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| <p>management; 5) Ready, Set, Engage!, designed to prepare teachers for the first days of school; and 6) brokered staff development opportunities from other BTSA projects and districts. It is through individual choice, that the program allows for the varied levels of teacher performance and can meet the needs of its participants.</p> <p>Lastly, BTSA provides training tailored to site and district administrators. All constituent districts send their administrators to the Administrators' Academy, a one-day training that informs site administrators of the various programs of the Learning to Teach Continuum; shares information about orientations, CSTP, and formative assessment systems; and collects commitments regarding the support of teachers new to a site or district. The BTSA program director also visits district principal meetings, on request, to share updates about the program. Site and district administrators are also invited to the annual Portfolio Read during which all teacher portfolios are assessed and each reader provides feedback to the creator of the portfolio.</p> | | | | |
|--|--|--|--|--|

| 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>BTSA – Each participating teacher is required to address a set of proficiency standards in regards to technology. SB 2042 program standards include one standard dedicated to this expertise: Standard 16. Teachers must learn and demonstrate competence in regards to a set of a through g requirements, each of which is tied to implementation in the classroom. One of the requirements specifically requires a focus on technology literacy for both teacher and students. This professional staff development and follow-up allows districts to integrate the funds</p> | <p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel</p> <p>Timeline: Sometimes within the preliminary credential phase of new teachers</p> | | \$50,000 per year to BTSA | BTSA funds and CTAP funds |

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| they dedicate to technology and its use in the classroom with State BTSA funds and State CTAP funds (as the providers of the BTSA staff development will come from CTAP staff developers). | | | | |
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| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|----------------------|---------------------------|----------------|
| <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>BTSA – The BTSA program allocates \$325 to each participating teacher to allow him or her to choose appropriate staff development. Program participants are also allocated substitute release days to facilitate their involvement in staff development. Candidates are provided with the technology classes available through the Stanislaus County Office of Education. Additionally, the participating teachers may use those funds to pay the current \$35 fee to take as many on-line courses as possible through the County Office. The Computer Institute mentioned above is also part of the BTSA Induction program and requires teachers with preliminary credentials to acquire and demonstrate proficiency of technological skills. CTAP personnel will conduct a Computer Institute or allow teachers to piecemeal their staff development to fill in gaps according to the 2042 standards through participation in a series of shorter, focused workshops, all requiring evidence of classroom implementation.</p> | <p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel</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> | | \$50,000 per year to BTSA | BTSA funds |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|----------------------------------|-------------------------------|----------------------|----------------|----------------|
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| <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>BTSA – The administrator of the local BTSA program contributed information concerning the professional development experienced by the this district’s participating teachers and their veteran coaches. This professional development was designed in part by the District Coordinator and Lead SP from the constituent districts of the Consortium.</p> | <p>Susan Rich (Stanislaus County Office of Education</p> | | | <p>BTSA funds</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 the data and assessments to improve classroom practice and student learning. <p>BTSA – The BTSA program directly addresses all of the issues listed under this element through three vehicles. First, the program provides direct professional development that focuses on planning (for all students), environment (student management including appropriate rules and consequences, early intervention in classroom situations, procedures and routines, etc.), and assessment (including how to read the results of State assessments and how to put those results to instructional use). Secondly, the participating teacher and the support provider conduct formative assessment of the new teacher’s ability to implement these skills and information for improved classroom practice. The results of this formative assessment are organized in a portfolio which is submitted and checked for completeness.</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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| <p>Third, the All Kids Institute, a requirement for all inductees, focuses on how to better reach students with special learning needs, including ELL students and students identified for Special Education services.</p> <p>Specifically, the new SB 2042 standards require that each teacher with a preliminary credential meet the standards regarding: 1) K-12 Core Academic Content and Subject Matter Pedagogy, 2) Using Technology to Support Student Learning, 3) Supporting Equity, Diversity and Access to the Core Curriculum, 4) Creating a Supportive and Healthy Environment, 5) Teaching English Learners, and 6) Teaching Special Populations.</p> <p>Lastly, as part of the revised BTSA Induction program, each participant will be observed by a well-trained observer who will verify if the teaching practices required of the All Kids Institute are in place in the classroom.</p> | | | | |
|--|--|--|--|--|

