

TERMAN MIDDLE SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2008-2009

Palo Alto Unified School District

READING

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test-English Language Arts, ERB/WrAP, CELDT, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students. ● Teachers/Counselors/Teaching Teams will review the student achievement data summaries for all students to identify students' strengths and weaknesses and notify teachers of students needing differentiations and/or interventions. ● Teachers/Teaching Teams/Instructional Supervisors will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading. ● The ELD support teacher with school support staff will consult with teachers throughout the year to monitor and support ELD student progress. ● The ELD support teacher will offer a support class for students as an elective or through advisory period. ● The ELD support teacher will support staff through in-service to promote increased use of SDAIE strategies schoolwide. ● Teachers/Counselors/Teaching Teams will collaborate to monitor student progress and revise IEPs as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy). ● Staff will build partnerships with parents to support student literacy through conferences, Student Study Teams (SSTs), and parent education. ● Reading Enhancement class and Staying on Top class (study skills for students without IEP) will be offered as part of the site elective program. ● The English Department will meet on a regular basis to review and refine reading goals. ● The Librarian will collaborate with all teachers to promote literacy culture schoolwide. ● Teachers will recommend identified students for district Reading Academy program.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- What percentage of students made a year's growth or more on the California Standards Test-English Language Arts?
- What do the matched score APIs and state APIs show with respect to overall progress?
- What activities were most helpful to ensure that students made at least a year's growth in reading?
- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the California Standards Test-English Language Arts?
- What do assessment results on reading measures for URM students show with respect to the level of achievement and/or progress?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What results stand out?
- What are next steps?

WRITING

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.2 Examine approach to delivery of professional development programs.</p> <p>B3.3 Develop coherent professional development content that supports initiatives.</p>	<ul style="list-style-type: none"> ● Teachers/Counselors/Teaching Teams will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program – ERB/WrAP, CELDT, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students. ● Teachers/Counselors/Teaching Teams will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing. ● English teachers will collaborate to share strategies and training that support 6-Traits writing. ● English teachers will promote the use of reference books for grammar and writing both at school and at home. ● A schoolwide emphasis on writing will be supported by such things as consistency in the use of writing terms, common school headings, formal publication standards and common spelling expectations. These will be widely communicated in student binder reminders as well as parent handbooks. ● English Teachers will develop their writing program and collaborate with other content teachers to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing. ● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing. ● Staff will collaborate with PTA to build technology resources, i.e. laptop carts, for use in writing.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- What percentage of students made a year's growth or more on the Educational Records Bureau Writing Assessment Program (ERB/WrAP)?
- What activities were most helpful to ensure that students made at least a year's growth in writing?
- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the ERB/WrAP?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What results stand out?
- What are next steps?

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.3 Develop coherent professional development content that supports initiatives.</p> <p>B3.4 Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test-Math, CAT6, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students. ● Teachers/Counselors/Teaching Teams will identify students' strengths and weaknesses, plan strategies (tutoring, Math Academy, Math Intervention summer school), and will review and revise these plans mid-year. ● Teachers/Counselors/Teaching Teams will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. ● Instructional supervisors will consult with teachers throughout the year to monitor student progress and revise plans as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. ● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. ● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available. ● Staff will participate in district activities to adopt a new textbook and materials. ● Staff will work to increase the number of 8th grade students learning state standards in Algebra.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- What percentage of students made a year's growth or more on the California Standards Test-Mathematics?
- What do the matched score APIs and state APIs show with respect to overall progress?
- What activities were most helpful to ensure that students made at least a year's growth in math?
- What percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the California Standards Test-Mathematics?
- What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?
- What results stand out?
- What are next steps?

SCHOOL CLIMATE: SOCIAL-EMOTIONAL-PHYSICAL HEALTH & RESILIENCE

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● Teachers/Counselors/ Teaching Teams/ Administration will hold SSTs, conferences, and meetings to address the social and emotional needs of students. ● Terman staff will continue to collaborate on strategies to foster the social-emotional-physical health and resilience in students, such as Social Norms and social kindness programs. ● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. ● The staff will collaborate with the PTA to continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students. ● The staff will implement lessons on social kindness throughout all three grade levels. These are meaningful lessons focused on eliminating social cruelty. ● Counselors will foster a student group of 8th graders – Tigers Achieving Social Kindness (TASK) – to work with 6th graders to foster a safe school culture. ● Staff will continue to support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students’ academic, personal, and interpersonal skills through teaming structures. ● Staff will explore methods of improving disability awareness. ● Teachers will collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students. ● Sixth grade staff with counselors and administrators will develop a well rounded transition process for incoming 6th graders.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What strategies were successful in fostering social-emotional-physical health and resilience in students? ● What are next steps? 	

