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
Reeceville Elementary	7334
Rainbow Elementary	1370
North Brandywine	8467
Coatesville Area Senior High	5012

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 <u>since March 2020</u>.

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
Coatesville Area Senior High	The Coatesville Area Schol District implements the use of NWEA MAP assessments to determine the academic needs of our students in grades 8-12. The data from this assessmenst is used to drive instruction.
North Brandywine	The Coatesville Area Schol District implements the use of NWEA MAP assessments for math to determine the academic needs of our students in grade 7. Acadience benchmark assessments are used to determine learning loss and needs in literacy.The data from these assessmensts is used to drive instruction.
Rainbow Elementary	The Coatesville Area School District implements Acadience Benchmark assessments to determine the learning loss and neeeds in math and literacy for students in grades K-6.
Reeceville Elementary	The Coatesville Area School District implements Acadience Benchmark assessments to determine the learning loss and neeeds in math and literacy for students in grades K-6.

Chronic Absenteeism

School Building Name	Methods Used to Understand Each Type of Impact
	Daily attendance is used to track all students

School Building Name	Methods Used to Understand Each Type of Impact
Coatesville Area Senior High	attendance in the CASD. Once there is a pattern of absenteeism counselors, principals, and classroom teachers will implement SAP meetings. CASD is in the process of revising and editing it's current attendance policy to provide more supports to students with chronic absenteeism.
North Brandywine	Daily attendance is used to track all students attendance in the CASD. Once there is a pattern of absenteeism counselors, principals, and classroom teachers will implement SAP meetings. CASD is in the process of revising and editing it's current attendance policy to provide more supports to students with chronic absenteeism.
Rainbow Elementary	Daily attendance is used to track all students attendance in the CASD. Once there is a pattern of absenteeism counselors, principals, and classroom teachers will implement SAP meetings. CASD is in the process of revising and editing it's current attendance policy to provide more supports to students with chronic absenteeism.
Reeceville Elementary	Daily attendance is used to track all students attendance in the CASD. Once there is a pattern of absenteeism counselors, principals, and classroom teachers will implement SAP meetings. CASD is in the process of revising and editing it's current attendance policy to provide more supports to students with chronic absenteeism.

Social-emotional Well-being

School Building Name	Method Used to Understand Each Type of Impact
Coatesville Area Senior High	During the 2021-2022 school year the CASD will evaluate and purchase a universal screener to assist with Social Emotional Learning and identifying students needs.
	During the 2021-2022 school year the CASD will evaluate and purchase a universal screener to assist

School Building Name	Method Used to Understand Each Type of Impact
North Brandywine	with Social Emotional Learning and identifying students needs. A core program will be implemented by school counselors to support the Social-emotional Well-being of students.
Rainbow Elementary	During the 2021-2022 school year the CASD will evaluate and purchase a universal screener to assist with Social Emotional Learning and identifying students needs. A core program will be implemented by school counselors to support the Social-emotional Well-being of students.
Reeceville Elementary	During the 2021-2022 school year the CASD will evaluate and purchase a universal screener to assist with Social Emotional Learning and identifying students needs. A core program will be implemented by school counselors to support the Social-emotional Well-being of students.

Student Engagement

School Building Name	Method Used to Understand Each Type of Impact
Coatesville Area Senior High	During the pandemic teachers would track screentime, attendance, participation, and student responses to identify student engagement. Students that regularly failed to participate of respond to direct questions were identified and parent meetings were held to assist with implementing strategies or interventions that would enage students in learning during the school day and after school.
North Brandywine	During the pandemic teachers would track screentime, attendance, participation, and student responses to identify student engagement. Students that regularly failed to participate of respond to direct questions were identified and parent meetings were held to assist with implementing strategies or interventions that would enage students in learning during the school day and after school.
	During the pandemic teachers would track

School Building Name	Method Used to Understand Each Type of Impact
Rainbow Elementary	screentime, attendance, participation, and student responses to identify student engagement. Students that regularly failed to participate of respond to direct questions were identified and parent meetings were held to assist with implementing strategies or interventions that would enage students in learning during the school day and after school.
Reeceville Elementary	During the pandemic teachers would track screentime, attendance, participation, and student responses to identify student engagement. Students that regularly failed to participate of respond to direct questions were identified and parent meetings were held to assist with implementing strategies or interventions that would enage students in learning during the school day and after school.

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
Coatesville Area Senior High	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	During the pandemic the CASD implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.
		During the pandemic the CASD

School Building Name	Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
North Brandywine	English learners	implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.
North Brandywine	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	During the pandemic the CASD implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.
North Brandywine	Students from low-income families	During the pandemic the CASD implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.
Rainbow Elementary	Students from low-income families	During the pandemic the CASD implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.
Reeceville Elementary	Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	During the pandemic the CASD implemented benchmark assessments in grades K-7 to identify areas of academic need. In the 2021-2022 school year students in grades K-12 will participate in a diagnostic or benchmark assessments.