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|---|
| <p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>BTSA – As BTSA has moved into the credentialing process, staff will monitor participants to ensure they complete all requirements to maintain their license to teach in California. In order to maintain their status as “fully qualified,” each teacher in the program must complete a two-year formative assessment system with the assistance of a district-appointed support provider, an Institute regarding Technology, the All Kids Institute, and be formally observed by program staff. If a candidate fails to complete this process with five years, the preliminary credential expires and a professional (clear) credential cannot be issued. Hence, the candidate loses licensure. The BTSA program, therefore, allows a district’s new employees to maintain their status as “fully qualified.”</p> | <p>Susan Rich (Stanislaus County Office of Education) + CTAP personnel + other BTSA trainers</p> <p>Providers</p> <p>Timeline: two school years</p> | <p>BTSA charge of \$100/SP x # of SP’s =</p> | <p>BTSA: \$3,443 x # of district BT’s =</p> <hr/> <p>Support Provider Stipend x # of SP’s =</p> | <p>BTSA grant funds</p> <p>State PAR (?) Title II (?)</p> |

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| <p>Pre-Intern Support for Subject Matter Competence--teachers who have not yet completed subject matter competence meet with the Pre-Intern Coordinator to develop an Individual Educational Plan matched to their identified needs. Based on this plan, teachers attend ongoing workshops, test preparation tutorials, and complete the required subject matter exam.</p> | <p>Carol Cumming, Pre-Intern Coordinator</p> | | <p>\$1000 x # of district pre- interns</p> | <p>Pre-Intern Grant</p> |
|---|--|--|--|-------------------------|

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

| STRENGTHS | NEEDS |
|---|--|
| <ul style="list-style-type: none"> • Campus Police Officers (MPD, Sheriff) on campus at PACE and Allard sites • Support from probation department • Interquest Detection Service visits • Small class size/high staff to student ratio • Paraprofessionals provide extra set of “eyes” • Safe School Plan in classrooms SB 187 • Safety Committee • Custodial service for quick graffiti removal • Emergency phones/Radios • Contracted emotional health care counselors • Ongoing counseling for Anger Management, Drug and Alcohol Abuse & related issues • Safety policies recently updated • Study trips to Museum of Tolerance • Social skills curriculum for Sp. Ed., middle school • Interagency planning to maintain healthy school environment-law enforcement, probation • Healthy Start encourages positive student involvement in the community • Health referral system | <ul style="list-style-type: none"> • Upgrade facilities • Strengthen social skills curriculum • CPR and first aid training expanded to more classrooms and staff • Students need to know where safe and drug free extra curricular activities are available • Provide after-school activities that appeal to high risk kids • Saturday school • More options for community service • California Healthy Kids Survey that provides more accurate data • More health posters and other visuals in classrooms • Long-term case management • Stronger dress code • Educate all sites on safe school plan |

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the LEA’s code of conduct or policy regarding student behavior expectations.

LEA’s conduct policies are appended to this document. (See Appendix A.)

ACTIVITIES

- Healthy Start program with an emphasis on students and families
- Dress code, Behavior policies
- Safety Plan adopted
- AB1113 (Safety) improvements on site including physical improvements and staff
- Probation officers
- Campus Supervisor (Allard only)
- Canine Detection Services – all sites
- Teachers access to student records
- Positive student recognition activities link students to the school and community – Student of the Month, sports activities like Alt Ed track meet, prom, literary magazine, community service projects
- Healthy Start Counseling
- Health Services provided, including STD screening and testing, mental health, vision and audiology screening, and general nursing services.
- Strong school to career components supported through Project LEAD and work experience programs.
- TUPE 9-12 Grant to provide tobacco use prevention activities to high-risk students.
- Red Ribbon Week, Great American Smokeout, Prudential Youth Leadership Institute, Friday Night Live, Peer Helpers, and other motivational activities for students.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

| STRENGTHS | NEEDS |
|---|---|
| <ul style="list-style-type: none">▪ Canine Detection contract for all campuses▪ Implementation of a relevant Safe Schools Plan that is reviewed annually▪ Parent survey reported that schools were safe places to work and learn▪ Indications of reduced tobacco, alcohol, and drug use as a result of the counseling program▪ Anger Management Class taught by counselors▪ Drugs, Alcohol, and Violence Classes taught by counselors▪ Annual safety inspections of major sites.▪ Positive recognition of student achievement▪ On-going smoking cessation classes and activities like poster contest banner▪ Domestic violence presentations to break the cycle▪ Focus on gang-related issues that will affect the school program | <ul style="list-style-type: none">▪ Lack of available high school aged specific materials that complement state standards and can be easily infused into the program▪ Lack of sufficient staff time for training in new programs – ex. bullying▪ Training on strategies to teach decision making skills▪ Lack of sufficient counseling staff to work with all students, particularly non Medi-Cal.▪ Selection of a scientifically based science program which can become an integral part of the instructional program. |

