#### **ILLINOIS STATE BOARD OF EDUCATION**

School Business Services Division

#### **Accounting Basis:**

Cash X Accrual

## SCHOOL DISTRICT BUDGET FORM \* July 1, 2019 - June 30, 2020

Unbalanced budget, however, a deficit
reduction plan is not required at this
time.

Date of Amended Budget:		
;-	(MM/DD/YY)	
District Name:	Lindop School District 92	
District RCDT No:	06-016-0920-02	

If your FY19 AFR states that you need to do a deficit reduction plan and your FY20 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of	Lindo	op School District 92		, County of	Cook	
	, for the Fiscal Year beginning		July 1, 2019	and ending	June 30, 2020	
	S the Board of Education of		Li	ndop School Distric	et 92	
County of	Look	State of Illin	ois, caused to be pre	pared in tentative for	m a budget, and the Secretary	
	as made the same convenientl EREAS a public hearing was he	y available to public	inspection for at leas			19
notice of said h	nearing was given at least thirt	y days prior thereto	as required by law, a	nd all other legal requ	uirements have been complied	with;
NOW, TH	EREFORE, Be it resolved by the	Board of Education	of said district as foll	ows:		
beginning	July 1, 2019	and ending	June 30, 20	)20		
Section 2: and the same i	That the following budget cont is hereby adopted as the budge	caining an estimate o et of this school distri	f amounts available ict for said fiscal year	in each Fund, separat c.	ely, and expenditures from eac	ch be
			ADOPTION OF BUDG	GET		
The budge	t shall be approved and signed					
	t shall be approved and signed	below by members (		Adopted this	s, and Na	iys, to w
		below by members of	of the School Board.	Adopted this Year	s, and Na	iys, to w
		below by members (	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to w
The budge day of		below by members of	of the School Board.	Adopted this Year		iys, to w
		below by members of	of the School Board.	Adopted this Year		iys, to wi

- \* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code,
- \*\* Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.
- (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
- (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted to **School Finance Report (SFR)**: https://sec1.isbe.net/attachmgr/default.aspx

The electronic version does not require member signatures, we do not accept PDF copies.

01/19

	A	_	0	Б.	-			11			1/	
	A	В	С	D	E	F	G	Н	1	J	K	L
2	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.  Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2019 <sup>1</sup>		6,258,689	143,498	45,289	184,843	990,350	81,411	1,266,112	502,048	353,402	
4	RECEIPTS/REVENUES											
5	LOCAL SOURCES	1000	4,858,861	547,074	437,838	110,875	319,350	500	64,089	416,941	88,699	
	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT	2000				•	,			·		
6	TO ANOTHER DISTRICT		0	0		0	0					
/	STATE SOURCES	3000	1,254,207	0	0	72,225	0	0	0	0	0	
8	FEDERAL SOURCES  Total Direct Receipts/Revenues 8	4000	654,362 6,767,430	0 547,074	437,838	183,100	319,350	500	64,089	416,941	0 88,699	
		3998	0,707,430	347,074	437,838	183,100	319,330	300	04,089	410,341	88,033	
10	Receipts/Revenues for "On Behalf" Payments 2	3996	C 7C7 420	F 47 074	427.020	102 100	210.250	F00	C4 000	41.041	00.000	
11	Total Receipts/Revenues		6,767,430	547,074	437,838	183,100	319,350	500	64,089	416,941	88,699	
12	DISBURSEMENTS/EXPENDITURES											
13	INSTRUCTION	1000	3,176,057	2.2.2.			66,877	122.101				
14 15	SUPPORT SERVICES COMMUNITY SERVICES	2000 3000	2,619,589 102,840	613,529		150,250	131,270	138,400		203,653	426,276	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	805,000	35,000	0	110,000	0	0	-	0	0	
	DEBT SERVICES	5000	0	0	416,956	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures 9		6,703,486	648,529	416,956	260,250	198,147	138,400		203,653	426,276	
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		6,703,486	648,529	416,956	260,250	198,147	138,400	_	203,653	426,276	
22	Excess of Direct Receipts/Revenues Over (Under) Direct	i	62.044	(101 455)	20.002	(27.450)	121 202	(427,000)	64.000	242 200	(227 577)	
22	Disbursements/Expenditures		63,944	(101,455)	20,882	(77,150)	121,203	(137,900)	64,089	213,288	(337,577)	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS	7110										
26	Abolishment the Working Cash Fund 16	7110										
27	Abatement of the Working Cash Fund	-			200,000			140,000				
28	Transfer of Working Cash Fund Interest  Transfer Among Funds	7120 7130		-								
29 30	Transfer of Interest	7140		-								
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
-	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int	$\vdash$		Ü								
33	Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold <sup>4</sup>	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on Capital Leases	7400			0							
40	Transfer to Debt Service Fund to Pay Interest on Capital Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				

	A	В	С	D	E	F	G	Н	1	J	K	L
1	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
44	ISBE Loan Proceeds	7900					·					
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds 8		0	0	200,000	0	0	140,000	0	0	0	

	Α	В	С	D	E	F	G	Н	I	J	K	L
1	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							340,000			
51	Transfer of Working Cash Fund Interest	8120							0	1		
52	Transfer Among Funds	8130										
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond 3a and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Capital Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420										
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440										
61	Taxes Pledged to Pay Interest on Capital Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520										
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540										
65 66	Taxes Pledged to Pay Principal on Revenue Bonds  Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8610 8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77 78	Transfer to Debt Service Fund to Pay Principal on ISBE Loans Other Uses Not Classified Elsewhere	8910 8990										
		0,30										
79	Total Other Uses of Funds <sup>9</sup>		0	0	0	0	0	0	340,000	0	0	
80	Total Other Sources/Uses of Fund		0	0	200,000	0	0	140,000	(340,000)	0	0	
81	ESTIMATED ENDING FUND BALANCE June 30, 2020		6,322,633	42,043	266,171	107,693	1,111,553	83,511	990,201	715,336	15,825	
82												-
83				SL	IMMARY OF EXPENDI	TURES (by Major Obje	ect)					
84			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	Description	Acct	Educational	Operations &	Debt Service	Transportation	Municipal	Capital Projects	Working Cash	Tort	Fire Prevention &	Total By Object
85		#		Maintenance			Retirement/ Social Security				Safety	
86	Object Name											
87	Salaries	100	3,833,080	202,311		0		0		0	0	4,035,391
88	Employee Benefits	200	652,972	50,768		0	198,147	0		0		901,887
89	Purchased Services	300	920,636	164,450	0	260,250		8,400		203,653	31,576	1,588,965
90	Supplies & Materials  // Logs (admin/Dounloads/SDR2020EODM Lindon 92 Final Rudget 0, 22, 2011)	400	305,812	191,000		0		0		0	0	496,812

