

**TITLE I SCHOOLWIDE PROGRAM/PRIORITY (TA) PLAN
ADDENDUM TO SCHOOL RENEWAL PLAN**

School: Cottageville El

District: COLLETON

Percent Poverty: 77.32%

School Term: 2013 - 2014

SCHOOLWIDE/PRIORITY (TA) PLANNING TEAM: List the names of individuals that meet the title requirement listed. You must include parents, community members, teachers, principals, local agency administrator, pupil services personnel, technical assistance providers, other school staff, and students if the plan relates to a secondary school. Act 135 planning team members may be used to meet this requirement.

<u>Name #1</u>	<u>Name #2</u>	<u>Title</u>
Tabitha Henderson	Kate Slagle	Parents
Jeffrey Tippins	Becky Strickland	Community Members
Robin Stone	Renee Boyles	Teachers
Tracy McDonald	NOT REQUIRED	Principal
Bob Pence	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Akima Jones	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Nancy Carter	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Karen Lockerman	Alisa Lemon	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Janis Headden		Assistant Principal

DISSEMINATION OF RESULTS

Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by Section 1111 (b)(3) of the law.

The State of South Carolina publishes the School Report Card, which provides parent information regarding performance of the entire school. The CVE administration, guidance, and faculty will continue to keep parents informed of the results of student progress on state assessments. Parents receive interpretation of individual assessment results and will also receive academic progress reports, report cards, scheduled conferences, open houses, telephone calls, notes, and postcards from teachers. Parents will also have access to their child's academic performance online. Students will also have homework folders to convey information to parents from teachers. There is also active PTO and SIC organizations that will also assist the school in disseminating information. Parents are also encouraged to contact the school and the teachers should there be the need of additional information or the need to schedule a conference that will accommodate parents' working schedules.

TITLE I SCHOOLWIDE PROGRAM/PRIORITY (TA) PLAN
ADDENDUM TO SCHOOL RENEWAL PLAN

District: COLLETON
School: Cottageville El

Application: Title I Regular - 2014

Activity Include Staff Development (Provide a brief one-sentence description for each activity.)	Reform Strategy	Funding Category (Only for Priority (TA) funded activities)	Use of Funds (Only for Title I, Consolidated, and Priority (TA) funded activities)	Activity Cost (Only for Title I, Consolidated, and Priority (TA) funded activities)	Funding Source	Budget Code	Evaluation/ Evidence to Determine Successful Implementation
Title I							
Administer NWEA's MAP student assessment in ELA and math in grades K-2 in the (Classroom OR/AND classroom using the computer OR/AND computer lab). The results will be used to address classroom instruction. Expenditures may include assessment software and supplemental instructional supplies.	1	Instructional Supplies	Instructional Materials and Supplies	\$ 3,864.00	Title I	100 - 400	Reading MAP, Math MAP, ELA Test, Math Test
Employ a total of 3.85 FTEs to reduce class size. (1) Teacher in Kindergarten @ .30 FTE to reduce class size from 1:18 to 1:14.2; 1 Teacher @ .30 FTE in 1st grade to reduce class size from 1:30 to 1:20.3; (1) Teacher @ 1.0 FTE in 2nd grade to reduce class size from 1:26.33 to 1:19.8; (1) Teacher @ .87 FTE in 3rd grade to reduce class size from 1:20.13 to 1:15.8; 1 teacher @ .73 FTE to reduce class size in 4th grade from 1:29.96 to 1:22.7; and 1 Teacher @ .65 FTE in 5th grade to reduce class size from 1:29.79 to 1:23.3 to provide more individual and small group academic instruction in self-contained classes. Teachers: S Boyles @ .30 FTE, M Fose @ .30 FTE, D Hardwick @ 1.0 FTE, R Hamilton @ .87 FTE, and A Gustin @ .73 FTE, and A lemon @ .65 FTE. Total 3.85	2	Classroom or Intervention Teachers	Salary	\$180,053.00	Title I	100 - 100	Reading MAP, Math MAP, ELA Test, Math Test
			Benefits	\$ 66,410.00	Title I	100 - 200	
Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades 3-5, in ELA and math. Expenditures may include salary for a part time HQ and certified interventionist to work 73 days beginning in January and ending before state testing in May. Interventionist will provide a pull out model and work with small groups of students during the school day.	2	Intervention/Behavioral Personnel	Salary	\$ 7,300.00	Title I	100 - 100	Reading MAP, Math MAP, ELA Test, Math Test
			Benefits	\$ 1,770.00	Title I	100 - 200	
Provide student incentives, such as a Kindle Fire, Books,							

