**California Department of Education
California Collaborative for Educational Excellence**

# Equity LeadsREQUEST FOR APPLICATIONS INSTRUCTIONS



**Application Due Date: June 5, 2024**

California Department of Education

Student Achievement and Support Division

System of Support Office

1430 N Street, Suite 6208

Sacramento, CA 95814-5901

This page was intentionally left blank to facilitate double-sided printing.

**Table of Contents**

[Equity Leads REQUEST FOR APPLICATIONS INSTRUCTIONS 1](#_Toc162021430)

[I. OVERVIEW 5](#_Toc162021431)

[A. Background and Goals 5](#_Toc162021432)

[B. Required Capacities 6](#_Toc162021433)

[C. Eligibility Requirements 7](#_Toc162021434)

[II. Accountability 7](#_Toc162021435)

[A. Reporting Requirements 7](#_Toc162021436)

[B. Program Deliverables 8](#_Toc162021437)

[C. Allowable Activities and Costs 10](#_Toc162021438)

[D. Assurances 10](#_Toc162021439)

[E. Administrative Indirect Cost Rate 10](#_Toc162021440)

[III. Application Procedures and Process 11](#_Toc162021441)

[A. Application Timeline 11](#_Toc162021442)

[B. Application Process 11](#_Toc162021443)

[C. Application Review 12](#_Toc162021444)

[D. Questions and Contact Information 12](#_Toc162021445)

[E. Appeals Process 13](#_Toc162021446)

[Form A: Applicant Information and Certification 14](#_Toc162021447)

[Form B: Application Checklist 16](#_Toc162021448)

[Form C: Prompts—Description of Experience and Capacity of the Consortium 17](#_Toc162021449)

[APPENDIX A: Scoring Rubric 1](#_Toc162021450)

[1. Quality and Completeness (10 points) A-1](#_Toc162021451)

[2. Collaboration (20 points) A-2](#_Toc162021452)

[3. Local Control and Accountability Plan Philosophy and Approach (30 points) A-4](#_Toc162021453)

[4. Addressing racial disparities in educational opportunities and outcomes (30 points) A-7](#_Toc162021454)

[5. Proposed Partnerships (10 points) A-8](#_Toc162021455)

[APPENDIX B—California *Education Code 52073.5* B-1](#_Toc162021456)

## OVERVIEW

The California Department of Education (CDE) and California Collaborative for Educational Excellence (CCEE) invite interested local educational agencies (LEAs) (e.g., county offices of education [COEs] or school districts) and consortia of LEAs to apply to be named as an Equity Lead. The selected Equity Leads are encouraged to carry out their work in partnership with institutions of higher education, nonprofit educational service providers, or community-based organizations.

Note: The Equity Leads grant competition that closed on January 25, 2024, did not result in the identification of final awardees. Therefore, this Request for Applications (RFA) has been updated and reissued.

### Background and Goals

The Equity Leads were established in 2023 under Senate Bill 114, Section 79 (Chapter 48 of the Statutes of 2023) as a key lead initiative in California’s Statewide System of Support (System of Support), with a $2 million annual investment. The legislative efforts of Dr. Shirley Weber and Dr. Akilah Weber to address disparities in opportunities and outcomes for African American students served as the catalyst for the creation of the new Leads and accompanying investments.

See the following news releases for background, e.g.,

* Statement on Governor Newsom’s January Budget Allocating $300 million Equity Multiplier for K-12 Students:
<https://a79.asmdc.org/press-releases/20230110-statement-governor-newsoms-january-budget-allocating-300-million-equity>,
* Dr. Akilah Weber Affirms Strong Support for Governor Newsom’s Proposed Improvements to K-12 Accountability System and $300 Million “Equity Multiplier” Proposal:
<https://a79.asmdc.org/press-releases/20230410-dr-akilah-weber-affirms-strong-support-governor-newsoms-proposed>
* California Legislative Black Causcus Applauds Governor Newsom’s Transformative Education Equity Investments in May Revision:
<https://blackcaucus.legislature.ca.gov/news/california-legislative-black-caucus-applauds-governor-newsoms-transformative-education-equity>

The Equity Leads are tasked with the following responsibilities:

1. Partnering with the LEAs, prioritizing those with schools receiving Local Control Funding Formula (LCFF) Equity Multiplier funding, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.
2. Supporting the work of LEAs, prioritizing those with schools receiving LCFF Equity Multiplier funding, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.
3. Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving LCFF Equity Multiplier funding.
4. Monitoring the impact of the implementation of local control and accountability plan (LCAP) goals for LCFF Equity Multiplier Schools and reporting on the best practices developed and outcomes.

