

	Description of how LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>The Stanislaus County Office of Education Alternative Education program currently does not receive federal Title III funding although it has been requested through a consortium grant.</p>	<ul style="list-style-type: none"> • CELDT Test assessment is given to new students monthly based on Home Language Survey as needed, and placement, using High Point Diagnostic & Placement Inventory. This process is coordinated with new intake/registration procedures. <p>a.</p> <ul style="list-style-type: none"> • Systematic ELD instruction (classroom/) using High Point • SDAIE techniques used in instruction • English Language Mainstream – plus Corrective Reading • Language! Literacy Intervention Curriculum is being reviewed for possible adoption. <p>b.</p> <ul style="list-style-type: none"> • Supplemental purchase of High Point (Hampton Brown) textbooks and materials to be used in AE classrooms has already occurred and will be augmented • Attend Write (literature based academic writing program that focuses on ELLs). • Purchase of materials required for classrooms of teachers attending Write Institute • BTTP training for teachers to pass CLAD exam. Stanislaus COE funded classes, materials and exam for a cohort of veteran teachers is being planned for summer 2004. <p>c.</p> <ul style="list-style-type: none"> • Consolidate all previous and current testing data in cum folders for easy access • CELDT scores reviewed and placement designation approved • Interim assessments: Individual Learning Plans with ELD components with bi-annual reviews • Report on yearly program progress, review of Individual Learning Plans with ELD components • ASAM indicators (attendance, suspensions, STAR or Corrective Reading scores) • Instructional support provided in academic program to identified ELL students <p>d.</p> <ul style="list-style-type: none"> • Parent Notification of identification/assessment (Spanish/English) • Bi-annual review of Individual Learning Plans with ELD components • Parent/guardian discussion at individual enrollment orientations • Parents encouraged to participate in adult literacy tutoring through the library, MJC and CSU-Stansislaus

<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115©).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • Compare with other schools what works, what doesn't • Highpoint materials for EL students • Language! Intervention Curriculum being reviewed for possible adoption • CELDT scores and Individual Learning Plan with ELD components benchmarks reviewed annually • Assess and develop instruction based upon student need • Instructional aides to help preview/review material with EL students • Low student to staff ratio for individualized attention is provided EL learners during the instructional day • ASAM indicators • STAR Reading or Corrective Reading, High Point Assessment Scores used to measure student progress
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>a.</p> <ul style="list-style-type: none"> • Provide time for staff to discuss at program meetings • CLAD certification trainings for teachers • CELDT trainings in order to provide timely assessment of new students • SDAIE workshops for teachers using SB1193 Buy Back Days planned for 2003-05 <p>b.</p> <ul style="list-style-type: none"> • WRITE Institute • CLAD training for veteran teachers (BTTP Program) planned, preferred/required for new teachers • Train teachers to use assessment to guide instruction • Professional development in literacy strategies <p>c.</p> <ul style="list-style-type: none"> • Professional development based on student data • Program assessment of student achievement <p>d.</p> <ul style="list-style-type: none"> • California Standards for the Teaching Profession (CSTP) professional evaluation model • Alternative Schools Accountability Measures (ASAM) indicators • CELDT scores are shared and made readily available to teachers

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No	If yes, describe:
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe:

7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe:
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	If yes, describe:
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No	If yes, describe:

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Considerable progress has been made to inform parents as to their child's progress in school. Pre and post-assessment results are provided to parents and a counseling process is being developed so parents and students better understand their academic strengths, weaknesses and ways of addressing them. Positive in-roads have been made through our Healthy Start program with parents who have not traditionally been actively involved in school. Improved communication is fostering academic improvements in students.

