



Santa Barbara Unified School District

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Adams Elementary School Student Achievement Workshop Report

1. What does the student achievement data tell you?

The 2012 STAR federal and state data indicates that Adams has shown **growth for all subgroups** in English Language Arts and Math for the second consecutive year. Our Hispanic made growth but unfortunately not enough to make Safe Harbor in Math. Therefore, we missed getting out of Program Improvement status by less than 1%. We have identified as a school that 4-6th grade math is a targeted area of improvement. Therefore, the goal is to continue to show overall school-wide growth in each subgroup.

We have met the statewide performance target of 800 in 2012. We continue to make school-wide steady improvements since I arrived a little over three years ago. Our API has increased from 745 in 2010, 775 in 2011 and 801 in 2012. We are very proud to be dramatically closing the achieving gap with our English Language Learners. Our English Language Learners have grown the most with a gain of 80 API points over the last three years (2009-API 690 and 2012-API 770).

Our goal is to meet safe harbor targets for the 2012-2013 school year with all of our subgroups. Our 2012-2013 API goal is to attain an API over 815 as well as to become a California Distinguished School by focusing on the common elements of successful schools.

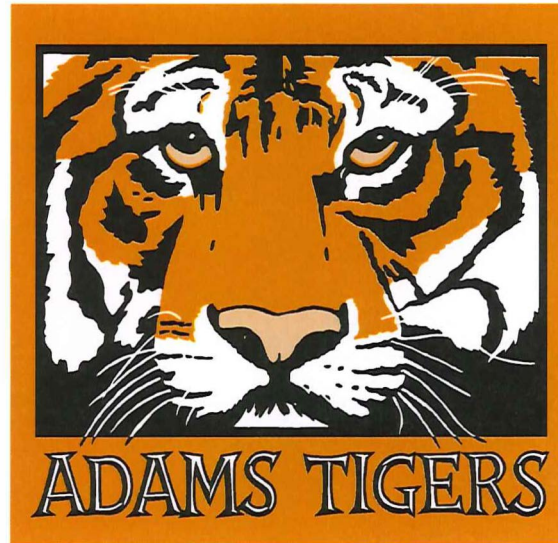
2. What are you doing in response to the data?

- a. Teachers collaborate in PLC's once every two weeks with the principal for 30 minutes to review student data.
- b. Our 1-4th grade Montessori classroom serves as a lab classroom for supporting differentiation instruction with the Common Core standards.
- c. The Accelerated Reader assessment tool, STAR, is used to inform 1st-6th grade reading instruction by identifying a students' instructional reading level and reading strategies which have been mastered. Once a Kindergarten student has mastered the 100 high frequency words in addition to the phonics, he/she is then assessed using STAR to determine his/her reading level. Far Below Basic and Below Basic students in 1st and 5th grade are supported with reading instruction in small groups or one-to-one by two AmeriCorps specialists. FBB, 2nd grade students are supported 3hrs a day with an Intervention Teacher.
- d. Class Size Reduction for EL students – provide small group, leveled, targeted Systematic English Language Instruction for all ELL students, 30 minutes a day.
- e. Class Size reduction teacher for Kindergarten-recognizing the need for early intervention, we have bought a Kindergarten teacher. Therefore, reducing class size to 20 students per classroom.
- f. Math Professional Development with Bill Jacobs and *Context for Learning* with 4-6th grade implementation beginning in November 2012. Math Professional Development for all 1st grade teachers with *Fact Wise* at the SBCEO. All 2nd grade teachers are supplementing the envision Math curriculum with *Excel*. All TK-6th grade yearlong plans have been aligned to the Common Core in Math for the 2012-2013 school year.
- g. The computer lab supports students with Math and AR before school from 7:30-8:30am.
- h. Community volunteers from Partners in Education, Samarkand Retirement, Costco, Rotary North, Westmont College, SBCC, Antioch and UCSB support K-6th grade with differentiated instruction.
- i. ELA/Math Lesson Study to observe research based best practices – One teacher from every grade level is released the entire day on a Tuesday to walk through every classroom with me to observe their colleagues teach an ELA and Math lesson for the first half of the day while the second half of the day is used to discuss best teaching practices and areas of improvement. The group shares their findings at our 3:15pm staff meeting. All teachers will have this opportunity throughout the year, creating 3 cycles of teacher observations. The primary focus of these observations is to observe differentiation instruction and student engagement.