The CDE and CCEE will select between two and four Equity Leads, with approval from the Executive Director of the State Board of Education (SBE), by July 1, 2024. The grant period begins July 1, 2024, and ends June 30, 2029.

### Required Capacities

The Equity Leads selected for this work must demonstrate the willingness and capacity to do all the following:

1. Work collaboratively with the CCEE, CDE, and other lead agencies in the system of support to advance the purpose of the System of Support outlined below.
	1. The purpose of the System of Support is to build the capacity of the LEAs to do the following: support the continuous improvement of pupil performance within the state priorities, address the gaps in achievement between student groups, and improve outreach and collaboration with educational partners to ensure that the goals, actions, and services as described below in the LCAP reflects the needs of pupils and the community, especially for historically underrepresented or low-achieving populations.
2. Partner with other subject matter experts across the state, including, but not limited to, the Community Engagement Initiative, 21st Century California School Leadership Academy, California Community Schools Partnership Program Regional Technical Assistance Center, Local Literacy Lead Agencies, and System of Support for Expanded Learning.
3. Develop and disseminate resources on effective practices for analyzing programs, identifying barriers and opportunities, and implementing actions and services to meet the identified needs of all pupils, including by addressing racial disparities.
4. Understand the LCAP and how to use the LCAP for strategic planning, including, but not limited to, by:
* Identifying and analyzing available and relevant data to understand pupil needs and helping practitioners, educators, and interest holders understand the data.
* Assisting practitioners in implementing and monitoring changes to practice to meet the needs of all pupils, including by addressing racial disparities in opportunities and outcomes and aligning to the technical assistance provided to LEAs known as differentiated assistance.
* Including diverse and underrepresented pupils, families, and communities in decision-making processes in school settings.
1. Understand the history of racial inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, and how it currently impacts pupils in California.

### Eligibility Requirements

The application may be submitted by an LEA on behalf of itself or on behalf of a consortium of LEAs. An LEA applying on behalf of itself or on behalf of a consortium of LEAs may carry out their work in partnership with institutions of higher education, nonprofit educational service providers, or community-based organizations that demonstrate the capacity to meet statutory goals and responsibilities outlined herein.

## Accountability

### Reporting Requirements

The selected Equity Leads will be part of continuing collaboration amongst the System of Support Lead Agencies, the CDE, and the CCEE. Specifically, the CDE and CCEE are charged with coordinating the activities of the System of Support to provide coherent and effective support to LEAs.

The Equity Leads shall complete the following:

1. A Collective Annual Plan that outlines the work and goals aligned with the four responsibilities from *Education Code* (*EC*) section 52073.5 outlined below by September 1 of each year.
	1. Partnering with the LEAs, prioritizing those with schools receiving LCFF Equity Multiplier funding pursuant to Section 42238.024, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.
	2. Supporting the work of LEAs, prioritizing those with schools receiving LCFF Equity Multiplier funding pursuant to Section 42238.024, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.
	3. Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving LCFF Equity Multiplier funding pursuant to Section 42238.024.
	4. Monitoring the impact of the implementation of local control and accountability plan goals pursuant to paragraph (7) of subdivision (e) of Section 52064, and reporting on the best practices developed and outcomes.
2. Data requested by CDE and CCEE in support of any external evaluation, as applicable;
3. Annual year-end reports as specified in the Program Deliverables section below;
4. Mid-year progress check-in with CDE and CCEE and a progress report;
5. Budgets and Expenditure reports; and
6. Other reports as requested by the CDE and CCEE.