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
Coatesville Area Senior High	Benchmark and diagnostic assessments have been used to identify needs of students. In addition to using assessments to identify needs the CASD has purchased and implemented the use of interventions to focus on literacy deficits as well as math deficits.
North Brandywine	Benchmark and diagnostic assessments have been used to identify needs of students. In addition to using assessments to identify needs the CASD has purchased and implemented the use of interventions to focus on literacy deficits as well as math deficits.
Rainbow Elementary	Benchmark and diagnostic assessments have been used to identify needs of students. In addition to using assessments to identify needs the CASD has purchased and implemented the use of interventions to focus on literacy deficits as well as math deficits.
Reeceville Elementary	Benchmark and diagnostic assessments have been used to identify needs of students. In addition to using assessments to identify needs the CASD has purchased and implemented the use of interventions to focus on literacy deficits as well as math deficits.

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:
Coatesville Area Senior	☐	☐	☐	☐	☐	

School Building Name	Academic Impact of Lost Instructional Time	Chronic Absenteeism	Student Engagement	Social-emotional Well-being	Other Impact	If 'Other' please describe:
High	☑	☑	☑	☑	☐	
North Brandywine	☑	☑	☑	☑	☐	
Rainbow Elementary	☑	☑	☑	☑	☐	
Rainbow Elementary	☑	☑	☑	☑	☐	

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'
Coatesville Area Senior High	☑	☑	☐	☑	☑	☑	☑	☑	☐	
North Brandywine	☑	☑	☐	☑	☑	☑	☑	☑	☐	
Rainbow Elementary	☑	☑	☐	☑	☑	☑	☑	☑	☐	
Reeceville Elementary	☑	☑	☐	☑	☑	☑	☑	☑	☐	

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:
	☐	☐	☐	☐	☐	

ii. **Student group(s) that Strategy #2 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'
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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:
	☐	☐	☐	☐	☐	

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

School Building Name	Students from each racial or	Students from low-income	Gender	English Learners	Children with disabilities	Students experiencing homelessness	Children and youth in foster	Migrant students	Other student groups	Please describe 'Other student groups'

	ethnic group	families					care			
	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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 desginated 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
Coatesville Area Senior High	The CASD implemented a survey that was provided to all stakeholders from the Senior High School.
North Brandywine	The CASD implemented a survey that was provided to all stakeholders from North Brandywine
Rainbow Elementary	The CASD implemented a survey that was provided to all stakeholders from Rainbow Elementary
Reeceville Elementary	The CASD implemented a survey that was provided to all stakeholders from Reeceville Elementary

5. Use of Stakeholder Input

Describe how the A-TSI desginated 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
	Feedback from a survey sent to stakeholders was

School Building Name	Use of Stakeholder Input
Coatesville Area Senior High	used to dvelop the A-TSI plan. Most feedback revolved around additional supports needed to support academic needs specifically in literacy.
North Brandywine	Feedback from a survey sent to stakeholders was used to dvelop the A-TSI plan. Most feedback revolved around additional supports needed to support academic needs specifically in literacy.
Rainbow Elementary	Feedback from a survey sent to stakeholders was used to dvelop the A-TSI plan. Most feedback revolved around additional supports needed to support academic needs specifically in literacy.
Reeceville Elementary	Feedback from a survey sent to stakeholders was used to dvelop the A-TSI plan. Most feedback revolved around additional supports needed to support academic needs specifically in literacy.

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
Coatesville Area Senior High	Parents, staff, and teachers will be provided the opportunity to participate in a survey to determine the best use of ARP ESSERs funds. The information from the surveys will assist the administration with how ARP ESSER funds will be used to support learning loss as well as ensuring buildings are a safe learning environment for students and staff. A public presentation will also be provided to parents and staff at a CASD board of school director's monthly meeting.
	Parents, staff, and teachers will be provided the opportunity to participate in a survey to determine the best use of ARP ESSERs funds. The information from the surveys will assist the administration with

School Building Name	Public Access
North Brandywine	how ARP ESSER funds will be used to support learning loss as well as ensuring buildings are a safe learning environment for students and staff. A public presentation will also be provided to parents and staff at a CASD board of school director's monthly meeting.
Rainbow Elementary	Parents, staff, and teachers will be provided the opportunity to participate in a survey to determine the best use of ARP ESSERs funds. The information from the surveys will assist the administration with how ARP ESSER funds will be used to support learning loss as well as ensuring buildings are a safe learning environment for students and staff. A public presentation will also be provided to parents and staff at a CASD board of school director's monthly meeting.
Reeceville Elementary	Parents, staff, and teachers will be provided the opportunity to participate in a survey to determine the best use of ARP ESSERs funds. The information from the surveys will assist the administration with how ARP ESSER funds will be used to support learning loss as well as ensuring buildings are a safe learning environment for students and staff. A public presentation will also be provided to parents and staff at a CASD board of school director's monthly meeting.