	А	В	С	D	E	F	G	Н	I	J	K	L
1	Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
		Acct #	Educational	Operations &	Debt Service	Transportation	Municipal	Capital Projects	Working Cash	Tort	Fire Prevention &	
	Description: Enter Whole Numbers Only			Maintenance			Retirement/ Social				Safety	
2							Security					
91	Capital Outlay	500	30,000	40,000		0		130,000		0	394,700	594,700
92	Other Objects	600	858,486	0	416,956	0	0	0		0	0	1,275,442
93	Non-Capitalized Equipment	700	102,500	0		0		0		0	0	102,500
94	Termination Benefits	800	0	0		0						0
95	Total Expenditures		6,703,486	648,529	416,956	260,250	198,147	138,400		203,653	426,276	8,995,697

	A	В	С	D	Е	F	G	Н	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND July 1, 2019 <sup>7</sup>		6,258,689	143,498	45,289	184,843	990,350	81,411	1,266,112	502,048	353,402
4	Total Direct Receipts & Other Sources 8		6,767,430	547,074	637,838	183,100	319,350	140,500	64,089	416,941	88,699
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		6,767,430	547,074	637,838	183,100	319,350	140,500	64,089	416,941	88,699
12	Total Amount Available		13,026,119	690,572	683,127	367,943	1,309,700	221,911	1,330,201	918,989	442,101
13	Total Direct Disbursements & Other Uses 9		6,703,486	648,529	416,956	260,250	198,147	138,400	340,000	203,653	426,276
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) 10	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		6,703,486	648,529	416,956	260,250	198,147	138,400	340,000	203,653	426,276
21	ENDING CASH BALANCE ON HAND June 30, 2020 <sup>7</sup>		6,322,633	42,043	266,171	107,693	1,111,553	83,511	990,201	715,336	15,825

	A	В	С	D	Е	F	G	Н		J	K
1	·		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies 11 (1110-1120)	-	4,130,084	540,574	435,838	101,375	146,965		44,089	414,441	87,199
6	Leasing Purposes Levy <sup>12</sup>	1130	,,			,,,,,			,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
7	Special Education Purposes Levy	1140	349,777								
8	FICA and Medicare Only Levies	1150					146,885				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		4,479,861	540,574	435,838	101,375	293,850	0	44,089	414,441	87,199
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes <sup>13</sup>	1230	195,000				12,500				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		195,000	0	0	0	12,500	0	0	0	0
. •	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323 1324									
27 28	Summer School Tuition from Other Sources (Out of State)	1324									
29	CTE Tuition from Pupils or Parents (In State)  CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		0								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412					-				
44 45	Regular Transportation Fees from Other Sources (In State)  Regular Transportation Fees from Co-curricular Activities (In State)	1413 1415									
46	Regular Transportation Fees from Co-curricular Activities (in State)	1415									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									

Concession   Color Market Number 100   2   1   1   1   1   1   1   1   1   1		Α	В	С	D	E	F	G	Н	I	J	K
1		Description: Enter Whole Numbers Only	1 1		Operations &			Municipal Retirement/ Social				Fire Prevention &
50   Secon Execution Prince Control Part C		CTF Transportation Fees from Other Sources (Out of State)	1434					Security				
50   Separat Acution Transportation for Prima Desire Strategy (Control Acution Transportation for Prima Desire Strategy (Control Acution Transportation From Transpo												
50   Separate   Procession   Separate   Se												
Section   Sect								-				
50   Auth Transportation for which in plain of branch (control)   150												
Big   Main   Image: Command   Main												
Main Transportation Face from Conference (in State)   3454   3457   3451   34												
Math   Proposition for the found of the fo												
Manufactor (Investments   150   95,000   2,500   2,500   3,5												
Market Controlled   1,000   2,000   2,000   2,000   3,000		Total Transportation Fees					0					
Marie Continue to Marie Assertation	64		1500									
March   1986   1980		Interest on Investments	1510	95.000	2.500	2.000	4.500	13.000	500	20.000	2.500	1.50
Mathematic Contention   19,000   2,500   2,500   4,500   13,000   500   20,000   2,500   2,500   1,56   1				33,000	2,530	2,500	.,500	25,500	300	20,000	2,300	2,50
Select Position - London   Solid   Solid to Position - London   Solid to Position - London   Solid   Solid to Position - London   Solid to Position	67			95.000	2.500	2.000	4.500	13.000	500	20.000	2.500	1.50
Seles to Pagils - Lunch			1600	55,550	2,500	2,500	.,500	25,500		20,000	2,500	
70   Sale to Puglis - Broadfast   5612	-											
1   Seles to Puglis - All Carter   1513		<u> </u>										
1514   1515		<u> </u>										
10		<u> </u>										
Total Circums A tenning   1500												
Total Food Service   0   0												
Page			1030	0								
Manissors - Athletic			1700	U								
78		•										
Peer   1720   52,000   1720												
March   Control District/School Activity Revenue (Describe & Hemize)   1790				52.000								
A				52,000								
Total District/School Activity Income												
TextBOOK INCOME   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1811   1800   1800   1811   1800   180			1750	52,000	0							
Rentals - Summer School Textbooks			1000	32,000	0							
Rentals - Summer School Textbooks												
Rentals - Adult/Continuing Education Textbooks   1813												
Rentals - Cher (Describe & Itemize)												
Sales - Segular Textbooks   1821   1822   1822   1823   1823   1823   1823   1823   1824   1824   1824   1824   1825												
Sales - Summer School Textbooks   1822												
Sales - Adult/Continuing Education Textbooks   1823												
Sales - Other (Describe & Itemize)												
Other (Describe & Itemize)												
93 Total Textbooks 94 OTHER REVENUE FROM LOCAL SOURCES 95 Rentals 96 Contributions and Donations from Private Sources 97 Impact Fees from Municipal or County Governments 98 Services Provided Other Districts 99 Refund of Prior Years' Expenditures 99 Refund of Prior Years' Expenditures 99 Refund of Prior Years' Expenditures 99 Payments of Surplus Moneys from TIF Districts 90 Proceeds from Vendors' Contracts 91 1970 92 Proceeds from Vendors' Contracts 93 School Facility Occupation Tax Proceeds 94 Proceeds 95 Proceeds 96 Proceeds from Vendors' Contracts 97 Proceeds 98 Services Provided on the Districts 99 Refund of Prior Years' Expenditures 99 Refund of Prior Years' Expenditur												
94   OTHER REVENUE FROM LOCAL SOURCES   1900			1030	0								
Proceeds from Vendors' Contracts   1980			1900									
96       Contributions and Donations from Private Sources       1920       Impact Fees from Municipal or County Governments       1930       Impact Fees from Municipal or County Governments       1930       Impact Fees from Municipal or County Governments       1940       Impact Fees from Municipal or County Governments       1950       25,000       4,000       5,000       Impact Fees from Municipal or County Governments       1960       Impact Fees from Municipal or County Governments       1970       I												
97       Impact Fees from Municipal or County Governments       1930       ————————————————————————————————————												
98       Services Provided Other Districts       1940       ————————————————————————————————————												
99       Refund of Prior Years' Expenditures       195       25,000       4,000       5,000       9,000        9,000       9,000       9,000        9,000       9,000       9,000        9,000       9,000       9,000        9,000       9,000       9,000        9,000       9,000       9,000        9,000        9,000       9,000 <td></td>												
100       Payments of Surplus Moneys from TIF Districts       196				25 000	4 000		5 000					
101     Drivers' Education Fees     1970		•		23,000	7,000		3,000					
102         Proceeds from Vendors' Contracts         1980 <td></td>												
103         School Facility Occupation Tax Proceeds         198           104         Payment from Other Districts         1991												
104 Payment from Other Districts 1991 1991												
	104											
	105											