or a class pizza party, to serve as rewards for improvement of individual academic goals in all core subjects in grade K-5 as measured by the School Report Card, which are based on district/school criteria.	2	Student Performance Incentives	Instructional Materials and Supplies	\$ 500.00	Title I	100 - 400	ELA Test, Math Test, Science Test, Social Studies Test
Provide a stipend to a certified staff member who will assist the principal in implementing title 1 activities and monitoring the Title I project.	3	Professional Development/Stipends	Stipend	\$ 1,500.00	Title I	223 - 100	observation
			Benefits	\$ 329.00	Title I	223 - 200	
Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades 1-5. Expenditures may include intervention teacher.	3	Classroom or Intervention Teachers	Salary	\$ 43,654.00	Title I	100 - 100	Reading MAP, Math MAP, ELA Test, Math Test
			Benefits	\$ 10,115.00	Title I	100 - 200	
Priority (TA)							
Employ (1) Teacher(s) @ .31 FTE to reduce class size to provide more individual and small group academic instruction for grade 4 (self contained) in core subjects. Reduce student-teacher ratio from 1:29 to 1:22.	10	Classroom or Intervention Teachers	Salary	\$ 0.00	TA	100 - 100	Reading MAP, Math MAP
			Benefits	\$ 0.00	TA	100 - 200	
Other Funding							
School will provide customized calendar of events, parent involvement plan, and/or parent handbook. School will hold UPLIFT sessions for parents/families along with literacy and family nights to promote parent involvement in and understanding of academic content and family literacy. School will provide parent curricular materials including website, newsletters, flyers, booklets, brochures, pamphlets, DVDs, CDs, and books in the School and/or District Parent Center, Media Center, and/or directly to parents at various events. Various nominal incentives including books and refreshments to use with children to promote literacy, attendance, and participation will be provided to parents. Technological devices to use at home to improve student performance or parent ability will be made available for checkout to parents. Materials for parents and students to use to provide academic support over the summer may also be provided.	7		Parenting Supplies	\$ 2,890.00	Title I District funds	-	
Not Categorized							
All teachers are highly qualified in core academic subjects.	4						
100% of staff members met or exceeded professional certification standards.	6						
Form a partnership with the district's preschool program.	8						

Administer MAP student assessment in ELA and math grades 2-5 in the computer lab. The results will be used to address classroom instruction.	9			
Administer Dominic student assessment in core content in grades K-3 in the Classroom. The results will be used to address classroom instruction.	9			
Provide an after school tutoring program to assist students who are weak in areas identified by MAP RIT scores and strengthen test taking strategies.	10			
CVE will coordinate funding sources to support academic initiatives.	11			

TITLE I PAGE TOTAL:	315,495.00
TI SUPPORT (1003a):	0.00
PRIORITY (TA) PAGE TOTAL:	0.00
CONSOLIDATED FUNDS PAGE TOTAL:	0.00
PRIORITY (SIG-1003g) PAGE TOTAL:	0.00
FOCUS (1003a) PAGE TOTAL:	0.00

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY AND SCIENTIFICALLY BASED RESEARCH

Conduct a comprehensive needs assessment of the entire school (including the needs of migratory children) that is based on achievement of the children in relation to the state academic content standards and the state student academic achievement standards. **Complete the charts below, providing identified needs of students based on data, and activities funded by Title I and Priority (TA) to address the identified need. Include any other relevant information, including demographic considerations. In the last column of the chart, provide the citation(s) of the scientifically based research for the effective methods, instructional strategies, and/or programs listed within the school's Title I and Priority (TA) funded activities that will be implemented in this plan.**

