

# California Department of Education

## Report to the Legislature: Title II, Part A, Statewide Professional Development for Nonprofit, Private Schools 2010–11 Annual Report



Prepared by:

**English Learner and Curriculum Support Division  
Curriculum, Learning, and Accountability Branch**

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*Description:* Report of the number of private school teachers and administrators served by the provision of professional development services and the type of professional development provided.

*Authority:* Item Number 6110-195-0890 of the 2010–11 California State Budget act; Title IX, Part E, Subpart I, sections 9501 through 9504 and Title II, Part A, of the Elementary and Secondary Education Act of 2001.

*Recipient:* The appropriate budget and policy committees of the Legislature, the Legislative Analyst's Office, and the Department of Finance.

*Due Date:* October 15, 2011

**California Department of Education**

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**Table of Contents**

Executive Summary ..... 1

Title II, Part A, Statewide Professional Development for  
Nonprofit, Private Schools ..... 2

Appendix A..... 4

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## Report to the Legislature:

### Title II, Part A, Statewide Professional Development for Nonprofit, Private Schools 2010–11 Annual Report

#### Executive Summary

This report is required by Item 6110-195-0890 of the California State Budget Act of 2010–11, which allocated \$500,000 in federal Title II, Part A funds to provide professional development for eligible private school teachers and administrators, in accordance with federal law.

Title IX, Part E, Subpart I, sections 9501 through 9504 of the Elementary and Secondary Education Act of 2001 (ESEA) define the Uniform Provisions, which require equitable services for nonprofit, private school students, teachers, and other educational personnel. Twelve ESEA programs require equitable participation, including Title II, Part A, which provides funding for improving teacher quality through high-quality professional development. Activities supported with Title II, Part A funds that benefit private school personnel must meet the requirements of the statute. Activities must be based on a review of scientifically based research; sustained, intensive, and classroom-focused; and expected to improve student academic achievement.

The California Department of Education (CDE) consulted with the California Private School Advisory Committee (CPSAC) to identify professional development needs. Consistent with those needs and all statutory requirements, the CDE provided a variety of professional development activities funded by Title II, Part A during 2010–11. Professional development programs designed to target private school instructional staff served a total of 547 teachers, 61 principals/administrators whose participation is designed to help support implementation, and 19 individuals who did not identify their titles. Professional development programs designed to target private school administrators and principals served a total of 35 people participating in the Administrator Training Program (Assembly Bill 430 [Nava] [Chapter 364, Statutes of 2005]) and 255 people who participated in the Purposeful Classroom Walkthroughs program. Participants came from eligible private schools throughout the state, and program evaluations were consistently positive.

If you have any questions regarding this report, please contact Jane Ross, Education Programs Consultant, Professional Learning Support Division, by phone at 916-319-0339 or by e-mail at [jaross@cde.ca.gov](mailto:jaross@cde.ca.gov).

This report is on the CDE Private Schools Correspondence/Documents Web page at <http://www.cde.ca.gov/sp/ps/rs/>. If you need a copy of this report, please contact Jane Ross, Education Programs Consultant, Professional Learning Support Division, by phone at 916-319-0339 or by e-mail at [jaross@cde.ca.gov](mailto:jaross@cde.ca.gov).

## California Department of Education

### Title II, Part A, Statewide Professional Development for Nonprofit, Private Schools 2010–11 Annual Report

This report to the Legislature is made pursuant to Item Number 6110-195-0890 of the 2010–11 California State Budget Act, which allocated \$500,000 in federal Title II, Part A funds to provide professional development for eligible private school teachers and administrators, in accordance with federal law.

Title IX, Part E, Subpart I, sections 9501 through 9504 of the Elementary and Secondary Education Act of 2001 (ESEA) define the Uniform Provisions, which require equitable services for nonprofit private school students, teachers, and other educational personnel. Twelve ESEA programs require equitable participation, including Title II, Part A, which provides funding for improving teacher quality through high-quality professional development. Activities supported with Title II, Part A funds that benefit private school personnel must meet the requirements of the statute. For example, activities must be based on a review of scientifically based research; sustained, intensive, and classroom-focused; and expected to improve student academic achievement. The U.S. Department of Education has provided the following examples of eligible Title II, Part A activities in which private school teachers and other educational personnel may participate:

- Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills.
- Training in effectively integrating technology into curricula and instruction.
- Training in how to teach students with different needs, including students with disabilities, limited English proficiency, and gifted and talented students.
- Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education.
- Leadership development and management training to improve the quality of principals and superintendents.
- Training in the use of data and assessments to improve instruction and student outcomes.

