

Board Office Use: Legislative File Info.	
File ID Number	21-2925
Introduction Date	12/1/21
Enactment Number	21-1978
Enactment Date	12/15/2021 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Tara Gard, Chief Talent Officer

Meeting Date December 1, 15, 2021

Subject Educator Effectiveness Block Grant, Education Code 41480

Ask of the Board Provide feedback to the Board of Education regarding the Educator Effectiveness Block Grant Plan. Board feedback will be incorporated for adoption of the Educator Effectiveness Block Grant Plan on December 15, 2021.

Background Education Code 41480, Educator Effectiveness Block Grant was passed to support the professional learning of educators that interact with students, including paraeducators who work with pupils, teachers, administrators, and classified staff that work with pupils. The total amount of the grant is \$9,972,030.00 and can be used during the 2021-2022, 2022-2023, 2023-2024, 2024-2025, and 2025-2026 school years.

Discussion The Educator Effectiveness Block Grant will be utilized to fund Foundational Professional Learning as indicated in the Local Control and Accountability Plan (LCAP) and the strategies indicated within the OUSD Strategic Plan 2021-2024. Foundational Professional Learning includes, but is not limited to the following:

1. Anti-Racist Learning; Standards & Equity Institute;
2. Title IX (Sexual Harrassment); Suicide Prevention
3. Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts;
4. New Teacher Support;
5. Guided Language and Acquisition Design (GLAD);
6. ALLAS;
7. Multi-Tiered Systems of Support (MTSS);
8. Multi-Sensory Instruction;
9. Universal Design for Learning (UDL);
10. Positive Behavior Interventions and Supports (PBIS);
11. Restorative Justice (RJ);
12. Oakland Educator Teacher Framework (OETF); and
13. Leadership Development.

The **Standards and Equity Institute** in June each year is planned for up to 600 teachers, with participating teachers receiving an hourly stipend with benefits. Other summer offerings include sessions on Academic Language and Literacy Acceleration for Secondary, Building a Caring School Community/Social Emotional Learning Institute, Exploring Computer Science, Foundations and Curriculum Planning for Secondary Newcomers, Special Education Paraprofessional Foundations and Teacher Foundations, Student Internship Support Training, and much more. More offerings will take place in August before the opening of school, including a three-day New Teacher Institute.

A focus for summer professional learning and throughout the school year will be on reaching all new teachers and setting up a system to monitor participation. The professional learning is designed by a cross-organizational team rather than having separate professional learning strands developed by individual departments or units. Planning will continue to include offices such as Special Education, English Language Learners and Multilingual Achievement, and the Office of Equity that focus on particular student groups, as well as offices that focus on academic/social emotional curriculum and instruction.

Anti-Racist Learning: Each school year, 100% of staff will be expected to complete the introductory series to Racial Justice, Equity and Healing via the Keenan Safe Schools platform. In this foundational training, staff will be introduced to the legacy of white supremacy and the three layers of systemic bias as a cycle of oppression and reproduction of inequity that can be interrupted and unlearned collectively, individually and systematically. Staff will then be expected to continue their learning at their school sites through school teams and/or through existing professional learning spaces for their job classification, where staff will explore their own proximity to privilege and become conscious of their role in perpetuating and disrupting the three layers of systemic bias. Through ongoing professional learning spaces, staff will practice culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets and nurture empowering narratives of and for our students and families.

New Teacher Support & Development

Initiative Four of OUSD's 2021-2024 Strategic Plan focuses on the development & retention of a diverse and stable staff. We know that teachers in their first five years leave at higher rates than more experienced teachers and that high quality, comprehensive new teacher Induction is a proven strategy that can correct for this harmful trend. In OUSD, roughly 1/3 of our teaching staff is still working to become fully credentialed in the state of California, an estimated 300 of whom are in their first 3 years in the classroom. After working in recent years to successfully develop quality, sustainable new teacher mentoring programs for those working on preliminary credentials, intern credentials, and emergency permits, we are now in a position to supplement the mentoring support with Foundational professional learning that is aligned to focal indicators in the Oakland Effective Teaching Framework (OTF) and effectively differentiated for teachers in their early years. The PD series will include a classroom management and culture-building intensive,

which we know is a common struggle for many new teachers, particularly this year as students navigate the transition back to in-person learning.

We will scale our well-received New Teachers Thrive PD series that is being piloted now in 2021-22 with a group of 30 teachers to up to 75 new teachers in 2022-23 with a steady increase in participation numbers each year through 2025-26. Within the general scope of teachers in years 1-3 of their careers, we will further prioritize participation for our new BIPOC educators, teachers working on emergency permits, and those working at sites with high numbers of new teachers, high teacher turnover, and high concentrations of low-income students, English Language Learners, and Foster Youth. We will work closely with school leaders, new teacher mentors, and our central office colleagues in Academics, Behavioral Health, ELLMA, and Office of Equity to ensure the teachers who need this additional PD most have access and to ensure the content builds on the Foundational Professional Learning offered by their teams.