3. In what ways is your response in 2012-13 different than your response in 2011-12?

Letters a, c, e, f and g

Single Plan for Student Achievement 2012-2013



The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

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Mission Statement(s)	Analyze Student Data	Conclusions from Parent, Teacher, Students
<p>The mission of the Santa Barbara School Districts is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world.</p> <p>Core Beliefs and Commitments We believe that the achievement of the district's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members and the community. We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We will effectively and transparently manage our financial and human resources to support our educational goals. We will maintain safe and orderly school environments for all students and employees. We will promote a culture of mutual trust and respect among students, parents, staff and community members. We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.</p> <p>Adams Elementary School Mission Statement- Adams Elementary School is committed to achieving academic excellence through the following: teamwork, integrity, growth, expectations, responsibility and scholars for life. These values will empower children to become well-rounded members of a diverse society.</p>	Summary of Data:	Conclusions Data Performance:
	<p>An analysis of student performance data was conducted using the CST's in ELA and Math, CELDT, ADEPT and Benchmark Assessments. Adams did meet Safe Harbor for 16/17 AMO levels needed to make Adequate Yearly Progress, there was schoolwide and subgroup growth in proficiency levels as follows:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Schoolwide 54.1% SH Hispanic 48.8% SH White 82.5% Socio-Economically Disadvantaged 48.8% SH English Learner 47.3% SH Students with Disabilities 39.9% SH <p>Math</p> <ul style="list-style-type: none"> Schoolwide 57.9% SH Hispanic 53.1% NO White 82.5% Socio-Economically Disadvantaged 53.7% SH English Learner 51.6% SH Students with Disabilities 48.2% SH <p>Schoolwide API 801</p> <ul style="list-style-type: none"> Hispanic API 778 White API 930 Socio-Economically Disadvantaged API 776 English Learner API 770 Students with Disabilities API 712 <p>An analysis of English Language Learners CELDT scores was conducted in the spring of 2012 to reclassify EL students. Eighteen, 6th grade, EL students were reclassified in May 2012.</p>	<p>The 2012 STAR federal and state data indicate that Adams has shown growth for all subgroups in English Language Arts and Math. Our Hispanic subgroup in Math made growth but unfortunately not enough to make Safe Harbor. Therefore, we missed getting out of Program Improvement status by less than 1%. We have identified as a school that 4-6th grade math is a targeted area of improvement. Therefore, the goal is to continue to show overall growth school-wide and by each subgroup.</p> <p>This plan details improvement efforts for 2012-2013 that are being implemented collaboratively by all stakeholders. School-wide growth as measured by the State of California Academic Performance Index (API) also reflects the need for academic improvement on a school-wide basis, showing improvement from 745 in 2010, 775 in 2011 and 801 in 2012.</p> <p>Teachers and parents are very pleased to see a sixty-two point gain in our school's API over the past three years as well as a dramatic increase in proficiency in all of our subgroups. We are very proud to be closing the achieving gap dramatically for our English Language Learners. Our English Language Learners have grown the most with a gain of 80 API points over the last three years (2009-API 690 and 2012-API 770).</p> <p>Our goal is to meet safe harbor targets for the 2012-2013 school year in all of our subgroups. Our 2012-2013 API goal is to attain an API over 815 as well as to become a California Distinguished School by focusing of the following common elements of successful schools:</p> <p>Providing a Rigorous, Relevant and Relationship driven school atmosphere that focuses on differentiation through project based learning. Focusing on achievement measurement honestly without excuses! Providing multiple opportunities for student success! Performing weekly assessments Using writing as a lever to support ELA.</p> <p>Our goal to target instruction by addressing gaps in student achievement and using data from common assessments to modify instruction will assure that we meet our proficiency targets.</p>
	Areas met:	Conclusion areas met:

	We met and exceeded our API target in all subgroups.	We attribute much of our growth to providing targeted, small group, daily Systematic ELD instruction to our EL students. The teachers ELD lessons are turned in weekly to the principal so she can monitor and evaluate teacher effectiveness. Our targeted instruction in before/after school tutoring. Reviewing the data that we obtained from our trimester benchmarks in Edusoft to collaborate and share best practices in our Professional Learning Communities. Project based learning in all core subject areas. Differentiated instruction to support students individual reading levels through Accelerated Reader, Read Naturally, Read 180 and System 44.
	Areas not met:	Conclusion areas not met:
	We met all areas.	

Required Area	Description	Conclusion
Alignment of Curriculum, instruction and materials to content and performance standards	<p>All students have standards aligned materials.</p> <p>We have aligned all of are TK-6th grade to the Common Core Standards.</p> <p>Our teachers worked in Professional Learning Communities to align and backwards map the curriculum to the Common Core Standards.</p>	<p>Curriculum alignment is an ongoing process. Our school met the Williams Settlement Act.</p>
Availability of standards-based instructional materials appropriate to all student groups	<p>All students have access to standards-based instructional materials including state-adopted text books and district adopted materials, as well as extension activities for our Gifted students. In grades K-6, Open Court 2002 provides articulated, standards-based curriculum, materials and instruction for reading/language arts within and across all grade levels. The Open Court program offers a variety of strategies to pre-teach, re-teach and extend learning through experiences based on student needs. The systematic ELD program serves the needs of our English Language learners through the school's ELD curriculum: Carousel of Ideas and Language for Learning. The adopted enVision math curriculum provides the basis for standards-based mathematics instruction with teacher-designated opportunities for enhanced and extended learning. Teachers collaborate in PLC's once every two weeks with the principal for 30 minutes which allows for continuous assessments and modified instruction.</p>	<p>Our school met the Williams Settlement Act.</p>

