

California Department of Education

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
Performance, Planning, and Technology Branch**

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Description: This report covers the California Equity Performance and Improvement Program initial implementation from July 1 to October 31, 2018.

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	ii
Program Information	1
Legislative Intent.....	1
Lead Agency Selection Process	1
Lead Agencies.....	2
Program Administration	3
CEPIP Activities by the Lead Agencies	3
San Diego COE (SDCOE)	3
Santa Clara COE (SCCOE).....	5

California Department of Education
California Equity Performance and Improvement Program
Annual Report
Executive Summary

Governor Edmund G. Brown Jr. signed Assembly Bill (AB) 99, Chapter 15, Statutes of 2017 into law in June 2017. Among other provisions, AB 99, Section 87 appropriated \$2.5 million from the General Fund (California *Education Code* Section 41202[c]) to establish the California Equity Performance and Improvement Program (CEPIP) by the California Department of Education (CDE). This one-time appropriation is intended to fund at least two lead agencies to support and build capacity within local educational agencies 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 by November 30 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).

Since the CEPIP is funded for the 2018–19 and 2019–20 school year, this report includes the CDE selection process for the lead agencies and the CEPIP activities of the first four months by the lead agencies.

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

This report is available on the CDE CEPIP web page at <https://www.cde.ca.gov/sp/sw/t1/equity.asp>.

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Annual Report
Program Information

Legislative Intent

Assembly Bill 99, Section 87:

(a) The sum of two million five hundred thousand dollars (\$2,500,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis to establish the California Equity Performance and Improvement Program. The purpose of the program is to support and build capacity within local educational agencies and the State Department of Education to promote equity in California's public schools. The Superintendent of Public Instruction shall apportion the funds to at least two designated lead agencies, which shall be county offices of education.

Lead Agency Selection Process

The California Department of Education (CDE) worked closely with internal and external stakeholders in the process of developing the Request for Application (RFA), hosting application workshop webinars, scoring and calibrating applications, communicating with top applicants, and selecting lead agencies. The RFA, available at <https://www.cde.ca.gov/fg/fo/r16/cepiprfa.asp>, specified the legislative intent, goals, and specifications, as well as application requirements and scoring rubrics. The CDE collaborated with Assembly Member Shirley Weber's office, Ed-Trust West, and the National Center for Urban School Transformation in the development of the RFA. The CDE announced the selected lead agencies on May 1, 2018. Table 1 shows the CDE timeline of the lead agency selection process.

Table 1. Lead Agency Selection Timeline

Activity	Timeline
RFA Release Date	January 16, 2018
Application Workshop (webinar #1)	January 25, 2018
Application Workshop (webinar #2)	February 9, 2018
Applications Due to CDE	February 23, 2018
RFA Readers Workshop	February 26, 2018 – March 23, 2018
Communication to Top Applicants	April 2, 2018 – April 6, 2018
Announce Grantees	May 1, 2018

Activity	Timeline
The California Equity Performance and Improvement Program (CEPIP) Begins	July 1, 2018

Ten county offices of education (COEs) submitted applications to the CDE by the February 23, 2018, deadline. As required by the CDE, applications must have included partnering local educational agencies (LEAs) and schools as well as the targeted student groups they intend to serve. The seven specified targeted student groups that applicants could have selected as part of their application are as follows:

- African American (AA)
- Hispanic
- Students with Disabilities (SWD)
- English Learners (EL)
- Socioeconomically Disadvantaged (SED)
- Foster Youth
- Homeless

The 10 applications requested a total of nearly \$11 million with in-kind and/or match funds of about \$3.6 million for their proposed equity work. Each of the 10 applications included partnering schools and districts in a plan to serve approximately 330,000 students within the specified targeted student groups.

Lead Agencies

The CDE selected two lead agencies to carry out the CEPIP activities. The lead agencies are San Diego COE and Santa Clara COE, each awarded \$1,250,000 over the next two years (2018–20). Table 2 provides lead agency information.

Table 2. CEPIP Lead Agency Information

Lead Agencies	Contact Information
San Diego COE	Jaguanana Lathan, Director 858-292-3788 Jaguanana.lathan@sdcoe.net
Santa Clara COE	Kathy Wahl, Director 408-453-6554 kathy_wahl@sccoe.org

Program Administration

The CDE is collaborating with the California Comprehensive Assistance Center at WestEd on the CEPIP administration. The CDE hosted a CEPIP Kickoff Meeting on August 21, 2018, to layout the legislative intent, program goals and objectives, and other logistic requirements for program administration. Subsequent monthly teleconferences are scheduled throughout the grant program.

The CDE created the CEPIP web page to provide the information about how to disseminate the CEPIP activities and resources statewide. The web page is available at <https://www.cde.ca.gov/sp/sw/t1/equity.asp>.

