

**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

**Student Achievement and Support Division
Instruction and Measurement Branch
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Executive Summary

This report is the third and final legislative report regarding the California Equity Performance and Improvement Program (CEPIP). It summarizes the CEPIP activities from July 1, 2019, to September 30, 2020. The first report explained 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). The second report described the implementation of CEPIP activities from July 1, 2018, to June 30, 2019 (CDE, 2020a).

The 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. Pursuant to AB 99, Section 87(f) this report compiles information on the following specifics:

1. A summary of the activities conducted and resources developed.
2. The number of school districts, county offices of education (COEs), 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 addition to reporting CEPIP activities for the 2019–20 school year, this final report provides a summary of the two-year CEPIP activities, program evaluation, and research findings. Below are the key findings of the CEPIP research findings:

- Increased educators' knowledge and self-assessment of, and the commitment to, equity.
- Increased educators' equity practices.
- Students in CEPIP schools rated higher on equity survey than students in non-CEPIP schools.
- Improved student-adult relationships in schools.
- Increased student engagement in learning.
- Reduced suspensions and increased English Language Arts (ELA) achievement.

As the CEPIP grant cycle ended on September 30, 2020, this report recommends to scale-up CEPIP and invest more in school equity.

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

I. Introduction

The Budget Act of 2017, AB 99, established the CEPIP, demonstrating the state's commitment to promoting education equity and closing the achievement gap. It appropriated \$2.5 million on a one-time basis to fund at least two equity lead agencies in COEs to support and build capacity within LEAs and the CDE to promote equity in California's public schools. Through the grant selection process and in collaboration with stakeholders, the CDE selected the San Diego and Santa Clara COEs as Equity Leads and funded each lead agency with \$1.25 million to carry out the CEPIP activities over two school years (2018–19 and 2019–20).

As the program entered the second and final year of the grant life cycle, the Equity Leads and the CDE, with its partners WestEd and the Public Policy Institute of California (PPIC), dove deep into learning about implementing evidence-based equity practices and the impact of these activities on teaching and learning in schools and classrooms. The goal for this year's CEPIP team was to summarize the evidence-based practices and provide equity resources for scaling up in California schools, districts, and COEs.

With California's commitment to closing the achievement gap (CDE, 2019b), the Equity Leads continued their CEPIP activities to build capacity in schools and classrooms to support the targeted student groups: African American students, English learners, and students with disabilities. The capacity building focused on two major areas:

- Improving organization equity culture and the effectiveness of serving targeted student groups
- Improving individuals' equity competency and motivation serving targeted student groups

Ladson-Billings and Tate IV introduced Critical Race Theory (CRT) in education and suggested race is a factor of inequality in education (1995 & 2006). Black students' academic achievement has been significantly lower than their peers on the state and national educational assessments. According to the most recent California Assessment of Student Performance and Progress (CAASPP) report for the 2019 test administration, 17 percent of Black or African American students scored "standard met" or "exceeded" on ELA, compared to 51 percent of all students; 14 percent of Black or African American students scored "standard met" or "exceeded" on mathematics, compared to 40 percent of all students. The race impact is greater than the students' social-economic status. In California, middle class Black or African American students scored two percentage points lower than all students in ELA and seven percentage points lower than all students in mathematics (CDE, n.d.). The California racial academic achievement gap is similar to the results of the National Assessment of Education Progress (NAEP) (The Nation's Report Card, n.d.). According to the 2019 NAEP report, Black students scored 15 percent at or above proficient on the eighth-grade reading assessment compared to 34 percent at or above proficient of all students; Black students scored 14 percent at or above proficient in mathematics compared to 34 percent of all students. Examining the socio-economic factor, Black students scored

three percentage points lower compared to all students on the National School Lunch Plan (NSLP) on the eighth-grade reading assessment, achieving at or above proficient. Black students also scored four percentage points lower on eighth-grade mathematics compared to all students on NSLP, achieving at or above proficient.

In addition to academic achievement, race is also a strong impact factor on student engagement and learning conditions (Anderson & Ritter, 2016). On the California School Dashboard (CDE, 2017), Black or African American students' chronic absenteeism is twice as high as the state average in 2019, with about 21 percent compared to 10 percent of all students. Black or African American students' suspension rate is also more than double the state average, with 8.8 percent compared to 3.4 percent of all students.

Similar to the race factor, English learners and students with disabilities also experience strong negative impacts on opportunity, access, and education outcomes (Murray, 2020; Voulgarides, Fergus, & Thorius, 2017). On the California School Dashboard, English learners and students with disabilities' performances are significantly lower than state averages on indicators such as academic achievement and graduation rate. English learners and students with disabilities have significantly higher chronic absenteeism and suspension rates, compared to the state averages (CDE, 2017). These data reflect many challenges that California education policymakers and stakeholders face. The data continuously raise the urgency of promoting equity in California schools (Edley, Jr. & Kimmer, 2018).

To build the capacity for institutional equity and individual competency to address the disparities of equity indicators in our schools and systems set by the National Academies of Science, Engineering, and Medicine (2019), the CEPIP continued implementing activities that aimed to remove the barriers of achievement and opportunity toward the targeted student groups, as well as to improve the support that African American students, English learners, and students with disabilities need to achieve their learning success.

Recognizing that our schools are part of the cause of disparities (Ladson-Billing, 2006), the CEPIP implemented site-based learning activities that aimed to build an equity culture so that schools can effectively align all resources to support the targeted student groups. The goal of these activities is to make the school a welcoming place for the targeted student groups to engage in learning, including social and emotional learning (Gregory & Fergus, 2017). The San Diego Equity Lead implemented a series of equity learning activities modeling the improvement cycle.

Also recognizing that human capital is a valuable resource to fight for equity, the CEPIP engaged educators in equity learning through various professional development, such as site-based equity learning, online courses, coaching, equity institutes, and statewide equity and inclusion conferences. These activities were designed to build individuals' equity capacity in self-awareness of implicit bias, systemic oppression, and culturally responsive teaching practices (Burke and Whitty 2018; Byrd 2016; Christianakis,

Stevenson, Heidi and Rodriguez-Minkoff 2019; Holroyd, Scaife and Stafford 2017; Mintos, et al. 2018; Shah and Coles 2020).

II. CEPIP Equity Leads Description

Targeted Student Groups

To channel the efforts toward leveling the playing fields for student groups that are historically underserved, the CEPIP Request for Application (CDE, 2018a) asked grant applicants to specify the targeted student groups they plan on serving. Table 1 shows the targeted student groups served by each Equity Lead.