Analyze Educational Practices

<p>Alignment of staff development to standards, assessed student performance and professional needs</p>	<p>Determining professional development is done through comprehensive data analysis, curriculum review, district ongoing focus on the most recently adopted materials and teacher surveys. All professional development activities are aligned to the Common Core standards, areas of improvement identified by summative and formative assessment results, professional needs identified by individual staff members in the annual goal-setting process and formal and informal classroom observations by the principal.</p> <p>The focus of staff development at Adams in 2012-2013 will be:</p> <ul style="list-style-type: none"> *The Common Core Standards and how they relate to the Rigor/Relevance Framework. *Differentiated Instruction through lessons that are highly rigorous and relevant to student learning, otherwise known as quadrant "D" learning. *Creating a Classroom Environment Conducive for Learning, Teaching Standards 2. *Data Analysis – Data leadership team works with Wayne Cole and staff to expand knowledge of Data reports and features of Edusoft. *Envision Math/Bill Jacobs Lesson Study to observe research based best practices – One teacher from every grade level will be released the entire day on a Tuesday to walk through every classroom with me to observe their colleagues teach an envision math lesson for the first half of the day while the second half of the day will be used to discuss best teaching practices and areas of improvement. The group will then share their findings at our 3:15pm staff meeting. All teachers will have this opportunity throughout the year, creating 3 cycles of teacher observations. The primary focus of these observations is to observe differentiation and student engagement. *ELA Lesson Study to observe research based best practices – One teacher from every grade level will be released the entire day on a Tuesday to walk through every classroom with me to observe their colleagues teach an ELA lesson for the first half of the day while the second half of the day will be used to discuss best teaching practices and areas of improvement. The group will then share their findings at our 3:15pm staff meeting. All teachers will have this opportunity throughout the year, creating 3 cycles of teacher observations. The primary focus of these observations is to observe differentiation instruction and student engagement. *Creating a pacing guide for core subjects that are used across all specialists (Art, Music, PE, Computer Specialist, Science Lab Specialist, Spanish Program). *Creating common grade level writing rubrics with anchor papers using our Step-Up to Writing program, Lesson Planet and Common Core Standards as a resource. *Continue to refine clear and measurable student friendly daily objectives. *Accelerated Reader and the STAR assessment – All students are expected to be reading an AR book at the ZPD. All 1st grade students are expected to have an AR book when they have mastered the 100 high frequency words or by the Spring of 2013 as well as Kindergarten students. <p>10. Additional staff development programs include:</p> <ul style="list-style-type: none"> Edusoft Building a Cultural Proficient School Power standards training Character Counts and Anti Bullying "First Days of School" Harry Wong and Classroom Management ELD Lesson Plans Using assessments to inform instruction Data analysis to inform instruction AVID Step-Up to Writing Science Systematic ELD Emergency response training Technology support and training – Parent Square, Apple TV,, ipad 	<p>Our staff has made the commitment to utilize and implement the following best practices from these resources:</p> <ul style="list-style-type: none"> <i>Teach Like a Champion</i> Step-Up to Writing as Professional Development Kate Kinsella--READ 180 Red Strategies AVID strategies Edusoft training with Wayne Cole Bill Jacobs--Comprehensive Math Strategies English Language Development Jonathan LeMaster International Center for Leadership in Education Lesson Planet Common Core Standards
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Required Area	Description	Conclusion
Services provided by the regular program to enable under performing students to meet standards	<ul style="list-style-type: none"> During initial instruction, teachers use the explicit instructional strategies and techniques built into the school district's adopted programs. Teachers additionally use the components of the programs designed as stand-alone intervention tools for at-risk students. Specifically, teachers use the Open Court Intervention Guide and student materials to address the needs of students performing below grade level. Teachers support English learners' acquisition of English as a second language through focused grammar and vocabulary development as well as providing pre-teaching and scaffolding for the literature lessons. Systematic ELD instruction is provided for 30 minutes daily in homogeneous groups by grade level. All English Only (EO) students learn Spanish as a foreign language (Tuesday, Wednesday, Thursday), while all EL students participate in systematic ELD with the classroom teacher, providing differentiated instruction for all students as well as a small group instructional setting. Teachers support at-risk students using touch math strategies as well as Edmark (sight words) for students that are struggling with phonics. Because we recognize that all of our children learn differently, we have created a diverse 1-4th grade Montessori classroom of 27 children at Adams school that serves as both a GATE and an Intervention classroom. Montessori is one of the fastest-growing and most popular educational methods in the United States today. It began in Italy in the early 1900s, when Dr. Maria Montessori, a doctor and educator, achieved remarkable results with children by designing an educational program that makes the most of children's innate desire to learn. The Montessori classroom is at the same time disciplined and self-directed. Children are provided with hands-on materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them that is very much aligned to the Common Core Standards. Instructors give small group lessons or one-on-one lessons, and then monitor the children's progress as they complete projects on their own, at their own pace. Montessori graduates are self-directed, motivated learners who are notable for the continuing excitement they find in learning. There are currently over 200 Montessori public-school programs operating throughout the United States. The Montessori classroom also serves as a lab classroom for supporting differentiation instruction with the Common Core standards. Our teachers are being asked to change their methods of instruction from "identify" to "apply" by the year 2014, and I believe that Montessori is one way we can accomplish this task. Santa Barbara City College and Adams have co-developed an Education course for SBCC students that are interested in entering the teaching profession. In this course, the students work as paraprofessionals supporting Far Below Basic and Below Basic 2nd and 3rd grade students in the classroom twice a week for 120 minutes in small groups or one-to-one with reading support. The professor observes the paraprofessionals as they support students in acquiring literacy skills. The professor then tailors his instruction based upon his observations during the last 30 minutes of the course in the Adams library. Community volunteers from Partners in Education, Samarkand Retirement, Costco, Rotary North, Westmont College and UCSB support K-6th grade at-risk students in small groups and one-to-one in Math and English Language Arts. Wilderness Youth Project – A 6th grade class containing 100% English Language Learners and 30% Special Education Students are taught in a small group setting every Thursday from 8:30am-12:30pm by the WYP leaders and the classroom teacher in nature. Students receive hands-on Science, Math, and English Language Arts instruction. Other services provided are the following: Library/Media Specialist, Computer Assisted Learning in the Computer Lab, Weekly Hands-on Science experiments in Science lab, the Differentiated Instruction, Individualized/small group instruction and Monthly Spirit Assemblies to recognize student success, effort and achievements, as well as to emphasize the pillars of the Character Counts Program. 	<p>Since the principal facilitates teachers' initial identification of at-risk students, the administration of District critical standards benchmark assessments, and grade level end-of-unit assessments, as well as meetings at which necessary interventions are determined for benchmark, strategic, and intensive level students, student success is ensured.</p>