California Equity Performance and Improvement Program Activities by the Lead Agencies

This report covers the CEPIP activities from July 1, 2018, through October 31, 2018.

San Diego County Office of Education

The San Diego County Office of Education (SDCOE), partnering with Kern County Superintendent of Schools (KCSS) is serving AA and EL students in five schools in five school districts for the 2018–19 school year. Table 3 shows the targeted student groups, LEAs, schools, and the number of students SDCOE will serve for the 2018–19 school year.

Table 3. Targeted Student Group, LEA, School, and Number of Students Served by SDCOE, 2018–19 School Year

Targeted Student Group	LEA	School	Number of Students
AA	Grossmont Union School District	Mount Miguel High School	239
AA	San Diego Unified School District	Morse High School	261
EL	Escondido Union High School District	Orange Glen	387
EL	McFarland Unified School District	McFarland High School	166
EL	LaMesa Spring Valley	Bancroft Elementary School (TK–8)	213
Total			1,266

The SDCOE, in partnership with external equity entities, is modeling the continuous improvement process to build its equity model, which includes five actionable phases: understanding the problem and systems thinking, equity-centered focused collective efforts, generating culturally relevant ideas for change, testing and building evidence, and scaling best practices. The SDCOE equity team is working with partnering LEAs and schools to conduct equity audits, create an equity institute, and develop professional learning opportunities.

The SDCOE will develop equity resources and scale-up best practices as well as assist schools and districts to develop and implement equity action plans. Table 4 shows the roles, responsibilities, resources, and supports of SDCOE’s partners.

Table 4. San Diego Partners’ Roles, Responsibilities, Resources, and Supports

Organization Name	Lead Person	Roles, Responsibilities, Resources, and Supports
National Equity Project	Mark Salinas	Consultation and professional learning to build capacity of COE equity leaders
National Center for Urban School Transformation	Joseph Johnson, Ed.D.	Consultation, professional learning; provide equity audits for participating schools and audit training for COE leaders
Nicole Anderson Consulting	Nicole Anderson	Consultation and sharing of equity tools and resources
Encuentros Leadership	Roberto Rivas	Provide feedback during convenings; consultation, professional learning and support scale-up efforts
California State University, Bakersfield, Center for Social Justice	Mark Martinez, Ph.D.	Provide feedback during convenings, consultation, and professional learning
California Endowment	Annalisa Robles	Provide feedback during convenings, consultation, thought partner, support stakeholder engagement and scale-up efforts
Californians Together	Shelley Spiegel-Coleman	Engaging stakeholders, consultation/thought partner

Organization Name	Lead Person	Roles, Responsibilities, Resources, and Supports
Improvement Collective	Sandra Park, Ph.D. Alicia Gunrow, Ed.D.	Coaching and consulting for accelerated improvement and networked communities
Kegley Institute of Ethics	Michael D. Burroughs, Ph.D.	Provide feedback during convenings and provide workshops to targeted schools
University of Washington Center for Educational Leadership	Steve Fink, Ed.D. Max Silverman	Consultation: leading for instructional improvement observation and feedback

The SDCOE hosted its Equity Launch on August 27–28, 2018, with 50 leadership team members from both SDCOE and KCSS. The Equity Launch focused on the foundations and complexities of equity in our schools.

The SDCOE also hosted an Equity Symposium on September 27–28, 2018. More than 700 classroom teachers and supporting staff, school and district administrators, and community members attended the symposium.

Following the Equity Launch and Equity Symposium, the SDCOE is continuing the work in their identified schools and districts by conducting equity audits and professional learning development opportunities.

Santa Clara County Office of Education

The Santa Clara County Office of Education (SCCOE) is partnering with three COEs, 9 school districts, and 171 schools serving 1,299 AA students; 7,978 SWDs; and 25,348 ELs. Table 5 shows the targeted student groups SCCOE served during the 2018–19 school year.

Table 5. Targeted Student Group, LEA, School, and Number of Students Served by SCCOE, 2018–19 School Year

Targeted Student Group	LEA	School	Number of Students
AA, SWD and EL	Alum Rock Union Elementary School District	23	AA: 122 SWD: 1,170 EL: 4,392

Targeted Student Group	LEA	School	Number of Students
AA, SWD and EL	Franklin-McKinley Elementary School District	15	AA: 112 SWD: 684 EL: 3,472
AA, SWD and EL	Hollister School District	10	Aa: 22 SWD: 663 EL: 1,934
AA, SWD and EL	Morgan Hill Unified School District	13	AA: 147 SWD: 970 EL: 1,490
AA, SWD and EL	Oak Grove Elementary School District	20	AA: 349 SWD: 1071 EL: 3027
AA, SWD and EL	Orchard Elementary School District	1	AA: 42 SWD: 114 EL: 395
AA, SWD and EL	Salinas City Elementary School District	14	AA: 54 SWD: 787 EL: 4,822
AA, SWD and EL	San Jose Unified School District	41	AA: 713 SWD: 3082 EL: 6248
AA, SWD and EL	Santa Clara Unified School District	26	AA: 422 SWD: 1,936 EL: 3847
AA, SWD and EL	Soledad Unified School District	8	AA: 29 SWD: 583 EL: 2,050
Total	9	171	AA: 1,310 SWD: 7,978 EL: 27,641