Table 1: Targeted Student Groups Served by Equity Leads

Equity Lead	Targeted Student Group
San Diego COE	African American Students, English Learners
Santa Clara COE	African American Students, English Learners, and Students with Disabilities

San Diego Lead: Supporting Local Improvement Teams Implementing Changes

Focusing on site-based learning and transformation, the San Diego Lead, with its partner Kern County Superintendent of Schools, worked with 12 schools at five districts in two counties to conduct CEPIP activities. They focused on supporting school leadership teams—branded as Local Improvement Teams—with equity learning and implementing changes. The CEPIP activities included a needs assessment, data analysis cycle, equity consciousness, continuous improvement process, professional learning, and coaching support during critical action periods.

At each of the 12 schools, the San Diego Equity Lead conducted the needs assessment with an equity audit in collaboration with the National Center of Urban School Transformation led by Dr. Joseph F. Johnson at San Diego State University. Staff in each school engaged in equity learning to examine their own equity competency as well as institutional equity capacity. They took actions aimed at implementing changes on their equity journey.

Last year, the San Diego Lead supported school-based Local Improvement Teams to engage in professional learning events and cycles of improvement to address local equity challenges. Local Improvement Teams developed a plan to address inequities and test changes in their system to remedy those inequities. This year, Local Improvement Teams focused on continuous improvement processes with support from equity coaches to implement the changes.

Modeled by Edwards Deming as the Plan Do Study Act Cycle (PDSA), the improvement cycle involves (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). The Local Improvement Team engaged in root cause analysis and decided to make the changes that address an equity challenge. During the implementation period, the team engaged stakeholders in collecting data. The team then analyzed the data to see if those changes led to improvements in their equity work. Finally, the Local Improvement Team decided whether to adapt, adopt, or amend the changes. This structured approach avoided traditional ways of making changes in schools that lack a reliable feedback mechanism to inform stakeholders if the change made a difference. It also provided information about the site capacity of implementing changes so that more resources could be aligned for a successful implementation.

Below are two examples of changes being tested and adopted for implementation.

Behavioral Change in School Culture: Building Rapport with Students

The first change tested was **Building Rapport with Students**. The San Diego Equity Lead engaged all of its Local Improvement Teams in a 30-day continuous improvement cycle concentrated on building rapport with students. The process emphasized determining a focal student; capturing daily interactions with that student; and coding each interaction as positive, neutral, or negative. After collecting baseline data, team members introduced a Building Rapport Change idea (e.g., affirmation, validation, listening with grace, or trust generator) with the focal student. The team members then collected data using the same collection tool after the intervention. Team members reflected on the process after the 30-day test period. The testing data show the efforts of building rapport with students by adults in the system had the following results:

- Increased the interaction with students
- Helped students with resources and supports they needed
- Reduced adverse academic events such as failing a test or quiz or not completing an important assignment

Based on testing data, many Local Improvement Teams recommended implementing the change schoolwide.

Strategy Change in Teaching Practice: Academic Discourse

The purpose of bringing academic discourse into schools and classrooms is to increase equity of voice for English learners. Over a period of 30 days, teachers explicitly taught and modeled the use of academic discourse using a protocol. They collected weekly data from students in the form of empathy interviews and observations. Their intent was to learn, including academic discourse structures, and increase students' participation and engagement. Teachers also collected data on the number of academic discourse opportunities that English learners had in a class period and on the extent to which English learners participated in academic conversations. Initial testing data revealed

positive outcomes of this change. Many Local Improvement Teams recommended implementing the Academic Discourse schoolwide.

Santa Clara Lead: Tiered Support Building Equity Capacity at Individual and School Levels

The Santa Clara Equity Lead implemented the CEPIP in its *California 1: Highway to Success for All* program. It worked with its partnering schools, districts, and the three neighboring COEs (Monterey, San Benito, and Santa Cruz) to tackle equity in professional learning and building capacity. The Santa Clara Equity Lead focused on building equity capacity at individual and school levels. Through online distance learning technology, it built a series of equity courses helping teachers with equity missions, tools, skills, pedagogy, and evidence-based practices to serve African American students, English learners, and students with disabilities.

Modeling the multi-tiered system of supports (MTSS) framework, the Santa Clara 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 disabilities in its learning community.

Tier 1 Online Training, Needs Assessment, and Coaching Support

Situated in the heart of Silicon Valley with its prowess in technology, the Santa Clara equity team worked with the Center for Applied Special Technology Inc. to provide a series of online equity learning courses for individual learning and building equity capacity. During the 2018–19 year, it successfully launched seven online learning courses. During the 2019–20 year, it added an additional three courses. The 10 equity learning courses are listed below:

1. Mission and Commitment
2. Building Collaborative Teams
3. Universal Design for Learning (UDL)
4. Supporting English Learners in MTSS
5. Supporting Students with Disabilities in MTSS
6. Schoolwide Positive Behavior
7. Culturally Responsive Anti-Biased Teaching
8. Using Data to Support Learning
9. Data-Based Decision Making: Using Behavioral Data
10. Data-Based Decision Making: Using Academic Data

Tier 2 Face-to-Face Training and Support

The Santa Clara 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 state and national leaders of equity into the conversation—such as California State Assemblywoman Dr. Shirley Weber—the Santa Clara Equity Lead engaged its

professional learning in self-reflection and commitment to building 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.

The Santa Clara Equity Lead engaged in face-to-face trainings and supports through a series of equity institutes. During the 2019–20 year, it led the following institute learnings that are now available online (Santa Clara County Office of Education, 2020):

1. Promoting Equity through Disability Awareness
2. The California English Roadmap for Teachers
3. Co-Teaching for Equity
4. Strategic Planning to Increase Access and Equity: Developing Your School Plan for Student Achievement (SPSA)
5. The Impact of Equity: Intersectionality and Disproportionality
6. African American Student Engagement in Primary and Secondary Education: Examining the Relationship Between the Student and the Learning Environment
7. Creating Relationship Centered Schools: Supporting Latino Male Students to Thrive (online due to COVID-19)

In addition to providing face-to-face equity learning institutes, the Santa Clara Equity Lead also conducted monthly online PLCs to provide support, resource sharing, and coaching.

Tier 3 Intensive Collaboration on Implementation with Focused Cohorts

The Santa Clara Equity Lead engaged in intensive collaboration with its four Tier 3 LEA partners and their schools. Working with Equity Design Teams comprised of site leaders and stakeholders, they conducted equity audits, identified new strategies, and developed an equity action plan. Aimed at increasing access for targeted student groups, they used the equity learning in planning their LCAP and SPSA.