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
 - a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 - b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
 - c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 - e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

- a.
 - Written policies/procedures related to Parent Notification (included in Staff Handbook)
 - CELDT scores and language proficiency determination
 - CDE guidelines for EL determination
- b.
 - CELDT scores and CDE guidelines for EL identification
 - Written policies/procedures related to parent notification
 - Level of proficiency, assessment tool and status: Parent Notification and Placement Form in place
 - STAR Reading and Math, Corrective Reading and/or High Point Assessments are used
 - IEP meeting/discussions are held
- c.
 - Parent Notification and the Student Placement Form describes the following program options: SDAIE, and mainstream academic instruction. The designated program for the student is indicated.
 - Individual Learning Plans which address ELD needs are given to parents per written procedures
- d.
 - Core content areas are listed for the respective placement of each student.
 - Written procedures require Individual Learning Plans which address ELD needs are given to parents
- e.
 - Students will participate in grade appropriate courses
 - State-adopted texts and materials are used that support language arts and ELD standards
 - Language/fluency objectives are included in each special ed. student's IEP.
- f.
 - Discuss program outcomes with parent and student at individual enrollment meeting and provide opportunities to review progress during the course of enrollment.
- g.
 - IEP team discusses all student needs with parent at interim, annual and triennial meetings.

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- Policy for required parent/guardian attendance at orientation upon enrollment Letter?

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h</p> <ul style="list-style-type: none"> i. Parent Notification Letter includes options for placement Interpreters provided as needed for oral communication with parent Parent explanation is provided in Spanish and English., OR ii. Parent Notification Letter includes option to decline or select other instructional Method. Interpreters provided as needed for oral communication with parent, or iii Interpreters provided as needed for oral communication with parent. Parent explanation is provided in Spanish and English.
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<ul style="list-style-type: none"> • Policy and procedures for parent notification of ELD students finalized • Parent Notification Form • Policies and procedures for parent contact related to student progress • Parent notification and involvement related to biannual review of Individual Learning Plan Goals including those for ELD

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Consider appropriateness of student placement in Alternative Education program based on needed services • Training in the use of the state-adopted High Point Series (Hampton Brown) was included with the purchase of materials. This training was provided during the fall semester, 2002, and will be augmented during the 03-04 school year. Training using the Corrective Reading format will be provided in August, 2003.
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: General Fund money was used to purchase the SBE approved High Point Series textbooks. A review will be made to determine the need to purchase additional materials for greater accessibility by students in our 10 alternative education sites.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:

<p style="text-align: center;">Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>In California we address these qualifications through an articulated and aligned Learning to Teach continuum. Resulting from more than 15 years of research and an analysis of field-based practice, the continuum solidifies a set of program standards that embed for teachers the knowledge and skills necessary to lead students to high levels of achievement. At the heart of the continuum are the California Standards for the Teaching Profession and K-12 content standards and performance levels for students. The Learning to Teach System merges a world class, standards-based system, aligning student, teacher, administrator and professional development standards with California's credential system.</p> <p>Local programs in place include the following:</p> <ul style="list-style-type: none"> • Pre-Intern Program • Intern Program-Pending for Special Education • BTSA/Induction Program • Local California School Leadership Academy services • Paraprofessional Programs: • Teacher Professional Development Opportunities: Conference attendance, in-service training, technology classes, Corrective Reading Programs. 	<p>In order to meet the demands of recruiting, licensing and retaining highly qualified teachers over the next 5 years Stanislaus County Office of Education may utilize Title II resources to maintain the current structure of the Learning to Teach Continuum. This could include the following:</p> <ul style="list-style-type: none"> • Employ, train and maintain highly qualified Support Providers to ensure that our newest teachers receive support • Employ, train and maintain program staff to ensure effective program implementation • Provide professional development to administrators to enable them to support new and veteran teachers • Through skilled Support Providers, build capacity and understanding of the California Standards for the Teaching Profession • Maintain the SCOE Professional Development Plan which identifies targeted areas and needs for staff training.

Strengths (continued)

- As of May 2003, 145 of 166 teachers employed by the Stanislaus County Office of Education held professional clear or preliminary credentials with subject matter completion, and were teaching subjects authorized by their credentials.
- To support these teachers, the Stanislaus County Office of Education has both a Beginning Teacher Support and Assessment (BTSA) program and Pre-Intern Program to support the teacher induction and subject matter competency requirements. In addition, Stanislaus County Office of Education recently applied for grant funding to begin an intern program for special education teachers (mild/moderate).

Needs (continued)

- As of May 2003, 21 teachers in the Stanislaus County Office of Education were employed under teacher authorizations that do not meet the “highly qualified” requirements under NCLB. 17 teachers are teaching on Emergency Permits, 3 on Pre-Intern Certificates, and 1 on a Waiver. Two of these teachers hold clear or preliminary credentials, but are teaching in the field of special education – outside their credential authorization.
- Most of these teachers are not currently enrolled in programs to meet subject matter competence or programs leading to clear credentials.