### Program Deliverables

The selected Equity Leads will jointly deliver the following to the CDE and CCEE:

1. An annual report that identifies the LEAs and schools that have been supported by the grant and a high-level overview of the work completed and underway at each location, aligned with the four responsibilities from *EC* section 52073.5 outlined below. These reports must be completed annually and no later than six weeks after the conclusion of the fiscal year.
	1. Partnering with the LEAs, prioritizing those with schools receiving LCFF Equity Multiplier funding pursuant to Section 42238.024, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.
	2. Supporting the work of LEAs, prioritizing those with schools receiving LCFF Equity Multiplier funding pursuant to Section 42238.024, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.
	3. Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with LEAs, prioritizing those receiving LCFF Equity Multiplier funding pursuant to Section 42238.024.
	4. Monitoring the impact of the implementation of LCAP goals pursuant to paragraph (7) of subdivision (e) of Section 52064 and reporting on the best practices developed and outcomes.
2. A Guide for LEA and school site leaders that:
	1. Summarizes best practices and strategies for implementation to address racial disparities in educational opportunities and outcomes, including, for example, for African American students, and positive outcomes through the LCAP process.
	2. Names barriers to implementation of best practices for addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, identified in the course of providing support to LEAs and schools and provides recommendations on how to address those barriers at multiple levels.
	3. Includes a community facing summary.
	4. Is completed no later than three months after the conclusion of the grant period.

In addition, the selected Equity Leads are required to participate in all System of Support meetings which occur two to four times per year.

### Allowable Activities and Costs

Equity Leads will develop and submit annual budgets. The proposed use of grant funds will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and objectives outlined in Section I.

### Assurances

Assurances, certifications, terms, and conditions are requirements of applicants and lead agencies as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

In addition to complying with all terms, conditions and requirements specified in this RFA, the selected Equity Leads must also abide by the current “General Assurances and Certifications” on the CDE Funding Forms web page located at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>. Applicants do not need to sign and return the General Assurances and Certification with the application; instead, they must download them and keep them on file to be available for compliance reviews, complaint investigations, or audits.

The Equity Lead Assurances are required to be signed and submitted as part of the Grant Award Notification, which will include responsibilities, reporting requirements, and deliverables. If an Equity Lead fails to submit required reports, program activities are not completed, or there is a lack of participation in meetings, funding for the Equity Lead could be reduced.

### Administrative Indirect Cost Rate

The selected Equity Leads must limit total administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are spent. Any other entity providing services in partnership with an Equity Lead that are properly paid through the grant shall not be entitled to an administrative indirect cost rate greater than the rate approved by the CDE for the Equity Lead’s lead LEA.

For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>.

## Application Procedures and Process

The process for the selection of the Equity Leads is a multistep process that will consist of the following:

1. Application (Forms A, B, and C): All interested LEAs or consortia meeting the eligibility requirements are required to develop and submit an initial application package per the requirements of Form B.
2. Presentation to demonstrate the ability to meet the goals and responsibilities of Equity Leads.
3. Interview

### Application Timeline

| **Activity** | **Due Date** |
| --- | --- |
| Expected RFA Release Date | May 3, 2024 |
| Questions for RFA Questions and Answers (Q&As) must be submitted | May 7, 2024 |
| Answers for RFA Q&As will be posted  | May 10, 2024 |
| Applications Due  | June 5, 2024 |
| Applicant Presentations (via Zoom) | June 17, 2024 |
| Finalist Interviews (Via Zoom) | June 20, 2024 |
| Announce Initiative Lead Agencies | July 1, 2024 |
| Appeals received at the CDE | July 15, 2024 |
| The Initiative Begins | August 1, 2024 |

### Application Process

Email all application components listed on Form B: Application Checklist as attachments no later than June 5, 2024, to CASystemofSupport@cde.ca.gov with “Equity Leads Application” in the subject line.