To summarize what they learned and did and to help more LEAs and schools scale up the equity work, the Santa Clara Equity Lead, in collaboration with many partners, such as the National Equity Project, Western Equity Education Assistance Center (WEEAC), the Californians for Social Justice, and Pivot Learning, developed the equity playbook: *Ways 2 Equity Playbook (W2EPB)* (Santa Clara County Office of Education, 2020). The equity playbook is a comprehensive guide for LEAs and schools to get on the *California 1 Highway to Success for All Students*. It provides a roadmap with resources, tools, evidence-based strategies, pedagogies, and practices that LEAs and schools can implement in their local contexts.

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

Pursuant to AB 99 Section 87, the CDE collaborated closely with the Equity Leads with the intention of scaling up the equity work and building capacity statewide. During the

2019–20 year, the CDE, in consultation with the Comprehensive School Assistance Program at WestEd and PPIC, held monthly meetings with the Equity Leads. These meetings were mostly online via Zoom, as well as two in-person meetings at San Diego and Santa Clara, respectively. The CDE invited Equity Leads to present their work or to give joint presentations at various conferences and professional development opportunities.

The CDE, in collaboration with PPIC, provided technical assistance to the Santa Clara Equity Lead on its research project. This professional learning followed last year’s engaging learning in Theory of Action, in which the CDE, in consultation with WestEd, developed and shared its own Theory of Action and assisted the San Diego Equity Lead in its development of Theory of Action and Logistic Model through sharing and giving feedback. Although each Equity Lead developed and implemented its own unique model (Continuous Improvement Process for San Diego and MTSS for Santa Clara), Equity Leads and the CDE, WestEd, and PPIC regularly exchanged CEPIP activity updates, lessons learned, and challenges through monthly meetings, frequent emails, and phone conversations. These communications provided opportunities for learning and growth for all parties. This year, both Equity Leads conducted research on program evaluation. The monthly meeting provided a forum for all parties to learn and provide feedback.

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, COEs, 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 agency’s end-of-year report to the CDE.

Summary of Activities Conducted and Resources Developed

San Diego Equity Lead

Based on the Continuous Improvement Model, the San Diego Equity Lead conducted CEPIP activities in supporting schools to leverage equity audit report findings, providing professional learning in equity-conscious teaching and leadership practices and continuous improvement, and providing coaching support to manage change in the continuous improvement action periods. All activities focused on African American and

English learner student groups. Table 2 shows the San Diego Equity Lead’s activities conducted and resources developed during the second CEPIP operational year of July 1, 2019, to September 30, 2020.

Table 2: Activities Conducted and Resources Developed by the San Diego Equity Lead during the 2019–20 CEPIP Operational Year

Activity	Resource Disseminated/Created/ Implemented	Targeted Student Group
Support schools to leverage Equity Audit report findings	Morse High School Audit	English Learners and African Americans
Provide professional learning in equity-conscious teaching, leadership practices, and continuous improvement	Equity Model Link: https://www.sdcoe.net/lls/equity/Documents/CIPEquityModelFINAL.pdf	English Learners and African Americans
Provide coaching support to manage change during the continuous improvement action periods	Coaching Model Link: https://drive.google.com/drive/u/0/folders/1a88k4-3mjzUqZCrR9wJ2EtrRAW2e-4zY	English Learners and African Americans

Santa Clara Equity Lead

The Santa Clara Equity Lead conducted its equity activities based on the MTSS model. During the 2019–20 CEPIP operation year, the Santa Clara Equity Lead continued hosting equity institutes and developing online equity training courses, as well as supporting the Tier 3 cohort in the development of the W2EPB. These activities were focused on the African American, English learner, and students with disabilities student groups. Table 3 shows the Santa Clara Equity Lead activities conducted and resources developed during the second CEPIP operational year of July 1, 2019 to September 30, 2020.

Table 3: Activities Conducted and Resources Developed by the Santa Clara Equity Lead during the 2019–20 CEPIP Operation Year

Activities Conducted	Resources Developed	Targeted Student Group
Institute: Promoting Equity through Disability Awareness	Link to Recorded Institute: https://youtu.be/-nKWzcpm40Q	Students with Disabilities

Activities Conducted	Resources Developed	Targeted Student Group
Institute: The California English Learner Roadmap for Teachers	Link to Recorded Institute: https://youtu.be/vdXfLaR1pCI	English Learners
Institute: Co-Teaching for Equity Institute	Link to Recorded Institute: https://youtu.be/XnH6hB_wAEs	All Students
Institute: Strategic Planning to Increase Access and Equity: Developing your SPSA	Link to Recorded Institute: https://youtu.be/5lxw2O&sMUwg	All Students
Institute: The Impact of Equity: Intersectionality and Disproportionality	Link to Recorded Institute: https://youtu.be/FHlxM608W-U	All Students
Institute: African American Student Engagement in Primary and Secondary Education: Examining the Relationship Between the Student and the Learning Environment	Link to Recorded Institute: https://youtu.be/HjCOausab04	African American Students
Course: Mission and Commitment	Link: https://sccoe.instructure.com/courses/611	All Students
Course: Building Collaborative Teams	Link: https://sccoe.instructure.com/courses/589	All Students
Course: UDL	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
Course: Supporting Students with Disabilities in MTSS	Link to course: https://sccoe.instructure.com/courses/673	Students with Disabilities
Course: School-Wide Positive Behavior	Link to course: https://sccoe.instructure.com/courses/672	All Students

Activities Conducted	Resources Developed	Targeted Student Group
Course: Culturally Responsive Anti-Biased Teaching	Link to course (requires Canvas account to access): https://sccoe.instructure.com/courses/669 Link to course content: https://docs.google.com/document/d/1YfkjVrkxmmBlew1j36rfsTVsFjnu4rs1GEfuljuZw/edit	All Students
Course: Using Data to Support Learning the Family Educational Rights and Privacy Act (FERPA)*	Link to course: https://sccoe.instructure.com/courses/689 Link to course content: https://docs.google.com/document/d/154qBKyx8W2ytefmZ0U2urjGONm8HvjxgC7SshLFg5oc/edit?ts=5e3c4b66	All Students
Course: Data-Based Decision Making Using Behavioral Data*	Link to course: https://sccoe.instructure.com/courses/806 Link to course content: https://docs.google.com/document/d/1OAquAYPZhDukCpLn7ERQ5RGIPmf7YDM7c_TffbCam8M/edit?ts=5e39e843%22%20lo	All Students
Course: Data-Based Decision Making Using Academic Data*	Link to course: https://sccoe.instructure.com/courses/778 Link to course content: https://docs.google.com/document/d/1nSXoWE1T0eGy6pLj0AsD2cFn1C4I46FQqOvDH8eWarY/edit?ts=5e39e86d	All Students
W2EPB	Link to book: https://drive.google.com/drive/folders/1YN0psu_a5YrZbmTSxrXuEQJc5AKLnIKc	All Students

* The “Using Data to Support Learning (FERPA)” course is a prerequisite for the “Data-Based Decision Making Using Behavioral Data” course and the “Data-Based Decision Making Using Academic Data” course.