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: 06/01/00 Baseline Data | Biennial Goal (Performance Indicator) |
|---|--|---|
| The percentage of students that have ever used cigarettes will decrease biennially by: 2% | 5 th NA 7 th 73% | 5 th NA 7 th 71% |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 2% | 7 th % 9 th 51 % 11 th % | 7 th % 9 th 49% 11 th % |
| The percentage of students that have used marijuana will decrease biennially by: 2% | 5 th NA 7 th 69% | 5 th NA 7 th 67 % |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 2% | 7 th % 9 th 60% 11 th % | 7 th % 9 th 58% 11 th % |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 2% | 7 th % 9 th 63% 11 th % | 7 th % 9 th 61% 11 th 2% |

| | | |
|---|---|--|
| The percentage of students that feel very safe at school will increase biennially by: 1% | 7 th -% 9 th 79% 11 th % | 7 th % 9 th 80% 11 th % |
| The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 1% | 7 th % 9 th 21% 11 th % | 7 th % 9 th 20% 11 th % |

*Statistics not broken down by grade level. All scores reported at 9th grade level, although figures represent 12-18 year olds in survey. (N=113)

| Truancy Performance Indicator | | |
|--|--|---|
| The percentage of students who have been truant will decrease annually by 2% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year. | 35% | 33% |
| Protective Factors Performance Measures from the California Healthy Kids Survey | Most recent date: 06/01/00 Baseline Data | Biennial Goal (Performance Indicator) |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 1% | 5 th — % 7 th — % 9 th N/A% 11 th — % | 5 th — % 7 th — % 9 th **% 11 th — % |

| | | |
|--|----------------------|----------------------|
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 1% | 5 th — % | 5 th — % |
| | 7 th — % | 7 th — % |
| | 9 th N/A% | 9 th *% |
| | 11 th — % | 11 th — % |

*Students will participate in next Healthy Kids Survey in October, 2003.

| | | |
|---|----------------------|---------------------|
| The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 1% | 5 th NA | 5 th NA |
| | 7 th % | 7 th % |
| | 9 th N/a% | 9 th **% |
| | 11 th % | 11 th % |

| | | |
|---|----------------------|----------------------|
| The percentage of students that report high levels of school connectedness at their school will increase biennially by: 1% | 5 th — % | 5 th — % |
| | 7 th — % | 7 th — % |
| | 9 th N/A% | 9 th *% |
| | 11 th — % | 11 th — % |

*Information will be available following Healthy Kids Survey scheduled for administration in October, 2003.

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

| LEA Specified Performance Measures (Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|--|----------------------------|---------------|
| <ul style="list-style-type: none"> Safe Schools Survey | | |
| Percentage of students who reported (agree or strongly agree) feeling safe at school. | N/A | N/A** |
| Percentage of student who reported (agree or strongly agree) that Blacks, Hispanics, Asians, Whites, and all other students are respected at school. | N/A | N/A** |
| <ul style="list-style-type: none"> Student Services Survey | | |
| Percentage of students who believe they are learning appropriate ways to deal with conflict | N/A | N/A** |

| | | |
|--|-----|-------|
| Percentage of students who think gang issues are dealt with immediately. | N/A | N/A** |
| Percentage of staff who think school is a safe place to work. | N/A | N/A** |

**Currently not available. Baseline data will be collected in September/October, 2003 with Performance Data collected in May, 2004.

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Science-Based Program Name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|------------------------------|---------------------------|---------------------------|------------------------------|------------------|---------------------------|----------------|
| Project Toward No Drug Abuse | ATDV | 9-12 | 450 | January 2004 | May 2004 | September 2004 |
| | | | | | | |
| | | | | | | |