### Application Review

All applications will be reviewed for completeness and quality (up to 10 points), the applicant's experience collaborating within the System of Support (up to 20 points), the agency's LCAP philosophy and practices (up to 30 points), a demonstrated history of addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, (up to 30 points) and proposed partnerships (up to 10 points). This evaluation will be conducted by CDE, CCEE and SBE staff. Each application will be read and scored by a minimum of two reviewers. The application review process will occur in early June 2024. Applications will be randomly assigned to readers lacking conflicts of interest. Readers will base their scores on the degree to which an applicant provides evidence that it meets the RFA eligibility and experience requirements. Readers will independently evaluate and score the applications using the Scoring Rubric (see Appendix A), and the two scores will then be averaged to determine a final score.

The applicants with the five highest scores will be invited to deliver a presentation to a panel consisting of representatives of the CDE, CCEE, and SBE to demonstrate their ability to meet the goals and responsibilities of the Equity Lead. Applicants with a passing score from the presentation stage will be invited to a final interview. The rubric for presentations will be provided with the invitation to present.

### Questions and Contact Information

Prior to submitting questions to the CDE, Student Achievement and Support Division, please ensure that you have:

1. Read the RFA in its entirety.
2. Reviewed the Q&As located on the CDE web page

[https://www.cde.ca.gov/fg/fo/r16/equityleadsrfa2.asp](https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp).

1. Viewed the RFA – Equity Leads Webinar posted on the CDE web page [https://www.cde.ca.gov/fg/fo/r16/equityleadsrfa2.asp](https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp%22%20%5Co%20%22The%20Equity%20Leads%20Request%20for%20Application%20web%20page.%20).

All questions and correspondence should be submitted by email through the System of Support Helpdesk at CASystemofSupport@cde.ca.gov using “Equity Lead RFA” in the subject line.

NOTE: All questions regarding the RFA and related requirements need to be submitted by 5 p.m. on Tuesday, May 7, 2024. All submitted supplemental questions with answers will be posted as part of the Q&As located on the CDE web page at [https://www.cde.ca.gov/fg/fo/r16/equityleadsrfa2.asp](https://www.cde.ca.gov/fg/fo/r16/equityleadrfa.asp) on Friday, May 10, 2024.

E. Appeals Process

Applicants who wish to appeal a grant award decision must submit a Letter of Appeal to:

Equity Lead Application Appeals

California Department of Education

Student Achievement and Support Division

System of Support Office

1430 N Street, Suite 6208

Sacramento, CA 95814-5901

The CDE must **receive** the Letter of Appeal, with an authorized signature, no later than 5 p.m. on July 15, 2024. Fax or letters submitted via email will not be accepted.

**Appeals are limited to the grounds that the CDE’s action(s) violate(s) a state or federal statute or regulation.** Mere disagreement with scoring and/or judgment is not a basis for appeal, and the professional judgment of the reviewers will not be considered on appeal absent a showing that the CDE and/or CCEE violated a state or federal statute or regulation. An Applicant may be represented by counsel.

**The CDE must receive the Letter of Appeal** **within 30 calendar days of the email notification of disqualification or the Intent to Award announcement posted on the CDE web page. Postmarks will be honored. Emailed letters of appeal will not be accepted.**

The letter of appeal shall include the following:

1. A clear and concise statement of the action being appealed;
2. The legal authority (statute and/or regulation) relied upon for the appeal position;
3. The specific evidence being submitted to support the appeal; and
4. The specific remedy sought.

## Form A: Applicant Information and Certification

**Section 1—Applicant Information**

Name of Lead LEA: [Insert Organization Name]

Contact Name: [Insert Lead Designee Name]

Contact Title: [Insert Lead Designee Professional Title]

Address: [Insert Lead Designee Address]

City, State, Zip Code: [Insert Lead Designee City, State, Zip Code]

Telephone Number: [Insert Lead Designee Telephone Number]

Email Address: [Insert Lead Designee Email Address]

Name of LEA Consortium Partner #1 (if applicable): [Insert Organization Name]

Contact Name: [Insert Co-lead Designee Name]

Contact Title: [Insert Co-lead Contract Designee Professional Title]

