



New Mexico Public Education Commission

2019 New Charter School Application Kit Part A. Introduction and Instructions



Part A. Introduction and Instructions

Introduction

The Charter Schools Act

The *New Mexico Charter School Application Kit* was developed to provide guidance in the writing and review of new charter school submissions. The target audience for this document is both the founding group (the applicants), as they develop a charter school application, and the potential Authorizer—the Public Education Commission (PEC), Authorizer’s designee(s), or Authorizer’s legal counsel (collectively referred to as “Authorizer”), as they review and evaluate the quality and completeness of the application.

The New Mexico Charter Schools Act provides the following policy statement:

The Charter Schools Act ... is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (22-8B-3 NMSA 1978 *et seq*).

Starting a new charter school in New Mexico requires proposals from committed individuals who have the capacity to achieve strong, educational outcomes. Through charter schools, the PEC, as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The PEC makes the final determination regarding the application after reading the application, hearing from the applicants and the local community, and considering the information provided by the CSD.

The CSD Vision is as follows:

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide quality, innovative education

An Overview of the Review Process

Each year, the PEC approves and makes available—in writing at its office and online at its web site—an application for a new charter for a specified fiscal year. The PEC-approved application for a new charter for the current application cycle includes templates and attachments designated by the PEC. Templates and attachments must not be altered from the approved content, format, and sequence. An application package submitted for a new charter may be deemed incomplete if it contains modifications to the content, format, or sequence of the application, templates, or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Technical Review—CSD staff will confirm whether the applicant team has met all requirements and whether the application package contains all components required by statute, rule, and application instructions. An application package will pass the technical review if

1. the applicant team timely submitted a Notice of Intent to the PEC and the district;
2. the application package contains complete information for each application component, including:
 - a. Executive Summary (Information must be consistent with the contents of the application package),
 - b. School Size (Information must be consistent with the contents of the application package),
 - c. All narrative sections, required exhibits, and attachments;
3. the application package contains all required appendices; and
4. the application package contains all required documents submitted on the application attachment and/or templates approved for the current application cycle, including the 910B5 SEG Worksheet and a five-year Budget Plan.

Failure to meet the criteria above will result in the application package being deemed Incomplete. The application will be evaluated based on the information that is included in the application package when it is submitted.

Templates and attachments must not be altered from the approved content, format, and sequence. An application package submitted for a new charter will be deemed incomplete if it contains modifications to the content, format, or sequence of the application, templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Applicants will receive written notification of the deficiencies not more than 10 business days after the submission of the application package. If the application is deemed incomplete, the Applicant's file will be closed. The applicants may, within five business days of receiving the notice of an incomplete application, request a review by the PEC at its next regularly scheduled meeting. No new information and no additional submissions will be accepted or reviewed by the PEC or CSD. If such a request is received and the PEC finds that the application was complete, the application processing timelines will be adjusted.

Scoring—Applications will be evaluated and scored using the Evaluation Rubric, which is embedded in the application. The review team for your application consists of outside experts who are overseen by the CSD. Each team member will review your application independently and thoroughly. Once

complete, the team will come together to discuss your application and provide a consensus score and analysis. This preliminary analysis will be provided to the applicant team and the PEC.

The PEC and the CSD have determined that answers that score in the “Meets the Criteria” category are satisfactory and those that fall into the “Approaches the Criteria” and “Falls Far Below the Criteria” are unsatisfactory. The CSD has the ability to review scores for uniformity between applications assessed at the same time and review teams reviewing applications at the same time.

Capacity Interview—CSD staff and the review team will interview the applicant team. The interview questions are designed to determine the applicant team’s capacity to implement the charter school proposed in the application package and provide an opportunity for the applicant team to provide clarifying information regarding weaknesses identified in the preliminary review. The responses are scored and analyzed and may inform the analysis of the written application. The Application score and analysis, along with a score and analysis of the Capacity Interview, will form the basis for the CSD’s recommendation to the PEC. (See Part D below.)

Community Input Hearing—The PEC holds a public hearing at which the applicant team has an opportunity to answer the PEC’s questions. During the hearing, the PEC also has a chance to hear from the community and to learn about the positives and negatives for potentially opening a school like the one proposed.

Please note that the PEC will ask the applicants to respond to questions on the application during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them, if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the application.

CSD Recommendation—The CSD utilizes information from the external team consensus score and preliminary analysis, capacity interview, and community input hearing to prepare a recommendation. The recommendation is presented to the applicants and PEC at least two weeks prior to the PEC meeting. The CSD may refer to parts of the Community Input Hearing in the recommendation if relevant to the analysis presented in the recommendation and/or in the preliminary analysis.

PEC Consideration—The **PEC will make the final decision** to deny, approve, or approve with conditions charter school applications. The PEC reads and evaluates all applications. The PEC makes its decision based on, but not limited to

- 1) the application;
- 2) the review team preliminary scoring rubric and analysis;
- 3) the community input hearing;
- 4) the capacity interview;
- 5) the review team final scoring rubric and analysis;
- 6) the CSD's recommendation;
- 7) all clarifying information and statements provided by announced deadlines; and
- 6) the applicants’ statements at the PEC meeting.

If you have further questions regarding this process, please do not hesitate to call the Charter Schools Division at (505) 827-6909.

The New Charter School Application Kit

The kit is made up of the following four parts:

1. Part A—Introduction and Instructions
2. Part B—Executive Summary
3. Part C—Application and Rubric
4. Part D—Capacity Interview Questions and Rubric

Redesigned in 2018, the kit is intended to guide you through the steps of developing a charter school proposal. While the new kit comes in four parts, you will only be submitting **Part B, Executive Summary and Part C, Application and Rubric**. All parts of the kit comply with the amended Charter School Act, which requires charter schools' performance to be measured according to a framework of specific criteria. The application itself is organized by frameworks.

The **Part A, Introduction and Instructions** provides you with information regarding expectations, application timelines, contact information, an application glossary of terms, and logistical information. Although you are not scored based on this section, the overall ability to create a clear, cohesive, comprehensive, reasonable, and innovative charter school application depends in large part on following the instructions in this guide.

The **Part B, Executive Summary** requires you to provide a summary or overview of the work of your proposed school. This offers the reviewers a general understanding of what will be explained and described in detail within the application itself. In addition, this summary will be posted on the CSD website so that the public knows who is applying for a state-funded public charter school. This section is not evaluated for points. However, your summary should adequately reflect what is found in the rest of the application. For instance, if your school has a STEM focus, then this should be mentioned in the Executive Summary. **This section should be submitted to the CSD along with the Part C, Application between May 1st and June 1st of the current year (5:00 PM MST).**

The **Part C, Application and Rubric** contains a series of requests for information that should be responded to as completely as you deem appropriate. Please use the rubrics to guide your responses and note that some questions are weighted more heavily than others. For example, the question on mission is an important one and is weighted more heavily than the question regarding transportation. In addition, it is important not to compartmentalize your responses but rather to use the prompts to assist you in presenting a clear, comprehensive, cohesive, reasonable, and innovative educational, organizational, and financial framework for a public charter school. The evaluators will be looking for a consistent narrative that presents evidence of a thorough and thoughtful plan, formulated by a capable team, deserving of being entrusted with millions of dollars of public funds, which will offer a vibrant and innovative educational option for New Mexican children and their families. Your mission should be reflected throughout the Application in all proposed programs, budgets, and resource allocations. **Note: Simply following the prompts does not guarantee approval by your selected Authorizer.**

The **Part D, Capacity Interview Questions and Rubric** does not require any written information from you. Instead, you are strongly encouraged to use the questions in Part D to better assess your own capacity to implement the framework for the charter school that you have outlined in your application and to prepare answers in advance to the interview questions. All applicants receive the same set of fifteen (15) questions plus individualized questions, which are created by your application reviewers in response to their review of your written application.

Summary

Experience has shown that successful charter schools tend to have a number of common characteristics such as:

- A clear, focused, results-oriented mission statement that aligns to all parts of the proposal
- Demonstrated understanding of the charter school's projected students, based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- An educational program that is likely to be effective for the school's projected students, based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- Strong goals to assist the school in meeting its mission and educational programming
- Strong, experienced, and diverse leadership and governance that aligns the mission of the school with results-oriented practice
- A Governing Body that provides strong, professional functions in financial oversight, Board functions, and supporting the leadership of the school
- Strong financial planning and management
- A school that demonstrates support and ownership of the school by the local community, not just the applicant team

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to enhancing education in New Mexico. Please note that all successful applicants shall enter into a planning/implementation year, complete a planning/implementation year checklist, and negotiate a contract with their Authorizer prior to receiving approval from the Authorizer to commence operations. The templates used in the negotiations are available on CSD's website.

Instructions and Timeframe

(The following dates are for applicants who intend to submit an application to the PEC. All applications must be submitted between May 1 and June 1.)

Pre NOI	Training is provided in November, prior to filing the Notice of Intent for those who may be interested
NOI	The Notice of Intent (NOI) must be submitted no later than the second Tuesday in January.
Form and Point of Contact	All submissions should be prepared utilizing the <i>current year's New Charter School Application Kit</i> . The Executive Summary, the Application, and all appendices must be complete when submitted. Any questions regarding the Application and the review process must be directed to charter.schools@state.nm.us
Notice	Be sure that the CSD has the most current e-mail address and phone number for you <i>at all times</i> . Due to the limited number of CSD staff and heavy work load, the CSD will NOT send any notices or other information by hard copy unless required to do so by law.
Deadline: Charter Application	Charter Applications may be submitted between May 1 st and June 1 st . However, the deadline for submission of all materials to the PED's CSD is <u>June 1st, by no later than the end of the day (5:00p.m. Mountain Time)</u> .
Deadline: Public School Facilities Authority (PSFA) Master Facilities Plan/ Ed. Spec. Checklist	Charter applications must include evidence that the founders have completed and submitted a Facilities Master Plan/Ed. Spec. Checklist. The completed form must be submitted to the PSFA in April. The exact date will be provided in the training sessions. Find the Facilities Master Plan/Ed. Spec. Checklist form on the PSFA website. Please contact PSFA for more information.
Manner of Submission of the completed Charter Application	Only electronic copies will be accepted. All applicants <u>must submit an electronic version</u> of their new application. Submission accounts will be created and training will be provided during the new application training. If you have questions about submission, contact charter.schools@state.nm.us .
Technical Assistance Workshops (January 28, February 25, March 25, April 15, and April 29, 2019)	At least five Technical Assistance Workshops will be provided by the CSD. Applicant teams that submit a timely NOI will be notified of the details, dates, times, and locations for all trainings via email. Please be diligent about checking your emails and the CSD website for information regarding the Technical Assistance Workshops (http://webnew.ped.state.nm.us/bureaus/charter-schools/training-opportunities/). To RSVP, please send participant's name, school affiliation, position, and email address to charter.schools@state.nm.us .
Applications Provided to the PED	Copies of all received applications will be transmitted to the PEC on or before June 5.
Substantive Review Period (June 2 - 24)	A review team of outside charter school experts will read and analyze the applications. Each team is overseen by CSD staff.

Written Application Preliminary Analysis (June 25–July 2)	The review team’s preliminary analysis of the written application is provided to the applicant and the PEC no fewer than four days prior to the applicant team’s scheduled Capacity Interview date.
Capacity Interviews (July 8-10)	The Capacity Interview will be held in Albuquerque. The Capacity Interview is a critical component of the review process, and the founders’ key spokesperson must be available. In addition, if a particular person drafted a section in its entirety, that person should also be available to answer questions. This interview will be designed to demonstrate the founding group’s capacity to implement the school as planned in the Application.
Capacity Interview Preliminary Analysis (July 10-12)	The review team’s preliminary analysis of the capacity interview is provided to the applicant and the PEC <u>no fewer than seven days</u> prior to the applicant team’s scheduled Community Input Hearing date.
Public Hearing to Obtain Community Input (July 17-19)**	As provided by the New Mexico Charter Schools Act, the PEC will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the PEC will use this opportunity to obtain information from the applicants that may inform the commissioners, prior to taking an actual vote. Please note, the PEC expects that founders have a knowledge and understanding of all parts of their submitted application, including budget.
CSD Recommendation (August 5)**	The CSD will send its recommendations to the PEC and the applicant no later than two weeks prior to the PEC meeting. The recommendation will be sent by email. This recommendation will be one of three possible recommendations: a) to approve, b) approve with conditions, or c) deny the Application.
PEC Decision-Making Meeting (3 rd week of August)**	The PEC will hold a public decision-making meeting to: a) approve, b) approve with conditions, or c) deny the Application. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the PEC and to answer questions from the PEC members.

**These dates are subject to change based on conflicts beyond the control of the CSD and the PEC. The number of charter applications submitted to the PEC for consideration may influence these dates as well.

Glossary of Terms Relevant to the Application

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Common Core State Standards, Content Standards, Benchmarks, and Performance Standards. An alignment document—by subject and grade level—lists each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed.

Assessment: A valid and reliable method(s), tool(s) or system(s) to evaluate and demonstrate progress toward—or mastery of—the academic and non-academic performance goals stated in the application.

Charter School Act: The Charter Schools Act, 22-8B-1 et. seq. NMSA 1978, allows the authorization of charter schools that are independent public schools. Charter Schools operate under charters granted for up to five years by the Public Education Commission (PEC) or local school districts, known as Authorizers. Once an Authorizer has awarded a charter, the new charter school organizes around the core mission, curriculum, theme, and/or teaching method described in its application. Charter schools are allowed autonomy, including control of their own budget, hiring their own employees, and other functions that the charter school is required to perform in order to carry out the educational program described in its charter. A charter school, on an annual basis, must demonstrate academic improvement, fiscal responsibility, and sound organizational operations that comply with the law.

In 2011, the Legislature amended sections of the Charter School Act to add and modify accountability requirements for charter schools and Authorizers. By using a Performance Contract and accompanying Performance Framework, charter schools have specific material terms they must meet. In addition, they are assessed by the indicators contained in the Performance Frameworks. The categories evaluated in the Performance Framework are Academic, Financial, and Organizational indicators. If the school is approved, the Authorizer negotiates terms of the Performance Contract with the charter school prior to the time that the school commences operations.

Instructional Hours: Hours in which regular students are in school-directed instructional programs, exclusive of lunch and breaks

Mission: The mission of the school is a concise statement that describes the purpose of the school and how the school will achieve it. The mission should answer questions, such as: 1) what outcomes for students does your school seek to accomplish; 2) how will it accomplish that; and 3) what is unique about your school? The best mission statements are clear, focused, compelling, and have a focus on outputs rather than inputs. The statement should be the driving force and rationale behind all the other components of the application.

Mission-Specific Goals: The Amended Charter School Act **requires schools to identify at least two mission-specific goals in the application** that set targets for the implementation of the school mission. Mission-specific goals **MUST BE** provided within the application. If the application is approved, these goals will be used as the initial draft goals during the negotiations with the Authorizer. For the purposes of this application, the goals will show the capacity of the applicant to identify appropriate goals aligned with the mission of the proposed school. During the later contracting process after approval, these goals—which may be negotiated for inclusion in the Performance Framework—allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis.

