



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
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TEACHFORAMERICA | California



EdLoC
Education Leaders of Color



December 8, 2022

The Honorable Gavin Newsom
Governor, State of California
1021 O Street, Suite 9000
Sacramento, CA 95814

The Honorable Nancy Skinner
Budget Chair, California State Senate
1021 O Street, Suite 8630
Sacramento, CA 95814

The Honorable Toni Atkins
President pro Tempore, California State Senate
1021 O Street, Suite 8518
Sacramento, CA 95814

The Honorable Philip Ting
Budget Chair, California State Assembly
1021 O Street, Suite 8230
Sacramento, CA 95814

The Honorable Anthony Rendon
Speaker, California State Assembly
1021 O Street, Suite 8330
Sacramento, CA 95814

The Honorable Tony Thurmond
State Superintendent of Public Instruction
1430 N Street, Suite 5000
Sacramento, CA 95814

RE: 2023-24 Budget Proposal to Create Diverse Leadership Professional Development Pipelines

As the state emerges from the threat of COVID-19 and the havoc that it wreaked on California's education system, there is both a need and unique opportunity for continued efforts to increase diversity among TK-12 education leaders of color. As a powerful and diverse coalition of education-centered organizations, **we are issuing a statewide call to action to increase diversity of the administrator workforce** with the goals of, (1) creating a pipeline for culturally responsive school leaders, (2) improving school quality and academic achievement for all students (with a focus on students of color), and (3) strengthening workplace culture in schools, thus, increasing retention for education staff of color.

Our coalition appreciates the leadership from the Governor's Administration and the Legislature for existing investments in educator professional development programs and TK-12 workforce development pipelines. However, in order to complete this work, we must ensure that we are intentional about investing not only in our teachers and staff, but also in our school administrators. Research shows that culturally responsive administrators play a key role in recruiting and retaining effective teachers, which, in turn, creates more positive learning environments and improves outcomes for students.¹

In light of this, we respectfully request your consideration of our budget proposal to invest **\$18 million (multi-year disbursement) to develop a funding program that would provide one-time competitive grants to local education agencies** for the following purposes: (1) increase diversity among TK-12 school

¹ [Within Reach: Racially Diverse School Leadership and the K-12 Educator Pipeline in Los Angeles County](#), 2022, Ridley-Kerr, A., Estrada-Miller, J., McGowan-Robinson, L., et. al.

administrators; (2) cultivate culturally responsive TK-12 school administrators; (3) mitigate/remove administrator credentialing costs; (4) promote improved student academic and school climate outcomes; and (5) track and publicly report recruitment and retention data for all TK-12 educators. This funding allocation of \$18 million over 4 years would help a cohort of 300 aspiring administrators attend a culturally responsive administrator credentialing program.

Student Achievement

Despite earnest efforts by state and local leadership, California's TK-12 students of color continue to experience poor educational and school climate outcomes. Black students score at the bottom of every measure on standardized tests and are suspended at higher rates.² Latinx students share high suspension rates and score marginally better, but still do not meet academic accountability standards.² Of even greater concern is the reality that the COVID-19 pandemic has exacerbated these inequities.³

Nevertheless, we believe that there is a promising path towards equity and student success for students of color. Research shows that all TK-12 students in California, particularly students of color, experience better educational outcomes when they are in schools led by leaders of color. A 2019 report on K-12 leaders of color made the following findings:⁴

- On average, all students have higher test results in schools led by leaders of color, especially Black students who perform almost 19.1 points higher in Math when they attended a school with a leader of color.⁴
- On average, all students with a Black or Latinx leader saw significant decreases in suspensions, particularly Black and Latinx high school students.⁴
- On average, students in schools led by educators of color are more prepared for college and career, as evidenced by higher A-G completion rates.⁴

Workforce Development & Teacher Retention

When considering workforce development and effective ways to retain teachers, a recent study examining best practices in retaining a diverse workforce shows that teachers of color tend to stay slightly longer in their school or district when they have an administrator of the same race.¹ For example, in LA County, Black teachers who taught on a campus led by a Black administrator spent 1.45 more years, on average, in their district or charter school than those who taught at a school with a leader of a different race/ethnicity. Based on findings from this study, fostering the following core practices when training culturally responsive leaders is crucial to supporting teachers and students of color: (1) building an intentional school culture with value and purpose; (2) highlighting a clear commitment to equity; (3) setting a clear mission and vision; and (4) elevating teachers by increasing autonomy and collaborative decision-making.

² CDE, 2018.

³ [The State of Higher Education for Latinx and Black Angelenos](#), 2022, Reddy, V., Ramirez, B., Siqueiros, M., and Salman D.

⁴ [Charting the Course to Equity: K-12 Leaders of Color and Student Success](#), 2019, Kress, J., et. al.

Conclusion

In short, school leaders of color matter and are critical levers in creating successful schools. Recruiting and retaining school leaders that are ethnoracially diverse and culturally responsive would contribute to a more just and equitable public school system. Yet in California, leaders of color are grossly underrepresented. While 60% of students in K-12 public schools are Black or Latinx, only 32% of public schools have Black or Latinx administrators⁵ - a percentage that is likely to decline as educators of color across the nation are leaving the profession at much higher rates than their white counterparts.⁶ Moreover, while there are many programs, grants, and funding opportunities, like the [Educator Effectiveness Block Grant](#), that address the need for the recruitment and retention of *teachers* of color, there are few addressing the pipeline for school *leaders* of color.

California should recommit to and double down on resourcing leadership pipelines. To help ensure that California can realize its goal of strengthening a well trained and diverse school leadership pipeline, we must ensure that quality professional development programs have sufficient funding to support the workforce and deliver the high-quality programming that administrators need. **We ask that you fund this effort to support diverse, equity focused leadership in California schools and publicly state the need for future leaders who lead from a culturally responsive lens.** Thank you again for your leadership, your consideration, and your commitment to ensuring California has a strong educator workforce and equitable outcomes for all students.

If we can be of further assistance, please contact the Diversity in Leadership Institute's Government Affairs Representative, Leah Barros at (916) 521-6878 or Leah@LeahBarros.com

In Solidarity,

The Charting the Course to Equity Coalition (CCEC) and Community Partners

cc: Joe Stephenshaw, Director of Finance
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⁵ CDE, 2019.

⁶ [Job-Related Stress Threatens the Teacher Supply](#), 2021, Steiner, E. and Woo, A.