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

San Diego Equity Lead

The San Diego Equity Lead conducted its equity work at 12 schools in five districts in San Diego and Kern counties. Table 4 shows the number of schools, districts, educators, and students served by the San Diego Equity Lead. As shown in table 4, the

San Diego Equity Lead served a total of 72 educators and 13,625 students. Among them, 605 are African American students and 3,061 English learners. 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 Equity Lead

School District	School Name	Educators	Total Enrollment	African Americans	English Learners
McFarland Unified	McFarland High	7	1,005	*	202
McFarland Unified	McFarland Junior High	1	507	*	168
McFarland Unified	Horizon Elementary	2	600	0	238
McFarland Unified	Browning Road STEAM Academy	1	595	0	278
McFarland Unified	Kern Avenue Elementary	2	777	*	424
Grossmont Union	Mount Miguel High	10	1,327	183	288
Grossmont Union	Granite Hills High	6	2,296	64	126
Escondido Union High	Orange Glen High	10	1,789	34	391
Escondido Union High	Escondido High School	8	2,215	52	463

School District	School Name	Educators	Total Enrollment	African Americans	English Learners
La Mesa-Spring Valley	Bancroft Elementary	8	432	42	184
La Mesa-Spring Valley	Rancho Elementary School	7	338	40	95
San Diego Unified	Morse High School	10	1,744	210	204
Total	12	72*	13,625	605**	3,061

* Excluding the number of educators who attended the Equity Conference.

Santa Clara Equity Lead

Based on the MTSS framework and implementing an online approach through their Tier 1 and 2 models, the Santa Clara 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 Equity Lead. By partnering with neighboring COEs in the region (Monterey, San Benito, and Santa Cruz), the Santa Clara Equity Lead engaged 351 educators from 197 schools in nine school districts and four COEs. These schools served a total of roughly 89,954 students, and among them were 1,650 African American students, 28,588 English learners, and 11,477 students with disabilities. The availability of online training modules and professional learning community enabled the Santa Clara Equity Lead to serve a great number of students, educators, schools, districts, and counties. It is also worth noting that, during the COVID-19 pandemic under the shelter-in-place order requiring social distancing, when schools were turning to distance learning, the Santa Clara Equity Lead was able to continue its online learning and support its partnering districts and schools through its online communication infrastructure. During September 23–24, 2020, Santa Clara successfully hosted a virtual state inclusion conference, which had 642 educators attend via virtual meeting formats as shown in Table 8 in Section V.

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

District	Number of Schools	Educators	Total Enrollment	African Americans	English Learners	Students with Disabilities
Alum Rock Union Elementary	29	35	10,264	121	3,745	1,123
Franklin-McKinley Elementary	22	27	9,775	168	4,236	991
Hollister School	11	8	6,154	28	2,011	821
Morgan Hill Unified	15	46	9,022	130	1,396	1,072
Oak Grove Elementary	27	37	9,757	301	2,315	1,051
Orchard Elementary	1	3	853	41	294	52
Salinas City Elementary	14	24	8,566	44	4,292	758
Santa Clara Unified	27	42	15,306	388	3,708	2,113
Soledad Unified	9	19	4,871	25	1,551	669
Monterey COE	10	38	1,715	28	349	442

District	Number of Schools	Educators	Total Enrollment	African Americans	English Learners	Students with Disabilities
San Benito COE	5	4	33	*	13	*
Santa Clara COE	15	48	11,595	376	4,436	2,216
Santa Cruz COE	12	20	1,679	*	212	169
Total	197	351	89,590	1,650**	28,558	11,477**

* Data suppressed for counts 11 students or fewer.

** The total number excluded suppressed numbers.

IV. Summary of Outcome Data Resulting from Activities

In response to the COVID-19 pandemic outbreak in mid-March, Governor Newsom suspended California’s standardized testing through an executive order (Office of Governor, 2020). Subsequently, Senate Bill (SB) 98 suspended the posting of state and local indicators on the California School Dashboard. In addition, California applied for and received federal waivers related to academic assessment, accountability, and reporting (CDE, 2020b). Without the availability of CAASPP data, this report would not be able to show the data trend predicted in the previous legislative report.

The 2019 CEPIP Legislative Report (CDE, 2020a) presented student learning outcomes within CAASPP data. Two figures are showing five-year actual, predicted, and targeted performance on CAASPP in ELA and mathematics. According to last year’s data, the CEPIP schools partnering with the San Diego Equity Lead met their goals on the ELA assessments for grades five, six, and eleven while still facing challenges on the mathematics assessment for the same grade levels. Based on the 2019 data, it is predicted that these schools are on track to meet the goals in 2020 and exceed the goals in 2021 for ELA assessments (San Diego County Office of Education, 2019). It was predicted the scale scores would increase in 2020. The target scores for 2021 would be the performance level “Standard Met.” It could be concluded that the San Diego CEPIP schools were on track to meet its target on CAASPP ELA assessments in 2020.

The Santa Clara Equity Lead also reported students with disabilities performance improvement on the CAASPP assessments in its partnering districts. At one school district—Alum Rock Union Elementary—the proportion of students with disabilities meeting or exceeding standards in ELA increased from five to seven percent in 2019, while the proportion of students with disabilities meeting or exceeding standards in mathematics increased from four to six percent in 2019. The Santa Clara Equity Lead planned to compare this year’s data, but the statewide assessments were interrupted due to the COVID-19 pandemic.

Without the availability of students’ outcome data, including the academic achievement and student engagement indicators, as reported in last year’s CEPIP legislative report (CDE, 2020a), this report relies on self-reported data collected through professional learning, third party evaluation, and research studies conducted by the Equity Leads.