	A	В	С	D	Е	F	G	Н		J	K
1	···	Acct	(10) Educational	(20) Operations &	(30) Debt Service	(40) Transportation	(50) Municipal	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention &
2	Description: Enter Whole Numbers Only	#	Eddedional	Maintenance	Debt Sci vice	Transportation	Retirement/ Social Security	capital 110jects	Working cash	1011	Safety
106	Other Local Fees (Describe & Itemize)	1993									
107	Other Local Revenues (Describe & Itemize)	1999	12,000								
108	Total Other Revenue from Local Sources		37,000	4,000	0	5,000	0	0	0	0	0
109	Total Receipts/Revenues from Local Sources	1000	4,858,861	547,074	437,838	110,875	319,350	500	64,089	416,941	88,699
	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE										
110	DISTRICT TO ANOTHER DISTRICT (2000)										
111	Flow-Through Revenue from State Sources	2100									
112	Flow-Through Revenue from Federal Sources	2200									
113	Other Flow-Through Revenue (Describe & Itemize)	2300									
114	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
115	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
116	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
117	Evidence Based Funding Formula (Section 18-8.15)	3001	1,072,327								
118	Reorganization Incentives (Accounts 3005-3021)	3005	1,0,2,02,								
119	Fast Growth District Grants	3030									
120	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
121	Total Unrestricted Grants-In-Aid		1,072,327	0	0	0	0	0		0	0
122	RESTRICTED GRANTS-IN-AID (3100-3900)								Г		
	SPECIAL EDUCATION										
124	Special Education - Private Facility Tuition	3100	36,000								
125	Special Education - Funding for Children Requiring Sp Ed Services	3105	,								
126	Special Education - Personnel	3110									
127	Special Education - Orphanage - Individual	3120	14,500								
128	Special Education - Orphanage - Summer Individual	3130									
129	Special Education - Summer School	3145									
130	Special Education - Other (Describe & Itemize)	3199									
131	Total Special Education		50,500	0		0					
	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220	380								
135	CTE - WECEP	3225									
136	CTE - Agriculture Education	3235									
137 138	CTE - Instructor Practicum	3240 3270									
139	CTE - Student Organizations CTE - Other (Describe & Itemize)	3299									
140	Total Career and Technical Education	3233	380	0			0				
	BILINGUAL EDUCATION		330								
141	Bilingual Education - Downstate - TPI and TBE	3305									
143	Bilingual Education - Downstate - Tri and TBE  Bilingual Education - Downstate - Transitional Bilingual Education	3310									
144	Total Bilingual Education  Total Bilingual Education	3310	0				0				
145	State Free Lunch & Breakfast	3360	6,000								
146	School Breakfast Initiative	3365	5,000								
147	Driver Education	3370									
		-									
148	Adult Education (from ICCB)	3410									
149	Adult Education - Other (Describe & Itemize)	3499									
.00	TRANSPORTATION										
151	Transportation - Regular and Vocational	3500				5,000					
152	Transportation - Special Education	3510				67,225					
153	Transportation - Other (Describe & Itemize)	3599									

	A	В	С	D	E	F	G	Н	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
154	Total Transportation		0	0		72,225	0				
155	Learning Improvement - Change Grants	3610									
156	Scientific Literacy	3660									
157	Truant Alternative/Optional Education	3695									
158	Early Childhood - Block Grant	3705	125,000				<u> </u>				
159	Chicago General Education Block Grant	3766	123,000								
160	Chicago Educational Services Block Grant	3767									
161		3775					1				
	School Safety & Educational Improvement Block Grant	_					<u> </u>				
162	Technology - Technology for Success	3780									
163	State Charter Schools	3815									
164	Extended Learning Opportunities - Summer Bridges	3825									
165	Infrastructure Improvements - Planning/Construction	3920									
166	School Infrastructure - Maintenance Projects	3925									
167	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
168	Total Restricted Grants-In-Aid		181,880	0	0	72,225	0	0	0	0	0
169	Total Receipts/Revenues from State Sources	3000	1,254,207	0	0	72,225	0	0	0	0	0
170	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
171	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-	4009)									
172	Federal Impact Aid	4001									
173	Other Unrestricted Grants-In-Aid Received Directly from the Federal Govt. (Describe & Itemize)	4009									
174	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT	(4045-									
175											
176	Head Start	4045									
177	Construction (Impact Aid)	4050									
178	MAGNET  Other Restricted Grants-In-Aid Received Directly from Federal Govt. (Describe	4060 4090									
179	& Itemize)	4030									
180	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL										
	GOVT. THRU THE STATE (4100-4999)										
	TITLE V										
183	Title V - Flexibility and Accountability	4100									
184	Title V - SEA Projects	4105									
185	Title V - Rural Education Initiative (REI)	4107 4199									
186 187	Title V - Other (Describe & Itemize)  Total Title V	4133	0	0		0	0				
			0	0		0					
188	FOOD SERVICE  Breakfast Start-Up Expansion	4200									
190	National School Lunch Program	4210	200,000								
191	Special Milk Program	4215	200,000								
192	School Breakfast Program	4220	100,000								
193	Summer Food Service Admin/Program	4225									
194	Child and Adult Care Food Program	4226									
195	Fresh Fruit and Vegetables	4240	20,050								
196	Food Service - Other (Describe & Itemize)	4299									
197	Total Food Service		320,050				0				
198	TITLE I										

