Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

The effect of the COVID-19 Pandemic on student learning and educational needs is discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment met in groups to review data, including individual student and cohort achievement, behavior and attendance data and trends from the 19-20, 20-21 and start of the 21-22 school years. Indicators reviewed for students in grades K-6 include literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. Indicators reviewed for students in grades 7-12 include benchmark assessment data, student grades, course failure risks, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams work to identify the educational needs of our students and possibilities to provide support.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

The District began providing services and assistance to students and staff immediately at the onset of the COVID-19 Pandemic in March of 2020. Much of the program and services included in this grant application have occurred since the start of the 2021-2022 school year and will continue through the 2022 – 2023 school year. ESSER II funds will be used during the beginning of the 2023-2024 school year as well, as allowed by the timeline set forth in the grant requirements.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

The District intends to use ESSER II funding to continue to promote remote learning by providing staff, resources and services to maintain the Sharon City Cyber Academy, maintaining educational opportunities for COVID quarantined students, and ensure our technological capacity and connectivity through upgraded software and hardware. The Sharon City Cyber Academy provides students with the opportunity to attend Sharon City School District online and at home. This instructional alternative is made available to families that prefer students not attend school face to face. The District contracts with Accelerate Education for courseware and instructional support. ESSER II funds will be used for this contract as well as to purchase books and supplies for students to successfully engage in coursework. In addition, these funds will be used to provide for a district support staff in the program. ESSER II funds will be used to provide Chromebooks to teachers, district wide use of Google GSuite to support virtual learning as needed as a result of COVID related quarantines, and to engage in instructional delivery in our 1 to 1 environment, established do to the need for virtual learning during the 2020-2021 school year. Likewise, additional software and hardware will be funded through this grant to support the technological environment. This includes data storage, internet connectivity, CIPA related security measures, and teleconferencing and other software.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

To assess student learning gaps resulting from the disruption in educational services, staff will continue to review student achievement, behavior and attendance data. Data sources include Acadience Reading, benchmark assessments, curriculum based assessments, student grades, progress monitoring tools and attendance rates. To address student learning gaps resulting from the disruption in educational services, students are receiving targeted intervention in the skill areas identified through the aforementioned data review. Curriculum and instructional resources were purchased to support targeted intervention and instruction in Math, Reading and Science for elementary and middle school students to support remediation and acceleration. Teacher professional development in programs is provided as needed. The District's K-12 1 to 1 Chromebook initiative allows for targeted instruction and prescribed learning as well by proving individualized learning opportunities. In addition, after school tutoring is offered to students in the Middle/High School to address student learning gaps.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic,

formative, benchmark and summative assessments to evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team. The District has revised educational programming and delivery to respond to the impacts of COVID-19 on student learning and well-being by adjusting curriculum and scheduling practices, providing targeted intervention, hiring additional teaching staff and extending the service of a contracted crisis counselor. Additional teacher positions include a MS Math teacher allowing increased instructional time, a M/HS Emotional Support teacher and Learning Support teacher. The District opted to maintain a third administrative position at the M/HS to further support students, families and staff and will reinstate an elective course, thus recalling a teacher. These positions were previously slated for furlough due to financial burden. The District Continuity of Education Plan, created spring of 2020, outlined the District's approach to continue educational opportunities for our students. However, we were limited in the methods to do so as we were not equipped for a virtual learning environment and many of our families lacked technological resources at home. Results of a technology survey helped identify need and guided the District's 1 to 1 technology plan. The plan included the purchase of Chromebooks for each student K-12 and hotspots for families in need to provide internet connectivity at home. During 20-21, the District provided a virtual option for students through the use of Google Classroom, which was fully utilized to maintain instruction during building closures to combat COVID-19 transmission. The use of Google Classroom for in person and quarantined students continues and will be utilized during building closures as a result of the pandemic. The District 21-22 reopening plan included the expansion of the District Cyber Academy (SCCA) as a virtual option for students concerned with attending school in person. This expansion called for the addition of a SCCA support staff.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (*i.e.*, remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