Address: [Insert Co-lead Designee Address]

City, State, Zip Code: [Insert Co-lead Designee City, State, Zip Code]

Telephone Number: [Insert Co-lead Designee Telephone Number]

Email Address: [Insert Co-lead Designee Email Address]

Name of Consortium Partner #2: [Insert Organization Name]

Contact Name: [Insert Co-lead Designee Name]

Contact Title: [Insert Co-lead Designee Professional Title]

Address: [Insert Co-lead Designee Address]

City, State, Zip Code: [Insert Co-lead Designee City, State, Zip Code]

Telephone Number: [Insert Co-lead Designee Telephone Number]

Email Address: [Insert Co-lead Designee Email Address]

**Section 2—Applicant and Consortium Member Certification**

Each member of the Equity Lead consortium must have read, acknowledged, and agreed to all the grant terms and conditions stated in the RFA. By having its Superintendent, Executive Director, Chief Executive Officer, or other authorized representative sign below, each of the Equity Lead consortium members hereby certify that it has read, acknowledged, and agrees to all such terms and conditions and that it is committed to participating in the consortium under such terms and conditions.

LEA Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Consortium Partner Agency #1 Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

Consortium Partner Agency #2 Designee Signature and Date (Digital Signature Accepted):

 [Insert Signature and Date]

## Form B: Application Checklist

All interested applicants meeting the eligibility requirements are required to develop and submit an initial application package with the following.

1. Letter of Interest
2. Resumes of key personnel
3. Form A: Application Information and Certification
	* Section 1—Name and Contact Information of Applicant and Consortium Members
	* Section 2—Applicant Consortium Member Certification
4. From B: Application Checklist (Signed and Dated)
5. Form C: Prompts—Description of Experience and Capacity of the Consortium
	* Supporting Documentation (not to exceed 10 pages)

Sign below indicating that the application for the Equity Lead Request for Proposals is being submitted with all required elements per the Application Checklist above.

Lead LEA Designee Signature and Date (Digital Signature Accepted):

[Insert Signature and Date]

## Form C: Prompts—Description of Experience and Capacity of the Consortium

Please respond to the prompts below to describe the applicant’s experience and capacity to serve as a System of Support Equity Lead using Arial 12-point font, 1-inch margins, and not exceed five pages. Supporting documentation should not exceed 10 pages and may contain links to web pages or other resources to be considered.

1. Quality and Completeness—The application package included all required elements: Letter of interest, resumes, Form A, and signatures.
2. Collaboration:
	1. Using one or two specific and concrete examples, describe how you have used cross-agency collaboration to address student needs, which may include but is not limited to state educational agencies, system of support lead agencies, subject matter experts, and community-based organizations.
	2. In your response, speak to the impact of the collaboration on addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students.
3. Local Control and Accountability Plan:
	1. Describe your LEA’s philosophy on using the LCAP to advance equity, including, but not limited to, your LEA’s focus on addressing racial and disparities in opportunities and outcomes through your LCAP, including, for example, for African American students. As part of this response, provide a link to your most recent LCAP and, if applicable, the LCAPs for which you have approval responsibility.
	2. Describe your LEA’s educational partner engagement process to develop the LCAP, including any strategies used to meaningfully include diverse and underrepresented students, families, and communities in decision-making processes, and, if applicable, any training your LEA provides on educational partner engagement.
	3. Describe your improvement process, including use of the Dashboard and other local data, connection to planning in the LCAP, and progress toward improving student outcomes including one or two specific and concrete examples, including work done as part of Differentiated Assistance if applicable.
4. Addressing racial disparities in educational opportunities and outcomes:

The history of racial inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, that have deep and systemic impacts on California students.

* 1. Articulate at least one historical policy or practice that has had a negative impact on historically marginalized students in your community and describe the impact.
	2. What has your LEA done to address this impact and how do you know your work is addressing the impact of the policy or practice outlined above?
1. Proposed Partnerships:
	1. Do you plan to work with a community partner, such as a Community-Based Organization, to carry out the work of the Equity Leads? If so, please describe the work of this partner, including their work to address racial disparities in educational opportunities and outcomes, including, for example, African American students. Include supporting documentation of any formal agreements, and/or letter(s) of support that demonstrates high levels of cooperation, commitment, coordination, and formal relationships between the partners.