Mission-specific goals put into the application should

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below that is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

MISSION-SPECIFIC GOAL SAMPLES: *The following are samples of strong mission-specific goals intended to demonstrate what complete SMART, mission-specific goals look like.*

MISSION SPECIFIC GOAL	HOW IT WILL BE MEASURED	NOTES
Each year, at least 80% of Example Charter School's high school students will complete two STEM credits with a C or better and will demonstrate proficiency on the associated course EOC exam.	The school would need to provide rosters for all enrolled students and their course enrollment and final grades in STEAM courses. The PED would be able to access and confirm EOC performance levels internally.	This goal demonstrates how a school with a specific mission can utilize state-normed assessments to measure their success. To demonstrate rigor, the school would need to gather data about statewide performance on STEAM-course EOC exams.
By the end of their senior year at least 85% of Example Charter School's graduates will complete a course of study in a specific discipline with an average of C or better and will demonstrate proficiency in core technical skills through portfolios and performances evaluated by distinguished artists.	The school would need to provide rosters for all enrolled students and their course enrollment and final grades in arts courses. The school will develop rubrics for each arts course to evaluate the core skills in the discipline. The school will need to identify distinguished artists in each discipline who will evaluate portfolios and performance. The school will annually report on benchmark goals for each graduation cohort to track progress toward the final senior year goal.	This goal is unlikely to be eligible for additional weighting as the rubrics would be school site developed (not normed) and a reliable baseline would not be available. However, this is a goal that is strongly connected to a specific mission. Annual benchmarks: FY - 70% competent in 25% of technical skills (TS); JY - 75% in 50% TS; SY - 80% in 75%TS.
Each year, at least 80% of Example Charter School's ninth grade students will complete a 20-hour community service project and will demonstrate increased civic responsibility.	The school must provide an appropriate pre-post survey with questions designed to gauge a person's commitment to community engagement or civic service. The school would be expected to identify specific questions or to use the survey to create an index score for each student. Pre and post surveys would be analyzed and students' change in attitudes would be analyzed to see if they are statistically significant. The school would also provide a verified list of all students enrolled in 9th grade, completed projects and hour logs.	This goal demonstrates a method schools could use to include qualitative goals. It is specific and with an appropriate measurement tool in place, could provide unique information about the school. It should be noted that the research design requires a pre-post survey and significant data tracking and analysis, and some schools may not have the needed resources.
Each year, at least 85% of Example Charter School's eleventh grade students complete a college preparation course in their tenth grade year and receive a SAT and/or ACT score that is equal to or greater than the national average.	The school would need to keep a roster of students enrolled on 10th grade and who had completed a specific course offered by the school (in this example, a college prep course) in the tenth grade. The following year, the school would track the students' SAT and ACT scores and analyze them against national average scores.	This goal demonstrates a way to use an outside assessment (in this case the ACT and SAT in conjunction with established / recognized benchmarks) to demonstrate the effectiveness of a particular course that is specific to the school.

MISSION-SPECIFIC GOAL RATINGS EXAMPLE:

Measure Rating Category	Description of Target for this Performance Level	Points Assigned
<i>Exceeds Standard</i>	80% or more of Example Charter School graduates complete: 8 or more media credits, AND 3 or more Dual Credits with "C" or better.	100
<i>Meets Standard</i>	70% or more of Example Charter School graduates complete: 8 or more media credits, OR 3 or more Dual Credits with "C" or better.	75
<i>Does Not Meet Standard</i>	60% or more of Example Charter School graduates complete: 7 or fewer media credits, OR 2 or fewer Dual Credits with "C" or better.	25
<i>Falls Far Below Standard</i>	Less than 60% of Example Charter School graduates complete NO media credits and NO Dual Credits.	0

New Mexico Common Core State Standards, Content Standards, Benchmarks, and Performance Standards: The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state-supported educational institutions to develop, deliver, and assess curriculum. For English language arts and math, New Mexico has adopted the Common Core Standards <http://newmexicocommoncore.org/>. For all other subjects, the NM Standards may be accessed at <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

NM Standards: Refers to New Mexico Content Standards, Benchmarks, and Performance Standards

Partnership: A partner organization is essential to the existence of the charter school and, without which, the school's mission cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds or other resources to support the school's operation and long term existence. If the school's plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding, or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key but replaceable through a substitute entity.

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own will not be tolerated. Be sure to credit authors and cite sources for any references in the application.

Plan: A plan, for purposes of this application, is a detailed statement of how an outcome will be achieved. A plan must include clear expectations, criteria, actions steps, timelines, benchmarks, and responsible parties.

Policy: A policy, for purposes of this application, is a guiding statement that reflects the principles, rules, or guidelines to be adopted by the school's governing body once the charter contract is formally executed. Policy statements contain clear expectations, criteria, timelines, and responsible parties to be implemented on behalf of the governing body.

Procedure: A procedure, for purposes of this application, is a statement of the specific methods to be used or course of action that will be taken to implement a policy in the day-to-day operation of the school. A procedure identifies actions steps, timelines, benchmarks, and responsible parties.

Remediation for students not achieving standards: Remediation, for purposes of this application, refers to a process, procedure, plan, or a variety of instructional support opportunities to assist individual students who are not achieving proficiency in the NM standards or other student performance expectations.

Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans, or other sequence
- The knowledge, content standards/areas or organizing themes within the grades levels, grade spans, age spans, or other sequence.
- The time/number of lessons/etc. spent to address specific knowledge, content standards/areas or organizing themes.
- Sufficient coverage of all grade level content standards/areas required by the state.

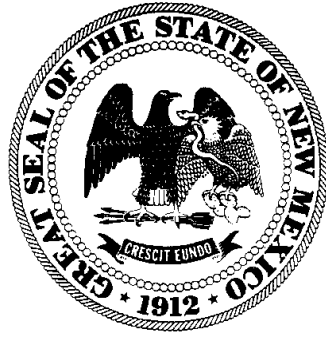
SMART Format: Goals must be written in SMART format according to the format set forth in **Mission-Specific Goals** description above. The criteria for SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic.
- **Rigorous.** A goal should be challenging, based on current or expected performance.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan (IEP), a Section 504 Accommodations plan, English language learner (ELL) instruction, or those who require access to ancillary services including, but not limited to, health, speech/language services, social work services, physical therapy, occupational therapy, etc.

State and Federal Accountability System Academic Performance Indicator: The School Grading Accountability System is the first part of the academic framework that is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school receives a grade of A through F that reflects the school's performance on a School Grading Report. The School Grading Report includes criteria components such as Current Standing, School Growth for its top 75 percent of students, School Growth for its lowest 25 percentage of students, Opportunity to Learn, Graduation, College and Career Readiness (the latter two being appropriate for high school only). Understanding the State's A–F Grading System is critical in the development of your school, as it is a major component of your school's annual evaluation.

Unique: Unique, for the purposes of this application, describes specific methods that are different and innovative, based on reliable research, effective practices, or replicated successfully in schools with diverse characteristics, not currently available to students in the proposed geographic area. Compare and contrast with educational programs of other public schools that serve the same grade levels in that area.



New Mexico Public Education Commission Charter Schools Division

2019 New Charter School Application Kit Part B. Executive Summary



Part B: Executive Summary

This section should be two to three pages long and address, in a narrative form, the following points:

- Your proposed school's name and a description of the charter school's projected students, including key demographic data (academic performance, home languages, special populations), based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs
- Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.)
- How you project that the school will be more effective than the schools currently serving the charter school's projected students, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise
- If different from the list provided above, the founding governing board

To complete the following form, click on the text box and begin to type.

New Charter Application Executive Summary	
Click here to enter text.	



New Mexico Public Education Commission

2019 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School:

School Address (if known): | |

School Location (City/Town):

School District within which the proposed school will be located:

Grades to be served:

Requested Enrollment Cap:

Contact Information:

Primary Contact Person:

Address:

City: | State: | Zip:

Daytime Tel: | Fax:

Alternate Tel: | E-Mail: |

Secondary Contact Person:

Address:

City: | State: | Zip:

Daytime Tel: | Fax:

Alternate Tel: | E-Mail:

Founder (if different from above):

Address:

City: | State: | Zip:

Daytime Tel: | Fax: |

Alternate Tel: | E-Mail:

Founder (if different from above):

Address:

City: | State: | Zip:

Daytime Tel: | Fax: |

Alternate Tel: | E-Mail: |

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated. **Use the rubrics following each of the prompts to guide your responses.**

Please note: The Public Education Commission (PEC) has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics on this page govern **general scoring practices**. ***Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.***

Meets the Criteria 100% of total points	<ul style="list-style-type: none"> • All required elements present • Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development • The proposal is reasonable and realistic • Fully consistent with other sections, including budget and mission • Fully consistent with all requirements of law • Coherent and easily understood
Approaches the Criteria 50% of total points	<ul style="list-style-type: none"> • Does not clearly meet all criteria identified above to be rated “Meets the Criteria” • The majority of required elements are present, but not all • Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept • Minor inconsistencies with other sections • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal
Falls Far Below the Criteria 0 points	<ul style="list-style-type: none"> • None or less than a majority of the required elements are present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material • Includes statements that violate or conflict with the requirements of law • Incoherent or cannot be understood • The proposal is patently unreasonable or unrealistic • Does not clearly meet criteria identified above to be rated “Approaches the Criteria”

Minimum Scoring Expectations:

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn 95 percent of the available points or more.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the Performance Framework.

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

Total Points Available	Expectations
16	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the student <u>outcomes</u> the proposed school seeks to accomplish; Described how it will achieve the identified student outcomes (inputs/program); and Identify the proposed outcomes and how they will be achieved is innovative and unique.
CSD EVALUATION:	

B. Goal(s) Related to the Proposed School's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific goals **MUST BE** provided within the application. If the application is approved, these goals will be used as the initial draft during the negotiations with the Authorizer.

For the purposes of this application, the goals will show the capacity of the applicant to identify appropriate goals aligned with the mission of the proposed school. During the later contracting process after approval, the goals may be negotiated and put into the Performance Framework to allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis.

Mission-specific goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific goal that measures student progress and performance in this special area.

Again, please note that **these goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning/implementation year.**

Please note: The criteria for the SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific goals

Identify and provide at least one mission-specific goal in the following section. Include the following key elements:

- First, ensure that the annual goal provided shows the implementation of the proposed school's mission.
- Second, for each goal provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your goal should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goal. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards,” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

APPLICANT	<i>Goal related to School's Mission:</i>	
RESPONSE:	<i>Other Mission-Specific Goals, if appropriate</i>	

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include one mission-specific goal; • Align to the student outcomes identified in the mission response (A.1.); • Include all elements of the SMART format: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Rigorous ○ Time bound; • Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards; • Include measures and metrics, including percentages for each rating category; • Explain why the established goals are rigorous; and • Explain why the established goals are attainable.
CSD EVALUATION:	

C. Curriculum, Educational Program, Student Performance Standards.

C. (1) Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school's curriculum; • Identify information that demonstrates the curriculum is research-based; • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school's mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.
CSD EVALUATION: Click here to enter text.	

D. Graduation Requirements.

D. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements; • <u>Provide proposed Alternative Demonstration of Competency policies, if any</u> • Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and • If there are variances from state minimum requirements explain the following: <ul style="list-style-type: none"> ○ why the proposed school believes the change is important ○ how the change supports the mission ○ how the change ensures student readiness for college, career, or other post-secondary opportunities.
CSD EVALUATION: Click here to enter text.	

E. Instruction.

E. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** supports and aligns with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe the educational philosophy of the proposed school; • Identify primary instructional methods to be implemented that align to the educational philosophy; • Identify information that demonstrates the instructional methods are research-based; and • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
CSD EVALUATION: Click here to enter text.	

E.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a yearly calendar that identifies the following: <ul style="list-style-type: none"> ○ Annual start date and end date ○ Teacher professional development days and times ○ School-wide assessment periods ○ School days, holidays, and partial days ○ Teacher parent conferences; • Include a daily schedule that identifies the following: <ul style="list-style-type: none"> ○ Instructional times ○ Break times ○ Start and end times ○ Differences in the daily schedule for full and partial days; • Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1; • Describe how the calendar and schedule support the proposed school's educational program; • Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; and • Be supported by the proposed budget found in the Financial Framework section of the application.
CSD EVALUATION: Click here to enter text.	

E. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the anticipated student population, including: <ul style="list-style-type: none"> ○ Demographic information based on the local community population ○ Educational proficiency based upon enrollment at the school ○ Attendance and truancy trends ○ English language proficiency ○ Other special educational needs; • Explain any special factors influencing the makeup of the anticipated student population; • Explain how the educational philosophy has been designed to meet students' needs; • Explain how the instructional methods have been designed to meet students' needs; and • Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
CSD EVALUATION: Click here to enter text.	

F. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

F. (1) Special Education.

F. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP; • Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; • Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP; • Describe how the school will address the spectrum of needs that students with IEPs may present; • Identify specific responsibilities for school staff, classroom teachers, and special education staff; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
CSD EVALUATION: Click here to enter text.	

F. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals; • Identify specific responsibilities for school staff, classroom teachers, and special education staff; • Identify the regular intervals at which progress will be monitored and success will be evaluated; • Identify specific actions/reporting that will engage students and or families; and • Describe how the school will evaluate the effectiveness of its special education program and services.
CSD EVALUATION: Click here to enter text.	

F. (2) English Language Learner (ELLs).

F.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELs.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; • Identify how the school will implement the English Language Development Standards for ELs in its school; • Identify how the school will provide ELs with instruction and support to develop English language proficiency; • Identify how the school will provide ELs with access to grade-level content; • Describe how the school will address the spectrum of needs that ELs may present; • Identify specific responsibilities for school staff and classroom teachers; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
CSD EVALUATION: Click here to enter text.	

F. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; • Identify specific responsibilities for school staff and classroom teachers; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; • Describe how the school will evaluate the effectiveness of its EL program and services; and • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.
CSD EVALUATION: Click here to enter text.	

G. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards, as well as with the proposed school's student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan, you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving).

Note: Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:
<https://webnew.ped.state.nm.us/bureaus/assessment/>

G.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> ○ Include assessments/progress monitoring for special populations; • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; • Describe how the data identified will be used to inform instruction; • Align with all state assessment and data reporting requirements; • Describe how the assessment plan meets the specific needs of the proposed school's projected student population; • Describe how the assessment plan aligns to the proposed school's mission; and • Include any assessments that may be negotiated as part of the performance framework and contract.
CSD EVALUATION: Click here to enter text.	

G.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement, or growth expectations, or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> ○ monitor academic performance and ○ take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; • Address specific responsibilities related to <ul style="list-style-type: none"> ○ meeting student academic achievement or growth expectations <u>at the school-wide level</u> and ○ meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); • Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions; and • Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E).
CSD EVALUATION: Click here to enter text.	

G.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:

Total Points Available	Expectations
6	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify how student achievement and progress will be communicated to <ul style="list-style-type: none"> ○ Students ○ Parents ○ The governing body ○ The authorizer ○ The broader community; • Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; • Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and • For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).
CSD EVALUATION: Click here to enter text.	

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include governing body bylaws in Appendix A; and • Summarize <u>key</u> governance components in the application response as follows: <ul style="list-style-type: none"> ○ Membership structure (number, roles, length of terms) ○ Officer structure (roles, election process, responsibilities, length of terms) ○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms) ○ Member selection, discipline, and removal processes.
CSD EVALUATION: Click here to enter text.	

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership; • Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; • Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and • Specifically address how the governing body will have the skills to <ul style="list-style-type: none"> ○ Ensure student success and academic achievement; ○ Oversee the stewardship and management of public funds and responsible government accounting; ○ Ensure compliance with legal obligations related to government organizations and public schools; ○ Select and oversee a qualified and highly effective school leader; and ○ Support the applicant team in moving from an application to a fully operational school.
CSD EVALUATION: Click here to enter text.	

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties; • Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties; • Describe how the processes will ensure that all governing body vacancies are filled within 45 days; • Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and • Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service.
CSD EVALUATION: Click here to enter text.	

B. Governing Body Training and Evaluation.

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties; • Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, <u>include how it will be tracked and monitored.</u> • Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; • Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and • Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.
CSD EVALUATION: Click here to enter text.	