Analyze Educational Practices

Services provided by categorical funds to enable under performing students to meet standards	<p>The Accelerated Reader assessment tool, STAR, is used to inform 1st-6th grade reading instruction by identifying a students' instructional reading level and reading strategies which have been mastered. All students in Kindergarten-2nd grade have been assessed using the DIBLES to determine their reading levels in addition to the STAR. Once a Kindergarten student has mastered the 100 high frequency words in addition to the phonics, he/she is then assessed using the STAR to determine his/her reading level. This information allows for a focused approach to reading intervention. Teachers use this information to create leveled literature circles to support differentiated instruction. Teachers intervene with Far Below Basic and Below Basic students during workshop or flexible grouping time in small groups or one-on-one. Far Below Basic and Below Basic students in Kindergarten and 1st grades are supported with reading instruction in small groups or one-to-one by two AmeriCorps specialists. One AmeriCorps Specialist also supports an at-risk 5th grade class. Our READ 180 and System 44 programs serve as an English Language Arts Intervention Curriculum to 60, 4-6th grade students, including 10 Special Education Students. We currently run 1 class of READ 180 and 1 classes of System 44. Students were carefully placed into each class based on teacher referral, CST scores and READ 180 assessments that determined each student's lexile level. A computer specialist is used to aid in the small group instruction for both the READ 180 and System 44 classes. Differentiated Instruction occurs across all grade levels ensuring all students are being equally challenged.</p> <p>Classroom teachers tutor at-risk students before and after school.</p> <p>Two AmeriCorps volunteers support twenty, TK-6th grade students with reading at their level an hour before school begins in the lexile reading lab.</p> <p>One Curriculum Specialist supports thirty, K-6th grade students with Accelerated Readers and math an hour before school begins in the computer lab.</p> <p>Teachers provide homework help and instructional assistance for students of non-English speaking parents. In conjunction with CBET funding and through a partnership with Santa Barbara City College the parents of these students participate in an adult education class for second language learners to acquire English.</p> <p>Healthy Start Family Advocate provides students and families with information and support for accessing community services and acts as a liaison between the school and family.</p> <p>Family Resource Person supports the family with parenting skills in the home and at school and works collaboratively with our counseling team to support the family at home.</p> <p>FSA counselors provide social/emotional support to students and families. The counselors work with teachers and families to identify skills and strategies to improve academic achievement and school success. Counselors also work with social skills groups to improve social interactions and students abilities to get along with others. Students in social skills groups learn how to appropriately respond in a variety of social situations. FSA counselors also facilitate learning in the classroom when specific social/emotional issues arise.</p>	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>
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Analyze Educational Practices

Required Area	Description	Conclusion
CONTINUED: Services provided by categorical funds to enable under performing students to meet standards	<p>*Staff development opportunities for teachers and support staff through the purchase of professional development materials, working with consultants, providing time for collaboration and attending seminars and classes.</p> <p>The school site principal works with staff in providing professional development and ongoing support by modeling highly rigorous and relevant lessons, supporting new teachers with classroom management and routines, supporting high levels of student engagement, technology support and training, EL lesson planning, leveled reading groups, differentiated instruction, math support, student friendly objectives, Open Court, Step-Up to Writing and the Math and ELA Lesson Study.</p> <p>*A part time Read 180 Curriculum Specialist works with students and staff in the computer lab. The Specialist supports teachers and staff in the instructional use of technology as well as READ 180/System 44, Accelerated Reader, Math Blocker, Kahn Academy, Brain Pop, enVision Math and our school website. The Specialist is also involved in the daily maintenance and upkeep of technology by serving as the school's liaison to the district's IT department.</p> <p>The curriculum specialist supports technology in the classroom as well as training, providing support, and materials that are unavailable in economically disadvantaged homes.</p> <p>*Math, Science and English Language Arts materials to support quadrant "D" learning and differentiated instruction for our English Language Learners.</p> <p>*Math, ELA and Science Benchmark Assessments using Edusoft and Action Learning Systems- Teachers collaborate with the principal during their PLC time to review student data and best practices to meet the needs of the at-risk students.</p> <p>*Newcomers Program – a part time Newcomer teacher provides support to students that have recently entered the United States and have little or no English Language. Daily intensive small group instruction is provided to these students to support English Language development.</p> <p>*Part-Time Intervention Teacher – a part time teacher supports ten, FBB, 2-3· grade students for three hours a day with ELA and Math. This serves as a tier III level of support before assessing for a learning disability.</p> <p>Parenting classes are offered to parents to improve parenting skills that directly effect student success and positive behaviors through our counseling team.</p> <p>*A Curriculum Specialist is utilized during Science lab instruction to support English Language Learners and Title I students' with hands-on Science in a small group setting in the Science Lab.</p> <p>*Title III Compliance Coordinator is in charge of individualizing intervention for English Language Learners as well as all testing and reclassification of EL students.</p> <p>*Extended Year Program - to provide academic instruction and support to at-risk Kindergarten, 1· and 2· grade students during the summer months.</p> <p>*Class Size reduction for EL students – provide small group, leveled, targeted Systematic English Language Instruction for all ELL students, 30 minutes a day by hiring a part time teacher to support English only students with Spanish instruction (3 days a week). Therefore, reducing class size instruction for ELL with the classroom teacher.</p> <p>*Class Size reduction teacher for Kindergarten-recognizing the need for early intervention, we have bought a Kindergarten teacher. Therefore, reducing class size to 20 students per classroom.</p> <p>*Instructional Assistant for Transitional Kindergarten – The IA supports small group, differentiated instruction in the classroom.</p>	<p>These funds are used to meet the needs of educationally at-risk students, special education students and English learners. The funds provide small group and intensive intervention to under performing students to meet standards.</p>