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Learning to Teach continuum is aligned with K-12 challenging academic content standards and student academic achievement standards. Teachers learn the content and pedagogy of the standards in their teacher preparation programs and undergraduate subject matter programs. To ensure application of knowledge, all teachers go through a rigorous two year Induction Program. Teacher preparation and induction standards embed in the curricula a standards-based, systematic approach to teaching, including focus on assessment and state-adopted materials. Through this high quality professional development, teachers understand the link between instruction and student performance. With the ongoing guidance of a highly trained Support Provider, new teachers continually improve their skills.</p> <ul style="list-style-type: none"> • Recruit, train and retain highly qualified Support Providers to work with every new teacher • Provide release time or other designated time for new teachers to meet with Support Providers • Provide opportunities for new teachers to attend planned professional development as part of the state-approved teacher preparation or induction program 	<p>Support Providers 2003-2008</p> <p>School site principals 2003-2008</p> <p>School site principals, Staff Dev. Committees, Instructional Support Division, BTSA 2003- 2008</p>	<p>Coach stipends, mileage, subs, phone</p>	<p>\$30,000</p>	<p>BTSA, Buy Back Days, Revenue Limit, AB 602,</p> <p>Funds received from the state for professional development.</p>

<ul style="list-style-type: none"> • Provide opportunities for program staff to continue to align services, maximizing existing resources • Arrange professional development activities for all teaching staff which will be designed and selected based on staff strengths and needs in relation to student achievement 	<p>BTSA Instructional Support Divn., Staff Dev. Cmtes. 2003-08</p> <p>AE Staff Dev. Committees 2003-08</p>	<p>Subs, Mileage</p>	<p>\$4,000</p>	<p>Revenue Limit, AB 602</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The Instructional Support Division, AE/SE Staff Development Committees, and principals will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of student in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches in support of the overall professional development effort.</p>	<p>Instructional Support Staff Dev. Committee Principals Teachers 2003-2008</p>	<p>Stipends or sub costs for teacher members of committees</p>	<p>\$3,000</p>	<p>Title II, A. Revenue Limit, AB 602</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The Stanislaus County Office of Education serves the students in the achievement gap. These students typically perform in the 40th percentile or below in all subject areas on typical state mandated tests (STAR and CAPA). Staff development will have impact by changing teacher instructional practices and behavior in a manner that increases student learning as measured by pre and post academic measurement. Teachers will learn to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction.</p>	<p>Instructional Support Staff Dev. Committee Administrators Teachers, 2001-2006</p>	<p>Sub costs, stipends/hourly rate for teachers, presentation materials, mileage, duplicating costs</p>	<p>\$25,000</p>	<p>Revenue limit, AB 602, Title II, Lottery</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> An annual survey of staff will help identify professional development needs consistent with short-term and long-term needs of the Professional Development Plan <p>Professional development activities are coordinated to address staff needs in assisting all students to demonstrate academic growth. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed.</p>	<p>Instructional Support Staff Development Committee, Principals Teachers 2001-2006</p>	<p>Sub costs, stipends/hourly rate for teachers, presentation materials, mileage, duplicating costs</p>	<p>\$25,000</p>	<p>Revenue Limit, AB 602</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> An annual survey will be conducted to identify short-term as well as long-term professional development needs of staff consistent with our Professional Development Plan. Professional development will be based on the needs assessment and analysis of student data. <p>Teacher collaboration time will focus on selecting benchmark assessments for key essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on.</p> <p>Staff development days will focus on practicing core research-based practices used in the standards-based materials in the subject matter areas of most needed improvement.</p> <p>Principal-teacher professional development will combine leadership roles in supporting standards implementation, organization and management for continuous improvement, with addressing diverse needs of students, particularly students in the lowest-performing groups.</p> <ul style="list-style-type: none"> The professional development program will be evaluated annually for its impact on teacher effectiveness and improved student achievement. 	<p>April/May Curriculum Council</p> <p>Focused Instruction Groups, Teachers Monthly beginning in 2004</p> <p>Teachers 3 days each year</p> <p>Principals at Summer Institute and monthly 2003-2006 Teachers, Curriculum Council</p> <p>Curriculum Council, Instructional Support</p>	<p>Teacher hourly stipends</p> <p>Possible presenter fees</p> <p>Possible Presenter fees</p> <p>Presenter Fees</p>	<p>Up to \$500 per teacher choice for professional development activity</p> <p>\$5,000</p> <p>\$3,000</p>	<p>General Fund, Lottery, Title II,</p> <p>Lottery</p> <p>Title II, Part A Buy-Back Days</p> <p>AB 75 Title II, Part A General Fund</p> <p>General Fund</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>NOT APPLICABLE – We do not receive Title II, Part D funds. However,</p>	<p>Teachers</p>	<p>Presenter Fees</p>	<p>\$3,000</p>	<p>Title II, Part D if Funded</p>