The SCCOE is utilizing the Multi-Tiered System of Supports framework to provide its schools and districts with a three-tiered support model. Tier 1 provides supports to all LEAs and schools via an online system for educators with learning modules focused on equity that will include professional development, competency-based teacher and administrator/coach support, needs assessment, root cause analysis, action plan, and micro-credentials. The SCCOE is partnering with the Center for Advanced Special Technology (CAST) with its Universal Designed Learning (UDL) to provide this online support system for all California schools and districts.

Tier 2 provides extended supports by face-to-face interaction through an annual conference, regional CEPIP Institutes, monthly online Professional Learning Community, and program review.

Tier 3 provides concentrated supports to the designated partnering schools for equity audit, Tier 1 and 2 deliverables, and improvement recognitions.

In addition to working with the CAST, the SCCOE also collaborates with many local and national equity entities to conduct the CEPIP work. Table 6 shows the roles, responsibilities, resources, and supports of SCCOE’s partners.

Table 6. Santa Clara Partners’ Roles, Responsibilities, Resources, and Supports

Organization Name	Lead Person	Roles, Responsibilities, Resources, and Supports
A Black Education Network	Debra Watkins	Community advisor
Black Infant Health Program	Beverley White-Macklin	Community advisor
Black Leadership Kitchen Cabinet	Brenda Smith-Ray	Community advisor
Brookes Publishing	Robert Miller	Business partner advisor
First 5 California	Camille Maben	Early learning advisor
First 5 Santa Clara County	Jolene Smith	Early learning advisor
Parents Helping Parents	Maria Daane	Parent advisor
Roots Community Clinic	Alma Burrell	Community advisor
San Andreas Regional Center	Javier Zaldivar	Students with disabilities advisor
Strong Start	Grace Mah	Early learning advisor
Warmenhoven Institute	Charmaine Warmenhoven	Students with disabilities advisor and funder
Assembly Member Anna Caballero	Anna Caballero	Government support and project sustainability
Assembly Member Mark Stone	Mark Stone	Government support and project sustainability

Organization Name	Lead Person	Roles, Responsibilities, Resources, and Supports
Senator Jim Beall	Jim Beall	Government support and project sustainability
California Positive Behavioral Interventions and Support Coalition (PBIS)	Michael Lombardo	PBIS advisor
Diagnostic Center of Northern California	Robin Zane	Students with disabilities advisor
San Francisco State University	Amber Friesen	Teacher and administrator credentialing preparatory program
The CHIME Institute	Erin Studer	Inclusion advisor
The University of Redlands	Andrew Wall	Teacher and administrator credentialing preparatory program
CAST	Jose Blackorby	UDL & EL advisor and quality assurance provider
Silicon Valley Regional Data Trust	William Erlendson	Data advisor
San Jose State University	Peg Hughes	Teacher and administrator credentialing preparatory program
San Benito COE	Krystal Lomanto	District intermediary
Santa Cruz COE	Michael Watkins	District intermediary
Alum Rock Union Elementary School District	Hilaria Bauer	Implement Tier 1, 2, & 3 activities with fidelity
Franklin-McKinley School District	Juan Cruz	Implement Tier 1, 2, & 3 activities with fidelity
Hollister School District	William Barr	Implement Tier 1, 2, & 3 activities with fidelity
Morgan Hill Unified School District	Michael Vogel	Implement Tier 1, 2, & 3 activities with fidelity
Orchard Elementary School District	Wendy Gudalewicz	Implement Tier 1, 2, & 3 activities with fidelity

Organization Name	Lead Person	Roles, Responsibilities, Resources, and Supports
Salinas City Elementary School District	Martha Martinez	Implement Tier 1, 2, & 3 activities with fidelity
Santa Clara Unified School District	Stanley Rose III	Implement Tier 1, 2, & 3 activities with fidelity
Soledad Unified School District	Tim Vanoli	Implement Tier 1, 2, & 3 activities with fidelity

The SCCOE hosted an Inclusion Collaborative Conference on October 24–26, 2018. Over 370 people attended in person and others participated through a livestream of the conference. This conference was an interactive and reflective educational opportunity to understand and learn evidence based practices for individuals involved in the care and education of children to create and enhance equity and include practices in their respective programs and communities.

The SCCOE also launched its online support site on October 24, 2018 (available at <https://www.learningdesigned.org/content/california-1-initiative-ca1>). This site includes learning modules, recorded webinars, online training manuals/guides, and toolkits.