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards; • include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; • The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> ○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2) ○ <u>meeting all training requirements</u> ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ selecting and overseeing a qualified and highly effective school leader ○ addressing grievances received from staff and parents and families; and • Describe how the identified plan will focus on and support continuous improvement.
CSD EVALUATION: Click here to enter text.	

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and • Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.
CSD EVALUATION: Click here to enter text.	

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify all leadership characteristics and all qualifications the head administrator must possess; • Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school; • Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school; • Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and • If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
CSD EVALUATION: Click here to enter text.	

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator; • Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and • Attach a job description in Appendix B that includes the following: <ul style="list-style-type: none"> ○ Lists all major responsibilities of the head administrator ○ Includes responsibilities that are unique to charter school leaders ○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy ○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.
CSD EVALUATION: Click here to enter text.	

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria; • Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ addressing grievances received from staff and parents and families; • Describe how the plan specifically takes into account the mission and goals of the proposed school; and • Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
CSD EVALUATION: Click here to enter text.	

D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an organizational chart; • Include a narrative that describes the structures and relationships represented in the organizational chart; • Include all entities essential to the operation and success of the proposed school; and • Reflect an understanding of the appropriate relationship between each of the relevant entities.
CSD EVALUATION: Click here to enter text.	

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the following: <ul style="list-style-type: none"> ○ all certified and licensed staff identified in the application ○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school ○ any non-traditional roles or positions; • Describe why the identified roles are key to the operation and success of the proposed school; and • Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following: <ul style="list-style-type: none"> ○ List all major responsibilities of the positions ○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy ○ Identify all hiring requirements including qualifications and licensure or certification ○ Identify reporting lines ("reports to") that aligns to the organizational chart.
CSD EVALUATION: Click here to enter text.	

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; • Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff; • Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; • Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and • Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.
CSD EVALUATION: Click here to enter text.	

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> ○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10 ○ Describe how the school will ensure professional development time is not used for routine staff meetings; • Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and • Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> ○ are supported by the budget ○ support the implementation of the proposed school's educational plan, mission, and performance goals ○ not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.
CSD EVALUATION: Click here to enter text.	

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); • Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> ○ Benefits and pay terms ○ Daily work schedules and annual work calendars ○ Major conditions of employment ○ Employee conflict and grievance resolution processes ○ Employee discipline, re-contracting, and contract termination processes; and • Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.
CSD EVALUATION: Click here to enter text.	

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> A meaningful opportunity for parental input and participation A meaningful opportunity for professional educator input and participation A meaningful opportunity for community input and participation; Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission; Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment.
CSD EVALUATION: Click here to enter text.	

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; • Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; • Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and • Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
CSD EVALUATION: Click here to enter text.	

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs; • Describe: <ul style="list-style-type: none"> ○ how the plan is tailored to ensure equal access to the school ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district; • Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and • Explain why the recruitment and enrollment timelines are reasonable.
CSD EVALUATION: Click here to enter text.	

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; • Describe each of the steps of the process to include the following: <ul style="list-style-type: none"> ○ Pre-lottery entry ○ Lottery ○ Post-lottery registration ○ Waitlist maintenance and entry; and • Describe how the lottery process supports equal access to the school.
CSD EVALUATION: Click here to enter text.	

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties; • Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011); and • Include all forms the governing body will or may be required to submit pursuant to the policy.
CSD EVALUATION: Click here to enter text.	

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; • Describe, in detail, the relationships; • Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; • If any such relationships exist identify the following: <ul style="list-style-type: none"> ○ The specific, identified organizations ○ Contact information for that organization ○ Specific individuals in the organization that will be associated with the proposed school; and • Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
CSD EVALUATION: Click here to enter text.	

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A response is only required if relationships were identified in questions I.(1)</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all MOUs or formal agreements that are attached in Appendix D; • Include proposed formal agreements or MOUs that are signed in Appendix D; and • Identify the responsibilities, activities, and costs of both sides.
CSD EVALUATION: Click here to enter text.	

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. For further information please see the following link:

<https://webnew.ped.state.nm.us/information/waivers/>

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	<input type="checkbox"/>	
Teaching load	<input type="checkbox"/>	
Length of school day	<input type="checkbox"/>	
Staffing pattern	<input type="checkbox"/>	
Subject areas	<input type="checkbox"/>	
Purchase of instructional materials	<input type="checkbox"/>	
Evaluation standards for school personnel	<input type="checkbox"/>	
School principal duties	<input type="checkbox"/>	
Drivers education	<input type="checkbox"/>	
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	

Total Points Available	Expectations
3	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized; Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver.
CSD EVALUATION: Click here to enter text.	

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link:

<https://webnew.ped.state.nm.us/bureaus/transportation/>.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and or contracting needs ○ Hiring or contracting ○ Establishing training needs and inspection process needs ○ Establishing travel routes and pickup/drop off points ○ Establishing transportation policies and practices ○ Identifying student transportation needs; • Identify how the school will fund the transportation plan costs; and • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
CSD EVALUATION: Click here to enter text.	

K.(2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer food services at the school. These are awarded as “preference points” if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and/or contracting needs ○ Hiring or contracting ○ Establishing training and inspection process needs ○ Identifying and completing relevant program application and reporting requirements; • Identify all federal and state food service programs the school plans to participate in; • Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
CSD EVALUATION: Click here to enter text.	

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/legacy/pdf/planning/Con2_PSFA_Ed_Specs-FMP_Contract%20_Rev_03-05-15.pdf

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	A complete response must <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
CSD EVALUATION: Click here to enter text.	

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant has done the following: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership; • Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location; • Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; and • Identify how the project to prepare the facility will be funded.
CSD EVALUATION: Click here to enter text.	

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio.

A.(1) Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 2	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 3	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 4	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 5	Click here to enter text.	Click here to enter text.	Click here to enter text.
At Capacity (Enrollment Cap)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan; • Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and • Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.
CSD EVALUATION: Click here to enter text.	

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement**, New Mexico public school funding.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F; • Use appropriate values and computations in each year; • Use projected unit value; and • Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).
CSD EVALUATION: Click here to enter text.	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F; • Support the proposed school's mission and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan.
CSD EVALUATION: Click here to enter text.	

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Explain basic assumptions; • Identify reliable sources for each assumption; • Include priorities consistent with the proposed school's mission; • Include priorities consistent with the proposed school's educational program; • Include priorities consistent with the proposed school's staffing; and • Include priorities consistent with the proposed school's facility.
CSD EVALUATION: Click here to enter text.	

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges; • Describe budget control strategies as well as budget adjustments that will be made to address the failure to receive any anticipated funding sources; • Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; • Address how special education students will receive services before special education funding is provided, based on accurate 40-day counts; and • Address how gaps between budgeted students and actual enrollment will be addressed.
CSD EVALUATION: Click here to enter text.	

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all the internal control procedures that have been attached in Appendix H; • Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> ○ safeguard assets ○ segregate its payroll ○ segregate cash and check disbursement duties ○ provide reliable financial information and promote operational efficiency ○ ensure compliance with all applicable federal and state statutes, regulations, and rules; • Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and • Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school.
CSD EVALUATION: Click here to enter text.	

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; • Align completely with the organizational chart from response to D(1) in the Organizational Framework; • Align completely with the budget in A(1) and A(2) responses in Financial Framework; • Describe appropriate qualifications and responsibilities for each of the identified positions; and • Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.
CSD EVALUATION: Click here to enter text.	

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> ○ Function generally ○ Ensure proper legal oversight ○ Ensure proper financial oversight; • Describe how the proposed school's audit and finance committees will interact with the school's management; and • Describe how the audit and finance committees will interact with the full Governing Body.
CSD EVALUATION: Click here to enter text.	

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Describe an outreach program to develop community support for the proposed school that has been implemented during the application process; • Describe specific activities that have been implemented, include evidence of implementation; • Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and • Describe how this outreach has enabled the applicant team to understand community needs.
CSD EVALUATION: Click here to enter text.	

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate, to support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.

APPLICANT RESPONSE:

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include quantitative data that demonstrates community support from a broad audience for this proposed school; • Include qualitative data that demonstrates community support from a broad audience for this proposed school; • Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
CSD EVALUATION: Click here to enter text.	

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; • Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and • Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
CSD EVALUATION: Click here to enter text.	

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or replicated successfully in schools with diverse characteristics.

APPLICANT RESPONSE:	
----------------------------	--

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment; Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.
CSD EVALUATION: Click here to enter text.	

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	<input type="checkbox"/>
B	Head Administrator Job Description	<input type="checkbox"/>
C	Job Descriptions for Certified, Licensed, and Other Key Staff	<input type="checkbox"/>
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	<input type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	<input type="checkbox"/>
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	<input type="checkbox"/>
G	Five-year Budget Plan	<input type="checkbox"/>
H	Internal Control Procedures	<input type="checkbox"/>



New Mexico Public Education Commission

2019 New Charter School Application Kit Part D. Capacity Interview Questions



Scoring – All responses will be scored using the following rubric:

<p>Meets the Criteria</p> <p>4 points</p>	<ul style="list-style-type: none"> • The applicant's response completely addresses the question posed • The applicant's response aligns with and enhances the related information presented in the written application • The applicant understands the information in the written application and the work that will be necessary to successfully implement the proposal • The applicant demonstrates the ability to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates a strong capacity to successfully operate a high-quality, effective school by implementing the proposal in the written application
<p>Approaches the Criteria</p> <p>2 points</p>	<ul style="list-style-type: none"> • The applicant's response does not meet all of the criteria required to be evaluated "Meets the Criteria" • The applicant's response addresses the question posed, but may not do so fully • The applicant's response mostly aligns with the related information presented in the written application • The applicant partially understands the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates limited capacity to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates some capacity to operate a functional school by implementing the proposal in the written application
<p>Falls Far Below the Criteria</p> <p>0 points</p>	<ul style="list-style-type: none"> • The applicant's response does not meet all of the criteria required to be evaluated "Approaches the Criteria" • The applicant's response does not address the question posed • The applicant's response does not align with the related information presented in the written application • The applicant does not understand the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates no capacity to respond to contingencies and challenges that will be faced when implementing the proposal • The applicant does not demonstrate the capacity to operate a functional school by implementing the proposal in the written application

				Capacity Interview Questions	
Educational Plan: Mission				1. How is the mission, as described in the application, essential to the success of the proposed school?	
Score				Review Team Comments:	
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>			
Educational Plan: Innovation				2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?	
Score				Review Team Comments:	
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>			
Educational Plan: Mission Implementation				3. How will you evaluate whether your mission and implementation of it are working?	
Score				Review Team Comments:	
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>			
Leadership & Governance				4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?	
Score				Review Team Comments:	
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>			
Leadership & Governance				5. What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?	
Score				Review Team Comments:	
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>			

Leadership & Governance			6. How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Leadership & Governance			7. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school's administration during the transitional period between the planning/implementation year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Leadership & Governance			8. Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Leadership & Governance			9. How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Facility			10. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school? Please include details about locating, securing, and funding the facility.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	

Facility			11. If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Finance			12. How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning/implementation year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Finance			13. In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Finance			14. Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Planning Year			15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	

Review Team's Individualized Questions			16. Questions to be developed by review team. Review team may develop as many questions as are needed.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Review Team's Individualized Questions			17. Questions to be developed by review team. Review team may develop as many questions as are needed.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Review Team's Individualized Questions			18. Questions to be developed by review team. Review team may develop as many questions as are needed.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Review Team's Individualized Questions			19. Questions to be developed by review team. Review team may develop as many questions as are needed.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
Review Team's Individualized Questions			20. Questions to be developed by review team. Review team may develop as many questions as are needed.
Score			Review Team Comments:
4 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	

**YEAR 1 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET**

Charter Name

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	0.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					PRE-K FTE	0.00
					TOTAL GRADES 1-12	0.00
					SUBTOTAL MEM	0.00
					TOTAL MEM	0.00

Is this a Charter School?

Is this for the 40th Day?

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	0.000
Special Education					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
Total Bilingual	0.00		0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)					
Elementary P.E. Program					
	MEM	Factor			
		0.060		Elementary P.E. Units	0.000

YEAR 1 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET

			TOTAL MEMBERSHIP PROGRAM UNITS	0.000
			T & E Index (Oct 2014)	
National Board Certified Teachers			ADJUSTED PROGRAM UNITS	0.000
	FTE:	Factor	National Board Certified Teachers Units:	0.000
	0.00	1.500		
Size Adjustment Units			Charter Schools not eligible for District Size	
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Charter Schools not eligible for District Size	
Senior High	0.000		District Size <4,000 Adjustment Units	0.000
District Size(<4,000)	0.000		Charter Schools not eligible for District Size	0.000
District Size(<200)	200.000		District Size <200 Adjustment Units	200.000
				(200.000)
			Rural Isolation Units	0.000
			New District Adjustment Units	0.000
At-Risk Units	At-risk index	MEM	At Risk Units	0.000
2015-2016:		0.00		
Charter Schools Student Activities			Growth Units	#DIV/0!
(Districts Only)	MEM	Factor	Charter Schools Student Activities Units	0.000
		0.100	(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities				
(Districts Only)	MEM	Factor	Home School Student Activities Units	0.000
		0.100	(Charters not eligible for Home School Student Activities)	0.000
Home School Student Program Units				
(Districts Only)	# of Students	# of Classes	Home School Student Program Units	0.000
			(Charters not eligible for Home School Student Activities)	
		Factor	(Charters not eligible for Home School Student Activities)	
		0.250	TOTAL PROGRAM UNITS	#DIV/0!
			Save Harmless Units	#DIV/0!

GROWTH & SAVE HARMLESS CALCULATION DATA	
2014-15 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	
2015-16 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	
2015-2016 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	
Save-Harmless Data	
2015-2016 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
Growth Data	
2015-16 Operating Budget Calculation	#DIV/0!
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE	
40th Day Calculation	#DIV/0!
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

GRAND TOTAL UNITS	#DIV/0!
× Unit Value	
PROGRAM COST	#DIV/0!
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	#DIV/0!

STATE EQUALIZATION GUARANTEE #DIV/0!

YEAR 1 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

**YEAR 2 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 1 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	0.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					PRE-K FTE	0.00
					TOTAL GRADES 1-12	0.00
					SUBTOTAL MEM	0.00
					TOTAL MEM	0.00

Is this a Charter School?

Is this for the 40th Day?

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	0.000
Special Education					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
Total Bilingual	0.00		0.00		
(May not total more than the no. of students in grades K-12.)					
		0.500		Bilingual Units	0.000
Elementary P.E. Program					
	MEM	Factor			
		0.060		Elementary P.E. Units	0.000

YEAR 2 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 1 STARS FINAL 80/120 DAY AVERAGE

			TOTAL MEMBERSHIP PROGRAM UNITS	0.000
			T & E Index (Oct 2014)	
National Board Certified Teachers			ADJUSTED PROGRAM UNITS	0.000
FTE: 0.00			Factor 1.500	
			National Board Certified Teachers Units:	0.000
Size Adjustment Units			Charter Schools not eligible for District Size	
			School Size Adjustment Units	0.000
			Charter Schools not eligible for District Size	
			District Size <4,000 Adjustment Units	0.000
			Charter Schools not eligible for District Size	0.000
			District Size <200 Adjustment Units	200.000
				(200.000)
			Rural Isolation Units	0.000
			New District Adjustment Units	0.000
At-Risk Units			At Risk Units	0.000
At-risk index MEM 0.00				
Charter Schools Student Activities			Growth Units	#DIV/0!
(Districts Only) MEM			Factor 0.100	
			Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities			Home School Student Activities Units	0.000
(Districts Only) MEM			Factor 0.100	
			(Charters not eligible for Home School Student Activities)	0.000
Home School Student Program Units			Home School Student Program Units	0.000
(Districts Only) # of Students # of Classes			Factor 0.250	
			(Charters not eligible for Home School Student Activities)	
			(Charters not eligible for Home School Student Activities)	
			TOTAL PROGRAM UNITS	#DIV/0!
			Save Harmless Units	#DIV/0!