The Educator Effectiveness Funding will cover the costs for two New Teacher Support & Development TSA positions to ensure the continuation and expansion of our new teacher intensive coaching support at tier 3 focal sites and the development & facilitation of this expanded Foundational professional learning series for new teachers. The funding will provide compensation for new teacher participation in the professional development sessions at the contractual hourly rate. Additionally, the funding will increase the mentoring stipend for those providing support to Intern and Emergency Permit teachers, to ensure the amount is comparable to the stipend for Induction mentoring. This is critical because it increases our investment in our newest and most vulnerable teachers (many of whom are teachers of color) and supports our efforts to recruit and compensate more experienced Black and Brown educators into the mentoring roles.

Professional Development for Assistant Principal

The Professional Development content aligns with the OUSD *LGDS Principal framework* developing our Assistant Principals to be strong OUSD Principals. Mentors will support mentees in their LGDS goals. Our whole group mentor-mentee time together will include a focus on Leadership for Equity, Leadership for Effective Organization & Operations (Fiscal/Talent), and Resilience (Wellness).

Assistant Principal Coaching/Mentoring Program

Expand the existing Principal mentoring program to Assistant Principals to draw upon the talent and expertise of experienced OUSD principals that will help our current Assistant Principals grow into strong OUSD Principals. To provide new principals with the knowledge, skills and courage to become leaders of change who put teaching and learning first in their schools.

The Educator Effectiveness Block Grant will cover the cost of the existing staff who manages professional development and coaching/mentoring for Principals & Assistant Principals. The Grant will also cover the cost of program expenses including materials and supplies.

Classified Staff Growth & Development

Continue and expand the classified professional growth & development program that was launched in 2021, OUSD Academy. OUSD Academy serves classified staff in three cohorts: ACHIEVE, ASPIRE and LEAD. The programs are designed to build soft skills, leadership skills and foundational skills to serve our school communities. The Educator Effectiveness Block Grant will cover the cost of program expenses including course offerings, materials and supplies.

We will track Foundational Learning in the areas indicated above for all staff to ensure that each adult interacting with students, families, and colleagues understand the expectations for performing job duties and responsibilities at high levels within OUSD. All foundational professional learning is listed as reference to indicate that OUSD implements a full scope of professional learning through the use of Title II, Title III and Supplemental funds.

Fiscal Impact

OUSD is receiving \$9,972,030.00 over the course of 5 years to provide professional learning services to educators that interact with students. The California Department of Education has not indicated that these funds shall be utilized evenly each year, rather, that the total funds must be utilized by June 30, 2026.

Attachment(s)

- Expenditure Plan - OUSD Educator Effectiveness Block Grant Budget

Expenditure Plan Template

Legislative File Id No. 21-2925
 Introduction Date: 12/1/2021
 Enactment No.: 21-1978
 Enactment Date: 12/15/2021 er

LEA Name:	Oakland Unified School District
Contact Name:	Sondra Aguilera
Email Address:	sondra.aguilera@ousd.org
Phone Number:	510-879-2866

Total Amount of funds received by the LEA:	\$ 9,972,030.00
Date of Public Meeting prior to Adoption:	December 1, 2021
Date of adoption at a public meeting:	December 15, 2021

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Expansion of Intensive New Teacher Coaching at Tier 2 & 3 Sites (2 FTE)	\$ -	\$282,853.00	\$ 291,339.00	\$ 300,078.00	\$ 309,081.00	\$ 1,183,351.00
Coaching and mentorship for Principals and Assistant Principals	\$ -	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
Foundational Professional Learning for Teachers in Years 1-3, priority participation for Black, Indegenous, People of Color (BIPOC) teachers	\$ -	\$ 73,000.00	\$ 170,000.00	\$ 217,000.00	\$ 265,000.00	\$ 725,000.00