District strategies that will be used to guide local investment of ESSER II funding for the 20-21 school year included improving indoor air quality by upgrading the HVAC systems in two elementary buildings and the Middle/High School. This project continued to the 21-22 school year and is nearing completion. The District will also use funds to support and enhance the technological capacity and connectivity of our 1 to 1 initiative to provide more individualized learning opportunities and targeted instruction and intervention, as well as the ability to continue instruction and learning in a virtual environment for quarantined students and in the

event of building closure to prevent the transmission of COVID-19. Likewise, educational needs have guided the School Board's decisions to add teaching positions, reinstate programs and maintain full administrative capacity through the 22-23 school year, now possible through the use of ESSER II funds. To ensure strategic and sustainable use of funds, the District plans to support these initiatives in part with ESSER III funds and Title IV funds as applicable. Moving forward, the District plans to support these initiatives with State and local funding, while seeking additional grant opportunities.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

Through the implementation of the District assessment plan, staff will continue to monitor student learning and proficiency levels to determine effectiveness of intervention and instructional strategies and ensure academic growth. Curriculum and intervention programming will be implemented with fidelity and collaboration through school level PLCs and district wide teams will continue. These teams will analyze student data and response to intervention and modify instructional approaches to increase the effectiveness of instruction in addressing student learning gaps. Feedback from teachers is collected regularly through surveys and building level meetings. Administrative teams meet monthly to review achievement, behavior and attendance data and discuss teacher feedback. Teachers will be provided with ongoing support and professional development. Districtwide SEL program implementation, including student performance and student and teacher reflection will be reviewed, in addition to the results of the M/HS student and staff climate surveys. Student attendance rates will be monitored and interventions will be provided for those most at risk of missing school and falling behind. The District will continue efforts to grow the Sharon City Cyber Academy (SCCA) through coordinated programming and community outreach. SCCA student attendance and achievement data is monitored daily and family support is provided by academy staff. The effectiveness of the Academy will be measured by review of student performance, enrollment data and family surveys. Moving forward, the District will continue to evaluate all programming, secure additional instructional resources and curriculum, modify scheduling practices and reassign staff as needed to ensure programming meets the needs of students as we continue to address student learning gaps and support their well-being to mitigate the effects of COVID-19.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

CDC - Disinfectant Decision Tool website

CDC - Cleaning Guide website

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

☐ **(1) Any activity authorized by the ESEA of 1965.**

☐ **-(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**

☐ **-(1b) Title I, Part C (Education of Migratory Children)**

☐ **-(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**

☐ **-(1d) Title II, Part A (Supporting Effective Instruction)**

☐ **-(1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**

☐ **-(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)**

☐ **-(1g) Title IV, Part B (21st Century Community Learning Centers)**

☐ **-(1h) Title V, Part B (Rural and Low-Income School Program)**

☐ **-(1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**

☐ **-(1j) The Individuals with Disabilities Education Act (''IDEA'')**

☐ **-(1k) The Adult Education and Family Literacy Act**

☐ **-(1l) The Carl D. Perkins Career and Technical Education Act of 2006 (''the Perkins Act'')**

☐ **(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**

☑ **(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**

☑ **(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

☐ **(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.**

☐ **(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

☐ **(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

☑ **(8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

☑ **(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.**

☐ **(10) Providing mental health services and supports.**

☐ **(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

☐ **(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.**

☐ **-(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.**

☑ **-(12b) Implementing evidence-based activities to meet the comprehensive needs of students.**

☑ **-(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.**

☑ **-(12d) Tracking student attendance and improving student engagement in distance education.**

☑ **(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

☑ **(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

☑ **(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local**

educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Sharon City School District	(3) Providing principals and others school leaders with the resources…	Additional software and hardware to support the technological environment, including data storage, internet connectivity, CIPA related security measures, and teleconferencing and other software
Sharon City School District	(4) Activities to address the unique needs of low-income children…	The addition of an emotional support teacher and a learning support teacher to the Middle/High School to assist in promoting the achievement and well being of students with disabilities
Sharon City School District	(8) Planning for and coordinating during long-term closures…	Access to GSuite and technological support for the 1 to 1 Chromebook initiative, including mobile hotspots to provide internet connectivity to students at home as needed
Sharon City School District	(9) Purchasing educational technology…	Chromebooks for teachers and charging carts for existing Chromebooks
Sharon City School District	-(12b) Implementing evidence-based activities.....	Adding a Math teacher to the Middle School team providing the opportunity to increase math instructional time for students in the seventh grade
		Expansion of the Sharon City