	A	В	С	D	E	F	G	Н	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
		Acct	Educational	Operations &	Debt Service	Transportation	Municipal	Capital Projects	Working Cash	Tort	Fire Prevention &
	Description: Enter Whole Numbers Only	#		Maintenance			Retirement/ Social				Safety
2							Security				
199	Title I - Low Income	4300	170,000								
200	Title I - Low Income - Neglected, Private	4305									

	А	В	С	D	Е	F	G	Н	1	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
		Acct	Educational	Operations &	Debt Service	Transportation	Municipal	Capital Projects	Working Cash	Tort	Fire Prevention &
	Description: Enter Whole Numbers Only	#	2000000000	Maintenance	20010011100	- Tunisportation	Retirement/ Social	- Capital Frojects	Tronking cash	1011	Safety
2	,						Security				
201	Title I - Migrant Education	4340					,				
202	Title I - Other (Describe & Itemize)	4399									
203	Total Title I		170,000	0		0	0				
204	TITLE IV										
205	Title IV - Student Support & Academic Enrichment Grant	4400	10,000								
206	Title IV - 21st Century	4421	.,								
207	Title IV - Other (Describe & Itemize)	4499									
208	Total Title IV		10,000	0		0	0				
209	FEDERAL - SPECIAL EDUCATION										
210	Federal Special Education - Preschool Flow-Through	4600	4,312								
211	Federal Special Education - Preschool Discretionary	4605	, -								
212	Federal Special Education - IDEA Flow Through	4620	108,000								
213	Federal Special Education - IDEA Room & Board	4625									
214	Federal Special Education - IDEA Discretionary	4630									
215	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
216	Total Federal Special Education		112,312	0		0	0				
217	CTE - PERKINS										
218	CTE - Perkins-Title IIIE Tech Prep	4770									
219	CTE - Other (Describe & Itemize)	4799									
220	Total CTE - Perkins		0	0			0				
221	Federal - Adult Education	4810									
222	ARRA - General State Aid - Education Stabilization	4850									
223	ARRA - Title I - Low Income	4851									
224	ARRA - Title I - Neglected, Private	4852									
225	ARRA - Title I - Delinquent, Private	4853									
226	ARRA - Title I - School Improvement (Part A)	4854									
227	ARRA - Title I - School Improvement (Section 1003g)	4855									
228	ARRA - IDEA - Part B - Preschool	4856									
229	ARRA - IDEA - Part B - Flow-Through	4857									
230	ARRA - Title IID - Technology - Formula	4860									
231	ARRA - Title IID - Technology - Competitive	4861									
232	ARRA - McKinney - Vento Homeless Education	4862									
233	ARRA - Child Nutrition Equipment Assistance	4863									
234	Impact Aid Compatibile Counts	4864								-	
235 236	Impact Aid Competitive Grants  Qualified Zone Academy Bond Tax Credits	4865 4866								-	
237	Qualified School Construction Bond Credits	4866								-	
238	Build America Bond Tax Credits	4868								-	
239	Build America Bond Interest Reimbursement	4869									
240	ARRA - General State Aid - Other Government Services Stabilization	4870									
241	Other ARRA Funds - II	4871									
242	Other ARRA Funds - III	4872				1	<u> </u>				
243	Other ARRA Funds - IV	4873									
244	Other ARRA Funds - V	4874									
245	ARRA - Early Childhood	4875									
246	Other ARRA Funds - VII	4876									
247	Other ARRA Funds - VIII	4877									
248	Other ARRA Funds - IX	4878									
249	Other ARRA Funds - X	4879									
250	Other ARRA Funds - Ed Job Fund Program	4880									
251	Total Stimulus Programs		0	0	0	0	0	0		0	0

	A	В	С	D	E	F	G	Н	1	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
		Acct	Educational	Operations &	Debt Service	Transportation	Municipal	Capital Projects	Working Cash	Tort	Fire Prevention &
	Description: Enter Whole Numbers Only	#		Maintenance			Retirement/ Social				Safety
2		4004					Security				
252	Race to the Top Program	4901									
253	Race to the Top - Preschool Expansion Grant	4902									
254	Title III - Instruction for English Learners & Immigrant Students	4905									
255	Title III - English Language Acquistion	4909									
256	McKinney Education for Homeless Children	4920									
257	Title II - Eisenhower - Professional Development Formula	4930									
258	Title II - Teacher Quality	4932	17,000								
259	Federal Charter Schools	4960									
260	State Assessment Grants	4981									
261	Grant for State Assessments and Related Activities	4982									
262	Medicaid Matching Funds - Administrative Outreach	4991	25,000								
263	Medicaid Matching Funds - Fee-For-Service Program	4992									
264	Other Restricted Grants Received from Federal Government through State (Describe & Itemize)	4999									
265	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		654,362	0	0	0	0	0		0	0
266	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	654,362	0	0	0	0	0	0	0	0
267	TOTAL DIRECT RECEIPTS/REVENUES		6,767,430	547,074	437,838	183,100	319,350	500	64,089	416,941	88,699