The CDE consulted with the CPSAC, which is comprised of private school leaders from statewide private school associations, to identify the professional development needs of eligible private school teachers and administrators. Using a comprehensive, statewide

professional development needs assessment that targeted eligible private school teachers and another that targeted private school administrators, the CDE and the CPSAC prioritized three needs of nonprofit, private school instructional staff: assessment, mathematics, and writing. The top need of nonprofit, private school administrators was identified as leadership to improve classroom instruction and teacher effectiveness.

Consistent with these identified needs and all statutory requirements, the CDE provided a variety of professional development activities funded by Title II, Part A during 2010–11. Professional development programs designed to target private school instructional staff served a total of 547 teachers, 61 principals/administrators whose participation is designed to help support implementation, and 19 individuals who did not identify their titles. Professional development programs designed to target private school administrators and principals served a total of 35 people participating in the Administrator Training Program (Assembly Bill 430 [Nava] [Chapter 364, Statutes of 2005]) and 255 people who participated in the Purposeful Classroom Walkthroughs program. Participants came from eligible private schools throughout the state, and program evaluations were consistently positive.

<b>Target Audience</b>	<b>Priority</b>	<b>Type of Professional Development</b>	<b># of Participants</b>
Instructional staff	Assessment	<i>Monitoring Student Progress using Data and Assessments to Drive Instruction</i> , presented by Carolyn Coil, Ed.D. Three-day trainings were conducted at two locations: Daly City and San Diego.	114 private school teachers and administrators, kindergarten through ninth grade.
Instructional staff	Mathematics	<i>Critical Math Content to Improve Student Understanding and Performance</i> , presented by Kim Sutton, M.S. Two-day trainings were conducted at five locations: Arcata, Encino, Palm Desert, Salinas, and San Diego.	275 private school teachers and administrators, kindergarten through sixth grade.
Instructional staff	Mathematics	<i>Mathematics Coaching Institute</i> , presented by David Foster and Grade Level Facilitators from the Silicon Valley Mathematics Initiative. Five-day institutes were conducted at three locations: Los Angeles, Santa Clara, and Stockton.	154 private school teachers and administrators, kindergarten through eighth grade and Algebra I.
Instructional staff	Writing	<i>Harness the Power of Nonfiction Writing in Every Classroom</i> , presented by Angela Peery, Ed.D. Three-day trainings were conducted at two locations: Concord and Tustin.	84 private school teachers and administrators, sixth through twelfth grade.
Administrators	Leadership to Improve Classroom Instruction and Teacher Effectiveness	<i>Purposeful Classroom Walkthroughs</i> , presented by George Manthey, Ed.D., and current administrator practitioners. Trainings (1.5 days, plus .5 day) were conducted at six locations: Fremont, Orange, Rancho Cucamonga, Sacramento, Visalia, and Westlake Village. Twelve Webinars were also conducted for follow-up training.	255 private school administrators, kindergarten through twelfth grade.
Administrators	Leadership to Improve Classroom Instruction and Teacher Effectiveness	<i>Administrator Training Program (ATP, formerly known as AB 430) for Nonprofit, Private School Administrators</i> . State Board of Education-approved providers provide training using the State Board of Education-approved curricula for private school administrators. Participants are required to attend a total of 160 hours of training, which spans three modules targeting specific goals and content related to student achievement and student success as outlined in California <i>Education Code</i> Section 44511. Module 1: Leadership and Support of Student Instructional programs requires a	35 private school administrators, kindergarten through twelfth grade.  11 participants have completed the training  24 participants are still in progress

		<p>minimum of 40 hours of institute training and 40 hours of practicum;          Module 2: Leadership and Management for Instructional Improvement requires a minimum of 20 institute hours and 20 hours of practicum; and          Module 3: Instructional Technology requires a minimum of 20 institute hours and 20 hours of practicum. Private school administrators are enrolled in the following cities: Anaheim, Beverly Hills, Concord, El Cajon, Fresno, Hawthorne, Hesperia, Hollister, La Canada, La Crescenta, Laguna Hills, Lemon Grove, Los Angeles, Madera, Menlo Park, Milpitas, North Highlands, Pacific Palisades, Pasadena, Playa del Rey, Red Bluff, San Anselmo, San Gabriel, San Lorenzo, Santa Clara, Santa Rosa, Upland, Vallejo, and Wilmington.</p>	
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