The second year’s CEPIP activities conducted by the two Equity Leads have affected CEPIP educators and students in the following areas:

- Increased educators’ knowledge of, self-assessment on, and commitment to equity
- Increased educators’ equity practices
- Students in CEPIP schools rated higher on equity surveys than students in non-CEPIP schools
- Improved student-adult relationships in schools
- Increased student engagement in learning

Both Equity Leads collected data extensively through pre- and post-learning surveys. The San Diego Equity Lead, in collaboration with WEEAC of Metropolitan State University in Denver, conducted an extensive survey of CEPIP and non-CEPIP schools to investigate its effects. The Santa Clara Equity Lead also conducted a research study to investigate the CEPIP consequential validity through a survey of CEPIP activities to participants at two school sites. These data and studies provided evidence of CEPIP outcomes.

The following sections describe the outcomes of the CEPIP activities from the San Diego and Santa Clara Equity Leads.

Increased Educators’ Knowledge of, Self-Assessment on, and Commitment to Equity

For the learning activities conducted by the San Diego Equity Lead as described in Section III, there are 15 course objectives designed for participants to acquire equity knowledge, build their equity capacity, and act as change agents. These course objectives are listed below:

- Equity definition
- Equity lens
- Individual identity

- Leading with the why
- Technical and relational
- Constructivist listening
- Difficult conversations
- Systematic oppression
- Implicit bias
- Privilege
- Stages of group behavior
- Understanding the system
- Root cause
- Equity challenge
- Testing change ideas

To find out to what degree these learning objectives were met, the San Diego Equity Lead collected the data from pre- and post-learning surveys. Based on the surveys in their 12 partnering schools, participants' knowledge, skills, and attitudes of equity on the above 15 objectives increased 1.28 points from an average of 3.34 points to an average of 4.62 points on a 6-point scale, where a score of "1" indicated "No Knowledge" of the course topic and a score of "6" indicated "Expert" knowledge.

The Santa Clara Equity Lead conducted in-person institutes as well as online professional learning courses that focused on the following topics:

- Equity focus on African American students
- Equity focus on English learners
- Equity focus on students with disabilities
- Co-teaching for equity
- Intersectionality and disproportionality
- UDL
- Culturally responsive anti-biased teaching

Data was collected through post-learning surveys. Three levels of learning data were collected according to Kirkpatrick's four-level evaluation model (Kirkpatrick & Kirkpatrick, 2014). The four levels of the evaluation are listed below with the questions for CEPIP activities:

1. Level 1 Reaction: How satisfied are participants?
2. Level 2 Learning: How effectively does the participant obtain the knowledge?
3. Level 3 Behavior: What impact did the activity have on the change of learner's teaching practice?
4. Level 4 Results: What impact did the activity have on the change of students' learning practice and outcomes?

The COVID-19 suspension of testing and accountability reporting resulted in the unavailability of students' academic and learning engagement data. Therefore, only three levels of data are available to report.

According to the self-reported post-learning survey responses, 94 percent of participants reported “agree” or “strongly agree” for level 1, in response to “How satisfied are participants?”; 84 percent reported “agree” or “strongly agree” for level 2, in response to “How effectively does the participant obtain knowledge?”; and 76 percent reported “agree” or “strongly agree” for level 3, in response to “To what degree did the learning change participants’ teaching practice?”

Increased Educators’ Equity Practices

Following the individual and institutional equity learning, many educators put their learning into practice as change agents. In response to the level 3 evaluation on learning impacting behavioral change, the San Diego Equity Lead found its participants rated 3.08 on a four-point scale, and Santa Clara Equity Lead found 76 percent of its participants rated “agree” or “strongly agree” for learning impacting their actions.

At San Diego partnering schools, changes can be seen in building students’ and adults’ relationships, especially with African American students. Adults are more willing to support and find or provide resources to students. Changes were also made to teaching practices that engage English learners in academic discourse.

At Santa Clara partnering schools, changes can be seen in teachers utilizing UDL strategies to support English learners and students with disabilities; in co-teaching to support students with disabilities in the inclusive learning environment; and in teachers applying culturally responsive teaching to engage African American students in learning.

Students in CEPIP Schools Rated Higher on Equity Survey than Students in Non-CEPIP Schools

To find out whether the CEPIP actually made an impact on school culture, the San Diego Equity Lead, in collaboration with WEEAC, conducted an equity compass survey. They administered the survey to 3,971 students in six schools, comparing students’ responses between schools that had CEPIP activities and the control schools that did not have CEPIP activities. The survey is comprised of 50 items in 12 subcategories. Each item is rated by a five-point Likert Scale.

The San Diego research team performed two data analyses using Multivariate analysis of variance (MANOVA), one for elementary school and one for middle/high school, comparing schools that had CEPIP activities and control schools that did not participate in the CEPIP activities.

In the elementary school comparison, students in CEPIP schools rated higher in two categories with statistical significance, compared to their peers in non-CEPIP schools. Table 6 shows the MANOVA results for elementary schools’ comparison. As shown in Table 6, students in CEPIP schools rated 4.1 on “diverse representations” compared to 3.8 of non-CEPIP school. They rated 3.6 on lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) school compared to 3.1 of non-CEPIP schools.

Table 6: Comparison of Elementary School Equity Compass Survey Results

Category	CEPIP Schools	Non-CEPIP Schools	p
Diverse Representation	4.1	3.8	P<0.05
LGBTQ School	3.6	3.1	P<0.001

In the comparison of middle school and high school and non-CEPIP middle schools and high schools, five categories returned with statistical significance. Table 7 shows the MANOVA results for middle school and high school comparison. As shown in Table 7, students in CEPIP schools rated 3.7 on “diverse representation,” compared to a rating of 3.6 by the students in non-CEPIP schools. Students rated 3.8 on “access and fairness,” compared to a rating of 3.7 by the students in non-CEPIP schools. Students rated 4.1 on “religion tolerance,” compared to a 3.9 rating by the students in non-CEPIP schools. Students rated 4.0 on “gender equity,” compared to a rating of 3.9 by the students in non-CEPIP schools. Students rated 3.2 on “LGBTQ school,” compared to a rating of 3.1 by the students in non-CEPIP schools.

