

# 2017-2018 Single Plan for Student Achievement

C.A. Jacobs



## ABOUT THIS SCHOOL

### SCHOOL PROFILE

Welcome to C.A. Jacobs Intermediate School, home of the Cougars! As you walk through the doors of C.A. Jacobs, you will feel the warmth and welcome of the school that supports all students. Each year is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work together to build upon our successes as well as in adapting to the changing needs of our students and school community. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn and that it is our collective responsibility to ensure that they all learn at high levels. We accomplished through providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

C.A. Jacobs Intermediate School is located in The City of Dixon which was founded in 1868 upon the rich farmlands of Solano County. Linked with the rest of California in 1874 by the Southern Pacific Railroad, Dixon merged with nearby Silveyville residents to form what is today one of the most productive agricultural communities in Northern California. While historically an agricultural town, Dixon, California is now primarily a residential community of 18,000 for people who work in Sacramento, Davis, and the San Francisco Bay Area. While the city has experienced growth it remains a “small town at heart,” whose residents pride themselves on the high level of community involvement.

C.A. Jacobs Intermediate School was originally built in 1964 and serves approximately 540 students from the community and surrounding areas in grades seven and eight. The ethnic distribution at C.A. Jacobs is 36% Caucasian, 55% Hispanic, 3% African American, 2% Asian, 0.7% American Indian or Alaskan Native, 1% Filipino, and 0.7% Pacific Islander.

# The Single Plan for Student Achievement

School: C.A. Jacobs Intermediate School

District: Dixon Unified School District

County-District School (CDS) Code: 48 70532 651023

Principal: Dan Bledsoe

Date of this revision: May 5, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Dan Bledsoe
Position:	Principal
Telephone Number:	707-693-6350
Address:	200 North Lincoln Street, Dixon, CA 95620
E-mail Address:	dan.bledsoe@dixonusd.org

The District Governing Board approved this revision of the SPSA on May 18, 2017.

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**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Promote Parent Involvement and Outreach**

**SCHOOL GOAL: By May 31, 2018 C.A. Jacobs Intermediate Schools’ parents will demonstrate greater awareness of Common Core instruction, support programs, and intervention programs offered to C.A. Jacobs’ students.**

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Parent involvement meetings Parent communication Parent attendance at student-centered events (ie Back to School, Open House, arena conferences, etc.)	CA Jacobs needs to embrace the school wide community in multiple facets in 2017-18.  CA Jacobs needs to incorporate surveys of the school wide community in 2017-18.  CA Jacobs needs to increase ease of access to updated information via the school website	School Website Improvement and use Development of Teacher Websites and use School Site Council agendas and minutes ELAC agendas and minutes Parent Teacher Organization agendas and minutes Parent surveys

**STRATEGY: Development of teacher websites relating to Common Core instruction, Intervention, and programs for student support. Improvement of the C.A. Jacobs website communicating Programs, Policies, and Instructional practices. Meetings, and workshops offered throughout the year, and a survey for the CA Jacobs school community twice a year. Parental informational/strategy nights throughout the year.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Ongoing- 2017-2018 school year	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Counselor</li> <li>3. Teachers</li> <li>4. Parent Liaison</li> <li>5. Technology</li> </ol>	<p>Monthly review of targeted goal and steps completed/necessary in coordinated meetings with persons listed as responsible.</p> <p>ELAC, Site Council, PTO meetings.</p> <p>School Newsletter both in hard copy and on the school web page in English and Spanish.</p> <p>Orientations and Parent Nights annually.</p> <p>Development of teacher individual websites and targeted growth of school website</p>	<p>Parent Liaison \$14,800 (Title 1)</p> <p>Computer Tech .5 FTE (LCAP)</p>

**Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.**

**LEA GOAL: All students will reach high standards, at a minimum attaining grade level proficiency, in English Language Arts, and Mathematics.**

**SCHOOL GOAL:** English Language Arts and Mathematics student scores on statewide standardized assessments will show an increase in the numbers of students reaching grade level proficiency (Standard Met) of 3%.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
SBAC student scores 2015-16 school year. School Wide Intervention Program/Workshop. RTI training 2015-16 and 2016-17 School Year.	<b>SBAC scores show that approximately 50% of C.A. Jacobs students are below standard in English Language Arts and Math.</b>	Common Core Common Formative and Summative Assessments based on Essential Skills.  SBAC Interim Assessment Results in English Language Arts and Math.  Statewide Standardized Testing SBAC 2018