<p>we are requesting funding for 2003-04. If funding is received, professional development will be coordinated with our County Office Technology plan and CTAP.</p>				
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>NOT APPLICABLE – We do not receive Title II, Part D funds. However, we have requested funding for 2003-04. T-1 lines to two primary sites will be replaced with fiber-optic cabling. Annenberg Foundation.</p>	<p>Technology Services , AE Technology Cmte., Local Cable Communications, Digital California, Summer/Fall 2003</p>	<p>Technology Infrastructure</p>	<p>\$180,000</p>	<p>SCOE Reserves, Com. Sch. Communications</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Each inservice evaluation includes a feedback section which asks what the staff member needs to more effectively accelerate student learning.</p> <p>Staff Development needs of staff are presented by teachers through an annual survey.</p>	<p>AE Principals, Staff Development Committee, Curriculum Council, Annual Survey</p>	<p>Duplication of evaluations and research survey</p>	<p>\$1,000</p>	<p>Revenue Limit; AB 602; Buy Back Days</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>❖ Training on California Standards for the Teaching Profession</p> <p>BTSA Sp. Ed. Resource Days</p> <p>Pre-Intern and Intern Pedagogy</p> <p>Buy Back Days Inservice on assessment and adapting materials and curriculum to meet the needs of special education students, ELLs, and at-risk</p>	<p>AE/sE Principals and Teachers 2001-2006</p> <p>BTSA and Support Providers, 2001-2006</p> <p>PAR 2001-2006</p> <p>Staff Development Committees 2001-2006 Curriculum Council</p>	<p>Duplication Costs</p> <p>Mileage, Subs</p> <p>Teacher Coach stipends, mileage, phones</p> <p>Presenter fees, facilities fees, food, teacher stipends</p>	<p>\$1,000</p> <p>\$5,000</p> <p>\$2,500</p> <p>\$4,000</p> <p>\$80,000</p>	<p>Revenue Limit, AB 602, BTSA</p> <p>SELPAS</p> <p>Revenue Limit, AB 602, Lottery, Title I, II</p> <p>PAR, Revenue Limit, AB 602</p> <p>Buy Back Days SB1193</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> ❖ Release time to observe other effective teachers/programs Purchase training Train staff to be presenters in a trainer of trainers model Purchase professional development materials ❖ Extensive utilization of the BTSA Program for teacher induction 	<p>AE/SE Principals 2003-2006</p> <p>AE/SE Principals 2003-2006</p> <p>AE/SE Principals, Staff Development Committees 2003-2006 Curriculum Council</p> <p>Program Director Annenberg Foundation</p> <p>BTSA Program Director & Resources</p>	<p>Sub costs</p> <p>Fees, Sub Costs</p> <p>Training Fees, Sub Costs, materials</p> <p>Materials Capital Equipment</p> <p>Training Fees Sub Costs Materials</p>	<p>\$4,000 annually</p> <p>\$8,000 annually</p> <p>\$2,000</p> <p>\$1,500</p> <p>Unknown</p>	<p>Safety Funds Revenue Limit AB 602</p> <p>Revenue Limit, AB 602</p> <p>Revenue Limit, AB 602</p> <p>Revenue Limit, AB 602</p> <p>State Funds District Revenue Limit</p>