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
Coatesville Area Senior High	Other	The Coatesville Area School district will use the funds to support instruction in the Science of Reading. Careful evaluation of the current ELA program has been evaluated as well as a pilot program to determine what Core program that supports the science of reading should be implemented in the 2022-2023 school year.
		The Coatesville Area School district will use the funds to support instruction in the Science of Reading. Careful evaluation of

School Building Name	Use of Funds	Plan for Funds
North Brandywine	Other	the current ELA program has been evaluated as well as a pilot program to determine what Core program that supports the science of reading should be implemented in the 2022-2023 school year.
Rainbow Elementary	Other	The Coatesville Area School district will use the funds to support instruction in the Science of Reading. Careful evaluation of the current ELA program has been evaluated as well as a pilot program to determine what Core program that supports the science of reading should be implemented in the 2022-2023 school year.
Reeceville Elementary	Other	The Coatesville Area School district will use the funds to support instruction in the Science of Reading. Careful evaluation of the current ELA program has been evaluated as well as a pilot program to determine what Core program that supports the science of reading should be implemented in the 2022-2023 school year.

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)
Coatesville Area Senior High	Data collected fro Acadience Benchmark assessments and NWEA MAP diagnostic assessment will be used to monitor acquisition of standards and academic growth.
North Brandywine	Data collected fro Acadience Benchmark assessments and NWEA MAP diagnostic assessment will be used to monitor acquisition of standards and academic growth.
Rainbow Elementary	Data collected fro Acadience Benchmark assessments and NWEA MAP diagnostic assessment will be used to monitor acquisition of standards and academic growth.
Reeceville Elementary	Data collected fro Acadience Benchmark assessments and NWEA MAP diagnostic assessment will be used to monitor acquisition of standards and academic growth.

Opportunity to learn measures (see help text)

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)

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)

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)
Coatesville Area Senior High	Students will have the opportunity to participate in a summer program to help remmediate learning loss that has occured during the pandemic. Data from the end of the 2021-2022 school year and the end of the summer program will be evaluated to determine academic groth. The end of the summer program data will also assist with instruction for students at the start of the 2022-2023 school year.
North Brandywine	Students will have the opportunity to participate in a summer program to help remmediate learning loss that has occured during the pandemic. Data from the end of the 2021-2022 school year and the end of the summer program will be evaluated to determine academic groth. The end of the summer program data will also assist with instruction for students at the start of the 2022-2023 school year.
Rainbow Elementary	Students will have the opportunity to participate in a summer program to help remmediate learning loss that has occured during the pandemic. Data from the end of the 2021-2022 school year and the end of the summer program will be evaluated to determine academic groth. The end of the summer program data will also assist with instruction for students at the start of the 2022-2023 school year.
Reeceville Elementary	Students will have the opportunity to participate in a summer program to help remmediate learning loss that has occured during the pandemic. Data from the end of the 2021-2022 school year and the end of the summer program will be evaluated to determine academic groth. The end of the summer program data will also assist with instruction for students at the

School Building Name	Data Collection and Analysis Plan (including plan to disaggregate data)
	start of the 2022-2023 school year.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$205,445.00
Allocation

$205,445.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
Coatesville Area Senior High	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$51,362.00	Purchase of core reading program to support instruction driven by the science of reading.
North Brandywine	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$51,361.00	Purchase of core reading program to support instruction driven by the science of reading.
Rainbow Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$51,361.00	Purchase of core reading program to support instruction driven by the science of reading.
Reeceville Elementary	1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$51,361.00	Purchase of core reading program to support instruction driven by the science of reading.
			$205,445.00	

Section: Budget - Support and Non-Instruction Expenditures
BUDGET OVERVIEW

Budget
$205,445.00
Allocation
$205,445.00

Budget Over(Under) Allocation
$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

School Building Name	Function	Object	Amount	Description
			$	
			$0.00	

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	$0.00	$0.00	$0.00	$0.00	$0.00	$205,445.00	$0.00	$205,445.00
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	$0.00	$0.00	$0.00
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	$0.00	$0.00	$0.00
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
	$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$205,445.00**	**$0.00**	**$205,445.00**

	Approved Indirect Cost/Operational Rate: 0.0000	**$0.00**
	Final	**$205,445.00**