**APPENDIX A: Scoring Rubric**

**1. Quality and Completeness (10 points)**

| **Complete** **(10 points)** | **Incomplete** **(0 points)** |
| --- | --- |
| Application package **included all required elements**: Letter of interest, resumes, Form A, and signatures. | Application package **did not include one or more of the required elements**.  |

**2. Collaboration (20 points)**

| **OUTSTANDING/EXCEEDS EXPECTATIONS (8-10 points)** | **STRONG/MEETS EXPECTATIONS(6-7 points)** | **GOOD/APPROACHES EXPECTATIONS(4-5 points)** | **MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)** |
| --- | --- | --- | --- |
| 1. The description **thoroughly** and **convincingly** demonstrates the LEA’s understanding of the importance of collaboration in addressing student needs. Provides **two specific, concrete, and well-articulated** examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.
 | 1. The description **clearly** demonstrates the LEA’s understanding of the importance of collaboration in addressing student needs. Provides **one to two specific, concrete, and well-articulated** examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.
 | 1. The description **adequately** demonstrates the LEA’s understanding of the importance of collaboration in addressing student needs. Provides **one specific, concrete, and well-articulated** example of collaboration across the System of Support including the collaborative process and the roles of agencies involved.
 | 1. The description **does not** demonstrate the LEA’s understanding of the importance of collaboration in addressing student needs. **Fails to** provide examples of collaboration across the System of Support including the collaborative process and the roles of agencies involved.
 |
| 1. Clearly outlines the positive impact on students as evidenced by **improved outcomes** or **capacity building** as a result of the collaboration.
 | 1. Clearly outlines the positive impact on students as evidenced by **improved outcomes** or **capacity building** as a result of the collaboration.
 | 1. Sufficiently outlines the positive impact on students as evidenced by **improved outcomes** or **capacity building** as a result of the collaboration.
 | 1. **Does not** sufficiently outline the positive impact on students as evidenced by **improved outcomes** or **capacity building** as a result of the collaboration.
 |

1. **Local Control and Accountability Plan Philosophy and Approach (30 points)**

| **OUTSTANDING/EXCEEDS EXPECTATIONS (8-10 points)** | **STRONG/MEETS EXPECTATIONS(6-7 points)** | **GOOD/APPROACHES EXPECTATIONS(4-5 points)** | **MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)** |
| --- | --- | --- | --- |
| 1. The LEA’s philosophy regarding the LCAP is **clear, insightful**, and demonstrates **effective approaches** to address racial disparities in opportunities and outcomes. The philosophy is **thoroughly** **evidenced in the LEAs most recent LCAP** and the LCAPs approved by the agency.
 | 1. The LEA’s philosophy regarding the LCAP is **clear** and demonstrates **effective approaches** to address racial disparities in opportunities and outcomes. The philosophy is **clearly evidenced in the LEAs most recent LCAP** and the LCAPs approved by the agency.
 | 1. The LEA’s philosophy is **adequate** regarding the LCAP and demonstrates some approaches to address racial disparities in opportunities and outcomes. The philosophy is **somewhat evidenced in the LEAs most recent LCAP** and the LCAPs approved by the agency.
 | 1. The LEA **lacks** a sound philosophy regarding the LCAP and there are **no stated** approaches to address racial disparities in opportunities and outcomes.
 |
| 1. A **detailed** **and inclusive** educational partner engagement process that includes **effective engagement strategies** and is **evidenced** by the most recent LCAP.
 | 1. A **clear** educational partner engagement process that includes **effective engagement strategies evidenced** by the most recent LCAP.
 | 1. A **sufficient** educational partner engagement process that includes **engagement strategies** evidenced by the most recent LCAP.
 | 1. The LEA **lacks** an educational partner engagement process that includes engagement strategies evidenced in the most recent LCAP.
 |
| 1. A **comprehensive** description of a systematic approach to continuous improvement detailing **specific strategies** used. **Explicitly** details how the Dashboard and other local data **drive** the improvement process. **Clearly connects** the improvement process to planning in the LCAP and **provides two** concrete examples of progress towards improving student outcomes.
 | 1. A **clear** description of a systematic approach to continuous improvement detailing **specific strategies** used. **Clearly** describes how the Dashboard and other local data **drive** the improvement process. **Connects** the improvement process to planning in the LCAP and **provides one to two** concrete examples of progress towards improving student outcomes.
 | 1. An **adequate** description of a systematic approach to continuous improvement including **strategies** used. **Sufficiently describes** how the Dashboard and other local data drive the improvement process. May or may not **connect** the improvement process to planning in the LCAP and **provides one** concrete example of progress towards improving student outcomes.
 | 1. **Lacks** a description of a systematic approach to continuous improvement describing **strategies** used. **Fails to** describe how the Dashboard and other local data drive the improvement process. **Does not connect** the improvement process to planning in the LCAP and **does not provide any** examples of progress towards improving student outcomes.
 |