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE

40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS	#DIV/0!
× Unit Value	
PROGRAM COST	#DIV/0!
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	#DIV/0!

STATE EQUALIZATION GUARANTEE	#DIV/0!
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YEAR 2 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 1 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT	YES?	UNITS
(MEM for current year) \times .147 = UNITS	<input type="text"/>	0.000
b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT		
(MEM for prior year - MEM for current year) \times .17 = UNITS	<input type="text"/>	0.000

**YEAR 3 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 2 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	0.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					PRE-K FTE	0.00
					TOTAL GRADES 1-12	0.00
					SUBTOTAL MEM	0.00
					TOTAL MEM	0.00

Is this a Charter School?

Is this for the 40th Day?

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	0.000
Special Education					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
Total Bilingual	0.00		0.00		
(May not total more than the no. of students in grades K-12.)					
		0.500		Bilingual Units	0.000
Elementary P.E. Program					
	MEM	Factor			
		0.060		Elementary P.E. Units	0.000

YEAR 3 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 2 STARS FINAL 80/120 DAY AVERAGE

			TOTAL MEMBERSHIP PROGRAM UNITS	0.000
			T & E Index (Oct 2014)	
National Board Certified Teachers			ADJUSTED PROGRAM UNITS	0.000
FTE: 0.00			Factor 1.500	
			National Board Certified Teachers Units:	0.000
Size Adjustment Units			Charter Schools not eligible for District Size	
			School Size Adjustment Units	0.000
			Charter Schools not eligible for District Size	
			District Size <4,000 Adjustment Units	0.000
			Charter Schools not eligible for District Size	0.000
			District Size <200 Adjustment Units	200.000
				(200.000)
			Rural Isolation Units	0.000
			New District Adjustment Units	0.000
At-Risk Units			At Risk Units	0.000
At-risk index MEM 0.00			Growth Units	#DIV/0!
Charter Schools Student Activities			Charter Schools Student Activities Units	0.000
(Districts Only) MEM			(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities			Home School Student Activities Units	0.000
(Districts Only) MEM			(Charters not eligible for Home School Student Activities)	0.000
Home School Student Program Units			Home School Student Program Units	0.000
(Districts Only) # of Students # of Classes			(Charters not eligible for Home School Student Activities)	
			(Charters not eligible for Home School Student Activities)	
			TOTAL PROGRAM UNITS	#DIV/0!
			Save Harmless Units	#DIV/0!

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation #DIV/0!
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation #DIV/0!
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS	#DIV/0!
× Unit Value	
PROGRAM COST	#DIV/0!
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	#DIV/0!

STATE EQUALIZATION GUARANTEE #DIV/0!

PED 910B-5

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

[illegible]

List each school with a projected MEM (*Basic 7-12 EXCLUDING SP. ED.*) of less than 400 (*program units will be computed using the formula which yields the most units*):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

<i>SCHOOL NAME</i>	<i>CODE</i>	<i>GRADES</i>	<i>MEM</i>	<i>UNITS</i>
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
			TOTAL SENIOR HIGH SCHOOL UNITS	0.000

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (*exclude alternative schools*):

Enter the number of approved senior high schools not eligible for senior high size units:

	N.A.	0.000
--	------	-------

If district is eligible, enter **YES** in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT
(MEM for current year) \times .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT
(MEM for prior year - MEM for current year) \times .17 = UNITS

YES?	UNITS
	0.000
	0.000

**YEAR 4 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 3 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	0.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					PRE-K FTE	0.00
					TOTAL GRADES 1-12	0.00
					SUBTOTAL MEM	0.00
					TOTAL MEM	0.00

Is this a Charter School?

Is this for the 40th Day?

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	0.000
Special Education					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
Total Bilingual	0.00		0.00		
(May not total more than the no. of students in grades K-12.)					
		0.500		Bilingual Units	0.000
Elementary P.E. Program					
	MEM	Factor			
		0.060		Elementary P.E. Units	0.000

YEAR 4 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 3 STARS FINAL 80/120 DAY AVERAGE

			TOTAL MEMBERSHIP PROGRAM UNITS	0.000
			T & E Index (Oct 2014)	
National Board Certified Teachers			ADJUSTED PROGRAM UNITS	0.000
FTE: 0.00			Factor 1.500	
			National Board Certified Teachers Units:	0.000
Size Adjustment Units			Charter Schools not eligible for District Size	
			School Size Adjustment Units	0.000
			Charter Schools not eligible for District Size	
			District Size <4,000 Adjustment Units	0.000
			Charter Schools not eligible for District Size	0.000
			District Size <200 Adjustment Units	200.000
				(200.000)
			Rural Isolation Units	0.000
			New District Adjustment Units	0.000
At-Risk Units			At Risk Units	0.000
At-risk index MEM 0.00				
Charter Schools Student Activities			Growth Units	#DIV/0!
(Districts Only) MEM			Factor 0.100	
			Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities			Home School Student Activities Units	0.000
(Districts Only) MEM			Factor 0.100	
			(Charters not eligible for Home School Student Activities)	0.000
Home School Student Program Units			Home School Student Program Units	0.000
(Districts Only) # of Students # of Classes			Factor 0.250	
			(Charters not eligible for Home School Student Activities)	
			(Charters not eligible for Home School Student Activities)	
			TOTAL PROGRAM UNITS	#DIV/0!
			Save Harmless Units	#DIV/0!

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE

40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS	#DIV/0!
× Unit Value	
PROGRAM COST	#DIV/0!
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	#DIV/0!

STATE EQUALIZATION GUARANTEE #DIV/0!

YEAR 4 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 3 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS: PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH
List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL
List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):
 $((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION
Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):		N.A.	
Enter the number of approved senior high schools not eligible for senior high size units:			0.000

4. NEW DISTRICT ADJUSTMENT
If district is eligible, enter YES in the appropriate box.

	YES?	UNITS
a. NEWLY CREATED SCHOOL DISTRICT (MEM for current year) \times .147 = UNITS		0.000
b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT (MEM for prior year - MEM for current year) \times .17 = UNITS		0.000

**YEAR 5 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 4 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	0.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					PRE-K FTE	0.00
					TOTAL GRADES 1-12	0.00
					SUBTOTAL MEM	0.00
					TOTAL MEM	0.00

Is this a Charter School?

Is this for the 40th Day?

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	0.000
Special Education					
	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)		0.70	0.000	Special Ed. Units	0.000
Adjusted Ancillary FTE		25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
Elementary Fine Arts Program					
	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
	HOURS	MEM	FTE	Factor	
1			0.00		
2			0.00		
3			0.00		
Total Bilingual	0.00		0.00	0.500	Bilingual Units
(May not total more than the no. of students in grades K-12.)					
Elementary P.E. Program					
	MEM	Factor			
		0.060		Elementary P.E. Units	0.000

YEAR 5 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
YEAR 4 STARS FINAL 80/120 DAY AVERAGE

			TOTAL MEMBERSHIP PROGRAM UNITS	0.000
			T & E Index (Oct 2014)	
National Board Certified Teachers			ADJUSTED PROGRAM UNITS	0.000
	FTE:	Factor	National Board Certified Teachers Units:	0.000
	0.00	1.500		
Size Adjustment Units			Charter Schools not eligible for District Size	
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Charter Schools not eligible for District Size	
Senior High	0.000		District Size <4,000 Adjustment Units	0.000
District Size(<4,000)	0.000		Charter Schools not eligible for District Size	0.000
District Size(<200)	200.000		District Size <200 Adjustment Units	200.000
				(200.000)
			Rural Isolation Units	0.000
			New District Adjustment Units	0.000
At-Risk Units	At-risk index	MEM	At Risk Units	0.000
2015-2016:		0.00		
Charter Schools Student Activities			Growth Units	#DIV/0!
(Districts Only)	MEM	Factor	Charter Schools Student Activities Units	0.000
		0.100	(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities				
(Districts Only)	MEM	Factor	Home School Student Activities Units	0.000
		0.100	(Charters not eligible for Home School Student Activities)	0.000
Home School Student Program Units				
(Districts Only)	# of Students	# of Classes	Home School Student Program Units	0.000
			(Charters not eligible for Home School Student Activities)	
		Factor	(Charters not eligible for Home School Student Activities)	
		0.250	TOTAL PROGRAM UNITS	#DIV/0!
			Save Harmless Units	#DIV/0!

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE

40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS	#DIV/0!
× Unit Value	
PROGRAM COST	#DIV/0!
Non-categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	#DIV/0!

STATE EQUALIZATION GUARANTEE #DIV/0!

PED 910B-5

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME		CODE	GRADES	MEM	UNITS
					0.000
					0.000
					0.000
					0.000
					0.000
					<u>0.000</u>
		TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS			0.000

List each school with a projected MEM (*Basic 7-12 EXCLUDING SP. ED.*) of less than 400 (*program units will be computed using the formula which yields the most units*):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (*exclude alternative schools*):

Enter the number of approved senior high schools not eligible for senior high size units:

	N.A.	0.000
--	------	-------

If district is eligible, enter **YES** in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT
(MEM for current year) \times .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT
(MEM for prior year – MEM for current year) \times .17 = UNITS

YES?	UNITS
	0.000
	0.000

Instructions

Revenues

Enter the projected revenues for your five year budget plan. The State Equalization Guarantee (SEG) revenue (code 43101) amount comes from a separate worksheet which we refer to as the 910B5 this is funding based on your Membership Projections. For all revenue sources currently included on the UCOA form that the school does not intend on utilizing, please delete those lines on the budget.

If the school intends on receiving other charitable funds, please include those in the 26000 fund codes by adding additional 2600 codes in the revenue string. To identify already established 26000 fund codes, please review the fourth tab in this sheet "26000 Fund Codes." If a current fund code does not exist, please use 26999 as a placeholder code and add an appropriate description to identify the funding source.

Expenditures

Enter the projected expenditures for your six year budget plan, including your implementation year.

Please refer to Supplement 3 which will provide the definitions for funds, functions, object codes, programs and job classifications. Supplement 3 can be found on the PED Website, Click on A-Z and locate the School Budget and Finance Analysis Bureau.

For all funds currently included on the UCOA form that the school does not intend on utilizing, please delete those lines on the budget. Please also delete any unused expenditure objects or functions.

If the school intends on expending other charitable funds (more than two), please cut and paste the 26XXX expenditure section as many times as needed.

910B5(SEG)

This worksheet is a separate appendix.

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	Implementation Year (YEAR 0)	PROJECTED AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000 - Operational Revenue									
11000 REVENUE									
	Function-0000 - Revenue								
		Cash Assets			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
11000	0000	11111	Unrestricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Local Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
11000	0000	41310	Tuition from Foreign Nationals		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41331	Tuition From School Districts outside the State		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41701	Fees Activities		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41702	Fees Educational		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41705	Fees Users		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41706	Fees Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	41920	Contributions and Donations From Private Sources		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From State Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
11000	0000	43101	State Equalization Guarantee		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	43212	Indirect Costs (State Flow-through Grants)		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	43213	Indirect Costs (State Direct Grants)		\$ -	\$ -	\$ -	\$ -	\$ -
11000	0000	43215	Inter-Governmental Contract Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Federal Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
11000	0000	44103	Impact Aid, Public Law 103-382		\$ -	\$ -	\$ -	\$ -	\$ -
		Other Items			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
11000	0000	46100	Access Board (e-Rate)		\$ -	\$ -	\$ -	\$ -	\$ -
11000	TOTAL REVENUES: OPERATIONAL FUND				\$ -	\$ -	\$ -	\$ -	\$ -
FUND 13000-Transportation									
13000 REVENUE									
	Function-0000 - Revenue								
		Cash Assets				Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
13000	0000	11112	Restricted Cash			\$ -	\$ -	\$ -	\$ -
		Revenue From State Sources				Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
13000	0000	43206	Transportation Distribution			\$ -	\$ -	\$ -	\$ -
13000	TOTAL REVENUES: TRANSPORTATION FUND					\$ -	\$ -	\$ -	\$ -
FUND 14000-Instructional Materials									
14000 REVENUE									
	Function-0000 - Revenue								
		Cash Assets			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
14000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From State Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
14000	0000	43211	Instructional Materials - 50% Supplementary Allocation		\$ -	\$ -	\$ -	\$ -	\$ -
14000	TOTAL REVENUES: INSTRUCTIONAL MATERIALS FUND				\$ -	\$ -	\$ -	\$ -	\$ -
10000	TOTAL: GENERAL FUND REVENUES			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUND 21000-Food Services									
21000 REVENUE									
	Function-0000 - Revenue								
		Cash Assets			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
21000	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Local Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
21000	0000	41603	Fees Adults/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -
21000	0000	41604	Fees Students/Food Services		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Federal Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
21000	0000	44500	Restricted Grants Federal Flow-through		\$ -	\$ -	\$ -	\$ -	\$ -
21000		TOTAL REVENUES: FOOD SERVICES			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24101 - FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA									
24101 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24101	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24101		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - TITLE 1 ESEA			\$ -	\$ -	\$ -	\$ -	\$ -

FUND 24106 - FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B									
24106 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24106	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24106		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENTITLEMENT IDEA-B			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24109 - FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B									
24109 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24109	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24109		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - PRESCHOOL IDEA-B			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24146 - FEDERAL FLOW-THROUGH GRANTS - CHARTER SCHOOL PROGRAM									
24146 REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24146	0000	44500	Retricted Grants - Federal Flowthrough	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24146		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24153 - FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE ACQUISITION									
24153 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24153	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24153		TOTAL REVENUES:			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24154 - FEDERAL FLOW-THROUGH GRANTS - TEACHER/PRINCIPAL TRAINING AND RECRUITING									
24154 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24154	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24154		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE /			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 24174 - FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECONDARY CURRENT									
24174 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
24174	0000	44500	Retricted Grants - Federal Flowthrough		\$ -	\$ -	\$ -	\$ -	\$ -
24174		TOTAL REVENUES: FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECC			\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 26XXX* - LOCAL GRANTS									
26xxx REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX		TOTAL REVENUES: LOCAL GRANTS		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 26XXX* - LOCAL GRANTS									
26xxx REVENUE									
Function 0000 - Revenue				Implementation Year 0	Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
26xxx*	0000	11112	Restricted Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41921	Instruction - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41922	Instructional Support - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26xxx*	0000	41923	Administration - Categorical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26XXX		TOTAL REVENUES: LOCAL GRANTS							
FUNDS 27114 - STATE FLOW-THROUGH GRANTS - READS TO LEAD									
27114 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27114	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27114	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27114		TOTAL REVENUES:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27141 - STATE FLOW-THROUGH GRANTS - TRUANCY/DROPOUT PREVENTION									
27141 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27141	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27141	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27141		TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - READS TO LEAD			\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27149 - STATE FLOW-THROUGH GRANTS - PREK									
27149 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27149	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -

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27149	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27149		TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - PREK			\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27166 - STATE FLOW-THROUGH GRANTS - K-3+									
27166 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27166	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27166	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27166		TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - K-3+			\$ -	\$ -	\$ -	\$ -	\$ -
FUNDS 27188 - STATE FLOW-THROUGH GRANTS - 4RFUTURE									
27188 REVENUE									
Function 0000 - Revenue					Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
27188	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
27188	0000	43202	State Flow-Through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
27188		TOTAL REVENUES: STATE FLOW-THROUGH GRANTS - 4RFUTURE			\$ -	\$ -	\$ -	\$ -	\$ -
20000		TOTAL REVENUES: SPECIAL REVENUE FUNDS			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31200-Public School Capital Outlay									
31200 REVENUE									
Function-0000 - Revenue									
		Revenue From State Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31200	0000	43209	PSCOC Awards		\$ -	\$ -	\$ -	\$ -	\$ -
31200		TOTAL REVENUES: Public School Capital Outlay			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31600-Capital Improvemets HB-33									
31600 REVENUE									
	Function-0000 - Revenue								
		Cash Assets			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31600	0000	11112	Restricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Local Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31600	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31600		TOTAL REVENUES: Capital Improvemets HB-33			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31700-Capital Improvements SB-9 (State Match)									
31700 REVENUE									
	Function-0000 - Revenue								
		Revenue From State Sources			Operational Year 1	Operational Year 2	Operational Year 3	Operational Year 4	Operational Year 5
31700	0000	43202	State Flow-through Grants		\$ -	\$ -	\$ -	\$ -	\$ -
31700	0000	43204	Prior Year Balances		\$ -	\$ -	\$ -	\$ -	\$ -
31700		TOTAL REVENUES: Capital Improvements SB-9 (State Match)			\$ -	\$ -	\$ -	\$ -	\$ -
FUND 31701-Capital Improvements SB-9 (Local)									
31700 REVENUE									
	Function-0000 - Revenue								
		Cash Assets							
31701	0000	11111	Unrestricted Cash		\$ -	\$ -	\$ -	\$ -	\$ -
		Revenue From Local Sources							
31701	0000	41110	Ad Valorem Taxes School District		\$ -	\$ -	\$ -	\$ -	\$ -
31701		TOTAL REVENUES: Capital Improvements SB-9 (Local)			\$ -	\$ -	\$ -	\$ -	\$ -
30000		TOTAL REVENUES: CAPITAL PROJECTS FUNDS			\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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11000	2100	55818	0000	Other Travel - Non-Employees											
11000	2100	55913	0000	Contracts - Interagency/REC											
11000	2100	55914	0000	Contracts - Interagency											
11000	2100	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
11000	2100	56113	0000	Software											
11000	2100	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
11000	2100	57331	0000	Fixed Assets (more than \$5,000)											
11000	2100	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2100	TOTAL: SUPPORT SERVICES - STUDENTS					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Function-2200 - Support Services - Instruction													
		Personnel Services - Compensation													
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist											
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist											
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants											
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants											
11000	2200	51100	1511	Salaries Expense: Data Processing											
				Total: Support Services - Instruction			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits													
11000	2200	52111	0000	Educational Retirement											
11000	2200	52112	0000	ERA - Retiree Health											
11000	2200	52210	0000	FICA Payments											
11000	2200	52220	0000	Medicare Payments											
11000	2200	52311	0000	Health and Medical Premiums											
11000	2200	52312	0000	Life											
11000	2200	52313	0000	Dental											
11000	2200	52314	0000	Vision											
11000	2200	52315	0000	Disability											
11000	2200	52500	0000	Unemployment Compensation											
11000	2200	52710	0000	Workers Compensation Premium											
11000	2200	52720	0000	Workers Compensation Employer's Fee											
11000	2200	52912	0000	Employee Assistance Programs											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Professional and Technical Services													
11000	2200	53330	0000	Professional Development											
11000	2200	53414	0000	Other Professional Services											
11000	2200	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Property Services													
11000	2200	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment											
11000	2200	54610	0000	Rental - Land and Buildings											
11000	2200	54620	0000	Rental - Equipment and Vehicles											
11000	2200	54630	0000	Rental - Computers and Related Equipment											
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Other Purchased Services													
11000	2200	55813	0000	Employee Travel - Non-Teachers											
11000	2200	55818	0000	Other Travel - Non-Employees											
11000	2200	55913	0000	Contracts - Interagency/REC											
11000	2200	55914	0000	Contracts - Interagency											
11000	2200	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
11000	2200	56113	0000	Software											
11000	2200	56114	0000	Library And Audio-Visual											
11000	2200	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
11000	2200	57331	0000	Fixed Assets (more than \$5,000)											
11000	2200	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000	2200	TOTAL: SUPPORT SERVICES - INSTRUCTION					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

Function-2300 - General Administration															
		Personnel Services - Compensation													
11000	2300	51100	1111	Salaries Expense: Superintendent											
11000	2300	51100	1113	Salaries Expense: Administrative Associates											
11000	2300	51100	1114	Salaries Expense: Administrative Assistants											
11000	2300	51100	1217	Salaries Expense: Secretarial/Clerical/Technical Assistants											
11000	2300	51100	1511	Salaries Expense: Data Processing											
11000	2300	51100	1800	Salaries Expense: Board Members											
11000	2300	51300	1111	Additional Compensation: Superintendent											
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits													
11000	2300	52111	0000	Educational Retirement											
11000	2300	52112	0000	ERA - Retiree Health											
11000	2300	52210	0000	FICA Payments											
11000	2300	52220	0000	Medicare Payments											
11000	2300	52311	0000	Health and Medical Premiums											
11000	2300	52312	0000	Life											
11000	2300	52313	0000	Dental											
11000	2300	52314	0000	Vision											
11000	2300	52315	0000	Disability											
11000	2300	52500	0000	Unemployment Compensation											
11000	2300	52710	0000	Workers Compensation Premium											
11000	2300	52720	0000	Workers Compensation Employer's Fee											
11000	2300	52912	0000	Employee Assistance Programs											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Professional and Technical Services													
11000	2300	53330	0000	Professional Development											
11000	2300	53411	0000	Auditing											
11000	2300	53412	0000	Bond/Board Elections											
11000	2300	53413	0000	Legal											
11000	2300	53414	0000	Other Services											
11000	2300	53711	0000	Other Charges											
11000	2300	53713	0000	Indirect Costs Program Administration											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Property Services													
11000	2300	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment											
11000	2300	54610	0000	Rental - Land and Buildings											
11000	2300	54620	0000	Rental - Equipment and Vehicles											
11000	2300	54630	0000	Rental - Computers and Related Equipment											
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Other Purchased Services													
11000	2300	55400	0000	Advertising											
11000	2300	55811	0000	Board Travel											
11000	2300	55812	0000	Board Training											
11000	2300	55813	0000	Employee Travel - Non-Teachers											
11000	2300	55815	0000	Bus Driver Institute Training											
11000	2300	55816	0000	Bus Driver In-Service Training											
11000	2300	55818	0000	Other Travel - Non-Employees											
11000	2300	55913	0000	Contracts - Interagency/REC											
11000	2300	55914	0000	Contracts - Interagency											
11000	2300	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
11000	2300	56113	0000	Software											
11000	2300	56115	0000	Board Expenses											
11000	2300	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
11000	2300	57331	0000	Fixed Assets (more than \$5,000)											
11000	2300	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
TOTAL: GENERAL ADMINISTRATION							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Function-2400 - School Administration															
		Personnel Services - Compensation													
11000	2400	51100	1112	Salaries Expense: Principal											
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist											

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11000	2600	54414	0000	Other Energy (Buildings)												
11000	2600	54415	0000	Water/Sewage												
11000	2600	54416	0000	Communication Services												
11000	2600	54610	0000	Rental - Land and Buildings												
11000	2600	54620	0000	Rental - Equipment and Vehicles												
11000	2600	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
11000	2600	55200	0000	Property/Liability Insurance												
11000	2600	55813	0000	Employee Travel - Non-Teachers												
11000	2600	55913	0000	Contracts - Interagency/REC												
11000	2600	55914	0000	Contracts - Interagency												
11000	2600	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
11000	2600	56113	0000	Software												
11000	2600	56118	0000	General Supplies and Materials												
11000	2600	56210	0000	Natural Gas (Vehicles)												
11000	2600	56211	0000	Gasoline												
11000	2600	56212	0000	Diesel Fuel												
11000	2600	56213	0000	Propane (Vehicles)												
11000	2600	56214	0000	Lubricants/Anti-Freeeze												
11000	2600	56215	0000	Tires/Tubes												
11000	2600	56216	0000	Maintenance Supplies/Parts												
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
11000	2600	57331	0000	Fixed Assets (more than \$5,000)												
11000	2600	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	TOTAL: OPERATION AND MAINTENANCE OF PLANT					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2700 - Student Transportation															
		Personnel Services - Compensation														
11000	2700	51100	1113	Salaries Expense: Administrative Associates												
11000	2700	51100	1114	Salaries Expense: Administrative Assistants												
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants												
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants												
11000	2700	51100	1614	Salaries Expense: Maintenance												
11000	2700	51100	1615	Salaries Expense: Custodial												
11000	2700	51100	1622	Salaries Expense: Bus Drivers												
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
11000	2700	52111	0000	Educational Retirement												
11000	2700	52112	0000	ERA - Retiree Health												
11000	2700	52210	0000	FICA Payments												
11000	2700	52220	0000	Medicare Payments												
11000	2700	52311	0000	Health and Medical Premiums												
11000	2700	52312	0000	Life												
11000	2700	52313	0000	Dental												
11000	2700	52314	0000	Vision												
11000	2700	52315	0000	Disability												
11000	2700	52500	0000	Unemployment Compensation												
11000	2700	52710	0000	Workers Compensation Premium												
11000	2700	52720	0000	Workers Compensation Employer's Fee												
11000	2700	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
11000	2600	53330	0000	Professional Development												
11000	2600	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Property Services														
11000	2700	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
11000	2700	54312	0000	Maintenance & Repair - Buildings and Grounds												
11000	2700	54313	0000	Maintenance & Repair - Vehicles												
11000	2700	54314	0000	Maintenance & Repair - Buses												
11000	2700	54411	0000	Electricity												
11000	2700	54412	0000	Natural Gas (Buildings)												

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13000	2700	54314	0000	Maintenance & Repair - Buses											
13000	2700	54411	0000	Electricity											
13000	2700	54412	0000	Natural Gas (Buildings)											
13000	2700	54413	0000	Propane/Butane (Buildings)											
13000	2700	54414	0000	Other Energy (Buildings)											
13000	2700	54415	0000	Water/Sewage											
13000	2700	54416	0000	Communication Services											
13000	2700	54610	0000	Rental - Land and Buildings											
13000	2700	54620	0000	Rental - Equipment and Vehicles											
13000	2700	54630	0000	Rental - Computers and Related Equipment											
				Total: Purchased Property Services					\$0.00		\$0.00		\$0.00		\$0.00
				Other Purchased Services											
13000	2700	55111	0000	Transportation Per-Capita Feeders											
13000	2700	55112	0000	Transportation Contractors											
13000	2700	55200	0000	Property/Liability Insurance											
13000	2700	55813	0000	Employee Travel - Non-Teachers											
13000	2700	55815	0000	Bus Driver Institute Training											
13000	2700	55816	0000	Bus Driver In-Service Training											
13000	2700	55913	0000	Contracts - Interagency/REC											
13000	2700	55914	0000	Contracts - Interagency											
13000	2700	55915	0000	Other Contract Services											
				Total: Other Purchased Services					\$0.00		\$0.00		\$0.00		\$0.00
				Supplies											
13000	2700	56113	0000	Software											
13000	2700	56118	0000	General Supplies and Materials											
13000	2700	56210	0000	Natural Gas (Vehicles)											
13000	2700	56211	0000	Gasoline											
13000	2700	56212	0000	Diesel Fuel											
13000	2700	56213	0000	Propane (Vehicles)											
13000	2700	56214	0000	Lubricants/Anti-Freeze											
13000	2700	56215	0000	Tires/Tubes											
13000	2700	56216	0000	Maintenance Supplies/Parts											
				Total: Supplies					\$0.00		\$0.00		\$0.00		\$0.00
				Property											
13000	2700	57311	0000	Vehicles General											
13000	2700	57312	0000	Buses											
13000	2700	57313	0000	Heavy Equipment											
13000	2700	57331	0000	Fixed Assets (more than \$5,000)											
13000	2700	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property					\$0.00		\$0.00		\$0.00		\$0.00
13000 2700 TOTAL: STUDENT TRANSPORTATION									\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
13000 TOTAL: PUPIL TRANSPORTATION FUND									\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14000 INSTRUCTIONAL MATERIALS EXPENDITURES															
	Function-1000 - Instruction														
		Supplies													
14000	1000	56107	0000	Instructional Materials Credit - 50% Textbooks											
14000	1000	56108	0000	Instructional Materials 25% of 56111											
14000	1000	56109	0000	Instructional Materials On Line Digital Subscriptions											
14000	1000	56111	0000	Instructional Materials Cash - 50% Textbooks											
14000	1000	56113	0000	Software											
		Property													
14000	1000	57331	0000	Fixed Assets (more than \$5,000)											
14000	1000	57332	0000	Supply Assets (\$5,000 or less)											
14000 1000 TOTAL: INSTRUCTION							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Function-2200 - Support Services - Instruction														
		Supplies													
14000	2200	56114	0000	Library And Audio-Visual											
14000 2000 TOTAL: SUPPORT SERVICES - INSTRUCTION							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
14000 TOTAL: INSTRUCTIONAL MATERIALS							\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
10000		TOTAL: GENERAL FUND EXPENDITURES					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
20000 - SPECIAL REVENUE FUND EXPENDITURES															
21000 FOOD SERVICES EXPENDITURES															

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24101	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical											
24101	1000	51100	1416	Salaries Expense: Teachers-Other Instruction											
24101	1000	51100	1610	Salaries Expense: Substitutes Professional Development											
24101	1000	51100	1711	Salaries Expense: Instructional Assistants-Grades 1-12											
				Total: Personnel Services Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits													
24101	1000	52111	0000	Educational Retirement											
24101	1000	52112	0000	ERA - Retiree Health											
24101	1000	52210	0000	FICA Payments											
24101	1000	52220	0000	Medicare Payments											
24101	1000	52311	0000	Health and Medical Premiums											
24101	1000	52312	0000	Life											
24101	1000	52313	0000	Dental											
24101	1000	52314	0000	Vision											
24101	1000	52315	0000	Disability											
24101	1000	52500	0000	Unemployment Compensation											
24101	1000	52710	0000	Workers Compensation Premium											
24101	1000	52720	0000	Workers Compensation Employer's Fee											
				Total: Personnel Services Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Professional and Technical Services													
24101	1000	53330	0000	Professional Development											
24101	1000	53414	0000	Other Professional Services											
24101	1000	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Other Purchased Services													
24101	1000	55813	0000	Employee Travel - Non-Teachers											
24101	1000	55817	0000	Student Travel											
24101	1000	55818	0000	Other Travel - Non-Employees											
24101	1000	55819	0000	Employee Travel - Teachers											
24101	1000	55913	0000	Contracts - Interagency/REC											
24101	1000	55914	0000	Contracts - Interagency											
24101	1000	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
24101	1000	56112	0000	Other Textbooks											
24101	1000	56113	0000	Software											
24101	1000	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
24101	1000	57331	0000	Fixed Assets (more than \$5,000)											
24101	1000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
24101	1000	TOTAL: INSTRUCTION					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00

