

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

School: Cheraw Interm

District: CHESTERFIELD

Percent Poverty: 56.41%

School Term: 2017 - 2018

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>
Maria Cruz	Julius Miller	Parents
Rev. Johnny McLendon	Dameon Ashe	Community Members
Destiny Burns	Emily Privette	Teachers
Scott Eddins, Principal	NOT REQUIRED	Principal
Candace Hoffman, Title I Director	NOT REQUIRED	Local Agency Administrator (Include other Federal Programs)
Layvonne Byrd, Guidance Counselor	NOT REQUIRED	Pupil Services Personnel - If Appropriate (guidance counselor, social worker, etc.)
Shari Stubbs, ELA Coordinator	NOT REQUIRED	Priority (TA) Providers - (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
Angela Demby, Assistant Principal	Stephanie Rogers, Incoming Assistant Principal	Other School Staff
		Students, NOT REQUIRED because it is NOT a High School
Others:		
Briana Davis, Parent	Tammy Warren, Parent	Parents
Tim Rogers, Community Member	Todd Pletcher, Literacy Coach	

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.

• One formal parent-teacher conference day will be offered each semester. SC Ready and SC PASS results from 2017 will be shared with parents during fall conferences. Teachers will explain scores at that time. • A school wide newsletter and calendar will be sent monthly to parents providing information on school events and tips for helping children learn. Parent Portal, Facebook and School Messenger will also keep parents informed and provide them with vital information. Teachers will also discuss MAP, Fountas and Pinnell and Benchmarking results with the parents throughout the school year. • Classroom newsletters and weekly folders with student work will be sent home to keep parents abreast of news and student progress. • Student planners are provided offering organized means of communicating between school and home. • Parenting workshops will be offered throughout the year. • Early alert letters will be utilized during the year to inform parents of potential failing grade averages. • Interim reports will be issued every four and a half weeks and report cards will be issued every nine weeks. • Teachers will make phone calls and send both positive notes and notices of concern home as needed. • Parents will receive an Annual School Report Card in early November describing the quality of their school with an extensive explanation and rating of the students' performance on the Palmetto Assessment of State Standards and SC Ready.

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

District: CHESTERFIELD

Application: Title I Regular - 2018

School: Cheraw Intern

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							
Provide technology to enhance classroom instruction and increase student achievement. Expenditures include Mobymax web-based reading and math curriculum.	1		Software Site Licenses	\$ 301.00	Title I	100 - 300	Reading MAP, Math MAP
Employ 2 Teachers @ 1.0 FTE each as Interventionists to provide additional academic instruction in small groups in grades 3-5 in reading.	2		Salary	\$ 99,340.00	Title I	100 - 100	Reading MAP
			Benefits	\$ 27,240.00	Title I	100 - 200	
Employ 1 Teacher @ 1.0 FTE each to reduce class size to provide more individual and small group academic instruction for grade 5. Reduce student-teacher ratio from 1:26 to 1:23.	2		Salary	\$ 53,914.00	Title I	100 - 100	Reading MAP, Math MAP
			Benefits	\$ 26,180.00	Title I	100 - 200	
Employ 1 Teacher @ 1.0 FTE each to reduce class size to provide more individual and small group academic instruction for grade 4. Reduce student-teacher ratio from 1:26 to 1:22.	2		Salary	\$ 39,113.00	Title I	100 - 100	Reading MAP, Math MAP
			Benefits	\$ 22,121.00	Title I	100 - 200	
Substitutes for 25 days for teachers in plan.	2		Salary	\$ 1,575.00	Title I	100 - 100	Reading MAP, Math MAP
			Benefits	\$ 431.00	Title I	100 - 200	
Provide homework assistance including three teachers at 1 hours per day @\$25 per hour for 42 days.	3		Salary	\$ 3,150.00	Title I	100 - 100	Reading MAP, Math MAP
			Benefits	\$ 864.00	Title I	100 - 200	
Implement at least four trainings to support parent education in the areas of English Language Arts, math, and testing skills for grades 3-5							Parent

Expenditures may include: resources and materials to support activities planned for parent nights and supplies such as student planners, books, parenting brochures, folders, markers, binders, paper, post-it notes mailing expenditures, educational flashcards, puzzles, workbooks, measuring cups, spoons, and refreshments for 800 parents.	7		Parenting Supplies	\$ 4,096.00	Title I	188 - 400	Parent Survey, Parents Sign-in Sheet, Parents Check Out Materials
			Refreshments	\$ 1,500.00	Title I	188 - 400	

