

Section: Narratives - Building Information

School Building Name

Please enter the school building information in the table below for each A-TSI designated School that will be included in this application.

School Building Name	4 Digit Building Number
Charles Kelly Elementary School	7943
Beverly Hills Middle School	1970

Section: Narratives - Assessing Impacts and Needs

SCHOOLS DESIGNATED A-TSI ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from designated A-TSI Schools within the LEA about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the designated A-TSI School Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement, which will be applying for the funds on behalf of the A-TSI designated School within the LEA.

Like Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (A-TSI) schools are designated every three years, when one or more student groups in a school perform below the CSI thresholds for academic proficiency, academic growth, and at least one additional indicator. Also consistent with CSI determinations, any school in which the combined four- and five-year adjusted cohort graduation rate for one or more student groups is 67 percent or below will be designated for A-TSI.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the designated A-TSI School application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the A-TSI designated School (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, A-TSI designated Schools are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the A-TSI designated School's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the A-TSI designated School has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

Academic Impact of Lost Instructional Time

School Building Name	Methods Used to Understand Each Type of Impact
Beverly Hills Middle School	The school will analyze local assessment results and standardized testing to assess academic deficiencies and learning loss
Charles Kelly Elementary School	The school will analyze local assessment results and standardized testing to assess academic deficiencies and learning loss

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
Beverly Hills Middle School	The school will have a team of educators including the principal, assistant principal, social worker and counselor assess attendance data and reach out to students and families needing support
Charles Kelly Elementary School	The school will have a team of educators including the principal, assistant principal, social worker and counselor assess attendance data and reach out to students and families needing support

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Beverly Hills Middle School	The school gives initial and follow up surveys to students, staff and families to address social

School Building Name	Method Used to Understand Each Type of Impact
	emotional needs and areas of need
Charles Kelly Elementary School	The school gives initial and follow up surveys to students, staff and families to address social emotional needs and areas of need

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Beverly Hills Middle School	The school uses team meeting and assessment data to determine the level of student engagement and student needs
Charles Kelly Elementary School	The school uses team meeting and assessment data to determine the level of student engagement and student needs

Other Indicators

School Building Name	Methods Used to Understand Each Type of Impact

Documenting Disproportionate Impacts

2. Identify the **student** groups in the A-TSI designated School that faced particularly significant impacts from the pandemic. Note that the student group(s) for which the school was designated A-TSI should be included in this listing. For each student group, provide specific strategies that were used or will be used to identify and measure impacts. This table can be completed for each A-TSI designated School included in this application.

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Beverly Hills Middle School	English learners	The school will train teachers in Quality Teaching for English Learners to learn how to design academic rigorous learning experiences for EL students

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Charles Kelly Elementary School	English learners	The school will be purchasing books to use for professional development with staff
Charles Kelly Elementary School	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	The school will be purchasing books to use to help parents support students at home, and provide the bridge from home to school

Reflecting on Local Strategies

3. Provide the A-TSI designated School's assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

Strategy #1

School Building Name	Strategy Description
Beverly Hills Middle School	The school has assessed students through PBIS data and teacher surveys regarding social emotional learning and trauma informed instruction
Charles Kelly Elementary School	The school has assessed students through PBIS data and teacher surveys regarding social emotional learning and trauma informed instruction

i. Impacts that Strategy #1 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Beverly Hills Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
Charles Kelly Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
Beverly Hills Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Charles Kelly Elementary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Strategy #2 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #2 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

Students from	Students					Children				

School Building Name	each racial or ethnic group	from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<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"/>	

Strategy #3 (this strategy is optional)

School Building Name	Strategy Description

i. Impacts that Strategy #3 best addresses: (Select 'School Building Name', and check all that apply)

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

School Building Name	Students from each racial or ethnic group	Students from low-income families	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster care	Migrant students	Other student groups	Please describe 'Other student groups'
	<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"/>	

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, A-TSI designated Schools are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its A-TSI designated School Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the A-TSI designated School, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include any relevant group to the A-TSI designated School, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the A-TSI designated School, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

School Building Name	Stakeholder Engagement
Beverly Hills Middle School	We provided a survey to all stakeholders asking for input on how the funds should best be spent. Stakeholders included students, families, district staff and administration, community members, civil leaders, and school board members . Stakeholders represented all interests of our students. Descriptions of the allowable uses was included, along with an area for public comment and questions. In addition, all stakeholders were provided with contact information to follow up with questions, or to request individual meetings, if desired.
Charles Kelly Elementary School	We provided a survey to all stakeholders asking for input on how the funds should best be spent. Stakeholders included students, families, district staff and administration, community members, civil leaders, and school board members . Stakeholders represented all interests of our students. Descriptions of the allowable uses was included, along with an area for public comment and questions. In addition, all stakeholders were provided with contact information to follow up with questions, or to request

School Building Name	Stakeholder Engagement
	individual meetings, if desired.