GENERAL SCHOOL DEMOGRAPHIC INFORMATION			
Cottageville El School, located in COLLETON School District, has an enrollment of 477.22 and serves students in grades PK to 5.			
<u>Identified Need</u>	<u>Data Upon Which the Identified Need Is Based</u>	<u>Use of Title I and Priority (TA) Funds to Address the Identified Need</u>	<u>Citations for Scientifically Based Research of Title I Funded and Priority (TA) Activities</u>
To reduce class size to provide additional individual and group instruction.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] Dominic Reading and Writing Portfolio [grades K-8] 	<ul style="list-style-type: none"> Employ a total of 3.85 FTEs to reduce class size. (1) Teacher in Kindergarten @ .30 FTE to reduce class size from 1:18 to 1:14.2; 1 Teacher @ .30 FTE in 1st grade to reduce class size from 1:30 to 1:20.3; (1) Teacher @ 1.0 FTE in 2nd grade to reduce class size from 1:26.33 to 1:19.8; (1) Teacher @ .87 FTE in 3rd grade to reduce class size from 1:20.13 to 1:15.8; 1 teacher @ .73 FTE to reduce class size in 4th grade from 1:29.96 to 1:22.7; and 1 Teacher @ .65 FTE in 5th grade to reduce class size from 1:29.79 to 1:23.3 to provide more individual and small group academic instruction in self-contained classes. Teachers: S Boyles @ .30 FTE, M Fose @ .30 FTE, D Hardwick @ 1.0 FTE, R Hamilton @ .87 FTE, and A Gustin @ .73 FTE, and A lemon @ .65 FTE. Total 3.85 Employ (1) Teacher(s) @ .31 FTE to reduce class size to provide more individual and small group academic instruction for grade 4 (self contained) in core subjects. Reduce student-teacher ratio from 1:29 to 1:22. 	<p>Reduced Class Size Pate-Bain, Helen, Jane Boyd-Zaharias, Van A Cain, Elizabeth Word, and Edward M. Binkley. 1997. STAR Follow-Up Studies, 1996-1997: The Student/Teacher Achievement Ratio (STAR) Project. Lebanon, TN: HERO's Inc. Available online at http://www.heros-inc.org/newstar.pdf (Annotated citation can be found in ERIC, ED 419593.)</p>
To increase student achievement across core subject areas.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] Math Measure of Academic Progress (MAP) [grades K-10] Dominic Reading and Writing Portfolio [grades K-8] 	<ul style="list-style-type: none"> Administer NWEA's MAP student assessment in ELA and math in grades K-2 in the (Classroom OR/AND classroom using the computer OR/AND computer lab). The results will be used to address classroom instruction. Expenditures may include assessment software and supplemental instructional supplies. Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades 1-5. Expenditures may include intervention teacher. Implement Focused Learning, an instructional delivery method that utilizes essential questions and aligns instruction with standards, for grades 3-5, in ELA and math. Expenditures may include salary for a part time HQ and certified interventionist to work 73 days beginning in January and ending before state testing in May. Interventionist will provide a pull out model and work with small groups of students during the school day. 	<p>Classroom Libraries Shoham, Snunith. 1997. Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection. Vancouver: Annual Conference of the International Association of School Librarianship, July. ERIC, ED 412965.</p>

		<ul style="list-style-type: none"> • Provide student incentives, such as a Kindle Fire, Books, or a class pizza party, to serve as rewards for improvement of individual academic goals in all core subjects in grade K-5 as measured by the School Report Card, which are based on district/school criteria. 	
<p>To increase parental involvement in the school and their child's education.</p>	<ul style="list-style-type: none"> • Parent Survey 	<ul style="list-style-type: none"> • School will provide customized calendar of events, parent involvement plan, and/or parent handbook. School will hold UPLIFT sessions for parents/families along with literacy and family nights to promote parent involvement in and understanding of academic content and family literacy. School will provide parent curricular materials including website, newsletters, flyers, booklets, brochures, pamphlets, DVDs, CDs, and books in the School and/or District Parent Center, Media Center, and/or directly to parents at various events. Various nominal incentives including books and refreshments to use with children to promote literacy, attendance, and participation will be provided to parents. Technological devices to use at home to improve student performance or parent ability will be made available for checkout to parents. Materials for parents and students to use to provide academic support over the summer may also be provided. 	<p>Parent Coordinator Pena, Delores C. 2000. "Parent Involvement: Influencing Factors and Implications." The Journal of Educational Research 94 (September/October) no. 1:42. (Annotated citation can be found in ERIC, EJ 615791.)</p> <p>Parental Involvement Fuerstein, Abe. 2000. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." The Journal of Educational Research 94 (September), no. 1: 29-40.</p>
<p>To provide additional leadership to support and expand school capacity.</p>	<ul style="list-style-type: none"> • State School Report Card data 	<ul style="list-style-type: none"> • Provide a stipend to a certified staff member who will assist the principal in implementing title 1 activities and monitoring the Title I project. 	<p>Professional Development Garet, Michael S., Andrew Porter, Laura Desimone, Beatrice Birman, and Kwang Suk Yoon. 2001. "What Makes Professional Development Effective? Results from a National Sample of Teachers." American Education Research Journal 38, no. 4: 915-945. (Annotated citation can be found in ERIC, EJ 648260.)</p>