24101	2100	52913	0000	Workers Compensation Employee Fees											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Purchased Professional and Technical Services											
24101	2100	53215	0000	Psychologists/Counselors - Contracted											
24101	2100	53330	0000	Professional Development											
24101	2100	53414	0000	Other Services											
24101	2100	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Other Purchased Services											
24101	2100	55813	0000	Employee Travel - Non-Teachers											
24101	2100	55818	0000	Other Travel - Non-Employees											
24101	2100	55913	0000	Contracts - Interagency/REC											
24101	2100	55914	0000	Contracts - Interagency											
24101	2100	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Supplies											
24101	2100	56113	0000	Software											
24101	2100	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property											
24101	2100	57331	0000	Fixed Assets (more than \$5,000)											
24101	2100	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
24101	2100			TOTAL: SUPPORT SERVICES - STUDENTS			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
				Function-2200 - Support Services - Instruction											
				Personnel Services - Compensation											
24101	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist											
24101	2200	51100	1212	Salaries Expense: Library/Media Specialist											
24101	2200	51100	1213	Salaries Expense: Library/Media Assistants											
				Total: Support Services - Instruction			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
				Personnel Services - Employee Benefits											
24101	2200	52111	0000	Educational Retirement											
24101	2200	52112	0000	ERA - Retiree Health											
24101	2200	52210	0000	FICA Payments											
24101	2200	52220	0000	Medicare Payments											
24101	2200	52311	0000	Health and Medical Premiums											
24101	2200	52312	0000	Life											
24101	2200	52313	0000	Dental											
24101	2200	52314	0000	Vision											
24101	2200	52315	0000	Disability											
24101	2200	52500	0000	Unemployment Compensation											
24101	2200	52710	0000	Workers Compensation Premium											
24101	2200	52720	0000	Workers Compensation Employer's Fee											
24101	2200	52912	0000	Employee Assistance Programs											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Purchased Professional and Technical Services											
24101	2200	53330	0000	Professional Development											
24101	2200	53414	0000	Other Professional Services											
24101	2200	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Other Purchased Services											
24101	2200	55813	0000	Employee Travel - Non-Teachers											
24101	2200	55818	0000	Other Travel - Non-Employees											
24101	2200	55913	0000	Contracts - Interagency/REC											
24101	2200	55914	0000	Contracts - Interagency											
24101	2200	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Supplies											
24101	2200	56113	0000	Software											
24101	2200	56114	0000	Library And Audio-Visual											
24101	2200	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property											
24101	2200	57331	0000	Fixed Assets (more than \$5,000)											
24101	2200	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

24101 2200 TOTAL: SUPPORT SERVICES - INSTRUCTION							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2400 - School Administration															
	Personnel Services - Compensation															
24101	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Personnel Services - Employee Benefits															
24101	2400	52111	0000	Educational Retirement												
24101	2400	52112	0000	ERA - Retiree Health												
24101	2400	52210	0000	FICA Payments												
24101	2400	52220	0000	Medicare Payments												
24101	2400	52311	0000	Health and Medical Premiums												
24101	2400	52312	0000	Life												
24101	2400	52313	0000	Dental												
24101	2400	52314	0000	Vision												
24101	2400	52315	0000	Disability												
24101	2400	52500	0000	Unemployment Compensation												
24101	2400	52710	0000	Workers Compensation Premium												
24101	2400	52720	0000	Workers Compensation Employer's Fee												
24101	2400	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Purchased Professional and Technical Services															
24101	2400	53330	0000	Professional Development												
24101	2400	53414	0000	Other Services												
24101	2400	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services															
24101	2400	55813	0000	Employee Travel - Non-Teachers												
24101	2400	55913	0000	Contracts - Interagency/REC												
24101	2400	55914	0000	Contracts - Interagency												
24101	2400	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies															
24101	2400	56113	0000	Software												
24101	2400	56118	0000	General Supplies and Materials												
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Property															
24101	2400	57331	0000	Fixed Assets (more than \$5,000)												
24101	2400	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24101 2400 TOTAL: SCHOOL ADMINISTRATION							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
24101 2000 TOTAL: SUPPORT SERVICES							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
24101 TOTAL: TITLE 1 ESEA EXPENDITURES							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

				Total: Personnel Services Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
24106	1000	53330	0000	Professional Development												
24106	1000	53414	0000	Other Professional Services												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
24106	1000	55813	0000	Employee Travel - Non-Teachers												
24106	1000	55817	0000	Student Travel												
24106	1000	55818	0000	Other Travel - Non-Employees												
24106	1000	55819	0000	Employee Travel - Teachers												
24106	1000	55913	0000	Contracts - Interagency/REC												
24106	1000	55915	0000	Other Contract Services												
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
24106	1000	56112	0000	Other Textbooks												
24106	1000	56113	0000	Software												
24106	1000	56118	0000	General Supplies and Materials												
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24106	1000	TOTAL: INSTRUCTION					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2100 - Support Services - Students															
		Personnel Services - Compensation														
24106	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
24106	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers												
24106	2100	51100	1215	Salaries Expense: Registered Nurse												
24106	2100	51100	1216	Salaries Expense: Health Assistants												
24106	2100	51100	1311	Salaries Expense: Diagnostician												
24106	2100	51100	1312	Salaries Expense: Speech Therapist												
24106	2100	51100	1313	Salaries Expense: Occupational Therapist												
24106	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist												
24106	2100	51100	1315	Salaries Expense: Psychologist Counselors												
24106	2100	51100	1316	Salaries Expense: Audiologists												
24106	2100	51100	1317	Salaries Expense: Interpreters												
24106	2100	51100	1318	Salaries Expense: Specialists												
24106	2100	51100	1319	Salaries Expense: Special Ed. Assistants												
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
24106	2100	52111	0000	Educational Retirement												
24106	2100	52112	0000	ERA - Retiree Health												
24106	2100	52210	0000	FICA Payments												
24106	2100	52220	0000	Medicare Payments												
24106	2100	52311	0000	Health and Medical Premiums												
24106	2100	52312	0000	Life												
24106	2100	52313	0000	Dental												
24106	2100	52314	0000	Vision												
24106	2100	52315	0000	Disability												
24106	2100	52316	0000	Other Insurance												
24106	2100	52500	0000	Unemployment Compensation												
24106	2100	52710	0000	Workers Compensation Premium												
24106	2100	52720	0000	Workers Compensation Employer's Fee												
24106	2100	52912	0000	Employee Assistance Programs												
24106	2100	52913	0000	Workers Compensation Employee Fees												
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
24106	2100	53211	0000	Diagnosticsians - Contracted												
24106	2100	53212	0000	Speech Therapists - Contracted												
24106	2100	53213	0000	Occupational Therapists - Contracted												
24106	2100	53214	0000	Physical/Recreational Therapists - Contracted												
24106	2100	53215	0000	Psychologists/Counselors - Contracted												
24106	2100	53216	0000	Audiologists - Contracted												
24106	2100	53217	0000	Interpreters - Contracted												
24106	2100	53218	0000	Specialists - Contracted												
24106	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted												
24106	2100	53330	0000	Professional Development												
24106	2100	53414	0000	Other Services												
24106	2100	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														

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				Total: Supplies	\$0.00		\$0.00		\$0.00							
		Property														
24146	2300	57331	0000	Fixed Assets (more than \$5,000)												
24146	2300	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00							
11000	2300	TOTAL: GENERAL ADMINISTRATION			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00						
	Function-2400 - School Administration															
		Personnel Services - Compensation														
24146	2400	51100	1112	Salaries Expense: Principal												
24146	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00						
		Personnel Services - Employee Benefits														
24146	2400	52111	0000	Educational Retirement												
24146	2400	52112	0000	ERA - Retiree Health												
24146	2400	52210	0000	FICA Payments												
24146	2400	52220	0000	Medicare Payments												
24146	2400	52311	0000	Health and Medical Premiums												
24146	2400	52312	0000	Life												
24146	2400	52313	0000	Dental												
24146	2400	52314	0000	Vision												
24146	2400	52315	0000	Disability												
24146	2400	52500	0000	Unemployment Compensation												
24146	2400	52710	0000	Workers Compensation Premium												
24146	2400	52720	0000	Workers Compensation Employer's Fee												
24146	2400	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00							
		Purchased Professional and Technical Services														
24146	2400	53330	0000	Professional Development												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00							
		Purchased Property Services														
24146	2400	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
24146	2400	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00							
		Other Purchased Services														
24146	2400	55813	0000	Employee Travel - Non-Teachers												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00							
		Supplies														
24146	2400	56113	0000	Software												
24146	2400	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00							
		Property														
24146	2400	57331	0000	Fixed Assets (more than \$5,000)												
24146	2400	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00							
11000	2400	TOTAL: SCHOOL ADMINISTRATION			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00						
	Function-2500 - Central Services															
		Purchased Professional and Technical Services														
24146	2500	53330	0000	Professional Development												
24146	2500	53414	0000	Other Services												
24146	2500	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00							
		Purchased Property Services														
24146	2500	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
24146	2500	54630	0000	Rental - Computers and Related Equipment												
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00							
		Other Purchased Services														
24146	2500	55400	0000	Advertising												
24146	2500	55813	0000	Employee Travel - Non-Teachers												
24146	2500	55915	0000	Other Contract Services												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00							
		Supplies														
24146	2500	56113	0000	Software												
24146	2500	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00							

		Property														
24146	2500	57331	0000	Fixed Assets (more than \$5,000)												
24146	2500	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00							
11000	2500	TOTAL: CENTRAL SERVICES			\$0.00		\$0.00		\$0.00							
	Function-2600 - Operation and Maintenance of Plant															
		Purchased Property Services														
24146	2600	54416	0000	Communication Services												
24146	2600	54500	0000	Construction Services												
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00							
11000	2600	TOTAL: OPERATION AND MAINTENANCE OF PLANT			\$0.00		\$0.00		\$0.00							
	Function-2700 - Student Transportation															
		Personnel Services - Compensation														
		Other Purchased Services														
24146	2700	55112	0000	Transportation Contractors												
24146	2700	55200	0000	Property/Liability Insurance												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00							
		Property														
24146	2700	57312	0000	Buses												
				Total: Property	\$0.00		\$0.00		\$0.00							
24146	2700	TOTAL: STUDENT TRANSPORTATION			\$0.00		\$0.00		\$0.00							
24146	2000	TOTAL: SUPPORT SERVICES			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00						
24146	TOTAL: CHARTER SCHOOL PROGRAM EXPENDITURES				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00						
24153	FEDERAL FLOW-THROUGH GRANTS - ENGLISH LANGUAGE ACQUISITION EXPENDITURES															
	Function-1000 - Instruction															
		Personnel Services - Compensation														
24153	1000	51100	1416	Salaries Expense: Teachers-Other Instruction												
24153	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12												
24153	1000	51300	1412	Additional Compensation: Teachers- Special Education												
24153	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical												
24153	1000	51300	1416	Additional Compensation: Teachers-Other Instruction												
				Total: Personnel Services Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
24153	1000	52111	0000	Educational Retirement												
24153	1000	52112	0000	ERA - Retiree Health												
24153	1000	52210	0000	FICA Payments												
24153	1000	52220	0000	Medicare Payments												
24153	1000	52311	0000	Health and Medical Premiums												
24153	1000	52312	0000	Life												
24153	1000	52313	0000	Dental												
24153	1000	52314	0000	Vision												
24153	1000	52315	0000	Disability												
24153	1000	52500	0000	Unemployment Compensation												
24153	1000	52710	0000	Workers Compensation Premium												
24153	1000	52720	0000	Workers Compensation Employer's Fee												
				Total: Personnel Services Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
24153	1000	53330	0000	Professional Development												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24153	1000	TOTAL: INSTRUCTION					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2100 - Support Services - Students															
		Personnel Services - Compensation														
24153	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
24153	2100	52111	0000	Educational Retirement												
24153	2100	52112	0000	ERA - Retiree Health												
24153	2100	52210	0000	FICA Payments												
24153	2100	52220	0000	Medicare Payments												
24153	2100	52311	0000	Health and Medical Premiums												

24153	2100	52312	0000	Life													
24153	2100	52313	0000	Dental													
24153	2100	52314	0000	Vision													
24153	2100	52315	0000	Disability													
24153	2100	52316	0000	Other Insurance													
24153	2100	52500	0000	Unemployment Compensation													
24153	2100	52710	0000	Workers Compensation Premium													
24153	2100	52720	0000	Workers Compensation Employer's Fee													
24153	2100	52912	0000	Employee Assistance Programs													
24153	2100	52913	0000	Workers Compensation Employee Fees													
				Total: Personnel Services - Employee Benefits				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Professional and Technical Services													
24153	2100	53330	0000	Professional Development													
				Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24153	2100			TOTAL: SUPPORT SERVICES - STUDENTS				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
24153				TOTAL: CARL D PERKINS SECONDARY CURRENT				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
24154 FEDERAL FLOW-THROUGH GRANTS - TEACHER/PRINCIPAL TRAINING AND RECRUITING EXPENDITURES																	
		Function-1000 - Instruction															
		Personnel Services - Compensation															
24154	1000	51100	1610	Salaries Expense: Substitutes Professional Development													
24154	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12													
24154	1000	51300	1412	Additional Compensation: Teachers- Special Education													
24154	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical													
24154	1000	51300	1416	Additional Compensation: Teachers-Other Instruction													
				Total: Personnel Services Compensation				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Personnel Services - Employee Benefits															
24154	1000	52111	0000	Educational Retirement													
24154	1000	52112	0000	ERA - Retiree Health													
24154	1000	52210	0000	FICA Payments													
24154	1000	52220	0000	Medicare Payments													
24154	1000	52311	0000	Health and Medical Premiums													
24154	1000	52312	0000	Life													
24154	1000	52313	0000	Dental													
24154	1000	52314	0000	Vision													
24154	1000	52315	0000	Disability													
24154	1000	52500	0000	Unemployment Compensation													
24154	1000	52710	0000	Workers Compensation Premium													
24154	1000	52720	0000	Workers Compensation Employer's Fee													
				Total: Personnel Services Employee Benefits				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services															
24154	1000	53330	0000	Professional Development													
				Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24154				TOTAL: TEACHER/PRINCIPAL TRAINING AND RECRUITING				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
24174 FEDERAL FLOW-THROUGH GRANTS - CARL D PERKINS SECONDARY CURRENT EXPENDITURES																	
		Function-1000 - Instruction															
		Personnel Services - Compensation															
24174	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical													
				Total: Personnel Services Compensation				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits															
24174	1000	52111	0000	Educational Retirement													
24174	1000	52112	0000	ERA - Retiree Health													
24174	1000	52210	0000	FICA Payments													
24174	1000	52220	0000	Medicare Payments													
24174	1000	52311	0000	Health and Medical Premiums													
24174	1000	52312	0000	Life													
24174	1000	52313	0000	Dental													
24174	1000	52314	0000	Vision													
24174	1000	52315	0000	Disability													
24174	1000	52500	0000	Unemployment Compensation													
24174	1000	52710	0000	Workers Compensation Premium													
24174	1000	52720	0000	Workers Compensation Employer's Fee													
				Total: Personnel Services Employee Benefits				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services															