Analyze Educational Practices

Required Area	Description	Conclusion
Use of the state and local assessments to modify instruction and improve student achievement	Teachers in Professional Learning Communities triangulate the data they receive from the state with their district benchmarks, interim benchmarks and site specific benchmarks throughout the year to better guide instruction and interventions.	Teachers re-design instruction to meet individual student needs that are aligned to common core and subgroup proficiency targets.
Number and percentage of teachers in academic areas experiencing low student performance	All teachers provide instructional services and support to students experiencing low performance.	Our professional development is supporting and training our teachers to meet the learning needs of all students.
Family, school, district and community resources available to assist these students	Our families, school district and community are very supportive of our instructional programs. We are supported by and appreciate the many different organizations, foundations and institutions of higher education that deepen and enrich our school mission.	In light of current economic challenges, these supports are vital to the academic success and personal growth of our students.
School, district and community barriers to improvements in student achievement	We are disappointed to learn our data corrections from the 2011-2012 STAR test were not submitted.	We will continue to work with the district to ensure proper training is provided to the person identified responsible for the 2012-2013 school year.
Limitations of the current program to enable under performing student to meet standards	As a result of the declines in state funding, class sizes continue to increase while support personnel decrease.	Again, despite our challenges we continue to show achievement gains.

Language Arts Action Plan										
Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	General Education Teacher	Differentiated Instruction through small group, project based learning. Target 75% of students move up one proficiency level on CST	Open school with PD from the principal regarding the school's Vision and Goals for the 2012-2013 school year. *Advocate for Every Student *We will know them by their "Sparks" *Identify 3 Key factors to student achievement. *Coherence Plan for Increased Student Achievement. *Identify gaps (4-6 th grade math) *PLC focus *Accelerated Reader Goals *Expectations for Behavior	August 27- June 6	International Center for Leadership in Education Action Learning Systems Renaissance Learning <u>Spark, the Revolutionary New Science of Exercise and the Brain</u> by John J. Ratey, MD Bill Jacobs, <i>Context for Learning</i> Steven J. Hughes, PhD, LP, ABPdN, a board-certified pediatric neuropsychologis t who specializes in assessment and treatment planning for persons who have problems with attention, concentration, organization, planning, and related executive functions	Principal, Mrs. Alzina	Informal Walk- Throughs, Evaluations and Observations	Daily Yearly	Renaissance Learning Edusoft Bill Jacobs – <i>Context for Learning</i> AVID ELD Fact Wise CCSS Kate Kinsella-- targeted academic vocabulary District Academic Coherence Teams	EIA (7091)

	Accelerated Reader STAR assessments results determine placement individual and small group reading groups. All students are reading at their level an hour a day and taking weekly AR quizzes on the computer	Differentiated instruction in reading to prevent the need for intervention.	Assess all 1-6 th grade students using the STAR and Kindergarten students when they have mastered 100 high frequency words. Label and group all the books in the library (2012 summer project) Create a school wide AR incentive program Create individual AR goals for every student.	August 27 and monthly to progress monitor	International Center for Leadership in Education Kate Kinsella Renaissance Learning	Principal, Mrs. Alzina Donna Nelson, AR Administrator Liz Cervantes, Library Tech Wendy Mirbod, Curr. Specialist	AR Results STAR Results Edusoft assess	Daily Monthly Reports	Renaissance Learning Donna Nelson, Site AR administrator	Title I (3010)
Tier II	Part time Newcomer/Intervention Teacher	Small group instruction	Hire a part time teacher for three hours a day. Set up PAR sheets for compliance.	August 27- June 6	Rtl Model Fuchs & Fuchs 1998 Vaughn & Fuchs 2003 -International Center for Leadership in Education -Kate Kinsella	Principal, Mrs. Alzina	Benchmark assessments Formative assessment	Trimester Weekly	Edmark site word/high frequency word training CCSS training	EIA (7091)
	Carousel of Ideas READ 180	Small group instruction Target 75% of students move up one proficiency level on CST	Set schedule for SRI Meet with READ 180 Team Determine students who will be in the class Assign teachers	Spring April May May	AB1802 list of approved materials for ELs State board approved replacement curriculum Kinsella & Feldman 2005 International Center for Leadership in Education	Principal, Mrs. Alzina	ADEPT SRI SAM ALS STAR	Trimester Quarterly Weekly	ADEPT training Cadre Meetings	Title III (4203)