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Beginning Teacher Support and Assessment (BTSA) – As a state-approved induction program, professional development is offered to first and second year teachers with their newly earned preliminary credentials or out-of-state teachers. This professional development must meet the induction program standards for the following:</p> <ul style="list-style-type: none"> • K-12 Core Academic Content and Subject Specific Pedagogy • Using Technology to Support Student Learning • Supporting Equity, Diversity, and Access to Core Curriculum • Creating a Supportive and Healthy Environment • Teaching English Learners • Teaching Special Populations <p>Participating teachers are required to demonstrate competency in these areas for the purpose of continued licensure.</p> <p>BTSA Staff Development for these areas include grade specific staff development with a focus on student content standards; use of content standards throughout a two-year formative assessment system; training on student data analysis, differentiated instruction for English learners and special needs students.</p>	<p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers</p> <p>District-selected support providers (SP)</p> <p>Timeline: length of two school years (formative assessment system with a support provider) + possible continued professional development through the preliminary credential phase</p>	<p>BTSA charges of \$100/ SP x # of SP's =</p> <hr/>	<p>BTSA: \$3,443 x # of district BT's =</p> <hr/> <p>Support Provider Stipend x # of SP's =</p> <hr/>	<p>BTSA grant funds</p> <p>State PAR (?) Title II (?)</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>BTSA – The creators of the BTSA Induction program standards utilized the research derived and published by the State from years of experience with beginning teacher support and assessment programs, most notably the four year pilot program: the California New Teacher Project. The induction program draws heavily from adult learning theory to ensure opportunity for activity, interaction, and reflection into professional development and the formative assessment that follows. The activities over two years incorporate Robert Marzano’s <i>Classroom Instruction That Works</i>, a megastudy of research conducted on effective instructional strategies; Phillip Schlecty’s <i>Working on the Work: An Action Plan for Teachers, Principals, and Superintendents</i> that focuses on issues of engagement; Grant Wiggins’s work <i>Understanding by Design</i>; and the California Standards for the Teaching Profession to guide the activities used during professional development.</p> <p>Participating teachers provide evidence of gains in student achievement as they collect work and assessment samples over time for a sampling of students. Additionally, the program is required to conduct retention studies. Overwhelmingly, the induction program statistics indicate that a greater percentage of teachers are retained in the profession than prior to the program’s existence. The resources and experience of a veteran teacher are expected to bring about greater student academic achievement. Lastly, research indicated that powerful staff development includes coaching, and BTSA provides a coaching model to ensure the new teacher has an opportunity to discuss the implementation of a new strategy and be observed and provided with feedback.</p>	<p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers</p> <p>District support providers</p> <p>Timeline: length of two school years (formative assessment system with a support provider) + possible continued professional development through the preliminary credential phase</p>	<p>BTSA charges of \$100/ SP x # of SP’s =</p>	<p>BTSA: \$3,443 x # of district BT’s =</p> <p>Support Provider Stipend x # of SP’s =</p>	<p>BTSA grant funds</p> <p>State PAR (?) Title II (?)</p>

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	Timeline	Expenditures		
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students</p> <p>BTSA – As part of the Induction program, new teachers are required to complete a two-year formative assessment system that has each teacher analyze student data. The teachers are required to use that data to differentiate instruction, track student progress over time, and reflect on how to better deliver instruction for the struggling students in their classes. Evidence of all this is collected with the help of a support provider and submitted in a portfolio that is read and analyzed. As part of the formative assessment system, teachers develop their own professional goals and provide evidence of student achievement against those professional goals. The achievement of students is offered in quantifiable measures: increases in reading scores, math proficiency scores, rubric scores of writing, etc. Frequently, struggling students, English language learners, or lower skilled groups in math and reading are the targets of these teacher goals.</p> <p>As part of induction, teachers must attend an All Kids Institute, the purpose of which is to continue preparing teachers to effectively deliver instruction to all students. Modules include the work of Ruby Payne on children of poverty, issues of gender equity, and English language learners. A follow-up observation is used to verify that appropriate teaching practices are in place for all students, including those listed above. Specifically, the All Kids Institute focuses on students who traditionally fall behind; therefore, the professional development is designed to minimize, if not eliminate, the achievement gap.</p>	<p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers</p> <p>District support providers</p> <p>Timeline: length of two school years (formative assessment system with a support provider) + possible continued professional development through the preliminary credential phase</p>	<p>BTSA charge of \$100/SP x # of SP's =</p> <hr/>	<p>BTSA: \$3,443 x # of district BT's =</p> <hr/> <p>Support Provider Stipend x # of SP's =</p> <hr/>	<p>BTSA grant funds</p> <p>State PAR (?) Title II (?)</p>