1. **Addressing racial disparities in educational opportunities and outcomes (30 points)**

| **OUTSTANDING/EXCEEDS EXPECTATIONS (11.5–15 points)** | **STRONG/MEETS EXPECTATIONS(7.75–11.25 points)** | **GOOD/APPROACHES EXPECTATIONS(4–7.5 points)** | **MINIMAL/DOES NOT MEET EXPECTATIONS (0–3.75 points)** |
| --- | --- | --- | --- |
| 1. Provides **a comprehensive** and **detailed** description of at least one historical policy or practice that negatively impacted historically marginalized students in the community, **including** its systemic effects.
 | 1. **Provides a clear** description of a historical policy or practice that negatively impacted historically marginalized students in the community, **including** its systemic effects.
 | 1. Provides an **adequate** description of a historical policy or practice that negatively impacted historically marginalized students in the community and may or may not **include** its systemic effects.
 | 1. **Lacks** a description of a historical policy or practice that negatively impacted historically marginalized students in the community and **does not include** its systemic effects.
 |
| 1. Clearly articulates **specific actions** the LEA has taken to address the negative impact on historically marginalized students in the community and provides a **detailed description** of how the LEA understands their work to be addressing the impact, showing a deep commitment to addressing historical inequities.
 | 1. Articulates **actions** the LEA has taken to address the negative impact on historically marginalized students in the community and includes a **basic description** of how the LEA understands their work to be addressing the impact, showing a commitment to addressing historical inequities.
 | 1. Articulates **some efforts** the LEA has taken to address the negative impact on historically marginalized students in the community and includes **some description** of how the LEA understands their work to be addressing the negative impact, showing some commitment addressing historical inequities.
 | 1. **Does not** identify actions the LEA has taken to address the negative impact on historically marginalized to show a commitment to addressing historical inequities.
 |

1. **Proposed Partnerships (10 points)**

| **OUTSTANDING/EXCEEDS EXPECTATIONS (8-10 points)** | **STRONG/MEETS EXPECTATIONS(6-7 points)** | **GOOD/APPROACHES EXPECTATIONS(4-5 points)** | **MINIMAL/DOES NOT MEET EXPECTATIONS (0–3 points)** |
| --- | --- | --- | --- |
| 1. The description **thoroughly** and **convincingly** demonstrates intentions to partner with a community-based organization(s) that exhibits strong cooperation and coordination. The community-based organizations’ work includes a **strong** focus on addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, as evidenced by supporting documentation.
 | 1. The description **clearly** demonstrates intentions to partner with at least one community-based organization that exhibits cooperation and coordination. The community-based organizations’ work includes a **clear** focus on addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, as evidenced by supporting documentation.
 | 1. The description **adequately** demonstrates intentions to partner with a community-based organization that exhibits cooperation and coordination. The community-based organizations’ work includes **some** focus on addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, as evidenced by supporting documentation.
 | A. The description **fails to** demonstrate intentions to partner with community-based organization(s) that exhibit cooperation, coordination. The community-based organizations’ work **does not** focus on addressing racial disparities in educational opportunities and outcomes, including, for example, for African American students, as evidenced by supporting documentation. |

## APPENDIX B—California *Education Code 52073.5*

52073.5.