5. Use of Stakeholder Input

Describe how the A-TSI designated School has taken or will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

School Building Name	Use of Stakeholder Input
Beverly Hills Middle School	The results of the survey were carefully looked at by the Federal Programs Coordinator, Superintendent's cabinet, and school team. There were long discussions about what our community of stakeholders want to see with the funds, and how the district should use that feedback to allocate these funds.
Charles Kelly Elementary School	The results of the survey were carefully looked at by the Federal Programs Coordinator, Superintendent's cabinet, and school team. There were long discussions about what our community of stakeholders want to see with the funds, and how the district should use that feedback to allocate these fund

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the Plan for the Use of A-TSI designated School ARP ESSER Funds. The Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

School Building Name	Public Access
Beverly Hills Middle School	The district will post the ARP ESSER plan for funds on the district website prominently on the front page in language clearly written for our families and stakeholders. The website has the capability to translate all documents into home languages, and meets with ADA requirements.
	The district will post the ARP ESSER plan for funds on the district website prominently on the front page

School Building Name	Public Access
Charles Kelly Elementary School	in language clearly written for our families and stakeholders. The website has the capability to translate all documents into home languages, and meets with ADA requirements.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, A-TSI designated Schools are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the plan for the use of ARP ESSER funds to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the A-TSI designated School spend its remaining ARP ESSER funds including as outlined in the fields below?

1. Continuity of Services: How will the A-TSI designated School use ARP ESSER funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services?
2. Access to Instruction: How will the A-TSI designated School use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the A-TSI designated School use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff?
4. Staff Recruitment, Support, and Retention: How will the A-TSI designated School use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
5. Other, i.e. Summer school, extended day

School Building Name	Use of Funds	Plan for Funds
Beverly Hills Middle School	Continuity of Services	The school will use the ARP ESSER A-TSI funds to support students in many areas. With regard to academic supports, the school will be purchasing books in the areas of phonics, fluency, vocabulary, comprehension and phonemic awareness. It will also pay teachers to run small group tutoring after school and in the evening. For social emotional learning, we will be purchasing trauma informed equipment to assist in the classroom students who have experienced trauma, and use the funds to support

School Building Name	Use of Funds	Plan for Funds
		<p>PBIS rewards. Funds will not need to be used for food services because all students are CEP and receive free breakfast and lunch each day.</p>
<p>Charles Kelly Elementary School</p>	<p>Continuity of Services</p>	<p>The school will use the ARP ESSER A-TSI funds to support students in many areas. With regard to academic supports, the school will be purchasing books in the areas of phonics, fluency, vocabulary, comprehension and phonemic awareness. It will also pay teachers to run small group tutoring after school and in the evening. For social emotional learning, we will be purchasing trauma informed equipment to assist in the classroom students who have experienced trauma, and use the funds to support PBIS rewards. Funds will not need to be used for food services because all students are CEP and receive free breakfast and lunch each day.</p>
<p>Beverly Hills Middle School</p>	<p>Access to Instruction</p>	<p>The school will continually look at all disaggregated student data to address and provide interventions for students needing additional support. ELL students will be provided additional supports by providing professional development to teachers in the area of ELL language skills to translate into instructional practices. Homeless and foster students will have access to transportation in summer school and for after school tutoring, if needed. With regard to students with attendance concerns, the staff will use social workers to reach out to students and provide</p>

School Building Name	Use of Funds	Plan for Funds
		additional support.
Charles Kelly Elementary School	Access to Instruction	<p>The school will continually look at all disaggregated student data to address and provide interventions for students needing additional support. The school will focus on attendance data to target those who need additional support coming to school regularly. Social workers will reach out to students and families and provide interventions and support. Homeless and foster students will have access to transportation in summer school and for after school tutoring, if needed.</p>
Beverly Hills Middle School	Mitigation Strategies	<p>ARP ESSER funds will be used to pay for upgrades to HVAC and new windows to support better ventilation in line with CDC guidance for air quality in schools in a pandemic.</p>
Charles Kelly Elementary School	Mitigation Strategies	<p>ARP ESSER funds will be used to pay for upgrades to HVAC and new windows to support better ventilation in line with CDC guidance for air quality in schools in a pandemic.</p>
Beverly Hills Middle School	Staffing	<p>ARP ESSER funds will be used to pay teachers for time spent supporting students outside of the school day (virtual learners, after school tutoring, summer school). All professional development will be paid with an increased rate of \$50/hr.</p>
		<p>ARP ESSER funds will be used to pay teachers for time spent supporting students outside of the</p>