	Α	В	С	D	E	F	G	Н	ı	J	K
1	7.		(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries		Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	10 - EDUCATIONAL FUND (ED)					Widterfals			Equipment	Denenes	
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	1 070 127	216 207	F4.0F0	02.700		F00			2 424 474
6	Tuition Payment to Charter Schools	1115	1,970,127	316,297	54,850	92,700		500			2,434,474
7	Pre-K Programs	1125	218,106	32,016	4,600	5,112	0				259,834
8	Special Education Programs (Functions 1200 - 1220)	1200	247,513	43,437	2,000	1,500	0	500			294,950
9	Special Education Programs Pre-K	1225	247,313	43,437	2,000	1,300		300			254,550
10	Remedial and Supplemental Programs K-12	1250									0
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400									0
14	Interscholastic Programs	1500	33,500	655	7,500	7,500					49,155
15	Summer School Programs	1600	62,500	300	500	250					63,550
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800	65,920	8,174							74,094
19	Truant Alternative & Optional Programs	1900									0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917 1918									0
28 29	Interscholastic Programs Private Tuition	1918									0
30	Summer School Programs Private Tuition  Gifted Programs Private Tuition	1919									0
31	Bilingual Programs Private Tuition	1920									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Total Instruction <sup>14</sup>	1000	2,597,666	400,879	69,450	107,062	0	1,000	0	0	3,176,057
	SUPPORT SERVICES (ED)	2000	2,337,000	400,073	05,450	107,002	<u> </u>	1,000	0	0	3,170,037
34											
35	Support Services - Pupil	2100						ı	ı		
36	Attendance & Social Work Services	2110	55,171	8,112		100					63,383
37	Guidance Services	2120	35,000		35,000						70,000
38	Health Services	2130	64.007	0.440	77,000	3,000					80,000
39	Psychological Services	2140	61,397	8,148							69,545
40	Speech Pathology & Audiology Services	2150									0
41	Other Support Services - Pupils (Describe & Itemize)	2190	1,000		6,500	3,250					10,750
42	Total Support Services - Pupil	2100	152,568	16,260	118,500	6,350	0	0	0	0	293,678
43	Support Services - Instructional Staff	2200									
44	Improvement of Instruction Services	2210	104,441	38,816	160,723	11,000					314,980
45	Educational Media Services	2220	58,330	8,304		4,500					71,134
46	Assessment & Testing	2230			6,700						6,700
47	Total Support Services - Instructional Staff	2200	162,771	47,120	167,423	15,500	0	0	0	0	392,814
48	Support Services - General Administration	2300									
49	Board of Education Services	2310	2,196		133,000	15,000		18,000			168,196
50	Executive Administration Services	2320	176,572	42,347	15,000	5,000		2,500			241,419
51	Special Area Administration Services	2330	104,277	28,927	1,750	500		750			136,204
52	Tort Immunity Services	2360 - 2370									0
53	Total Support Services - General Administration	2300	283,045	71,274	149,750	20,500	0	21,250	0	0	545,819
54	Support Services - School Administration	2400									
55	Office of the Principal Services	2410	278,942	65,383	8,500	7,700		2,000			362,525
56	Other Support Services - School Administration (Describe & Itemize)	2490	,	,-00	=,=50	.,.50					0
57	Total Support Services - School Administration	2400	278,942	65,383	8,500	7,700	0	2,000	0	0	362,525
			-,	,	-,	, , , -		, , , , , , , , , , , , , , , , , , , ,			

	A	В	С	D	E	F	G	Н	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries		Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
58	Support Services - Business	2500									
59	Direction of Business Support Services	2510	100,000	21,960	2,500	1,200		1,000			126,660
60	Fiscal Services	2520	49,385		13,350	1,500		_,			64,235
61	Operation & Maintenance of Plant Services	2540	,		.,	,,,,,,					0
62	Pupil Transportation Services	2550									0
63	Food Services	2560	105,060	10,050	246,300	2,000					363,410
64	Internal Services	2570			40,000						40,000
65	Total Support Services - Business	2500	254,445	32,010	302,150	4,700	0	1,000	0	0	594,305
66	Support Services - Central	2600									
67	Direction of Central Support Services	2610									0
68	Planning, Research, Development & Evaluation Services	2620									0
69	Information Services	2630			7,250						7,250
70	Staff Services	2640									0
71	Data Processing Services	2660	89,652	20,046	39,000	140,000	30,000		102,500		421,198
72	Total Support Services - Central	2600	89,652	20,046	46,250	140,000	30,000	0	102,500	0	428,448
73	Other Support Services (Describe & Itemize)	2900				2,000					2,000
74	Total Support Services	2000	1,221,423	252,093	792,573	196,750	30,000	24,250	102,500	0	2,619,589
75	COMMUNITY SERVICES (ED)	3000	13,991		8,613	2,000		78,236			102,840
76	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
77	Payments to Other Dist & Govt Units (In-State)	4100									
78	Payments for Regular Programs	4110									0
79	Payments for Special Education Programs	4120			5,000			755,000			760,000
80	Payments for Adult/Continuing Education Programs	4130									0
81	Payments for CTE Programs	4140									0
82	Payments for Community College Programs	4170									0
83	Other Payments to In-State Govt Units (Describe & Itemize)	4190			45,000						45,000
84	Total Payments to Other Dist & Govt Units (In-State)	4100			50,000			755,000			805,000
85	Payments for Regular Programs - Tuition	4210									0
86	Payments for Special Education Programs - Tuition	4220									0
87	Payments for Adult/Continuing Education Programs - Tuition	4230									0
88	Payments for CTE Programs - Tuition	4240									0
89	Payments for Community College Programs - Tuition	4270									0
90	Payments for Other Programs - Tuition	4280									0
91	Other Payments to In-State Govt Units (Describe & Itemize)	4290									0
92	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
93 94	Payments for Regular Programs - Transfers	4310 4320									0
95	Payments for Special Education Programs - Transfers  Payments for Adult/Continuing Ed Programs - Transfers	4320									0
96	Payments for CTE Programs - Transfers	4340									0
97	Payments for Community College Program - Transfers	4370									0
98	Payments for Other Programs - Transfers	4380									0
99	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
100	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
101	Payments to Other Dist & Govt Units (Out of State)	4400									0
102	Total Payments to Other Dist & Govt Units	4000			50,000			755,000			805,000
103	DEBT SERVICE (ED)	5000			,			, , ,			
104	Debt Service - Interest on Short-Term Debt	5100									
104	Tax Anticipation Warrants	5110									0
106	Tax Anticipation Notes	5120									0
107	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
108	State Aid Anticipation Certificates	5140									0
109	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
110	Total Debt Service - Interest on Short-Term Debt	5100						0			0
111	Debt Service - Interest on Long-Term Debt	5200									0
112	Total Debt Service	5000						0			0
		5000						U			0