Table 7: Comparison of Middle and High School Equity Compass Survey Results

Category	CEPIP Schools	Non-CEPIP Schools	p
Diverse Representation	3.7	3.6	P<0.05
Access and Fairness	3.8	3.7	P<0.05
Religion Tolerance	4.1	3.9	P<0.05
Gender Equity	4.0	3.9	P<0.01
LGBTQ School	3.2	3.1	P<0.01

Improved Student-Adult Relationships in Schools

Through equity learning, educators in schools came to the consensus that they must act differently in order to make real changes. Many sites working with the San Diego Equity Lead conducted PDSA cycles on improving student-adult relationships. By reflecting on

their implicit biases, practicing constructive listening techniques, and creating safe spaces for students to speak, educators acted with the goal of improving student-adult relationships at their schools. As reflected by survey data, educators reported better relationships with students. They also reported fewer negative incidents, such as students' absences, missing assignments, and failing quizzes or unit tests.

The focus of UDL practice and inclusion in Santa Clara also improved the bond between students and educators. With teachers practicing UDL, students were given multiple opportunities in how they received new content, shared what they had learned, and engaged with their learning. As teachers reported on the program research evaluation study, these practices enhanced the bond between students and teachers.

Increased Student Engagement in Learning

Increased student engagement in learning was observed and reported by both Equity Leads. The San Diego Equity Lead used an academic engagement protocol to improve student speaking and listening. It implemented academic discourse structures that increased student participation and active learning. Teachers determined that participating more in academic discourse increased the students' sense of belonging in the classroom. More than half the students said they felt more comfortable in class when teachers modeled and held them accountable to discourse protocols.

The co-teaching in an inclusion model that Santa Clara Equity Lead trained and implemented at its partnering schools brought students with disabilities and English learners a greater degree of engagement with support from their teachers. Students with disabilities increased their interaction with general education students not only in their classrooms but also outside of classrooms. Teachers reported their students' increased engagement in learning. Resource specialist program (RSP) teachers reported their students being much more confident and more engaged when they could do what the other students were doing.

V. Summary of State-Level Activities to Promote Equity

The two Equity Leads, along with the CDE, WestEd, and PPIC, collaborated regularly to scale up their work statewide. 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 was required to host an annual statewide equity conference. San Diego Equity Lead hosted its equity conference on January 16–17, 2020, in San Diego, CA. Santa Clara Equity Lead hosted its Inclusion Collaborative Conference on October

23–24, 2019, in San Jose, CA. This fall, due to the COVID-19 pandemic, Santa Clara Equity Lead hosted a virtual statewide Inclusion Collaborative Conference on September 23–24, 2020. Table 8 shows the titles, locations, and attendees for each equity conference.

Table 8: Statewide Equity Conferences Held by Equity Leads

Lead Agency	Conference Title	Date	Location	Attendance
San Diego	Equity Conference 2020 Link: https://sdequity.sdcoe.net/	January 16–17, 2020	San Diego	924
Santa Clara	Inclusion Collaborative Link: http://www.inclusioncollaborative.org/conference.aspx	September 23–24, 2020	Online	354
Santa Clara	Inclusioneers Unite Link: https://2018inclusioncollaborative.statec.sched.com/	October 23–24, 2019	San Jose	642*

* 342 in-person attendees and 40 host sites with approximately 300 virtual attendees.

Presenting CEPIP Work at Statewide Conferences/Venues

The CEPIP Equity Leads 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-hosted statewide conference *Innovating for Equity Summit*; CDE’s State and Federal Program Directors’ meetings; and various venues of professional organizations, such as the California Association of Administrators of State and Federal Education Programs.

Posting Equity Activities and Resources Online

Each Equity Lead and the CDE built a CEPIP web page on their respective web sites to share their activities and resources. Table 9 shows the equity web pages that contribute to the work of the CEPIP activities.

Table 9: CEPIP Web Pages of Equity Leads and the CDE

Agency	Contact Information	Homepage
San Diego Lead	Fabiola Bagula, CEPIP Director 858-295-8031 Fabiola.Bagula@sdcoe.net	San Diego COE Equity Grant Homepage https://www.sdcoe.net/lls/equity/Pages/default.aspx
Santa Clara Lead	Kathy Wahl, CEPIP Director 408-453-6554 Kathy.Wahl@sccoe.org	California 1: Highway to Success for All Homepage http://www.inclusioncollaborative.org/cepip.aspx
CDE	Jane Liang, CEPIP Consultant 916-319-0835 Jliang@cde.ca.gov Susan Meyers, CEPIP Fiscal Analyst 916-319-0652 Sumeyers@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 Student Achievement Support and Program Division, engaged in equity learning and capacity building. With the technical assistance of WestEd and PPIC, the CDE CEPIP team worked closely with the two Equity Leads in conducting research to learn what worked. The CDE CEPIP team also collaborated internally with various Title Programs under the Elementary and Secondary Education Act, as well as other programs, to build the internal capacity for equity work.

Equity Resources

The CEPIP grant allowed the two Equity Leads, in collaboration with their partnering LEAs and schools, to learn, test, develop, implement, and manage changes for equity capacity building. In the process, they developed resources and practices and made them available to California schools. Table 10 shows the resources that the San Diego Equity Lead developed, disseminated, and implemented with its partnering Kern County Superintendent of Schools, working with schools and districts in their communities. Table 11 shows the resources that the Santa Clara Equity Lead developed, disseminated, and implemented with partnering LEAs and schools in the region.

Table 10: Equity Resources Developed, Disseminated, and Implemented by the San Diego Equity Lead

Resource	Description	Link	Desired Outcomes
Continuous Improvement Process Equity Model	This resource provides an overview of the CEPIP Continuous Improvement Process Equity Model	https://www.sdcoe.net/lls/equity/Documents/CIPEquityModelFINAL.pdf	Reduce access and achievement gaps between vulnerable groups and others
Equity Leadership Reflection	Leaders (teachers, counselors, administrators, board members, etc.) can use this self-reflection tool to assess their equity leadership	https://www.sdcoe.net/lls/equity/Documents/equity-leadership-reflection-form.pdf	Through this reflective process, leaders are able to identify strengths and areas to target for professional growth and goal-setting
San Diego COE Equity Plan	The Equity Plan provides an action-oriented, results-driven approach for advancing learning for students in San Diego County by providing high-quality services to districts, school communities, charter organizations, and partners. The Equity Plan includes a broad range of work both internally—within and across San Diego COE divisions—and externally with districts, school, and community partners	https://www.sdcoe.net/lls/equity/Documents/plan-for-improving-educational-equity-sdcoe.pdf	By implementing this plan, the San Diego COE is better positioned to support focused, quality improvement work in their communities. This work will result in equitable processes and outcomes for all students, with a specific focus on student groups that have been historically marginalized and underserved