	Summer School	Extend the Academic School Year for At-Risk Kindergarten and 1 st grade students by 10 school days.	Identify 60 at-risk Kindergarten and 1 st grade students.	<i>Early Childhood Intervention: Proven Results, Future Promise</i> by Karoly, Lynn, et.al,2005.	-Rtl Model -Fuchs & Fuchs 1998 Vaughn & Fuchs 2003	Principal, Mrs. Alzina	- ADEPT	-Trimester	- ADEPT	-Title I (3010)
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Language Arts Action Plan										
Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier III	System 44	Small group instruction	-Set schedule for SRI Meet with READ 180 Team -Determine students who will be in the class Assign teachers	Spring April May May	AB1802 list of approved materials for ELs State board approved replacement curriculum Kinsella & Feldman 2005 -International Center for Leadership in Education	Principal, Mrs. Alzina	ADEPT SRI SAM ALS	Trimester Quarterly Weekly	ADEPT training SB 472 Cadre Meetings Model Schools Conference	-Title I (3010)
	Transitional Kindergarten Instructional Assistant to support small group and individual instruction	Small group individualized instruction for at-risk students	-Identify students that are FBB and BB in reading. Hire an Instructional Assistant -Set up a PAR sheet for compliance.	August 27- June 7	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	DRA, Open Court Benchmark and Formative Assessments, DIBELS, SRI SAM ADEPT ALS	Weekly Trimester	Differentiated instruction Building vocabulary in EL students -Edmark site word/high frequency word training Student engagement <i>Teach Like a Champion</i>	Title III (4203)
	K-6 th grade Afterschool tutorial from the classroom teacher	Small group individualized instruction for at-risk students	-Identify below basic students in grades K-6 th -Hire the classroom teacher to tutor at-risk students afterschool, twice a week for an hour a day at the teacher hourly rate of \$44.68 an hour. -Set up a PAR sheet for compliance.	August 27- June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	DRA, Open Court Benchmark and Formative Assessments, DIBELS, TK Assessment	Weekly Trimester	Differentiated instruction Building vocabulary in EL students Student engagement <i>Teach Like a Champion (TLC)</i>	Title I(3010)

	Class Size Reduction Kindergarten Teacher	Small group individualized instruction for at-risk students	-Hire a Kindergarten Teachers to create a 20:1 ratio. -Set up a PAR sheet for compliance	August 27-June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	DRA Open Court Benchmark assessments Formative assessments DIBELS ALS	Weekly Trimester	Differentiated instruction Building vocabulary in EL students EdMark	Title I (3010)
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Math Action Plan										
Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	General Education Teacher	-Differentiated Instruction through project based learning Target 75% of students move up one proficiency level on CST	-Open school with Rigor/Relevance framework and quadrant project based learning. -Hire Monica with Context for Learning to Support 4-6 th grade teachers with implementation -PLC and staff meeting follow-up.	August 27- June 6	International Center for Leadership in Education	Principal, Mrs. Alzina	Informal Walk-Throughs, Evaluations and Observations	Daily Yearly	enVision Data trainings Bill Jacobs CCSS Math PD District Academic Coherence Teams Fact Wise	Title I (3010)
Tier II	Before School enVision Math Support in the Computer Lab	Extended day Target 75% of students move up one proficiency level on CST	-Hire a part time Curriculum Specialist -Set up PAR sheet for compliance.	August 27- June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	Benchmark assessments Formative assessment	Trimester Weekly STAR	SB 472	SIP (0813)
	Math and Technology Support, K-3 rd grade	Small group instruction	-Hire a part time curriculum specialist to work with the classroom teacher and students to support technology -Set up PAR sheets for compliance.	August 27- June 6	Rtl Model Fuchs & Fuchs 1998 Vaughn & Fuchs 2003	Principal, Mrs. Alzina	Benchmark assessments Formative assessment	Trimester Weekly	-enVision -Data trainings -Bill Jacobs-- Comprehensive math training	EIA (7091)

Tier III	K-6 th grade Afterschool tutorial from the classroom teacher	Small group individualized instruction for at-risk students	Identify below basic students in 3-4 th grade. -Hire the classroom teacher to tutor 3 rd and 4 th grade at-risk students afterschool. -Set up a PAR sheet for compliance.	August 27- June 6	RtI Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	STAR, Open Court Benchmark and Formative Assessments, DIBELS.	Weekly Trimester	Differentiated instruction Building vocabulary in EL students Student engagement <i>Teach Like a Champion</i>	EIA (7091)
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English Learners Action Plan										
Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	General Education Teacher	-Differentiated Instruction through project based learning. -Target 75% of students move up one proficiency level on CST and CELDT	-Open School with Coherence Plan for Increased Student Achievement. -PLC and staff meeting follow-up.	August 27- June 6	<i>Teach Like a Champion</i> by Doug Lemov International Center for Leadership in Education	Principal, Mrs. Alzina	Informal Walk-Throughs, Evaluations and Observations	Daily Yearly	AVID Data trainings Kate Kinsella--targeted academic vocabulary District Academic Coherence Teams	EIA (7091)
	Curriculum Specialist to support Science vocabulary for EL and Title I students	Small group, hands-on, targeted instruction for EL and Title I students	-Hire a Curriculum Specialist. -Set up PAR sheets for compliance. -Collaborate with classroom teachers.	August 27- June 6	RtI Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	Benchmark assessments Formative assessment STAR 5th grade science exam	Trimester Weekly STAR	PLCs with grade level teachers Science Matters	EIA (7091)
Tier II	.4 Class size reduction Teacher for EL students	Small group, leveled, targeted Systematic English Language Instruction for all ELL students, 30 minutes a day. Target 75% of students move up one proficiency level on CST and CELDT	Hire a part time teacher to support English only students with Spanish instruction (3 days a week). Therefore, reducing class size instruction for ELL with the classroom teacher.	August 27- June 6	RtI Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010) International Center for Leadership in Education	Principal, Mrs. Alzina	CELDT ADEPT DIBELS CST results Open Court assessments Report cards Weekly ELD lesson plans	Trimester Weekly End of year	Differentiated instruction Rigor/Relevance Framework Building vocabulary in EL students Student engagement <i>Teach Like a Champion</i>	Title I (3010)