	A	В	С	D	E	F	G	Н	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies &	Capital Outlay	Other Objects	Non-Capitalized	Termination	Total
2		runct #	Jaiaries	Linployee Belletits	ruicilaseu services	Materials	Capital Outlay	Other Objects	Equipment	Benefits	iotai
113	PROVISION FOR CONTINGENCIES (ED)	6000									0
114	Total Direct Disbursements/Expenditures		3,833,080	652,972	920,636	305,812	30,000	858,486	102,500	0	6,703,486
115	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										63,944
117	20 - OPERATIONS AND MAINTENANCE FUND (O&M)								•	•	
	SUPPORT SERVICES (O&M)	2000									
118 119	Support Services - Pupil	2100									
120	Other Support Services - Pupils (Describe & Itemize)	2190									0
121	Support Services - Business	2500									
122	Direction of Business Support Services	2510									0
123	Facilities Acquisition & Construction Services	2530									0
124	Operation & Maintenance of Plant Services	2540	202,311	50,768	129,450	191,000	40,000				613,529
125	Pupil Transportation Services	2550	202,011	30,700	123,130	151,000	10,000				010,525
126	Food Services	2560									0
127	Total Support Services - Business	2500	202,311	50,768	129,450	191,000	40,000	0	0	0	613,529
128	Other Support Services (Describe & Itemize)	2900									0
129	Total Support Services	2000	202,311	50,768	129,450	191,000	40,000	0	0	0	613,529
130	COMMUNITY SERVICES (O&M)	3000									0
131	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
_		4100									
132	Payments to Other Dist & Govt Units (In-State)									_	
133	Payments for Regular Programs	4110			25.000						0
134	Payments for Special Education Programs  Payments for CTE Program	4120 4140			35,000					-	35,000
135		4140								-	0
136 137	Other Payments to In-State Govt Units (Describe & Itemize)	4190 4100			35,000			0		-	0
137	Total Payments to Other Dist & Govt Units (In-State)	_			35,000			U		-	35,000
138	Payments to Other Dist & Govt Units (Out of State) 14	4400									0
139	Total Payments to Other Dist & Govt Unit	4000			35,000			0			35,000
140	DEBT SERVICE (O&M)	5000								•	
141	Debt Service - Interest on Short-Term Debt	5100									
142	Tax Anticipation Warrants	5110								-	0
143	Tax Anticipation Notes	5120									0
144	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
145	State Aid Anticipation Certificates	5140									0
146	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
147	Total Debt Service - Interest on Short-Term Debt	5100						0			0
148	Debt Service - Interest on Long-Term Debt	5200									0
149	Total Debt Service	5000						0			0
150	PROVISION FOR CONTINGENCIES (O&M)	6000									0
151	Total Direct Disbursements/Expenditures		202,311	50,768	164,450	191,000	40,000	0	0	0	648,529
152	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures						,			_	(101,455)
100	Excess (Sentiently) of necespts) necestics of a substitution Experience of										(101,455)
154	30 - DEBT SERVICE FUND (DS)										
155	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
156	Payments to Other Dist & Govt Units (In-State)	4100									
157	Payments for Regular Programs	4110									0
158	Payments for Special Education Programs	4120									0
159	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
160	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
161	DEBT SERVICE (DS)	5000									
162	Debt Service - Interest on Short-Term Debt	5100									
163	Tax Anticipation Warrants	5110									0
164	Tax Anticipation Notes	5120									0

	A	В	С	D	E	F	G	Н	i	J	К
1	· ·	_	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
	Description: Enter Whole Numbers Only				' '	Supplies &			Non-Capitalized	Termination	
2	· · · · · · · · · · · · · · · · · · ·	Funct #	Salaries	Employee Benefits	Purchased Services	Materials	Capital Outlay	Other Objects	Equipment	Benefits	Total
165	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
166	State Aid Anticipation Certificates	5140									0
167	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
168	Total Debt Service - Interest On Short-Term Debt	5100						0			0
169	Debt Service - Interest on Long-Term Debt	5200						56,956			56,956
	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase										
170	Principal Retired)	5300						360,000			360,000
171	Debt Service Other (Describe & Itemize)	5400									0
172	Total Debt Service	5000			0			416,956			416,956
173	PROVISION FOR CONTINGENCIES (DS)	6000									0
174	Total Direct Disbursements/Expenditures				0			416,956			416,956
175	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										20,882
1/6											20,002
177	40 - TRANSPORTATION FUND (TR)										
178	SUPPORT SERVICES (TR)	2000									
179	Support Services - Pupils	2100									
180	Other Support Services - Pupils (Describe & Itemize)	2190									0
181	Support Services - Business	2130									0
182	Pupil Transportation Services	2550			150,250						150,250
183	Other Support Services (Describe & Itemize)	2900			150,250						130,230
184	Total Support Services	2000	0	0	150,250	0	0	0	0	0	150,250
185	COMMUNITY SERVICES (TR)	3000									0
186	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000		<u> </u>	<u> </u>		<u> </u>			l .	
187	Payments to Other Dist & Govt Units (In-State)	4100									
188	Payments for Regular Program	4110									0
189	Payments for Special Education Programs	4120			110,000						110,000
190	Payments for Adult/Continuing Education Programs	4130									0
191	Payments for CTE Programs	4140									0
192	Payments for Community College Programs	4170									0
193	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
194	Total Payments to Other Dist & Govt Units (In-State)	4100			110,000			0			110,000
195	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
196	Total Payments to Other Dist & Govt Units	4000			110,000			0			110,000
197	DEBT SERVICE (TR)	5000									
198	Debt Service - Interest on Short-Term Debt	5100									
199	Tax Anticipation Warrants	5110									0
200	Tax Anticipation Notes	5120									0
201	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
202	State Aid Anticipation Certificates	5140									0
203	Other Interest on Short-Term Debt (Describe and Itemize)	5150									0
204	Total Debt Service - Interest On Short-Term Debt	5100						0			0
205	Debt Service - Interest on Long-Term Debt	5200									0
206	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired)	5300									0
207	Debt Service - Other (Describe and Itemize)	5400									0
208	Total Debt Service	5000						0			0
209	PROVISION FOR CONTINGENCIES (TR)	6000									0
210	Total Direct Disbursements/Expenditures		0	0	260,250	0	0	0	0	0	260,250
211	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(77,150)
212	(- and any) or massipely merentials seen bissurfacility experiments										(77,130)