Classroom Management & Culture Intensive PD series for year 1-3 teachers with supplemental coaching, offered at 4 different times throughout the year to ensure support is timely and responsive to teacher and school needs.	\$ -	\$ 63,000.00	\$ 74,000.00	\$ 86,000.00	\$ 97,000.00	\$ 320,000.00
Increase Intern and Emergency Permit mentor stipends from \$750 to \$1000 to ensure they are comparable to Induction mentor stipends	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 225,000.00
Subtotal for this section:	\$ -	\$ 508,853.00	\$ 625,339.00	\$ 693,078.00	\$ 761,081.00	\$ 2,588,351.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning: The focus of foundational professional learning will be the following- Standards & Equity Institute; and Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts. This foundational professional learning is listed as reference to indicate that OUSD implements this professional learning through the use of Title II and Supplemental funds.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Site-based Attendance Specialist professional learning community.	\$ 31,679.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 151,679.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 31,679.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 151,679.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning: Social Emotional Learning, Restorative Justice, and Multi-Tiered Systems of Support. This foundational professional learning is listed as reference to indicate that OUSD implements this professional learning through the use of Title II and Supplemental funds.	\$ -		\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Health Education for 6-12 Educators, emphasis on Title IX	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 750,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 750,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning: Universal Design for Learning. Future years of this training will be funded through Title 2 and Supplemental Funds.	\$ -	\$ 125,000.00	\$ 125,000.00	\$ -	\$ -	\$ 250,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 125,000.00	\$ 125,000.00	\$ -	\$ -	\$ 250,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning: GLAD, ALLAS, and Integrated ELD. This foundational professional learning is listed as reference to indicate that OUSD implements this professional learning through the use of Title II, Title III and Supplemental funds.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.

Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional learning for Assistant Principals Traditional TK-12 schools to provide site-based professional learning on topics of their choice. \$15,000 per school year.	\$ -	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
	\$ -	\$ 1,170,000.00	\$ 1,170,000.00	\$ 1,170,000.00	\$ 1,170,000.00	\$ 4,680,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 1,260,000.00	\$ 1,260,000.00	\$ 1,260,000.00	\$ 1,260,000.00	\$ 5,040,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning for K-12 educators in ethnic studies to adhere to new CDE legislation and OUSD Board Policy.	\$ -	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Foundational Professional Learning: Anti-racist learning for PreK teachers and support staff.	\$ -	\$ 108,000.00	\$ 108,000.00	\$ 108,000.00	\$ 108,000.00	\$ 432,000.00
OUSD Academy		\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 400,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ 208,000.00	\$ 208,000.00	\$ 208,000.00	\$ 208,000.00	\$ 832,000.00

Summary of Expenditures

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	\$ -	\$ 508,853.00	\$ 625,339.00	\$ 693,078.00	\$ 761,081.00	\$ 2,588,351.00
Subtotal Section (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (3)	\$ 31,679.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 151,679.00
Subtotal Section (4)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Section (5)	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 750,000.00
Subtotal Section (6)	\$ -	\$ 125,000.00	\$ 125,000.00	\$ -	\$ -	\$ 250,000.00
Subtotal Section (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Subtotal Section (8)	\$ -	\$ 1,260,000.00	\$ 1,260,000.00	\$ 1,260,000.00	\$ 1,260,000.00	\$ 5,040,000.00
Subtotal Section (9)	\$ -	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
Subtotal Section (10)	\$ -	\$ 208,000.00	\$ 208,000.00	\$ 208,000.00	\$ 208,000.00	\$ 832,000.00
Totals By Year:	\$ 181,679.00	\$ 2,371,853.00	\$ 2,488,339.00	\$ 2,431,078.00	\$ 2,499,081.00	

Total Planned Expenditures by the LEA:
\$ 9,972,030.00

Budgeting Planner:
Allocation:
\$ 9,972,030.00
Variance:
\$ 0.00
Expenditures and Allocation Match

State of California

EDUCATION CODE

Section 41480

41480. (a) (1) The sum of one billion five hundred million dollars (\$1,500,000,000) is hereby appropriated from the General Fund to the Superintendent for the Educator Effectiveness Block Grant. The Superintendent shall apportion these funds to school districts, county offices of education, charter schools, and the state special schools in an equal amount per full-time equivalent certificated staff, which shall not exceed the total certificated staff count, and full-time equivalent classified staff count, for each eligible local educational agency, in the 2020–21 fiscal year. The Superintendent shall make the calculations pursuant to this section using the data submitted through the California Longitudinal Pupil Achievement Data System and classified staff data submitted through the California Basic Educational Data System as of October 2020.

(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decisionmaking skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning. Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

(d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:

(1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

(2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.

(e) The department shall summarize the information reported pursuant to subdivision (d) and shall submit the summary to the appropriate budget subcommittees and policy committees of the Legislature and to the Department of Finance on or before November 30, 2026. The department shall determine the format for this report to optimize its production within existing resources. The report shall be submitted in compliance with Section 9795 of the Government Code.

(f) Funding apportioned pursuant to this section is subject to the annual audits required by Section 41020.

(g) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the 2020–21 fiscal year, 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 2020–21 fiscal year.

(Amended by Stats. 2021, Ch. 252, Sec. 9. (AB 167) Effective September 23, 2021.)