SEC. 57. (a) The sum of ten million dollars ($10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis to apportion to a designated county office of education or two designated county offices of education applying jointly to provide technical assistance and to develop and disseminate statewide resources that encourage and assist local educational agencies and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports for the purpose of meeting the needs of California’s diverse learners in the most inclusive environments possible. The designated county office of education or county offices of education shall be selected by the State Department of Education and the executive director of the State Board of Education from among applicants that submit a detailed proposal for how they will effectively meet the criteria described in subdivisions (b), (c), and (e). These proposals shall include a detailed description of how the designated county office of education or county offices of education would use the funds, including how much funding it proposes to allocate to local educational agencies and charter schools for start-up and demonstration grants pursuant to paragraphs (8) and (9) of subdivision (c). If two county offices of education apply jointly, their application shall describe how their collaboration will not result in a duplication of effort. The designated county office of education or county offices of education shall encumber or expend the funds provided through this section by June 30, 2018.

(b) The designated county office of education or county offices of education shall identify existing evidence-based resources, professional development activities, and other efforts currently available at the state, federal, and local levels, as well as develop new evidence-based resources and activities, designed to help local educational agencies and charter schools across the state do all the following:

(1) Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.

(2) Provide services that can reduce the need for a pupil’s referral to special education or placement in more restrictive, isolated settings.

(3) Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies to provide school-based mental health services.

(4) Implement multi-tiered, evidence-based, data-driven school districtwide and schoolwide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.

(5) Incorporate the types of practices, services, and efforts described in this subdivision into the local control and accountability plans of local educational agencies and charter schools.
(c) The designated county office of education or county offices of education shall identify and develop the resources and activities pursuant to subdivision (b) with the goal of maximizing their availability, efficacy, and usage across the state. To achieve this goal, the designated county office of education or county offices of education shall employ strategies that may include the following:

2. Develop train-the-trainer models and online training modules.
3. Offer regional conferences and workshops.
4. Provide technical assistance to local educational agencies and charter schools.
5. Develop a network of educators who can provide coaching and training to other local educational agencies and charter schools.
6. Provide stipends for school personnel to attend training sessions.
7. Develop evaluation tools to measure the effectiveness of evidence-based strategies.
8. Provide competitive startup grants to help local educational agencies and charter schools implement the practices described in subdivision (b).
9. Provide demonstration grants to local educational agencies and charter schools for the purpose of identifying, evaluating, learning about, or testing the feasibility of effective approaches, for the purposes of informing the other activities and resources developed pursuant to this subdivision.

(d) A local educational agency or charter school that receives a grant from the designated county office of education or county offices of education, as described in paragraphs (8) and (9) of subdivision (c), shall, as a condition of receiving the grant, provide to the designated county office of education or county offices of education any available outcome data resulting from the new practices implemented. Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion, discipline referrals, referrals to special education, pupil attendance, incidents of bullying or harassment, graduation rates, dropout rates, and measures of pupil academic achievement.

(e) By September 30 of each fiscal year until the designated county office of education or county offices of education have fully expended the funds allocated pursuant to subdivision (a), the designated county office of education or county offices of education shall submit an annual report to the Superintendent of Public Instruction summarizing how the designated county office of education or county offices of education used the funds in the prior fiscal year. The Superintendent of Public Instruction shall provide copies of these reports to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, the State Board of Education, and the Legislative Analyst’s Office. Each annual report shall include all of the following:

1. A summary of the activities conducted and resources developed.
2. The number of local educational agencies and charter schools, educators, and pupils served by the activities and resources.
3. A description of effective evidence-based strategies identified for implementing the practices described in subdivision (b).
4. A summary of any data that is available on outcomes resulting from the activities conducted, including any data reported by local educational agencies or charter schools pursuant to subdivision (d). Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion, discipline referrals, referrals to special
education, pupil attendance, incidents of bullying or harassment, graduation rates, dropout rates, and measures of pupil academic achievement.

(S) Recommendations for improving state-level activities or policies.

(f) 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 of the Education Code, for the 2014–15 fiscal year, and included within the “total allocation 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 of the Education Code, for the 2014–15 fiscal year.