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	Timeline	Expenditures		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>BTSA – The catalyst responsible for the creation of BTSA was the flight of new teachers from the profession. Through the support mechanism of an assigned veteran teacher and the opportunity to receive objective feedback about teaching practice and advice for improvement, the program has demonstrated its ability to increase the retention of new teachers.</p> <p>Each district in the BTSA Consortium has a representative (usually from the district office) to the BTSA/Induction Council. The districts coordinates professional development activities with BTSA to provide appropriate inservice and support for new teachers. The formal structure of the Council provides an avenue for regular articulation and program coordination.</p> <p>BTSA serves teachers K-12, tand hose who teach in Special Education settings. In particular, BTSA’s GradeAlike staff development (six meetings with teachers and mentors from the same grade level) provides Class-Size Reduction training required of districts receiving those funds. Additionally, the BTSA Consortium has provided training for district Consulting Teachers (CT’s) through its coach training thereby ensuring competent CT’s to implement the district’s Peer Assistance and Review (PAR) program.</p>	<p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers, including GradeAlike Coordinators</p> <p>District Coordinators</p> <p>District support providers</p> <p>Timeline: length of two school years (formative assessment system with a support provider) Coach training is offered four times each summer/fall</p>	<p>BTSA charge of \$100/SP x # of SP’s =</p>	<p>BTSA: \$3,443 x # of district BT’s =</p> <hr/> <p>Salaries for DC’s (~.05 FTE of salary) =</p> <hr/> <p>Support Provider Stipend x # of SP’s =</p> <hr/>	<p>BTSA grant funds</p> <p>General fund</p> <p>State PAR (?) Title II (?)</p>

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<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>BTSA – Through BTSA, each participating teacher attends four</p>	<p>Susan Rich</p>		<p>BTSA:</p>	<p>BTSA grant</p>

<p>full-days of inservice and one afternoon session. The professional development offered on each of these days is based on the California Standards for the Teaching Profession (CSTP) and provides breakout sessions and choice. For first year participants, the sequence of the CSTP focus is: Planning, Environment, and Engagement. For the second year participants, the focus is Assessing, Environment/Engagement again, and Planning and Organizing. Both the first and second year participants are asked to draft Individual Induction Plans (IIP's) that allow participants and their SP's to focus on teaching practices in greatest need of improvement. Each day of professional development is followed by an in-class assessment of the participant's teaching practice by the assigned support provider.</p> <p>Each participating teacher is provided with an opportunity to explore his or her performance against a "rubric" based on the key elements of the California Standards for the Teaching Profession (CSTP). Because SP's collect evidence of performance that is data-driven and due to the expansive nature of the CSTP-based rubric, all teachers, regardless of the level of current practice, can participate in BTSA and improve. Also, the opportunity to draft and focus on an IIP, allows the program to differentiate its professional development to truly meet the needs of the participant at any level of expertise.</p> <p>To complete the induction program, teachers must also complete a Computer Institute and the All Kids Institute. These added institutes require teachers to attend learning sessions and bring forward evidence of implementation from the classroom.</p> <p>Additionally, participants may take advantage of several voluntary staff development opportunities to expand their practice: 1) GradeAlike, a series of six sessions focuses on a specific grade level and its State content standards; 2) COMP, Classroom Organization and Management Program developed by Vanderbilt University; 3) SIM's, Strategic Intervention Model strategies developed by the University of Kansas; 4) Fred Jones Workshop, focusing on issues of behavior and</p>	<p>(Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers</p> <p>District support providers</p> <p>Timeline: length of two school years (formative assessment system with a support provider) + possible continued professional development through the preliminary credential phase</p>	<p>BTSA charge of \$100/SP x # of SP's =</p> <hr/>	<p>\$3,443 x # of district BT's =</p> <hr/> <p>Support Provider Stipend x # of SP's =</p> <hr/>	<p>funds</p> <p>State PAR (?) Title II (?)</p>
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