	A	В	С	D	E	F	G	Н	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries		Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)					iviacei iais			Equipment	Denents	
214	INSTRUCTION (MR/SS)	1000									
214	Regular Program	1100		42.050				<u> </u>			42.050
216	Pre-K Programs	1125		43,850 7,500							43,850 7,500
217	Special Education Programs (Functions 1200-1220)	1200		9,850							9,850
218	Special Education Programs Pre-K	1225		3,830							0
219	Remedial and Supplemental Programs K-12	1250									0
220	Remedial and Supplemental Programs Pre-K	1275									0
221	Adult/Continuing Education Programs	1300									0
222	CTE Programs	1400									0
223	Interscholastic Programs	1500		2,827							2,827
224	Summer School Programs	1600		1,900							1,900
225	Gifted Programs	1650									0
226	Driver's Education Programs	1700									0
227	Bilingual Programs	1800		950							950
228 229	Truant Alternative & Optional Programs	1900		66.677							0
	Total Instruction	1000		66,877							66,877
230	SUPPORT SERVICES (MR/SS)	2000						I	1	l .	1
231	Support Services - Pupil	2100									
232	Attendance & Social Work Services	2110		2,000							2,000
233	Guidance Services	2120									0
234	Health Services	2130									0
235	Psychological Services	2140		900							900
236	Speech Pathology & Audiology Services	2150									0
237 238	Other Support Services - Pupils (Describe & Itemize)	2190		2,000							2,900
	Total Support Services - Pupil	2100		2,900	:						2,900
239	Support Services - Instructional Staff	2200									
240	Improvement of Instruction Services	2210		1,400							1,400
241	Educational Media Services	2220		1,000							1,000
242 243	Assessment & Testing  Total Support Services - Instructional Staff	2230 2200		2,400							2,400
-				2,400							2,400
244	Support Services - General Administration	2300		1 200							4.000
245 246	Board of Education Services  Executive Administration Services	2310		1,200							1,200
247	Special Area Administrative Services	2330		7,310 4,460							7,310 4,460
248	Claims Paid from Self Insurance Fund	2361		4,460							4,460
249	Workers' Compensation or Workers' Occupation Disease Acts Payments	2362									0
250	Unemployment Insurance Payments	2363									0
251	Insurance Payments (regular or self-insurance)	2364									0
252	Risk Management and Claims Services Payments	2365									0
253	Judgment and Settlements	2366									0
254	Educatl, Inspectl, Supervisory Serv. Related to Loss Prevention or Reduction	2367									0
255	Reciprocal Insurance Payments	2368									0
256	Legal Service	2369									0
257	Total Support Services - General Administration	2300		12,970							12,970
258	Support Services - School Administration	2400									
259	Office of the Principal Services	2410		14,900							14,900
260	Other Support Services - School Administration (Describe & Itemize)	2490									0
261	Total Support Services - School Administration	2400		14,900							14,900
262	Support Services - Business	2500									
263	Direction of Business Support Services	2510		1,600							1,600
264	Fiscal Services	2520		12,350							12,350
265	Facilities Acquisition & Construction Services	2530									0
266	Operation & Maintenance of Plant Service	2540		44,800							44,800
267	Pupil Transportation Services	2550									0
268	Food Services	2560		18,150							18,150
269	Internal Services //Users/admin/Downloads/SDB2020FORM Lindop 92 Final Budget 9 23 2019 (2).xl	2570									0

	A	В	С	D	E	F	G	Н	1	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
	<b>Description: Enter Whole Numbers Only</b>	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies &		Other Objects	Non-Capitalized	Termination	Total
2			Salaries		Purchaseu Services	Materials	Capital Outlay	Other Objects	Equipment	Benefits	
270	Total Support Services - Business	2500		76,900							76,900
271	Support Services - Central	2600									
272	Direction of Central Support Services	2610									0
273	Planning, Research, Development & Evaluation Services	2620									0
274 275	Information Services Staff Services	2630 2640									0
276	Data Processing Services	2660		21,200							21,200
277	Total Support Services - Central	2600		21,200							21,200
278	Other Support Services (Describe & Itemize)	2900									0
279	Total Support Services	2000		131,270							131,270
280	COMMUNITY SERVICES (MR/SS)	3000									0
281	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									0
282	Payments for Regular Programs	4110									0
283	Payments for Special Education Programs	4120									0
284	Payments for CTE Programs	4140									0
285	Total Payments to Other Dist & Govt Units	4000		0							0
286	DEBT SERVICE (MR/SS)	5000									
287	Debt Service - Interest on Short-Term Debt	5100									
288	Tax Anticipation Warrants	5110							1		0
289	Tax Anticipation Notes	5120							-		0
290	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
291	State Aid Anticipation Certificates	5140									0
292	Other (Describe & Itemize)	5150									0
293	Total Debt Service	5000						0	:		0
294	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
295	Total Direct Disbursements/Expenditures			198,147				0			198,147
296	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										121,203
	60 - CAPITAL PROJECTS (CP)										
299	SUPPORT SERVICES (CP)	2000									
300	Support Services - Business										
301	Facilities Acquisition & Construction Services	2530			8,400		130,000				138,400
302	Other Support Services (Describe & Itemize)	2900			8,400		130,000				0
303	Total Support Services	2000	(	0	8,400	0	130,000	0	0		138,400
304	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
305	Payments to Other Dist & Govt Units (In-State)	4100									
306	Payments to Regular Programs	4110									0
307	Payment for Special Education Programs	4120									0
308	Payment for CTE Programs	4140									0
309	Payments to Other Govt Units (In-State) (Describe & Itemize)	4190									0
310	Total Payments to Other Districts & Govt Units	4000			0			0			0
311	PROVISION FOR CONTINGENCIES (CP)	6000									0
312	Total Direct Disbursements/Expenditures		(	0	8,400	0	130,000	0	0		138,400
313	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(137,900)
	70 WORKING CASH FUND (WC)										
	80 - TORT FUND (TF)										
318	SUPPORT SERVICES - GENERAL ADMINISTRATION	2000									
319	Claims Paid from Self Insurance Fund	2361									0
320	Workers' Compensation or Workers' Occupational Disease Act Payments	2362		1	35,053						35,053
321	Unemployment Insurance Payments	2363			10,600						10,600
322	Insurance Payments (regular or self-insurance)	2364									0
323	Risk Management and Claims Services Payments	2365			58,000						58,000
324	Judgment and Settlements	2366									0