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26XXX	1000	52111	0000	Educational Retirement											
26XXX	1000	52112	0000	ERA - Retiree Health											
26XXX	1000	52210	0000	FICA Payments											
26XXX	1000	52220	0000	Medicare Payments											
26XXX	1000	52311	0000	Health and Medical Premiums											
26XXX	1000	52312	0000	Life											
26XXX	1000	52313	0000	Dental											
26XXX	1000	52314	0000	Vision											
26XXX	1000	52315	0000	Disability											
26XXX	1000	52500	0000	Unemployment Compensation											
26XXX	1000	52710	0000	Workers Compensation Premium											
26XXX	1000	52720	0000	Workers Compensation Employer's Fee											
				Total: Personnel Services Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Purchased Professional and Technical Services											
26XXX	1000	53330	0000	Professional Development											
26XXX	1000	53414	0000	Other Professional Services											
26XXX	1000	53711	0000	Other Charges											
26XXX	1000	53760	0000	Tuition for Concurrent Enrollment											
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Other Purchased Services											
26XXX	1000	55817	0000	Student Travel											
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Supplies											
26XXX	1000	56109	0000	Instructional Materials On-Line Digital Subscriptions											
26XXX	1000	56112	0000	Other Textbooks											
26XXX	1000	56113	0000	Software											
26XXX	1000	56114	0000	Library and Audio Visual											
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property											
26XXX	1000														
26XXX	1000	57331	0000	Fixed Assets (more than \$5,000)											
26XXX	1000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
26XXX	1000			TOTAL: INSTRUCTION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
				Function-2100 - Support Services - Students											
				Personnel Services - Compensation											
26XXX	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist											
26XXX	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers											
26XXX	2100	51100	1215	Salaries Expense: Registered Nurse											
26XXX	2100	51100	1218	Salaries Expense: School/Student Support											
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
				Personnel Services - Employee Benefits											
26XXX	2100	52111	0000	Educational Retirement											
26XXX	2100	52112	0000	ERA - Retiree Health											
26XXX	2100	52210	0000	FICA Payments											
26XXX	2100	52220	0000	Medicare Payments											
26XXX	2100	52311	0000	Health and Medical Premiums											
26XXX	2100	52312	0000	Life											
26XXX	2100	52313	0000	Dental											
26XXX	2100	52314	0000	Vision											
26XXX	2100	52315	0000	Disability											
26XXX	2100	52316	0000	Other Insurance											
26XXX	2100	52500	0000	Unemployment Compensation											
26XXX	2100	52710	0000	Workers Compensation Premium											
26XXX	2100	52720	0000	Workers Compensation Employer's Fee											
26XXX	2100	52912	0000	Employee Assistance Programs											
26XXX	2100	52913	0000	Workers Compensation Employee Fees											
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Supplies											
26XXX	2100	56113	0000	Software											
26XXX	2100	56118	0000	General Supplies and Materials											
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
				Property											
26XXX	2100	57331	0000	Fixed Assets (more than \$5,000)											
26XXX	2100	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

26XXX	2100	TOTAL: SUPPORT SERVICES - STUDENTS				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2200 - Support Services - Instruction																
		Personnel Services - Compensation															
26XXX	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist													
26XXX	2200	51100	1212	Salaries Expense: Library/Media Specialist													
26XXX	2200	51100	1213	Salaries Expense: Library/Media Assistants													
				Total: Support Services - Instruction		\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits															
26XXX	2200	52111	0000	Educational Retirement													
26XXX	2200	52112	0000	ERA - Retiree Health													
26XXX	2200	52210	0000	FICA Payments													
26XXX	2200	52220	0000	Medicare Payments													
26XXX	2200	52311	0000	Health and Medical Premiums													
26XXX	2200	52312	0000	Life													
26XXX	2200	52313	0000	Dental													
26XXX	2200	52314	0000	Vision													
26XXX	2200	52315	0000	Disability													
26XXX	2200	52500	0000	Unemployment Compensation													
26XXX	2200	52710	0000	Workers Compensation Premium													
26XXX	2200	52720	0000	Workers Compensation Employer's Fee													
26XXX	2200	52912	0000	Employee Assistance Programs													
				Total: Personnel Services - Employee Benefits		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services															
26XXX	2200	53330	0000	Professional Development													
26XXX	2200	53414	0000	Other Professional Services													
26XXX	2200	53711	0000	Other Charges													
				Total: Purchased Professional and Tech Services		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies															
26XXX	2200	56113	0000	Software													
26XXX	2200	56114	0000	Library And Audio-Visual													
26XXX	2200	56118	0000	General Supplies and Materials													
				Total: Supplies		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property															
26XXX	2200	57331	0000	Fixed Assets (more than \$5,000)													
26XXX	2200	57332	0000	Supply Assets (\$5,000 or less)													
				Total: Property		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2200	TOTAL: SUPPORT SERVICES - INSTRUCTION				\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2600 - Operation and Maintenance of Plant																
		Purchased Property Services															
26XXX	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment													
26XXX	2600	54312	0000	Maintenance & Repair - Buildings and Grounds													
26XXX	2600	54500	0000	Construction Services													
26XXX	2600	54610	0000	Rental - Land and Buildings													
26XXX	2600	54640	0000	Rental - Lease to Purchase													
				Total: Purchased Property Services		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2600	TOTAL: OPERATION AND MAINTENANCE OF PLANT				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function-2700 - Student Transportation																
		Purchased Property Services															
26XXX	2700	54313	0000	Maintenance & Repair - Vehicles													
26XXX	2700	54314	0000	Maintenance & Repair - Buses													
26XXX	2700	54620	0000	Rental - Equipment and Vehicles													
26XXX	2700	54640	0000	Rental - Lease to Purchase													
				Total: Purchased Property Services		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services															
26XXX	2700	55112	0000	Transportation Contractors													
				Total: Other Purchased Services		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies															
26XXX	2700	56210	0000	Natural Gas (Vehicles)													
26XXX	2700	56211	0000	Gasoline													
26XXX	2700	56212	0000	Diesel Fuel													
26XXX	2700	56213	0000	Propane (Vehicles)													
				Total: Supplies		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property															
26XXX	2700	57311	0000	Vehicles General													

26XXX	2700	57312	0000	Buses												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2700	TOTAL: STUDENT TRANSPORTATION			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2000	TOTAL: SUPPORT 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
	Function-3300 - Community Services Operations															
		Personnel Services - Compensation														
26XXX	3300	51100	1619	Salaries Expense: Adult Education												
26XXX	3300	51100	1620	Salaries Expense: Recreation												
26XXX	3300	51100	1621	Salaries Expense: Summer School/After School												
26XXX	3300	51100	1622	Salaries Expense: Bus Drivers												
26XXX	3300	51100	1625	Salaries Expense: Extended Services to Students												
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
26XXX	3300	52111	0000	Educational Retirement												
26XXX	3300	52112	0000	ERA - Retiree Health												
26XXX	3300	52210	0000	FICA Payments												
26XXX	3300	52220	0000	Medicare Payments												
26XXX	3300	52311	0000	Health and Medical Premiums												
26XXX	3300	52312	0000	Life												
26XXX	3300	52313	0000	Dental												
26XXX	3300	52314	0000	Vision												
26XXX	3300	52315	0000	Disability												
26XXX	3300	52500	0000	Unemployment Compensation												
26XXX	3300	52710	0000	Workers Compensation Premium												
26XXX	3300	52720	0000	Workers Compensation Employer's Fee												
26XXX	3300	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
26XXX	3300	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
26XXX	3300	55915	0000	Other Contract Services												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
26XXX	3300	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
26XXX	3300	57331	0000	Fixed Assets (more than \$5,000)												
26XXX	3300	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	3300	TOTAL: COMMUNITY SERVICES OPERATIONS			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
26XXX		TOTAL: LOCAL GRANTS EXPENDITURES			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
26XXX LOCAL GRANTS EXPENDITURES																
	Function-1000 - Instruction															
		Personnel Services - Compensation														
26XXX	1000	51100	1411	Salaries Expense: Teachers-Grades 1-12												
26XXX	1000	51100	1412	Salaries Expense: Teachers- Special Education												
26XXX	1000	51100	1413	Salaries Expense: Teachers-Early Childhood Ed												
26XXX	1000	51100	1415	Salaries Expense: Teachers-Vocational and Technical												
26XXX	1000	51100	1416	Salaries Expense: Teachers-Other Instruction												
26XXX	1000	51100	1422	Salaries Expense: Teachers Special Education - Gifted												
26XXX	1000	51100	1610	Salaries Expense: Substitutes Professional Development												
26XXX	1000	51100	1618	Salaries Expense: Athletics Salaries												
26XXX	1000	51100	1624	Salaries Expense: Activities Salary												
26XXX	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12												
26XXX	1000	51300	1412	Additional Compensation: Teachers- Special Education												
26XXX	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical												
26XXX	1000	51300	1416	Additional Compensation: Teachers-Other Instruction												
				Total: Personnel Services Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
26XXX	1000	52111	0000	Educational Retirement												
26XXX	1000	52112	0000	ERA - Retiree Health												
26XXX	1000	52210	0000	FICA Payments												
26XXX	1000	52220	0000	Medicare Payments												

26XXX	1000	52311	0000	Health and Medical Premiums												
26XXX	1000	52312	0000	Life												
26XXX	1000	52313	0000	Dental												
26XXX	1000	52314	0000	Vision												
26XXX	1000	52315	0000	Disability												
26XXX	1000	52500	0000	Unemployment Compensation												
26XXX	1000	52710	0000	Workers Compensation Premium												
26XXX	1000	52720	0000	Workers Compensation Employer's Fee												
				Total: Personnel Services Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
26XXX	1000	53330	0000	Professional Development												
26XXX	1000	53414	0000	Other Professional Services												
26XXX	1000	53711	0000	Other Charges												
26XXX	1000	53760	0000	Tuition for Concurrent Enrollment												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
26XXX	1000	55817	0000	Student Travel												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
26XXX	1000	56109	0000	Instructional Materials On-Line Digital Subscriptions												
26XXX	1000	56112	0000	Other Textbooks												
26XXX	1000	56113	0000	Software												
26XXX	1000	56114	0000	Library and Audio Visual												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
26XXX	1000	57331	0000	Fixed Assets (more than \$5,000)												
26XXX	1000	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	1000	TOTAL: INSTRUCTION			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2100 - Support Services - Students															
		Personnel Services - Compensation														
26XXX	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												
26XXX	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers												
26XXX	2100	51100	1215	Salaries Expense: Registered Nurse												
26XXX	2100	51100	1218	Salaries Expense: School/Student Support												
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
26XXX	2100	52111	0000	Educational Retirement												
26XXX	2100	52112	0000	ERA - Retiree Health												
26XXX	2100	52210	0000	FICA Payments												
26XXX	2100	52220	0000	Medicare Payments												
26XXX	2100	52311	0000	Health and Medical Premiums												
26XXX	2100	52312	0000	Life												
26XXX	2100	52313	0000	Dental												
26XXX	2100	52314	0000	Vision												
26XXX	2100	52315	0000	Disability												
26XXX	2100	52316	0000	Other Insurance												
26XXX	2100	52500	0000	Unemployment Compensation												
26XXX	2100	52710	0000	Workers Compensation Premium												
26XXX	2100	52720	0000	Workers Compensation Employer's Fee												
26XXX	2100	52912	0000	Employee Assistance Programs												
26XXX	2100	52913	0000	Workers Compensation Employee Fees												
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
26XXX	2100	56113	0000	Software												
26XXX	2100	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
26XXX	2100	57331	0000	Fixed Assets (more than \$5,000)												
26XXX	2100	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2100	TOTAL: SUPPORT SERVICES - STUDENTS			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Function-2200 - Support Services - Instruction															
		Personnel Services - Compensation														
26XXX	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist												

26XXX	2200	51100	1212	Salaries Expense: Library/Media Specialist												
26XXX	2200	51100	1213	Salaries Expense: Library/Media Assistants												
				Total: Support Services - Instruction	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				Personnel Services - Employee Benefits												
26XXX	2200	52111	0000	Educational Retirement												
26XXX	2200	52112	0000	ERA - Retiree Health												
26XXX	2200	52210	0000	FICA Payments												
26XXX	2200	52220	0000	Medicare Payments												
26XXX	2200	52311	0000	Health and Medical Premiums												
26XXX	2200	52312	0000	Life												
26XXX	2200	52313	0000	Dental												
26XXX	2200	52314	0000	Vision												
26XXX	2200	52315	0000	Disability												
26XXX	2200	52500	0000	Unemployment Compensation												
26XXX	2200	52710	0000	Workers Compensation Premium												
26XXX	2200	52720	0000	Workers Compensation Employer's Fee												
26XXX	2200	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Professional and Technical Services												
26XXX	2200	53330	0000	Professional Development												
26XXX	2200	53414	0000	Other Professional Services												
26XXX	2200	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies												
26XXX	2200	56113	0000	Software												
26XXX	2200	56114	0000	Library And Audio-Visual												
26XXX	2200	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property												
26XXX	2200	57331	0000	Fixed Assets (more than \$5,000)												
26XXX	2200	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				Function-2600 - Operation and Maintenance of Plant												
				Purchased Property Services												
26XXX	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment												
26XXX	2600	54312	0000	Maintenance & Repair - Buildings and Grounds												
26XXX	2600	54500	0000	Construction Services												
26XXX	2600	54610	0000	Rental - Land and Buildings												
26XXX	2600	54640	0000	Rental - Lease to Purchase												
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Function-2700 - Student Transportation												
				Purchased Property Services												
26XXX	2700	54313	0000	Maintenance & Repair - Vehicles												
26XXX	2700	54314	0000	Maintenance & Repair - Buses												
26XXX	2700	54620	0000	Rental - Equipment and Vehicles												
26XXX	2700	54640	0000	Rental - Lease to Purchase												
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services												
26XXX	2700	55112	0000	Transportation Contractors												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies												
26XXX	2700	56210	0000	Natural Gas (Vehicles)												
26XXX	2700	56211	0000	Gasoline												
26XXX	2700	56212	0000	Diesel Fuel												
26XXX	2700	56213	0000	Propane (Vehicles)												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Property												
26XXX	2700	57311	0000	Vehicles General												
26XXX	2700	57312	0000	Buses												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	2700			TOTAL: STUDENT TRANSPORTATION	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

26XXX	2000	TOTAL: SUPPORT 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
	Function-3300 - Community Services Operations															
		Personnel Services - Compensation														
26XXX	3300	51100	1619	Salaries Expense: Adult Education												
26XXX	3300	51100	1620	Salaries Expense: Recreation												
26XXX	3300	51100	1621	Salaries Expense: Summer School/After School												
26XXX	3300	51100	1622	Salaries Expense: Bus Drivers												
26XXX	3300	51100	1625	Salaries Expense: Extended Services to Students												
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
26XXX	3300	52111	0000	Educational Retirement												
26XXX	3300	52112	0000	ERA - Retiree Health												
26XXX	3300	52210	0000	FICA Payments												
26XXX	3300	52220	0000	Medicare Payments												
26XXX	3300	52311	0000	Health and Medical Premiums												
26XXX	3300	52312	0000	Life												
26XXX	3300	52313	0000	Dental												
26XXX	3300	52314	0000	Vision												
26XXX	3300	52315	0000	Disability												
26XXX	3300	52500	0000	Unemployment Compensation												
26XXX	3300	52710	0000	Workers Compensation Premium												
26XXX	3300	52720	0000	Workers Compensation Employer's Fee												
26XXX	3300	52912	0000	Employee Assistance Programs												
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
26XXX	3300	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services														
26XXX	3300	55915	0000	Other Contract Services												
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
26XXX	3300	56118	0000	General Supplies and Materials												
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property														
26XXX	3300	57331	0000	Fixed Assets (more than \$5,000)												
26XXX	3300	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
26XXX	3300	TOTAL: COMMUNITY SERVICES OPERATIONS			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
26XXX				TOTAL: LOCAL GRANTS EXPENDITURES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
27114 STATE FLOW-THROUGH GRANTS - READS TO LEAD EXPENDITURES																
	Function-1000 - Instruction															
		Personnel Services - Compensation														
27114	1000	51100	1411	Salaries Expense: Teachers-Grades 1-12												
				Total: Personnel Services Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits														
27114	1000	52111	0000	Educational Retirement												
27114	1000	52112	0000	ERA - Retiree Health												
27114	1000	52210	0000	FICA Payments												
27114	1000	52220	0000	Medicare Payments												
27114	1000	52311	0000	Health and Medical Premiums												
27114	1000	52312	0000	Life												
27114	1000	52313	0000	Dental												
27114	1000	52314	0000	Vision												
27114	1000	52315	0000	Disability												
27114	1000	52500	0000	Unemployment Compensation												
27114	1000	52710	0000	Workers Compensation Premium												
27114	1000	52720	0000	Workers Compensation Employer's Fee												
				Total: Personnel Services Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services														
27114	1000	53330	0000	Professional Development												
27114	1000	53414	0000	Other Professional Services												
27114	1000	53711	0000	Other Charges												
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies														
27114	1000	56112	0000	Other Textbooks												