(a) (1) By March 1, 2024, the California Collaborative for Educational Excellence and the department shall select, subject to approval by the executive director of the state board and as a result of a competitive process, local educational agencies, or a consortium of local educational agencies, to serve as Equity Leads within the system of support to conduct the activities required pursuant to this section.

(2) The competitive process to select the Equity Leads shall ensure that no fewer than two Equity Leads and no more than four Equity Leads are selected in a manner that provides for statewide coverage. The Equity Leads shall be selected for a term not to exceed five years.

(3) Notwithstanding the deadline established pursuant to paragraph (1), if the competitive selection process administered pursuant to paragraphs (1) and (2) yields fewer than six applicants, the California Collaborative for Educational Excellence and the department shall reestablish a new competitive process, subject to all other requirements of this subdivision, to solicit a larger pool of applicants.

(b) The Equity Leads selected pursuant to subdivision (a) shall demonstrate a willingness and capacity to do all of the following:

(1) Work collaboratively with the California Collaborative for Educational Excellence, the department, and other lead agencies in the system of support to advance the purpose of the statewide system of support specified in subdivision (b) of Section 52059.5.

(2) Partner with other subject matter experts across the state, including, but not limited to, the Community Engagement Initiative, 21st Century California School Leadership Academy, California Community Schools Partnership Program Regional Technical Assistance Center, Local Literacy Lead Agencies, and Statewide System of Support for Expanded Learning.

(3) Develop and disseminate resources on effective practices for analyzing programs, identifying barriers and opportunities, and implementing actions and services to meet the identified needs of all pupils, including by addressing racial disparities.

(4) Understand the local control and accountability plan and how to use the local control and accountability plan for strategic planning, including, but not limited to, by:

(A) Identifying and analyzing available and relevant data to understand pupil needs and helping practitioners, educators, and interest holders understand the data.

(B) Assisting practitioners in implementing and monitoring changes to practice to meet the needs of all pupils, including by addressing racial disparities in opportunities and outcomes and aligning to the technical assistance provided pursuant to Sections 47607.3, 52071, 52071.5, 52072, and 52072.5.

(C) Including diverse and underrepresented pupils, families, and communities in decision making processes in school settings.

(5) Understanding the history of racial inequities in California, including, but not limited to, past policies related to segregation, immigration, education, and public safety and incarceration, and how it currently impacts pupils in California.

(c) The Equity Leads shall have all of the following responsibilities:

(1) Partnering with the local educational agencies, prioritizing those with schools receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024, to analyze programs, identify barriers and opportunities, and implement actions and services to meet the identified needs of all pupils, including by addressing racial disparities. This shall include enhancing and expanding existing work in these areas.

(2) Supporting the work of local educational agencies, prioritizing those with schools receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024, in developing and implementing programs and supports that address racial disparities in opportunities and academic outcomes.

(3) Identifying existing resources, including support for educator preparation; recruitment, retention, and professional development activities; instructional coaching; and other efforts currently available to address disparities, including racial disparities, in pupil outcomes, and sharing these resources with local educational agencies, prioritizing those receiving Local Control Funding Formula Equity Multiplier funding pursuant to Section 42238.024.

(4) Monitoring the impact of the implementation of local control and accountability plan goals pursuant to paragraph (7) of subdivision (e) of Section 52064, and reporting on the best practices developed and outcomes.

(d) Commencing with the 2023–24 fiscal year, and for each fiscal year thereafter, the sum of two million dollars ($2,000,000) is hereby appropriated to the department from the General Fund to be awarded to local educational agencies serving as Equity Leads pursuant to this section.

(e) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (d) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the fiscal year for which the appropriation is made, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the fiscal year for which the appropriation is made.

Posted April 29, 2024