School Building Name	Use of Funds	Plan for Funds
Charles Kelly Elementary School	Staffing	school day (virtual learners, after school tutoring, summer school). All professional development will be paid with an increased rate of \$50/hr.
Beverly Hills Middle School	Other	ARP ESSER funds will be used to pay for ALL students to be attend after school tutoring or summer school, if desired
Charles Kelly Elementary School	Other	ARP ESSER funds will be used to pay for ALL students to be attend after school tutoring or summer school, if desired

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, A-TSI designated Schools are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

A-TSI designated Schools must continuously monitor progress and adjust strategies as needed. Describe the School’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

Student learning, including academic impact of lost instructional time during the COVID-19 pandemic

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Beverly Hills Middle School	The building has monthly data meetings to look at data for all students, and focus on those with a higher impact of instructional loss. The MTSS model is used to address all student needs and provide targeted support where needed. Aimsweb and MAP testing are used to monitor academic progress.
Charles Kelly Elementary School	The building has monthly data meetings to look at data for all students, and focus on those with a higher impact of instructional loss. The MTSS model is used to address all student needs and provide targeted support where needed. Aimsweb and MAP testing are used to monitor academic progress

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Beverly Hills Middle School	All students were given a chromebook for instructional purposes. Students and staff were trained on the use of technology for instruction. Students bring their computeres to school each day and are given additonal support as needed. Parent instructional nights include uses of technology.

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Charles Kelly Elementary School	All students were given a chromebook for instructional purposes. Students and staff were trained on the use of technology for instruction. Students bring their computers to school each day and are given additional support as needed. Parent instructional nights include uses of technology.

Jobs created and retained (by number of FTEs and position type) (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Beverly Hills Middle School	Additional positions were not created due to ARP ESSER funding, and no staff lost jobs as a result of the pandemic.
Charles Kelly Elementary School	Additional positions were not created due to ARP ESSER funding, and no staff lost jobs as a result of the pandemic.

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
Beverly Hills Middle School	All students are invited to attend free after school tutoring (virtual or in person) and free summer school. Student achievement data will be collected each week through individual goal progress.
Charles Kelly Elementary School	All students are invited to attend free after school tutoring (virtual or in person) and free summer school. Student achievement data will be collected each week through individual goal progress.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$193,963.00

Allocation

\$193,963.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Charles Kelly Elementary School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Education related texts to be used for staff education to increase student achievement
Charles Kelly Elementary School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,000.00	Books for students to read at home to develop phonemic awareness, fluency, vocabulary and comprehension
Charles Kelly Elementary School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,000.00	Math tutors for small group math and MTSS Tier 2 and 3 supports
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Quality Teaching for English Learners (four-module learning series for staff)

School Building Name	Function	Object	Amount	Description
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Education related texts to be used with staff to increase student achievement
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Books for students to read at home to develop phonemic awareness, fluency, vocabulary and comprehension
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Virtual cooking class where students will learn mathematical skills and develop positive staff relationships
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$35,000.00	After school tutoring for students to learn academic or SEL skills
Beverly Hills Middle School	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$963.00	Benefits to teachers for after school tutoring
			\$116,963.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$193,963.00

Allocation

\$193,963.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Charles Kelly Elementary School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$15,000.00	Trauma informed supplies for classrooms to help students regulate behavior
Charles Kelly Elementary School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,000.00	PBIS rewards for students for extrinsic motivation
Charles Kelly Elementary School	2600 - Operation and Maintenance	600 - Supplies	\$2,000.00	microphones, speakers and announcement equipment to be used with students for responsive classroom, PBIS and school safety
Beverly Hills Middle School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$30,000.00	Trauma informed supplies for classrooms to help students regulate behavior
Beverly Hills Middle School	2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,000.00	PBIS rewards for students

School Building Name	Function	Object	Amount	Description
Beverly Hills Middle School	2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Technology supplies for classrooms such as XP Pen Tablets, , portable mice, Q-Ball and Pixton
			\$77,000.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$35,000.00	\$963.00	\$55,000.00	\$0.00	\$0.00	\$26,000.00	\$0.00	\$116,963.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,000.00	\$0.00	\$65,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$35,000.00	\$963.00	\$55,000.00	\$0.00	\$0.00	\$103,000.00	\$0.00	\$193,963.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$193,963.00