Other Funding

Reimbursement for training/courses that improves the knowledge of teachers and principals in effective instructional practices, strategies, methods, and skills.	4			\$ 0.00	Title II	-	
Provide professional development for literacy coach and teachers on best practices in reading and writing.	5			\$ 0.00	District	-	
Provide a graduate level induction class for credit for all newly hired teachers	6			\$ 0.00	Title II	-	
Provide professional development in the areas of curriculum and environment to provide a smooth transition	8			\$ 0.00	District	-	
Administer MAP to assess strengths and weaknesses in Reading and Math	9			\$ 0.00	District	-	
Continue and expand the volunteer and mentoring programs for identified students	10			\$ 0.00	District	-	
Continue to provide Adult Education Diploma and GED program for community adults	11			\$ 0.00	Adult Education	-	

TITLE I PAGE TOTAL:	279,825.00
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			
Cheraw Interm School, located in CHESTERFIELD School District, has an enrollment of 508.78 and serves students in grades 3 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 increase student achievement in English language arts.	<ul style="list-style-type: none"> Reading Measure of Academic Progress (MAP) [grades K-10] ENTER OTHER DATA 	<ul style="list-style-type: none"> Employ 2 Teachers @ 1.0 FTE each as Interventionists to provide additional academic instruction in small groups in grades 3-5 in reading. 	<p>Literacy Groups Begoray, Deborah L. 2001. "The Literacy Groups Project: Investigating the Use of Reading Recovery Techniques with Small Group of Grade 2 Students." Alberta Journal of Educational Research 47 (Summer) no. 2:141-155. (Annotated citation can be found in ERIC, EJ 631507.)</p> <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> <p>Reading National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754.</p>
			<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> <p>Reading National Institute of Child Health and Human Development. 2000. Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: National Institute of Child Health and Human Development. NIH Publication No.</p>

To increase student achievement across core subject areas.

- Reading Measure of Academic Progress (MAP) [grades K-10]
- Math Measure of Academic Progress (MAP) [grades K-10]
- Class Size Before Reduction 1: 26
- Class Size Before Reduction 1: 26

- Provide technology to enhance classroom instruction and increase student achievement. Expenditures include Mobymax web-based reading and math curriculum.
- Employ 1 Teacher @ 1.0 FTE each to reduce class size to provide more individual and small group academic instruction for grade 5. Reduce student-teacher ratio from 1:26 to 1:23.
- Employ 1 Teacher @ 1.0 FTE each to reduce class size to provide more individual and small group academic instruction for grade 4. Reduce student-teacher ratio from 1:26 to 1:22.
- Substitutes for 25 days for teachers in plan.
- Provide homework assistance including three teachers at 1 hours per day @\$25 per hour for 42 days.

00-4/54.

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.)

CAI

Azevedd, Roger and Robert M. Bernard. 1995. The Effects of Computer-Presented Feedback on Learning from Computer-Based Instruction: A Meta-Analysis. San Francisco: Annual meeting of the American Educational Research Association. ERIC, ED 385235

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.)

Tutoring

Hock, Michael F.; Kim A. Pulvers, Donald Deshler, and Jean B. Schumaker. 2001. "The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD." Remedial and Special Education 22 (May/June), no. 3:172-86. (Annotated citation can be found in ERIC, EJ 627968.)

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

n/a

Priority (TA) Plan Assurances

School: Cheraw Intern

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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="checkbox"/>

Schoolwide Program Assurances

School: Cheraw Intern

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. 18BA020
 County No. 13
 District No. 01
 Federal 2
 Sub Program 01

District CHESTERFIELD (1301)
 School Name Cheraw Intern
 Period Begins July 1, 2017
 Period Ends June 30, 2018

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
262	262	\$ 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. 18BA020
County No. 13
District No. 01
Federal 2
Sub Program 01

District CHESTERFIELD (1301)
School Name Cheraw Intern
Period Begins July 1, 2017
Period Ends June 30, 2018

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	\$197,092.00	\$76,836.00	\$ 301.00	\$ 0.00	\$ 0.00	\$ 0.00		\$274,229.00
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$ 0.00	\$5,596.00	\$ 0.00	\$ 0.00		\$5,596.00
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
262	262	\$ 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		\$197,092.00	\$76,836.00	\$ 301.00	\$5,596.00	\$ 0.00	\$ 0.00	\$ 0.00	\$279,825.00

Consolidated Funds Program Budget

Project No. 18BA020
 County No. 13
 District No. 01
 Federal 2
 Sub Program 01

District CHESTERFIELD (1301)
 School Name Cheraw Intern
 Period Begins July 1, 2017
 Period Ends June 30, 2018

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
262	262	\$ 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