Resource	Description	Link	Desired Outcomes
Videos	Video repository of the program, facilitation considerations, and participant learning	<p>Video 1 https://stream1.scoed.net/wc/ev1/?jwsource=cl</p> <p>Video 2 https://stream1.scoed.net/wc/ev2/?jwsource=cl</p> <p>Video 3 https://stream1.scoed.net/wc/ev3/</p> <p>Video 4 https://stream1.scoed.net/wc/ev4/</p>	Increase awareness of equity concepts and efforts to address inequities
Equity Conference 2020	Equity Conference 2020 is designed to provide up-to-date and relevant research, tools, and strategies that best support the most vulnerable youth and young adults. The conference content focused on best practices to strengthen the systems to more effectively respond to the needs of all students and create the conditions for them to thrive and make healthy choices	https://sdequity.scoed.net/	Participants are motivated to join the equity work with an increased awareness of research, tools, and strategies that support the development of vulnerable youth

Table 11: Equity Resources Developed, Disseminated, and Implemented by the Santa Clara Equity Lead

CEIP Resources	Description	Link	Desired Outcomes
2019 Annual Inclusion Collaborative State Conference	The Inclusion Collaborative State Conference is an interactive and reflective educational opportunity to understand and learn evidence-based practices for individuals involved in the care and education of children from prenatal to age 24, with and without disabilities, to create or enhance equity and inclusive practices in their respective programs and communities in which they live	Playlist for Recorded Workshops https://www.youtube.com/playlist?list=PL4Ffky1G0tHlf1Gc7Q1MuqBV_-rhkILke	(1) Developing relationships across agencies to support inclusive practices; (2) Meeting and learning from peers to problem solve and create inclusive programs for children from prenatal to age 24; (3) Understanding and learning about research findings, models, and evidence-based practices to guide inclusive practices, enhance equity, policies, and professional development

CEIP Resources	Description	Link	Desired Outcomes
Equity Institutes	<p>Topics</p> <ul style="list-style-type: none"> ● Promoting Equity through Disability Awareness ● The California English Learner Roadmap for Teachers (two-day Institute) ● Co-Teaching for Equity Institute ● Strategic Planning to Increase Access and Equity: Developing your SPSA ● The Impact of Equity: Intersectionality & Disproportionality ● African American Student Engagement in Primary and Secondary Education: Examining the Relationship Between the Student and the Learning Environment 	<p>https://docs.google.com/document/d/1V7L8T-YqN9bakdkmYLDXArQmPWYUH_rL-6uuijLPFk4/edit</p>	<p>Learning, reflecting, and implementing evidence-based practices at school and classroom levels</p>

CEPIP Resources	Description	Link	Desired Outcomes
CA-1 Courses	<p>Vision ONE: How is our work promoting equity and aligning with California’s vision of One System for All Students?</p> <p>Collaborative Teams: What essential processes must educators use within a collaborative team to develop strategies that will improve student engagement and learning?</p> <p>UDL Associate Credential Level 1: Why is UDL so important to designing modern learning environments that address the needs of all learners?</p> <p>Supporting English Learners: How do we build the foundation for providing first quality instruction in the classroom for English learners?</p> <p>Supporting Positive Behaviors: How can deliberate, preventative, and proactive practices advance sustainable behavioral supports and promote equity in school?</p>	<p>https://www.learningdesigned.org/node/975/initiative-resources</p>	<p>Participants will engage in several topics that address inclusivity, strategic goal alignment, equity, curriculum implementation, student needs, and best practices of data use.</p> <p>Participants will provide an artifact or complete a pre- and post-program assessment that demonstrates their mastery of course topics</p>

CEIP Resources	Description	Link	Desired Outcomes
<p>CA-1 Courses (continued, 1)</p>	<p>Culturally Responsive Anti-Bias Teaching: How are you harnessing and developing your cultural proficiency to empower all learners? How are you intentionally designing learning activities and spaces to be inclusive of your students?</p> <p>Using Data to Support Learning (FERPA): How can educators be supported to use protected data that support student learning in ways that comply with federal regulations?</p> <p>Data-Based Decision Making Using Behavioral Data: How can an administrator, coach, or teacher use behavior data more effectively and equitably to inform classroom instruction?</p> <p>Data-Based Decision Making Using Academic Data: How can an administrator, coach, or teacher use academic data more effectively and equitably to inform classroom instruction?</p>	<p>https://www.learningdesigned.org/node/975/initiative-resources</p>	<p>Participants will engage in several topics that address inclusivity, strategic goal alignment, equity, curriculum implementation, student needs, and best practices of data use.</p> <p>Participants will provide an artifact or complete a pre- and post-program assessment that demonstrates their mastery of course topics</p>

CEIP Resources	Description	Link	Desired Outcomes
CA-1 Courses (continued, 2)	<p>Supporting Students with Disabilities: How do we differentiate instruction to provide quality-first instruction in the general education classroom for students with disabilities?</p>	<p>https://www.learningdesigned.org/node/975/initiative-resources</p>	<p>Participants will engage in several topics that address inclusivity, strategic goal alignment, equity, curriculum implementation, student needs, and best practices of data use. Participants will provide an artifact or complete a pre- and post-program assessment that demonstrates their mastery of course topics</p>
W2EPB	<p>The W2EPB is a navigation tool developed to identify equity needs throughout organizations with a primary focus on African American students, English learners, and students with disabilities, in addition to an overall universal perspective of equity. As a product of the California Statewide System of Support, the W2EPB draws on methods of continuous improvement in its approach to systems-based equity work</p>	<p>https://drive.google.com/file/d/1aQXFvbWQh9nk4sJcTfEbP-QZmJGJ5QZm/view</p>	<p>Readers will utilize this navigation tool that was developed to identify equity needs throughout organizations. This book is a resource to be used electronically, offering digital-only sections and links to online resources and tools throughout</p>

VI. Recommendations

Education inequality is rooted in American society with a long history due to political and economic structures (Ladson-Billings and Tate IV, 1995) and has been exacerbated during the COVID-19 pandemic. Students of color and other disadvantaged groups are further left behind with less access to the technology and resources they needed when

schools transitioned to distance learning (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020). Combating the systemic inequality and tackling individual conscious and unconscious biases must move to the front of today's education improvement. Schools' abilities to level the playing field for students of color and other disadvantaged groups reflect their capacity for equity performance and improvement. The CEPIP is the first of such programs to build capacity for equity performance and improvement in California schools. The two-year program provided a great opportunity for the Equity Leads and the CDE to put their Theories of Action into practice, test change ideas, learn, and manage changes. Based upon the implementation of CEPIP activities, the CDE has the following recommendations for the Legislature to formulate education policy as well as for education leaders at LEAs and schools to implement improvement practices:

- Institutional commitment to equity and data-driven changes
- Teach diversity and inclusion in our schools
- Support targeted student groups and intersectionality: African American students, English learners, and students with disabilities
- Encourage the use of an equity lens in LEA and school-level planning
- CEPIP sustainability and scale-up statewide

Institutional Commitment to Equity and Data-Driven Changes

The Equity Leads worked with many schools implementing CEPIP activities. The success of site-based transformation depends on stakeholders' involvement and evidence-based practice.