27114	1000	56113	0000	Software											
27114	1000	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
27114	1000	57331	0000	Fixed Assets (more than \$5,000)											
27114	1000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27114 1000 TOTAL: INSTRUCTION							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
	Function-2200 - Support Services - Instruction														
		Personnel Services - Compensation													
27114	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist											
27114	2200	51100	1212	Salaries Expense: Library/Media Specialist											
27114	2200	51100	1213	Salaries Expense: Library/Media Assistants											
				Total: Support Services - Instruction			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits													
27114	2200	52111	0000	Educational Retirement											
27114	2200	52112	0000	ERA - Retiree Health											
27114	2200	52210	0000	FICA Payments											
27114	2200	52220	0000	Medicare Payments											
27114	2200	52311	0000	Health and Medical Premiums											
27114	2200	52312	0000	Life											
27114	2200	52313	0000	Dental											
27114	2200	52314	0000	Vision											
27114	2200	52315	0000	Disability											
27114	2200	52500	0000	Unemployment Compensation											
27114	2200	52710	0000	Workers Compensation Premium											
27114	2200	52720	0000	Workers Compensation Employer's Fee											
27114	2200	52912	0000	Employee Assistance Programs											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Purchased Professional and Technical Services													
27114	2200	53330	0000	Professional Development											
27114	2200	53414	0000	Other Professional Services											
27114	2200	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
27114	2200	56113	0000	Software											
27114	2200	56114	0000	Library And Audio-Visual											
27114	2200	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
27114	2200	57331	0000	Fixed Assets (more than \$5,000)											
27114	2200	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27114 2200 TOTAL: SUPPORT SERVICES - INSTRUCTION							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
27114 TOTAL: READS TO LEAD EXPENDITURES							\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
27141 STATE FLOW-THROUGH GRANTS - TRUANCY/DROPOUT PREVENTION EXPENDITURES															
	Function-1000 - Instruction														
		Other Purchased Services													
11000	1000	55817	0000	Student Travel											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
11000 1000 TOTAL: INSTRUCTION							\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
	Function-2100 - Support Services - Students														
		Personnel Services - Compensation													
27141	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers											
27141	2100	51100	1218	Salaries Expense: School/Student Support											
				Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Personnel Services - Employee Benefits													
27141	2100	52111	0000	Educational Retirement											
27141	2100	52112	0000	ERA - Retiree Health											
27141	2100	52210	0000	FICA Payments											
27141	2100	52220	0000	Medicare Payments											
27141	2100	52311	0000	Health and Medical Premiums											

27149	1000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27149	1000	TOTAL: INSTRUCTION					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Function-2700 - Student Transportation													
		Other Purchased Services													
27149	2700	55112	0000	Transportation Contractors											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27149	2700	TOTAL: STUDENT TRANSPORTATION					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27149		TOTAL: PREK EXPENDITURES					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27166	STATE FLOW-THROUGH GRANTS - K-3+ EXPENDITURES														
	Function-1000 - Instruction														
		Personnel Services - Compensation													
27166	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12											
27166	1000	51300	1412	Additional Compensation: Teachers- Special Education											
27166	1000	51300	1413	Additional Compensation: Early Childhood Education											
				Total: Personnel Services Compensation			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Personnel Services - Employee Benefits													
27166	1000	52111	0000	Educational Retirement											
27166	1000	52112	0000	ERA - Retiree Health											
27166	1000	52210	0000	FICA Payments											
27166	1000	52220	0000	Medicare Payments											
				Total: Personnel Services Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Professional and Technical Services													
27166	1000	53330	0000	Professional Development											
27166	1000	53414	0000	Other Professional Services											
27166	1000	53711	0000	Other Charges											
				Total: Purchased Professional and Tech Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Other Purchased Services													
27166	1000	55817	0000	Student Travel											
27166	1000	55819	0000	Employee Travel - Teachers											
27166	1000	55913	0000	Contracts - Interagency/REC											
27166	1000	55914	0000	Contracts - Interagency											
27166	1000	55915	0000	Other Contract Services											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
27166	1000	56112	0000	Other Textbooks											
27166	1000	56113	0000	Software											
27166	1000	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
27166	1000	57331	0000	Fixed Assets (more than \$5,000)											
27166	1000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27166	1000	TOTAL: INSTRUCTION					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Function-2300 - General Administration													
		Personnel Services - Compensation													
27166	2300	51300	1217	Additional Compensation: Secretarial/Clerical/Technical Assistants											
27166	2300	51300	1511	Additional Compensation: Data Processing											
27166	2300	51300	1111	Additional Compensation: Superintendent											
				Total: Personnel Services - Compensation			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Personnel Services - Employee Benefits													
27166	2300	52111	0000	Educational Retirement											
27166	2300	52112	0000	ERA - Retiree Health											
27166	2300	52210	0000	FICA Payments											
27166	2300	52220	0000	Medicare Payments											
				Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
27166	2300	TOTAL: GENERAL ADMINISTRATION					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Function-2700 - Student Transportation													
		Other Purchased Services													
27166	2700	55112	0000	Transportation Contractors											
				Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

27166	2700	TOTAL: STUDENT TRANSPORTATION					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188		TOTAL: K-3+ EXPENDITURES					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188 STATE FLOW-THROUGH GRANTS - 4RFUTURE EXPENDITURES													
	Function-1000 - Instruction												
	Personnel Services - Compensation												
27188	1000	51300	1411	Additional Compensation: Teachers-Grades 1-12									
27188	1000	51300	1412	Additional Compensation: Teachers- Special Education									
27188	1000	51300	1415	Additional Compensation: Teachers-Vocational and Technical									
27188	1000	51300	1416	Additional Compensation: Teachers-Other Instruction									
27188	1000	51300	1711	Additional Compensation: Instructional Assistants-Grades 1-12									
				Total: Personnel Services Compensation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Personnel Services - Employee Benefits												
27188	1000	52210	0000	FICA Payments									
27188	1000	52220	0000	Medicare Payments									
				Total: Personnel Services Employee Benefits			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188	1000	TOTAL: Instruction					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Function-2300 - General Administration												
	Personnel Services - Compensation												
27188	2300	51300	1111	Additional Compensation: Superintendent									
				Total: Personnel Services - Compensation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Personnel Services - Employee Benefits												
27188	2300	52210	0000	FICA Payments									
27188	2300	52220	0000	Medicare Payments									
				Total: Personnel Services - Employee Benefits			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188	2300	TOTAL: General Administration					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Function-2400 - School Administration												
	Personnel Services - Compensation												
27188	2400	51300	1112	Additional Compensation: Principal									
27188	2400	51300	1211	Additional Compensation: Coordinator/Subject Matter Specialist									
				Total: Personnel Services - Compensation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Personnel Services - Employee Benefits												
27188	2400	52210	0000	FICA Payments									
27188	2400	52220	0000	Medicare Payments									
				Total: Personnel Services - Employee Benefits			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188	2400	TOTAL: School Administration					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
27188		TOTAL: 4RFUTURE EXPENDITURES					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
20000		TOTAL: SPECIAL REVENUE FUND EXPENDITURES			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	\$0.00	0.00
30000 - CAPITAL PROJECTS FUNDS EXPENDITURES													
31200 PUBLIC SCHOOL CAPITAL OUTLAY EXPENDITURES													
	Function-4000 - Capital Outlay												
	Purchased Professional and Technical Services												
31200	4000	53414	0000	Other Services									
				Total: Purchased Professional and Technical Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
	Purchased Property Services												
31200	4000	54500	0000	Construction Services									
31200	4000	54610	0000	Rental - Land and Buildings									
31200	4000	54620	0000	Rental - Equipment and Vehicles									
31200	4000	54630	0000	Rental - Computers and Related Equipment									
				Total: Purchased Property Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
		Property											
31200	4000	57111	0000	Land									
31200	4000	57112	0000	Land Improvements									
31200	4000	57200	0000	Buildings Purchase									
31200	4000	57331	0000	Fixed Assets (more than \$5,000)									
31200	4000	57332	0000	Supply Assets (\$5,000 or less)									
				Total: Property			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		

31200	4000			TOTAL: CAPITAL OUTLAY			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31200				TOTAL: PUBLIC SCHOOL CAPITAL OUTLAY EXPENDITURES			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31600	CAPITAL IIMPROVEMENTS HB-33 EXPENDITURES														
	Function-4000 - Capital Outlay														
		Purchased Property Services													
31600	4000	54500	0000	Construction Services											
31600	4000	54640	0000	Rental/Lease to Purchase											
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
31600	4000	57111	0000	Land											
31600	4000	57112	0000	Land Improvements											
31600	4000	57200	0000	Buildings Purchase											
31600	4000	57331	0000	Fixed Assets (more than \$5,000)											
31600	4000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31600	4000			TOTAL: CAPITAL OUTLAY			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31600				TOTAL: CAPITAL IIMPROVEMENTS HB-33 EXPENDITURES			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31700	CAPITAL IMPROVEMENTS SB-9 (State) EXPENDITURES														
	Function-4000 - Capital Outlay														
		Purchased Property Services													
31700	4000	54315	0000	Maintenance & Repair - Bldgs/Grnds/Equipment (SB-9)											
31700	4000	54500	0000	Construction Services											
31700	4000	54640	0000	Rental/Lease to Purchase											
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
31700	4000	56113	0000	Software											
31700	4000	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Property													
31700	4000	57111	0000	Land											
31700	4000	57112	0000	Land Improvements											
31700	4000	57200	0000	Buildings Purchase											
31700	4000	57311	0000	Vehicles General											
31700	4000	57313	0000	Heavy Equipment											
31700	4000	57312	0000	Buses											
31700	4000	57331	0000	Fixed Assets (more than \$5,000)											
31700	4000	57332	0000	Supply Assets (\$5,000 or less)											
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31700	4000			TOTAL: CAPITAL OUTLAY			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31600				TOTAL: CAPITAL IIMPROVEMENTS SB-9 EXPENDITURES			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
31701	CAPITAL IMPROVEMENTS SB-9 (Local) EXPENDITURES														
	Function-4000 - Capital Outlay														
		Purchased Property Services													
31700	4000	54315	0000	Maintenance & Repair - Bldgs/Grnds/Equipment (SB-9)											
31700	4000	54500	0000	Construction Services											
31700	4000	54640	0000	Rental/Lease to Purchase											
				Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
		Supplies													
31700	4000	56113	0000	Software											
31700	4000	56118	0000	General Supplies and Materials											
				Total: Supplies			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00

		Property														
31700	4000	57111	0000	Land												
31700	4000	57112	0000	Land Improvements												
31700	4000	57200	0000	Buildings Purchase												
31700	4000	57311	0000	Vehicles General												
31700	4000	57313	0000	Heavy Equipment												
31700	4000	57312	0000	Buses												
31700	4000	57331	0000	Fixed Assets (more than \$5,000)												
31700	4000	57332	0000	Supply Assets (\$5,000 or less)												
				Total: Property			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
31700	4000	TOTAL: CAPITAL OUTLAY					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
31600		TOTAL: CAPITAL IIMPROVEMENTS SB-9 EXPENDITURES					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
30000		TOTAL: CAPITAL PROJECTS FUNDS EXPENDITURES					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

26101	SE NM Educational Resource Center
26102	Exxon Education Foundation
26103	ENLACE-UNM
26104	Bill & Melinda Gates Foundation
26105	Newspaper Association of America
26106	US West
26107	REC/District Fiscal Agent
26108	Proctor & Gamble & NAESP
26109	JF Maddox Foundation
26110	Greenville Foundation
26111	(ITFS/FCC)
26112	Johnson & Johnson
26113	LANL Foundation
26114	NM Association of Classroom Teachers
26115	Carnegie Corp
26116	Intel Foundation
26117	Jordan Fundamentals Grant
26118	ABEC - Job Mentor
26119	Heifer International
26120	Catching The Dream
26121	Kellogg Fund/Kellogg Foundation
26122	Private Fund Math/Science Pilot
26123	PNM Foundation Inc
26124	Taos Youth to Careers Mentoring
26125	Wallace Foundation
26126	Milken Family Foundation
26127	Rural Vision/MDC
26128	Texico Foundation
26129	No NM Network for Rural Ed
26130	Middle Rio Grande Bus & Ed Collab
26131	Community Education
26132	Coca Cola
26133	US West Foundation
26134	Civic Activities
26135	Toyota, Inc
26136	SCIAD
26137	Reading is Fundamental
26138	Challenge Foundation
26139	Ron McDonald (Amigo)
26140	National Council of La Raza
26141	Daniels Fund
26142	General Electric
26143	Save the Children
26144	Teacher Line Project (KNME-TV)
26145	NEA Foundation
26146	Hubbard Foundation
26147	Center for Ed & Study of Diverse Pop
26148	Walton Family Foundation, Inc
26149	Coleman Foundation
26150	Burlington Res/Meridian Oil Foundation
26151	SEDL
26152	Integrating Multiple Perspectives
26153	Paso del Norte Health Foundation
26154	Building Trades Advisory Board - SFPS
26155	Center for Services Learning Opp in Ed

26156	Turner Foundation
26157	Indian Health Services USPHS
26158	Direct Action for Youth Foundation
26159	Frost Foundation
26160	Challenge Grant-Trails Project
26161	Corporation for Public Broadcasting
26162	Team Builders Counseling Services
26163	Golden Apple Foundation
26164	GTE Foundation
26165	Rural Challenge
26166	General Mills Foundation
26167	Toyota TAPESTRY
26168	National Assoc of School Nurses
26169	San Juan Mesa Wind Project
26170	Microsoft Settlement Funds
26171	Rio Rancho Education Foundation
26172	Spectrum Imaging Systems
26173	Healthy School Communities.
26174	Parents Reaching Out
26175	Qwest Foundation for Education
26176	New Mexico Community Foundation
26177	Elementary & Middle School Initiative
26178	Keep New Mexico Beautiful, Inc.
26179	A plus for Energy
26180	Rural Healthy Schools Coalition AASA
26181	Center for Native Education
26182	Northern NM Network - Teacher Incentive Fund
26183	Jobs for America Graduates - JAG New Mexico
26184	Clovis Municipal Schools Foundation
26185	Coalition of Essential Schools/Mentor Grants
26186	ABC Community Schools Partnership
26187	Amy Biehl High School Foundation
26188	Center for Educational Initiatives
26189	Los Alamos Public Schools Foundation
26190	APS Foundation
26191	ENMR Plateau- Education Foundation School Grant
26192	Toyota Family Literacy Program
26193	McCarthy Dressman Education Foundation
26194	McGruff Neighborhood Initiatives
26195	Friends of Mountain Mahogany Foundation
26196	Institute for Educational Leadership
26197	Washington TRU Solutions LLC
26198	Albuquerque Community Foundation
26199	Spaceport GRT Grant - Sierra County
26200	Conoco/Phillips School Grant
26201	Pump up the Volume in Preschool
26202	SES After School Tutoring
26203	East Mountain Hs Foundation
26204	Spaceport GRT Grant - Dona Ana County
26205	Chevron School Grant
20206	Tucumcari Band-Aides
26207	CNM Foundation
26208	Partners for Developing Futures
26209	Met Life Foundation
26210	APS Homeless Grants

26211	Target School Grants
26212	DOE i3 Reading Recovery
26213	Active Schools Acceleration Project
26214	Peer Helpers Program
26215	The Bridge of Southern New Mexico
26216	Fuel Up to Play 60
26217	Albertsons Community Grants
26218	United Wy
26217	Project Lead TLDW