educators including: ineffective, out-of-field, and inexperienced teachers as well as gender and ethic designation information.
* Ineffective Teacher Data
* An ineffective teacher is any of the following: (a) an individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; (b) a teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or (c) an individual who holds no credential, permit, or authorization to teach in California.
* The following limited emergency permits are fall into subcategory “a)” of the ineffective category:
  + - * Provisional Internship Permits (PIPs)
      * Short-Term Staff Permits (STSPs)
      * Variable Term Waivers
      * Substitute Permits or Teaching Permits for Statutory Leave (TPSL) holders serving as the teacher of record
* Inexperienced Teacher Data
  + - A teacher who has two or fewer years of teaching experience
* Out-of-field Data
* A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:
  + - * General Education Limited Assignment Permit (GELAP)
      * Special Education Limited Assignment Permit (SELAP)
      * Short-Term Waivers
      * Emergency English Learner or Bilingual Authorization Permits
      * Local Assignment Options

## Where to Locate Your Data

* California Longitudinal Pupil Achievement Data System (CALPADS): LEAs submit this data the first Wednesday in October
* Your LEA’s Student Information System
* Your LEA’s Human Resources Director
* Site Principals

## Next Steps

Organize your data to prepare for discussion and analysis with the equity leadership team and stakeholders. These templates are helpful tables for these tasks: <https://www.cde.ca.gov/pd/ee/step2equitygapanalysis.asp>.

Please visit the California Department of Education’s (CDE’s) Promoting Equitable Resources to Teachers (PEAT) web page at <https://www.cde.ca.gov/pd/ee/peat.asp>. The PEAT web pages include tools for engaging equity stakeholders in the data analysis and solution development process, as well as guidance for assessing disparities and conducting a root cause analysis. In addition, there are PEAT web pages dedicated to providing step-by-step video instructions, various recruitment and retention strategies, ideas for diversifying the teacher workforce, and information regarding asset-based pedagogies as a strategy for recruiting and retaining a diverse educator workforce. For step-by-step video instructions, please visit the PEAT Video Series web page at: <https://www.cde.ca.gov/pd/ee/peatvideos.asp>.