What does the school's disaggregated data indicate as needs for migrant students? (Title I only)

NA

Priority (TA) Plan Assurances

School: Cottageville El

By checking the boxes, the school/LEA assures that:

		Yes	N/A
1	The school/LEA verifies that the principal, the School Improvement Council chairperson, the district superintendent, and the district board chairman have all reviewed and approved the use of Technical Assistance funds as outlined in this plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
2	The school/LEA verifies that the school has conducted a yearly update of school performance goals as outlined in the school's five-year School Renewal Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
3	The school/LEA verifies that this school has collaborative teams which work together to assist in making school decisions and improvement initiatives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
4	The school/LEA verifies that these Technical Assistance funds are being used in accordance with the provisions and guidance of the Technical Assistance Proviso.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Schoolwide Program Assurances

School: Cottageville El

By checking the boxes, the school/LEA assures that:

		Yes	N/A
1	By submission of this plan to the SEA, the LEA verifies this school, prior to initiating a schoolwide program, first developed (or amended a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001) a comprehensive plan for reforming the total instructional program in the school in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
2	This school plan was developed during a one-year period possibly through a planning process such as the renewal plan process under Act 135 (provided appropriate persons were involved in the planning process), unless: a) the local educational agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or b) the school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
3	A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
4	This plan will continue in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
5	This plan will be made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
6	If appropriate, this plan has been developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A
7	Provisions will be made for the collection of data on the achievement and assessment results of students (including taking into account the needs of Migratory children as defined in section 1309 (2)) which will be disaggregated, proven to be statistically sound, and reported to the public as in accord with Section 1111 (b).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Yes	N/A

8	The school is subject to the academic assessment and school improvement provisions of section 1116 of the law.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
9	For schools coordinating resources, the schools shall maintain records that demonstrate that the schoolwide program considered as a whole, addresses the intent and purpose of each of the Federal programs that were consolidated to support the SCW program.	<input type="radio"/>	<input checked="" type="radio"/>
		Yes	N/A
10	Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
11	The school shall be found to be in compliance with comparability requirements as required in the law.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
12	In a school improvement school, the school will spend not less than 10 % of the funds made available to the school under section 1113 for each fiscal year that the school in school improvement status for the purpose of providing to the school's teachers and principal high-quality professional development.	<input checked="" type="radio"/>	<input type="radio"/>
		Yes	N/A
13	The school assures that paraprofessionals will meet the requirements of Section 1119 of the law and that the principal shall attest annually in writing to compliance with this section.	<input checked="" type="radio"/>	<input type="radio"/>

Priority (TA) Project Budget

Project No. 14BA024
 County No. 15
 District No. 01
 Federal 2
 Sub Program 01

District COLLETON (1501)
 School Name Cottageville El
 Period Begins July 1, 2013
 Period Ends June 30, 2014

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$0.00

Schoolwide Program Budget

Project No. 14BA024
County No. 15
District No. 01
Federal 2
Sub Program 01

District COLLETON (1501)
School Name Cottageville El
Period Begins July 1, 2013
Period Ends June 30, 2014

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$231,007.00	\$78,295.00	\$ 0.00	\$4,364.00	\$ 0.00	\$ 0.00		\$313,666.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$1,500.00	\$ 329.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$1,829.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$232,507.00	\$78,624.00	\$ 0.00	\$4,364.00	\$ 0.00	\$ 0.00	\$ 0.00	\$315,495.00

Consolidated Funds Program Budget

Project No. 14BA024
 County No. 15
 District No. 01
 Federal 2
 Sub Program 01

District COLLETON (1501)
 School Name Cottageville El
 Period Begins July 1, 2013
 Period Ends June 30, 2014

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$ 0.00	\$ 0.00
Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$0.00