English Learners Action Plan										
Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier II										
	Part time Newcomer/Intervention Teacher	Small group instruction (10 students) for 3 hours a day with ELA and Math	-Identify Non-English speaking New Arrival students -Identify FBB 2 nd and 3 rd grade EL students. -Hire a part time teacher. -Set up PAR sheet for compliance	August 27- June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	ADEPT CELDT Open Court Benchmark Assessments Formative Assessments STAR Report Cards	Trimester Weekly	Differentiated Instruction Building Vocabulary in EL students Student Engagement <i>Teach Like A Champion</i>	EIA (7090)
	Carousel of Ideas READ 180	Small group instruction	-Set schedule for SRI -Meet with READ 180 Team -Determine students who will be in the class -Assign teachers	-Spring -April -May -May	-AB 1802 list of approved materials for ELs -State Board approved replacement curriculum -Kinsella & Feldman 2005	Principal, Mrs. Alzina	ADEPT SRI SAM ALS	-Trimester -Quarterly -Weekly	-ADEPT training -Cadre Meetings	-Title I(3010)
Tier III	Extended Year program for Kindergarten and 1 st grade students	Target every K and 1 st grade at-risk student. 30 in K and 1 st grade with ELA and Math instruction. -Individualizing intervention for EL students	-Hire 4 teachers to teach from 8-12 for 2 weeks during the months of July. -Set up PAR Sheets for compliance -Identify at-risk EL students	June 2013	- Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, Class size reduction: Investigating the Influence of the Elementary School Principal (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	-Principal, Mrs. Alzina	ADEPT SRI Open Court STAR CELDT DIBELS	-Weekly	Differentiated instruction Building vocabulary in EL students Student engagement <i>Teach Like a Champion</i>	-EIA (7090)

Tier III	Title III Compliance Coordinator	Individualizing intervention for EL students Target 75% of students move up one proficiency level on CST and CELDT	-Hire a Title III Compliance Coordinator -Set up PAR Sheets for compliance -Identify EL students	August 27-June 6	Rtl Model Fuchs & Fuchs 1998 Vaughn & Fuchs 2003	Principal, Mrs. Alzina	ADEPT SRI Open Court STAR CELDT DIBELS	Trimester	Annual CELDT Training	-Title III (4203)
	EL reading/math tutor for 1-4 th grade class.	Small group individualized instruction for at-risk students Target 75% of students move up one proficiency level on CST	-Hire one part-time Curriculum Specialist -Set up PAR Sheets for compliance -Identify at-risk students	August 27-June 6	Rtl Model Fuchs & Fuchs 1998, Vaughn & Fuchs 2003, <i>Class size reduction: Investigating the Influence of the Elementary School Principal</i> (The Wisconsin Example). Bursch, P., Theoharis, G., Rauscher, E (2010)	Principal, Mrs. Alzina	DRA Open Court Benchmark assessments Formative assessments DIBELS	Weekly Trimester	Differentiated instruction Building vocabulary in EL students PD at SBCEO Student engagement TLC Montessori PD	EIA (7091)

Successful, Safe and Healthy Students Action Plan

Tier	Intervention/ Program	Goal	Action Steps	Action Timeline	Evidence/ Research Base	Monitoring Committee	Monitoring Evaluation Instrument	Monitor Checkpoints Timeline	Professional Development	Funding
Tier I	General Education Teacher	Safe and Healthy Environment Target 75% of students move up one proficiency level on CST Increase pro- social behavior by 75%	Schedule Too Good for Drugs – 18 lessons. Schedule Character Counts Assemblies Meet “No Place for Hate” requirements – 3 events The first day of school review school-wide rules and expectations. PLC and Staff meeting follow-up. Plan disability awareness Plan pro-social recognition program	August 27-June 6	Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal, Mrs. Alzina	Completed lesson plans –Student work Reduced number of suspensions/expulsio ns Reduced number of principal referrals Increasing positive student behaviors Official “No Place for Hate” award status Monitor behavior referrals	Daily Yearly	Character Counts	
Tier II	Parent-Teacher Conferences Parent-Principal conference	Intervention for students who are at risk Target 75% of students move up one proficiency level on CST Decrease by 20% parent- teacher- principal conferences	Monitor student behavioral performance Write behavior contract Follow SST monitoring protocol	August 27-June 6	Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal, Mrs. Alzina SST team	Monitor data from student behavior plans Monitor suspension data	Weekly	PLC	
Tier III	Family Advocacy Suspensions	Intensive intervention for at risk students Target decrease by 20% FSA referrals and suspensions	Monitor implementation of behavior plan Make outside agency referrals Create suspension monitoring protocol	August 27-June 6	Positive behavioral intervention and support briefs by National Center for Mental Health Promotion & Youth Violence Prevention	Principal FSA Counselor	Monitor data from student behavior plans Monitor suspension data Monitor FSA caseload	Weekly	PLC	-Title I (3010)