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Sharon City School District	-(12d) Tracking student attendance....	Cyber Academy support staff allowing for more family outreach and support and attendance monitoring. Cell phone access will be provided to the District Parent/Homeless Liasons who serve as truancy officers, and to the cyber support staff, to increase connectivity with families beyond school hours and when in the community.
Sharon City School District	(14) Projects to improve the indoor air quality in school facilities...	Upgrades to HVAC systems in two elementary buildings and the Middle/High School to improve indoor air quality
Sharon City School District	(15) Other activities that are necessary…	Employment of the Middle/High School Assistant principal for increased student, family and staff support and the recall of a furloughed teacher position for reinstatement of middle school elective courses; training for staff in the use of the District Student Information System
Sharon City School District	-(12c) Providing information and assistance to parents and families...	Expansion of the Sharon City Cyber Academy support staff to allow for more family outreach and support and student attendance monitoring. Cell phone access will be provided to the District Parent/Homeless Liasons who serve as truancy officers, and to the cyber support staff, to increase connectivity with families beyond school hours and when in the community.
		Choir risers to allow for children

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Sharon City School District	(13) School facility repairs and improvements....	to be safely distanced to reduce the risk of COVID-19 transmission and quarantine

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than $150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than $150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased, Computing Devices, Special Purpose Equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA

at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirusand school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$5,271,559.00

Allocation

$5,271,559.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$392,487.00	Learning Support, Emotional Support and cyber support staff additions 21-22 and 22-23 school years
1000 - Instruction	300 - Purchased Professional and Technical Services	$570,000.00	Sharon City Cyber Academy course access with instructional support
1000 - Instruction	600 - Supplies	$30,000.00	Sharon City Cyber Academy instructional supplies
1000 - Instruction	100 - Salaries	$313,155.00	M/HS administrative position and Middle School elective teacher 21-22 and 22-23 school years; Middle School Math Teacher 22-23 SY
1000 - Instruction	700 - Property	$103,349.00	Teacher Chromebooks
1000 - Instruction	500 - Other Purchased Services	$168,000.00	Mobile Hotspots

Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	$124,368.00	Learning Support, Emotional Support and cyber support staff additions 21-22 and 22-23 school years
1000 - Instruction	200 - Benefits	$117,294.00	M/HS administrative position and Middle School elective teacher 21-22 and 22-23 school years; Middle School Math Teacher 22-23 SY
1000 - Instruction	600 - Supplies	$73,213.00	Software
1000 - Instruction	300 - Purchased Professional and Technical Services	$4,680.00	Training on Tyler Student Information System
1000 - Instruction	300 - Purchased Professional and Technical Services	$3,500.00	Cell Phones
1000 - Instruction	700 - Property	$72,913.00	Hardware
1000 - Instruction	700 - Property	$18,403.00	Chromebook Charging Carts
1000 - Instruction	700 - Property	$11,333.00	Choir Risers
		$2,002,695.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$5,271,559.00

Allocation

$5,271,559.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$3,268,864.00	HVAC Upgrades
		$3,268,864.00	

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

$5,271,559.00

Allocation

$5,271,559.00

Budget Over(Under) Allocation

$0.00

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	$313,155.00	$241,662.00	$578,180.00	$0.00	$168,000.00	$103,213.00	$205,998.00	$1,610,208.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$392,487.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$392,487.00
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	$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
Programs								
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
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

	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
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	$3,268,864.00	$0.00	$0.00	$0.00	$0.00	$3,268,864.00
	$705,642.00	$241,662.00	$3,847,044.00	$0.00	$168,000.00	$103,213.00	$205,998.00	$5,271,559.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$5,271,559.00