To build equity capacity, schools must build consensus for stakeholders to commit to equity and to use data to drive, learn, and manage changes. Those schools that committed themselves to equity are likely supported by stakeholders who are committed to equity work and embrace changes. Institutional changes must be accompanied by behavioral changes among individuals. These behavioral changes impact teaching and learning at the classroom level. These behavioral changes also modify adult-student relationships in the hallways, cafeteria, and playground as well as in classrooms that support students' academic and social-emotional learning. These changes produce the data to guide further improvement. Through institutional data inquiry (equity audits), reflection, and learning, educators can prompt sustainable transformations towards more equitable and inclusive schools.

Teaching Diversity and Inclusion in our Schools

One of the CEPIP outcomes is the improvement of adult-student relationships in CEPIP schools. These improved relationships are built upon stakeholders' understanding of systemic bias and implicit biases that exist among all of us. Yes, good people who are devoted to education equity may also have hidden biases. It is critical to recognize that hidden biases and blind spots may impair our thinking and judgment (Banaji & Greenwald, 2013). Through the study of human psychological and behavioral science, we can understand our own biases and blind spots to raise the consciousness of fighting biases.

Schools can achieve fewer biases through teaching diversity and inclusion to adults and students. Embracing diversity and establishing protocols for inclusion can foster a culture that allows members of different colors, incomes, brains, bodies, religions, and languages to be true to themselves, find a purpose for themselves in school, and be supported by their teachers and peers.

As we confront the recent hate, bigotry, and racism rising in the communities across the state and nation amid the COVID-19 pandemic and the widening gap between rich and poor, we must channel our efforts to teaching diversity and inclusion in schools. As reported by the CEPIP evaluation study conducted by WEEAC, schools that embraced diversity and inclusion in building relationships reported higher ratings in student representation and better adult-student relationships.

Supporting Targeted Student Groups with a Focus on Intersectionality: African American Students, English Learners, and Students with Disabilities

The CEPIP Equity Leads chose three student groups to tackle equity with their partnering schools and LEAs: African American students, English learners, and students with disabilities. The student groups represent the majority of student populations in the schools the CEPIP served. According to Equity Leads' reports, CEPIP improved students' achievement on CAASPP ELA assessments in 2019 in general and the performance of students with disabilities in particular. CEPIP reduced suspension rates in 2019, which is disproportionately represented by African American students, English learners, and students with disabilities.

In today's California schools, each of these three groups faces unique challenges in academic, social, and emotional learning. Yet, the intersectionality of these groups poses more challenges for social scientists to analyze and for educators to understand the underlying barriers that these students face (Bright, Malinsky, & Thompson, 2016).

In response to this challenge and legislative requirement, the CDE developed the California Practitioners' Guide for Educating English Learners with Disabilities (CDE, 2019c). We call for continued efforts at the policy level, as well as at the LEA and school levels, to align resources, coordinate services, and build equity performance and improved capacity to support these student groups with a focus on their intersectionality.

Encourage the use of an Equity Lens in LEA and School-Level Planning

In order to effectively level the playing field for disadvantaged student groups, LEAs and schools must commit to using their resources to build equity capacity and improve systemic fairness. This report recommends LEAs, school leaders, and stakeholders to use an equity lens when developing their LCAPs and SPSAs. The CEPIP Equity Leads assisted a number of their partnering districts and schools in the use of data from their CEPIP activities in planning their LCAPs and SPSAs. We encourage education leaders and stakeholders to use an equity lens when evaluating data, determining actions, and allocating funding in planning their education programs. In doing so, this will provide the

support that each and every student needs in order to achieve academic, social, and educational success, and therefore, close the achievement gap.

CEPIP Sustainability and Scale-Up Statewide

The CEPIP and the equity work led by San Diego and Santa Clara Equity Leads are part of a larger effort to improve California schools. Immediately after the CEPIP entered its operation in 2018, it was integrated into 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. Although California has invested resources and efforts in education equity, the CEPIP is the first program funded through the state general fund aimed at building equity performance and improve capacity in schools, districts, COEs, charter schools, and the CDE. The one-time \$2.5 million funded two Equity Leads over two school years.

In the past two years, hundreds of educators serving tens of thousands of students experienced equity inquiry, reflection, learning, implementing, and managing changes by participating in CEPIP activities. Working with partnering schools and LEAs, each Equity Lead has built an equity infrastructure that can be scaled up statewide. Beyond the 2020 grant cycle, the San Diego Equity Lead's continuous improvement process model has the potential to be expanded to more schools with a large enrollment of African American and English learner students. In addition, more educators can utilize Santa Clara Equity Lead's online equity learning modules, professional learning institutes, and coaching that has been developed since the implementation of the CEPIP. The Santa Clara Equity Lead produced the W2EPB, which is a comprehensive navigation tool that supports schools and LEAs in identifying equity needs in their systems and taking action.

Although the funding of the CEPIP ended on September 30, 2020, the Equity Leads have built the capacity for equity within their partnering LEAs and schools. They tested, implemented, and revised their equity plans and developed the resources ready to be shared and scaled up statewide to assist LEAs and their schools to meet the needs of each and every student served. Their experiments, learning, and practice with a focus on building capacity to sustain improvement and effectively address inequities in student learning opportunities and outcomes are valuable for the state to share with LEAs and schools.

There is clearly a compelling need to expand the equity work to all California schools. We recommend LEAs and schools that are committed to building equity capacity contact the San Diego and Santa Clara Equity Leads to bring equity work into their local schools and districts. In addition, we recommend LEAs access and utilize the plethora of resources, trainings, and guidance documents developed by our Equity Leads. The state should consider funding additional pilot programs, which would allow grantees to engage in innovative experiments seeking the right changes to make a real difference in promoting educational equity.

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