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|------------------------------------|---|---------------------|
| X | After School Programs | Anger Management Drug/Alcohol Awareness, Service Learning | 7-12 7-12 |
| X | Conflict Mediation/Resolution | Center for Human Services | 5-12 |
| X | Early Intervention and Counseling | Provided by interns, Behavioral Health | 5-12 |
| X | Environmental Strategies | Graffiti removal, Interquest, campus police officers at A.E. sites | 7-12 |
| X | Family and Community Collaboration | Probation, Healthy Start activities Back-to-School nights, Alcoholics Anonymous, Community/Service Learning | 7-12 |
| | Media Literacy and Advocacy | | |
| X | Mentoring | Cross-age tutoring | 7-12 |
| | Peer-Helping and Peer Leaders | | |
| X | Positive Alternatives | Guest speakers, Student Recognition, Prom, Sports Activities, Community | 7-12 |
| X | School Policies | SCOE Board policies, handbooks, ATODV | 7-12 |
| X | Service-Learning/Community Service | Mandated Community Service, Volunteer Service | 7-12 |
| X | Student Assistance Programs | Counseling for individual students as identified - | 7-12 |
| X | Tobacco-Use Cessation | Included in Drug and Alcohol Awareness class | 7-12 |

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|--|--|---------------------|
| X | Youth Development Caring Schools Caring Classrooms | Prudential Youth Leadership Institute, 9-12 Caring Schools, 6-8 | 6-8 9-12 |
| X | Other Activities | Red Ribbon Activities Great American Smoke Out Cesar Chavez Activities | 5-12 |

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Promising Program name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|---------------------------------------|---------------------|---------------------|------------------------|---------------|---------------------|------------|
| Prudential Youth Leadership Institute | | 9-12 | 15 | Sept. 2003 | Sept. 2003 | Nov. 2003 |
| | | | | | | |
| | | | | | | |

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Prudential Youth Leadership Institute

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The Alternative Education Safe Schools Committee, composed of teachers, Healthy Start and Student Welfare & Attendance support staff, and administrators has selected the Project Toward No Drug Abuse from Appendix C based on the needs assessment data from CHKS (California Healthy Kids Survey), CSSA, (California Safe Schools Assessment), and the referral categories of the students served by this county office. Project Toward No Drug Abuse was selected for our high school students after reviewing data from the student referrals which indicated that the majority of the students enrolled in the alternative education programs were placed for drug, alcohol and violence infractions. Further, continued substance abuse prevention issues have surfaced amongst students attending our two major community school centers in Modesto and Turlock. Violence infractions are not significant at the high school level, although with increased gang activity in our community this is a matter requiring significant preventive action. At the middle school level we will undergo a major examination during the 2003-04 school year. SERA Learning's Anger Management Program is being considered for use at the 6-8 grade level as well.

In a review of the 2001 California Safe Schools Assessment, students enrolled in the Stanislaus County community schools had drug and alcohol offenses nearly four times greater than other county offices. This may be the result of improved staff training and the presence of Modesto Police Department/Stanislaus County Sheriff's Department on our campuses as well as access 20+ times a year to Interquest Canine Detection services. We believe the Project Toward No Drug Abuse we serve the comprehensive needs of our program.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The Stanislaus County Office of Education Program will participate annually in the California Healthy Kids Survey. Permission to participate in the survey is obtained at the time of registration to ensure that a wide cross-section of students participate in the survey. Data from the survey is collected and reviewed by the management staff, Curriculum Council and Safety Committee. The information is also shared with the staff as a whole and a discussion is held to determine strengths and weaknesses in the program. Adjustments are made accordingly, based on the data. For comparative purposes it is difficult to examine data from year to year because the students are not the same. However, it is valuable to study trends and make improvements based on gathered data.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Each year Stanislaus County Office of Education will publish the School Accountability Report Cards (SARCs) which include a progress report in meeting the Safe and Drug Free Schools performance measures. The SARCs will be posted on the internet and will be available at all Alternative Education sites.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