**STRATEGY:** During the 2017-2018 School year C.A. Jacobs will be running intervention workshops for struggling students twice a week. This will be focused on Tier 2, and Tier 3 interventions. There are two positions in place to run and adjust these programs as needed. One for Tier 2, and one for Tier 3. In addition C.A. Jacobs will incorporate AVID classes, and AVID strategies school wide.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Ongoing 2017-2018 School Year</b></p> <p>C.A. Jacobs will have an intervention program developed to incorporate systematic opportunity for Common Core intervention in all subject matter.</p> <p>C.A. Jacobs will continue training in intervention, and provide necessary improvements throughout the year.</p>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Counselor</li> <li>3. Intervention Coordinator</li> <li>4. Academic Achievement Coordinator</li> <li>5. Teachers</li> </ol>	<p><b>Intervention Program:</b> Collect and analyze district- and school-level summative and formative ELA, Math, and Science data; identify students from each grade level for interventions and their specific Academic needs via the Intervention Coordinator, and Academic Achievement Coordinator.</p> <p><b>Intervention Coordinator:</b> Develop and oversee all aspects of the tier 2 academic intervention and enrichment program including collecting assessment data on students, identifying at-risk students, assigning students to appropriate interventions, writing class schedules, assigning facilities, maintaining PlusTime, monitoring student progress, training teachers on PlusTime software, work with leadership to implement changes and provide feedback.</p> <p>Schedule career education workshops.</p> <p>Collaborate with counselors and academic achievement coordinator on identifying students for more intensive support.</p> <p>Serve as liaison for teachers and leadership team for addressing program issues and providing feedback.</p> <p><b>Academic Achievement Coordinator:</b> Develop Tier 3 specific criteria for identifying, selecting, implementing, monitoring, and evaluating the C.A. Jacobs Tier 3 intervention program, and students working within it. In addition working with the Intervention Coordinator to develop and implement specific workshops for targeted students.</p>	<p><b>Intervention Coordinator:</b> \$17,000 .2 FTE (Title 1)</p> <p><b>Academic Achievement Coordinator:</b> \$17,000 .2 FTE (Title 1)</p> <p><b>Assistant Principal 15% Increase in time:</b> \$20,000 .15 FTE (Title 1)</p>



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Ongoing 2017-2018 School Year (continued)</b></p> <p>C.A. Jacobs will have an intervention program developed to incorporate systematic opportunity for Common Core intervention in all subject matter.</p> <p>C.A. Jacobs will continue training in intervention, and provide necessary improvements throughout the year.</p>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Counselor</li> <li>3. Intervention Coordinator</li> <li>4. Academic Achievement Coordinator</li> <li>5. Teachers</li> </ol>	<p>Identify target students (lowest 20% from ELA, Math, Science “Tier 3”) from 7<sup>th</sup> and 8<sup>th</sup> grade. Conduct individual meetings with students, and parents. Develop action plans for individual students, observe students in class, and monitor progress.</p> <p>In addition the Academic Achievement Coordinator will develop and implement specific workshops for targeted students to aid in their individual growth along targeted goal oriented lines.</p> <p>Networking with Tier 3 student’s teachers to provide input on strategies for Tier 3 student achievement.</p> <p>The AAC will also organize mentor students from Dixon High School for Tier 3 students.</p> <p>The AAC will insure that the Tier 3 intervention program at C.A. Jacobs is fluid, and that students can move in and out of Tier 3 interventions as necessary.</p> <p><b>Additional 15% Funding for Assistant Principal:</b> Oversees all aspects of Title 1 student intervention and training for students in the unduplicated count.</p> <p><b>AVID for 7<sup>th</sup> and 8<sup>th</sup> grade students</b> C.A. Jacobs will be incorporating one 7<sup>th</sup> grade and two 8<sup>th</sup> grade AVID classes into the master schedule.</p>	

**Form A (Non-Academic Goal)**

**LEA GOAL : All Students Will Be Educated In a Learning Environment That Is Safe, Drug Free, and Conducive To Learning.**

**SCHOOL GOAL: School wide prevention and intervention strategies will be improved to insure that all staff, and students know the safety protocols, and that a positive school climate and culture are developed.**