SCHOOL CLIMATE: DIVERSE AVENUES FOR STUDENT SUCCESS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● The principal will work with staff to develop interdisciplinary curricula to enhance opportunities for student success. ● Teachers/Teaching Teams will provide opportunities for students to use their multiple talents to demonstrate learning and understanding of the curriculum: art, music, drama/simulations, business and technology. ● Teachers will share strategies and best practices for providing diverse avenues for students' success in the core curriculum. ● Staff will continue to provide opportunities for student performances in drama, chorus, band, and orchestra. ● Staff will provide students with age appropriate leadership opportunities such as student council, conflict managers, and community service. ● The District will continue to offer the choice of a Direct Instruction Program at Terman. ● The drama teacher will provide students an opportunity to participate in a major production. ● The District will continue to offer "Direct Instruction" as a choice program at Terman. ● A brochure on Direct Instruction developed by the School Site Council will be available.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What diverse avenues for student success were provided that honor the unique talents and abilities of each student? ● Do the opportunities provide a broad range of meaningful experiences? 	

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● The District will provide a trained teacher to administer the CELDT to all students whose home language is other than English to obtain baseline and annual data. ● Teachers/Counselors/Teaching Teams will review CELDT data as well as other assessments and provide appropriate support to ELD students. ● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms in collaboration with a site ELD support teacher. ● Staff will provide support to 6th grade ELD students through core and the elective wheel, and to other grades as possible. ● An ELD TOSA will coordinate Academic Language Development (ALD) support on campus through an elective class as well during weekly advisory period. ● Site ELD support teacher will work with parents and teachers to coordinate support for EL students and represent Terman at Districtwide planning sessions. ● The Staff will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families. ● The District will provide continued opportunities for classroom staff to improve the use of SDAIE strategies.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What progress have ELD students shown on multiple measures (CELDT, California Content Standards, and ERB)? ● What strategies and programs were used to support EL students and their families? ● What results stand out? ● What are our next steps with respect to this objective? 	

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.2 Examine role of middle school in helping students achieve post-secondary success.</p> <p>A2.3 Improve guidance and counseling services that prepare students for college and other post-secondary opportunities.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.3 Develop coherent professional development content that supports the strategic initiatives.</p>	<ul style="list-style-type: none"> ● The staff will implement the PAUSD GATE plan with a focus on: identifying 6th grade students not previously identified as GATE; addressing the social and emotional needs of GATE students; and improving parent communication. ● Teachers/Teaching Teams will provide classroom-centered experiences for GATE, high performing, and other motivated 6-8 students through assignments and expectations modified for greater depth and/or complexity including use of the Renzulli program. ● Teachers/Teaching Teams will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources. ● District and school staff will identify high achieving students, develop a plan, and monitor student progress. ● Teachers/Counselors/Teaching Teams will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● The District will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom. ● Staff will work with parent volunteers to increase participation in the annual science fair, TECH Challenge and the new LEGO robotics club. ● Staff will continue to provide engaging events such as spelling and geography bees.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- Describe the GATE population with respect to ethnicity and English proficiency status.
- What strategies and programs were used to support GATE and high achieving students?
- What are next steps?

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.2 Examine approach to delivery of professional development programs.</p> <p>B3.3 Develop coherent professional development content that supports the strategic initiatives.</p>	<ul style="list-style-type: none"> ● Terman SPED staff will provide staff with in-service training about meeting the needs of special education students on the autism spectrum. ● Terman SPED staff will collaborate with staff to plan and implement strategies to access core curriculum by implementation of specially designed accommodations and modifications. ● Staff will collaborate to provide community service opportunities for regular education students with special needs students, including ongoing “Tasty Treats Café” and school service assignments. ● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● District staff, counselors, teaching teams, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met. ● The principal will provide opportunities for special education and general education teachers to work together to coordinate curriculum and align assessment practices. ● The site resource/support TOSA will regularly facilitate communication between school community and families of special ed students by attending team meetings, regularly meetings with parents, working between home and school with community professionals helping students with special needs ● District staff will provide staff with training about the specific learning needs of special education students. ● The Principal will continue to work with the special education staff to facilitate collaboration with regular education teachers. The needs of our special education students are becoming complex and require a great deal of service and coordination of those services. ● The Special Education Staff will continue to meet with grade level teams to discuss student progress. In 2008 we started to discuss response to intervention (RTi) models so that all students receive research based, high quality, differentiated instruction from general education teachers in a regular classroom setting.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- What strategies and programs were used to support special education students?
- What accommodations in regular education programs were implemented prior to referral for assessment?
- What are next steps?

MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to the achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● Teachers/Counselors/Teaching Teams will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics and develop plans using available resources. ● Teachers/Teaching Teams will provide at-risk students with differentiated materials and activities, including math materials, using technology resources. ● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial or 504 plans) to further meet the needs of students who are performing below grade level. ● The Staff will provide “Homework Habitat” on three afternoons a week in the library as well as support classes as electives, e.g “Staying on Top. ● The principal and teachers in collaborations with the PTA and Site Council will work to create ways to increase parental involvement through increased communication to ensure that parents do not feel disenfranchised.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ul style="list-style-type: none"> ● What strategies and programs were used to support low achieving students? ● What are next steps? 	

LIBRARY

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>The PAUSD Library Media Program ensures that students become effective users of information and lifelong readers.</p> <p>1a. Information Literacy: Students will identify and use many print and online sources in developmentally appropriate ways.</p> <p>1b. Literacy/Reading: Students will recognize a wide variety of literary genres, award winners, authors and illustrators.</p> <p>Funding Designated state money for the school library collection shall be allocated to the library each year.</p>	<p>Information Literacy Students learn to find, evaluate and use information in meaningful and responsible ways. They are taught to:</p> <ul style="list-style-type: none"> ● Locate information from a variety of library sources; ● Use the automated library catalog and online databases; ● Identify and use many print and online sources; ● Evaluate critically both print and online sources for currency, relevancy, bias, and validity; ● Use developmentally appropriate steps in the research process; and ● Retrieve information for their personal interests and needs. <p>Library and Information Usage Students learn to practice ethical and responsible behavior. They are taught to:</p> <ul style="list-style-type: none"> ● Care for and respect resources and equipment; ● Honor copyright laws, cite their sources and avoid plagiarism; ● Use information technology both legally and ethically; ● Understand the importance to a democratic society of intellectual freedom and the free flow of information; ● Access information from diverse sources, learning to recognize and respect the viewpoints of others; and ● Collaborate with others and contribute to the learning community. <p>Literature Appreciation Students learn to choose, enjoy and respond to a wide variety of literature. They are taught to:</p> <ul style="list-style-type: none"> ● Appreciate written expression in all its forms; ● Recognize a wide variety of literary genres, award winners, authors and illustrators; ● Examine written material critically to enhance reading and writing skills; and ● Evaluate and select books appropriate to their personal interests.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

- In what ways can students identify and use a rich selection of print and online sources in developmentally appropriate ways?
- How are students making appropriate selections to meet their information needs?
- What literary genres, award winners, authors and illustrators were explored?
- How have we provided a wide variety of quality reading experiences?

**SINGLE PLAN for STUDENT ACHIEVEMENT 2008-09 (SPSA) BUDGET
TERMAN MIDDLE SCHOOL**

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
Supplies 4310				1043		1043
Supplies 4310 (library)				455		455
CERTIFICATED						
Classroom Teachers 1110		8000				
Substitute Teachers 1150		10000				
Stipends 1191		13000				
SALARIES (1000)	\$0	\$31,000	\$0	\$0	\$0	\$31,000
CLASSIFIED						
SALARIES (2000)	0	8,000	6,000	0	0	\$14,000
EMPLOYEE						
BENEFITS (3000)	0	0	0	0	0	\$0
Classified benefits		3,674				\$3,674
Certificated Benefits		1,538				\$1,538
SUPPLIES (4000)	0	0	0	0	0	\$0
CONTRACTED						
SERVICES (5000)	0	0	0		6,000	\$6,000
CAPITAL						
OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT						
COSTS (7000)	0	2,988	405	385	405	\$4,183
TOTAL	\$0	\$47,200	\$6,405	\$1,883	\$6,405	\$61,893

Programs Funded Through the Consolidated Application Process
Proposed Expenditures for 2008-2009
State Categorical Programs

California Peer Assistance and Review (PAR) Program for Teachers:

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$66,291*

Economic Impact Aid/English Learner Program:

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$345,464*

School and Library Improvement Block Grant:

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11th day enrollment to improve the instructional program.*
- *\$878,070*
- *See attached budget.*

School Safety and Violence Prevention:

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies, and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$166,463*

Pupil Retention Block Grant:

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *Gunn High School - \$12,724*
- *Palo Alto High School - \$12,724*

Tobacco-Use Prevention Education Program:

Provides funding for tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. These programs are to encourage sound decision-making and awareness of the consequences of chemical use, provide current and accurate information about tobacco use and its effects, enhance self-esteem and refusal skills, and improve school climate and relationships among all staff and students.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are also used for instruction and support activities aimed at eliminating tobacco use among students*
- *Funds are centralized.*
- *\$13,573*

Federally-Funded “No-Child Left Behind” (NCLB) Programs**Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *\$499,015*

Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- *\$204,314*

Title II, Part D, Technology Education:

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- *\$4,590*

Title III, Language Instruction for Limited English Proficient (LEP) Students:

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- *\$104,074*

Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that supports academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- *\$30,063*

Title V, Innovative Strategies:

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$7,824*