School Site Council Membership

Parents		
Name	Phone Number	e-mail
Wendy Mirbod	698-2590	wmirbod.adamspta@gmail.com
Erin Duarte	258-3493	eduarte@meduarte01@yahoo.com
Ernestina Angel	563-2515	eangel@sbsdk12.org
Colin Bell	563-5352	colin@go-ac.com
Teachers		
Name	Phone Number	e-mail
Jackie Lapkin	563-2515	jlapkin@sbsdk12.org
Jana McKee	563-2515	jmckee@sbsdk12.org
Dianne Payne	563-2515	dpayne@sbsdk12.org
Donna Nelson	563-2515	dnelson@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Claudia Cavalatto	563-2515	ccavalatto@sbsdk12.org
Community Members		
Name	Phone Number	e-mail
Principal		
Name	Phone Number	e-mail
Amy Alzina	563-2515	aalzina@sbsdk12.org
<div style="display: flex; justify-content: space-between;"> <div> Signature of Principal: Signature of SSC President: </div> <div style="text-align: center;">   </div> </div>		

English Learner Advisory Committee Membership

Parents		
Name	Phone Number	e-mail
Maria Teresa Flores (ELAC President)	682-3024	
Concepcion Medina (DELAC President)	746-6753	
Veronica Valencia	965-0352	
Teresa Vasquez	324-0846	
Eva Aquino	637-4756	
Cristina Marquez	729-3362	
Teachers		
Name	Phone Number	e-mail
Evelyn Ponce	563-2515	eponce@sbsdk12.org
Classified Staff		
Name	Phone Number	e-mail
Ernestina Angel	563-2515	eangel@sbsdk12.org
Community Members		
Name		e-mail
Principal		
Name	Phone Number	e-mail
Amy Alzina	563-2515	aalzina@sbsdk12.org
Signature of Principal:		
Signature of SSC President:		

Successful, Safe & Healthy Students

Safety Team	Name	e-mail
	Karen Chandler	kchandler@sbsdk12.org
	Ernestina Angel	eangel@sbsdk12.org
	Blake Garnand	bgarnad@sbsdk12.org
	Amy Alzina	aalzina@sbsdk12.org
	Lisa Kuehn	lkuehn@sbsdk12.org
	Rob Cooper	rcooper@sbsdk12.org
Incidence Response Team	Name	e-mail
	Karen Chandler	kchandler@sbsdk12.org
	Ernestina Angel	eangel@sbsdk12.org
	Blake Garnand	bgarnad@sbsdk12.org
	Amy Alzina	aalzina@sbsdk12.org
	Lisa Kuehn	lkuehn@sbsdk12.org
	Rob Cooper	rcooper@sbsdk12.org
	Juliana Massie	jmassie@sbsdk12.org
Other:	Name	e-mail

Leadership Data Committee Membership (Optional)

[illegible]

Santa Barbara Unified School District Single Plan for Student Achievement Budget

School: Adams Elementary School

Date: 01/08/13

Code	Category	Title I	EIA	LEP Title III	AB 825 SIP	CBET*	PRBG	Total
1110	Teacher Salary	\$73,029.55	\$20,000.00	\$40,358.00				
1120	Teacher Hourly		\$80,750.00			\$3,329.00		\$84,079.00
1140	Teacher Subs							\$0.00
2110	Inst. Aide Salary		\$8,432.97					\$8,432.97
2120	Inst. Aide Hourly				\$10,145.00			\$10,145.00
2410	Clerical Salary	\$8,926.80	\$8,926.80					\$17,853.60
2420	Clerical Hourly							\$0.00
3000	Benefits							\$0.00
	Sub total	\$81,956.35	\$118,109.77	\$40,358.00	\$10,145.00	\$3,329.00		\$120,510.57
4110	Textbooks			\$3,234.00				\$3,234.00
4310	Instructional Materials		\$40,000.00					\$40,000.00
4340	Computer Software & Supplies			\$10,000.00				\$10,000.00
4350	Office Supplies							\$0.00
4380	Misc. Supplies							\$0.00
5210	Mileage							\$0.00
5220	Travel/Conf.							\$0.00
5230	Inservice Training							\$0.00
5900	Telephone							\$0.00
5810	Contracted Services	\$6,000.00	\$25,000.00					\$31,000.00
5816	Field Trips							\$0.00
6400	Equipment							\$0.00
	Sub total	\$6,000.00	\$65,000.00	\$13,234.00	\$0.00	\$0.00		\$84,234.00
	TOTAL BUDGET	\$87,956.35	\$183,109.77	\$53,592.00	\$10,145.00	\$3,329.00		\$204,744.57

*Applies only to Adams, Cleveland, Franklin, Harding, and McKinley.