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
<p>Review of current safety systems and protocols                      C.A. Jacobs Student Leadership program review                      Referral Records                      Suspension Data                      Counseling Referrals                      Best Program                      No Bully</p>	<p>Student surveys have identified that bullying is a concern. C.A. Jacobs’ staff concurs with this assessment while also recognizing that there is room for improvement regarding student disciplinary procedures and ensuring that C.A. Jacobs Intermediate School provides a positive student-centered environment.</p> <p>Current student contact through positive interactions via C.A. Jacobs Student Leadership Program and aligned programs is extremely limited.</p>	<p>Development of positive interaction contacts via Student Leadership at C.A. Jacobs</p> <p>Implementation of updated safety protocols and systems</p> <p>Referral records, suspension data, and counseling reports</p> <p><b>BEST/PBIS- Incentive Awards</b>  <b>No cost</b></p> <p><b>PBIS Software</b>  <b>\$1500 (LCAP)</b></p> <p><b>No Bully</b>  <b>\$500 (LCAP)</b></p>

**STRATEGIES: Review current safety systems, re design protocols where necessary, and improve safety systems and structures school wide. In addition consistent enforcement of classroom procedures and school wide norms must be addressed. Provide students with positive outlets during the school day, and improve student life and culture on campus through the growth of our Associated Student Body (Leadership)**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
On Going 2017-2018 School Year	Administration Counseling Teachers Classified Staff Leadership-Teacher No Bully Liaison CCC	District Wide task force dedicated to improving safety protocols and systems at C.A. Jacobs and all other schools within the Dixon Unified School District  Staff Trainings in safety protocols, and school wide drills in safety  ASB Teacher training with the California Activity Directors Association. This is to be conducted during the 2016-2017 school year.  Development of student centered opportunities throughout the school year	Student Leadership training \$6,000 (ASB)  Safety trainings No Cost  Data Review No Cost

**Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.**

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

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State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$77,250	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$77,250	
Total amount of state and federal categorical funds allocated to this school	\$77,250	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

### Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dan Bledsoe <i>[Signature]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Vodenik <i>Barbara M Vodenik</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mariah Martin <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jonathan Foster <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valerie Miner <i>Valerie Miner</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Mustard <i>Julie Mustard</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joe Perez <i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorraine Covello <i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Purcell <i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Troy Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

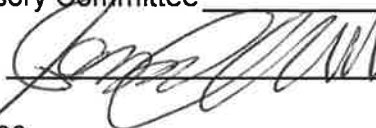
<sup>4</sup> EC Section 52852



**Form E: Recommendations and Assurances**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):


- State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- English Learner Advisory Committee  \_\_\_\_\_ Signature
- Special Education Advisory Committee \_\_\_\_\_ Signature
- Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
- District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
- Compensatory Education Advisory Committee \_\_\_\_\_ Signature
- Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
- Other committees established by the school or district (list) \_\_\_\_\_ Signature

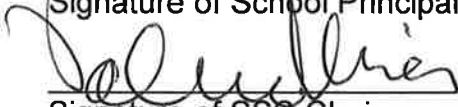
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11-18-16.

Attested:

Dan Bledsoe  
Typed name of School Principal

Valerie Miner  
Typed name of SSC Chairperson

  
Signature of School Principal

  
Signature of SSC Chairperson

5-8-17  
Date

5-9-2017  
Date

## Form F: Budget Planning Tool

**This budget (3010) can be used schoolwide as long as it aims to improve programs in a way that will help the lowest achieving students**

Action Step Items	Est Cost
Intervention Coordinator (.2FTE Release Period)	\$17,000
Academic Achievement Coordinator (.2FTE Release Period)	\$17,000
Assistant Principal Overseeing Title 1 (15%)	\$20,000
Parent Liaison	\$15,000
RTI Trainings/Release/New Teacher Training & Observation	\$5,000
ELD, Math & ELA Support Class Materials	\$650
PSAT Test for AVID Students	\$600
Student Planner- Title 1	\$2,000
<b>Total in budget</b>	
<b>Total allocation</b>	\$77,250
<b>Balance</b>	\$77,250

### Lottery (not SSC approved)--OPTIONAL

Action Step Items	Est Cost
Classroom supplies (pencils, paper, vis-à-vis, staplers)	
Copy Paper---annual supply	
Office Supplies	
Collaboration (2 days, 10 teacher a day @\$160)	
Parent Involvement	
<b>Total in budget</b>	
<b>Total allocation</b>	
<b>Balance</b>	