All of the students served by the Stanislaus County Office of Education Alternative Education Program fall into the "greatest needs" category. This is because students are referred primarily for drug, alcohol, or violence-related offenses either by the local district or the probation department. Beginning in the 2003-2004 school year, 50% of the SDFSC funds will fund the purchase of the "Project Toward No Drug Abuse" curriculum and 50% of the funds will support the acquisition of contracted law enforcement services. Such services have had a tremendous impact on maintaining a safe school environment at our main campuses. The Manager of Clinical Services supports all SBCSS Alternative Education. The "Project Toward No Drug Abuse" curriculum will be initially targeted at four of our largest school sites.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Stanislaus County Office of Education receives both SDFSC and TUPE funds. Most SDFSC- related programs are administered by the Alternative Education Director's Office. This provides for a focused overall program where services are not duplicated. The Director oversees purchase, training, and distribution of all materials. The Director works with all counseling, administrative and teaching staff , as well as community resources, to provide support. He also attends Prevention Coordinators' meetings to learn about new programs and services available, and sits on the Juvenile Justice Coordinating Council. The Alternative Education Program has a well-established relationship with law enforcement, probation, and our county mental health program.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in the registration and initial meetings with the school. They are encouraged to participate in school events such as Back to School night and Open House. In addition, parent involvement is encouraged in the recognition of student achievement and through parent involvement activities in our Healthy Start program. Parents are also encouraged to contact the principal, teacher or counselor with any questions they may have regarding their child's progress or safety. Parents' opinions are valued. Recently, 120 parents were surveyed to get their opinions on school and related needs in their neighborhood. In Alternative Education parent participation is encouraged and welcomed.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The Stanislaus County Office of Education Alternative Education Program receives Tobacco Use Prevention Education funds as part of the regular consolidated application process and through a special 8-12 grade TUPE grant. Alternative Education has also received two mini-grants focused on pregnant minors and young parents. Smoking cessation classes are offered to students through our school nurse. The negative health concerns of tobacco use will be included in both the pregnant minors and minor parent classes that are most likely offered both Fall and Spring semester.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

| Position/Title | Full time equivalent |
|----------------|----------------------|
| Not Applicable | |
| | |
| | |

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|--|---|---|--|---|---|
| 5.1 (High School Graduates) | <p>Stanislaus County Office of Education provides courses leading to graduation or high school equivalence (GED, CHSPE). It also provides services for students to transition back to the local district.</p> <p>Monitoring of all students.</p> | 110 graduates estimated in June, 2003 | Counselors School staff Student Welfare & Attendance Local Districts | Provide data base to follow students. Reduce "lost" students by 5% annually. Create vocational classes/certificates of completion | Revenue Limit |
| 5.2 (Dropouts) | <ul style="list-style-type: none"> Counseling for all students Options for graduation: high school diploma, GED, CHSPE, Job Corps., California Conservation Corps., etc. Special Education Transition Program CAHSEE preparation Establish drop-out task force to examine additional ways to keep students in school | <p>All AE students</p> <p>SE students 14-22 yrs old</p> <p>AE/SE students needing to pass test</p> <p>All AE students</p> | <p>SE Principals 2002-2006</p> <p>School & Community Members, Students</p> | <p>Report to the County Superintendent with Recommendations</p> | <p>Revenue Limit, AB 602</p> <p>Grant Funding</p> |

| | | | | | |
|--|---|--|--|--|--|
| <p>5.3 (Advanced Placement)</p> | <p>Stanislaus County Alternative Education Program does not offer Advanced Placement courses at this time. Students may take college courses through the local community colleges. If a student wished to take an Advanced Placement exam, he/she would be referred back to their sending school district</p> <p>A custody to campus program is provided for students in juvenile hall who have passed the GED. They are linked to our local community college classes.</p> | | | | |
|--|---|--|--|--|--|

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Stanislaus County Office of Education does not offer any programs under Section 1113.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Stanislaus County Office of Education does not have targeted assistance schools under Section 1115.

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The Stanislaus County Office of Education Alternative Education Program provides a full range of educational services in our juvenile hall/court school program. These services include assessment and remediation in reading, GED preparation programs, and on-site GED testing. Students may complete requirements for earning their high school diploma and take community college classes through our custody to campus program. The County Office of Education operates one Community Day School as part of a consortium Day Reporting and Teen Treatment Center with County Probation and Behavioral Health. Students with substance abuse and mental health related issues receive comprehensive services in this setting although no Title I funds are received currently for this program.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The Stanislaus County Office of Education does not offer any programs under Section 1116.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

The Stanislaus County Office of Education does not offer any programs under Section 1116. We do serve students who have been expelled under state law from their sending school or who are referred to us by their probation officer. No other student is required to attend except by choice. 40% of our students attend our program as a result of district or parent request.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The Stanislaus County Office of Education does not offer any programs under Sections 1118 or 1119.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Students with disabilities are serviced seamlessly from per-school through county school-age special education classes. Whenever a home school district can provide a more appropriate program than SCOE, the student is transitioned via IEP meetings to return to the district. A very successful fee-for-service program has allowed local school districts and parents considerable choice on how services will need to be provided to children. Thus, quality programming at realistic costs are more attainable.

The teaching staff for the student's academic program is the same staff providing ELL services. Movement toward a more coordinated approach to assessment will provide teachers with information that is needed to better serve students.