	1 ago 20					JONSEWIEW 15/EXP					
	A	В	С	D	E	F	G	Н	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
325	Educatl, Inspectl, Supervisory Serv Related to Loss Prevention or Reduction	2367									0
326	Reciprocal Insurance Payments	2368									0
327	Legal Service	2369			100,000						100,000
328	Property Insurance (Building & Grounds)	2371									0
329	Vehicle Insurance (Transportation)	2372									0
330	Total Support Services - General Administration	2000	(	0	203,653	0	0	0	0		203,653
331	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
332	Payments for Regular Programs	4110									0
333	Payments for Special Education Programs	4120									0
334	Total Payments to Other Dist & Govt Units	4000						0			0
335	DEBT SERVICE (TF)	5000									
336	Debt Service - Interest on Short-Term Debt										
337	Tax Anticipation Warrants	5110									0
338	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
339	Other Interest or Short-Term Debt (Describe & Itemize)	5150									0
340	Total Debt Service	5000						0			0
341	PROVISION FOR CONTINGENCIES (TF)	6000									0
342	Total Direct Disbursements/Expenditures		(	0	203,653	0	0	0	0		203,653
343	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										213,288
344				÷	•						
345	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
346	SUPPORT SERVICES (FP&S)	2000									
347	Support Services - Business	2500									
348	Facilities Acquisition & Construction Services	2530			31,576		394,700				426,276
349	Operation & Maintenance of Plant Service	2540					,				0
350	Total Support Services - Business	2500	(	0	31,576	0	394,700	0	0		426,276
351	Other Support Services (Describe & Itemize)	2900									0
352	Total Support Services	2000	(	0	31,576	0	394,700	0	0		426,276
353	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
354	Payments to Regular Programs	4110									0
355	Payments to Special Education Programs	4120									0
356	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
357	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
358	DEBT SERVICE (FP&S)	5000									
359	Debt Service - Interest on Short-Term Debt	5100									
360	Tax Anticipation Warrants	5110									0
361	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
362	Total Debt Service - Interest on Short-Term Debt	5100						0			0
363	Debt Service - Interest on Long-Term Debt	5200									0
364	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired)	5300									0
365	Total Debt Service	5000						0			0
366	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
367	Total Direct Disbursements/Expenditures		(	0	31,576	0	394,700	0	0		426,276
368	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(337,577)
											(337,311)

### This page is provided for detailed itemizations as requested within the body of the Report.

- 1.
- 2.
- 3.
- 4

	A	В	С	D	Е	F								
1		DEFICIT BUDGET SUM	IMARY INFORMATION - (	Operating Funds Only										
2	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL								
3	Direct Revenues	6,767,430	547,074	183,100	64,089	7,561,693								
4	Direct Expenditures	6,703,486	648,529	260,250		7,612,265								
5	Difference	63,944	(101,455)	(77,150)	64,089	(50,572)								
6	Estimated Fund Balance - June 30, 2020 6,322,633 42,043 107,693 990,201 <b>7,462,570</b>													
7	Unbalanced budget, however, a deficit reduction plan is not required at this time.													
8	A deficit reduction plan is required if the local board of edures revenues (line 9) being less than direct expenditures (line 1:		•	, , ,										
10	<b>Note:</b> The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.													
12	The School Code, Section 17-1 (105 ILCS 5/17-1) - If the 2018-2019 Annual Financial Report (AFR) reflects a deficit as defined above (page 36), then the school district shall adopt and submit a deficit reduction plan (found here on page 20-24) to ISBE within 30 days after acceptance of the AFR.													
13	The deficit reduction plan, if required, is developed using IS	BE guidelines and format.												

	A	В	С	D	Е	F	G
1				DE	FICIT REDUCTION PL	AN	
2					ESTIMATED BUDGET		
3	06-016-0920-02				FY2019-2020		
4	District Number						
5	Lindop School District 92						
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		6,258,689	143,498	184,843	1,266,112	7,853,142
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	4,858,861	547,074	110,875	64,089	5,580,899
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	1,254,207	0	72,225	0	1,326,432
12	FEDERAL SOURCES	4000	654,362	0	0	0	654,362
13	Total Receipts/Revenues		6,767,430	547,074	183,100	64,089	7,561,693
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	3,176,057				3,176,057
16	SUPPORT SERVICES	2000	2,619,589	613,529	150,250		3,383,368
17	COMMUNITY SERVICES	3000	102,840	0	0		102,840
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	805,000	35,000	110,000		950,000
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		6,703,486	648,529	260,250		7,612,265
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		63,944	(101,455)	(77,150)	64,089	(50,572)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	340,000	340,000
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	(340,000)	(340,000)
27	ESTIMATED ENDING FUND BALANCE		6,322,633	42,043	107,693	990,201	7,462,570

	A	В	Н	I	J	K	L
1						_	
3	06-016-0920-02				ESTIMATED BUDGET FY2020-2021		
4	District Number				F12020-2021		
5	Lindop School District 92						
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		6,322,633	42,043	107,693	990,201	7,462,570
8	RECEIPTS/REVENUES	Acct #	0,322,033	12,013	107,033	330,201	7,102,370
9	LOCAL SOURCES	1000					0
	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,322,633	42,043	107,693	990,201	7,462,570

	A	В	M	N	0	Р	Q
1 2					ESTIMATED BUDGE	т	
3	06-016-0920-02				FY2021-2022		
4	District Number						
5	Lindop School District 92				I	1	
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
	ESTIMATED BEGINNING FUND BALANCE						
7	(must equal prior Ending Fund Balance)	1	6,322,633	42,043	107,693	990,201	7,462,570
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,322,633	42,043	107,693	990,201	7,462,570

	A	В	R	S	Т	U	V
1							
2					ESTIMATED BUDGET	г	
3	06-016-0920-02				FY2022-2023		
4	District Number						
5	Lindop School District 92						
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE		6,322,633	42,043	107,693	990,201	7,462,570
8	(must equal prior Ending Fund Balance)  RECEIPTS/REVENUES	Acct #	0,322,033	42,043	107,033	330,201	7,402,370
9	LOCAL SOURCES	1000					0
9	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO	1000					U U
10	ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,322,633	42,043	107,693	990,201	7,462,570

	A	В	W	Х	Υ	Z
1				SUMI	MARY	
2			BU		EFICIT REDUCTION PL	.AN
3	06-016-0920-02				D BUDGET	
4	District Number			Date of Adoption:	(7)	
5	Lindop School District 92				(Enter as MM/DD/YY)	
6	District Name		FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023
_	ESTIMATED BEGINNING FUND BALANCE					
7	(must equal prior Ending Fund Balance)		7,853,142	7,462,570	7,462,570	7,462,570
8	RECEIPTS/REVENUES	Acct #			-	_
9	LOCAL SOURCES	1000	5,580,899	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	1,326,432	0	0	0
12	FEDERAL SOURCES	4000	654,362	0	0	0
13	Total Receipts/Revenues		7,561,693	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	3,176,057	0	0	0
16	SUPPORT SERVICES	2000	3,383,368	0	0	0
17	COMMUNITY SERVICES	3000	102,840	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	950,000	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		7,612,265	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(50,572)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		340,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		(340,000)	0	0	0
27	ESTIMATED ENDING FUND BALANCE		7,462,570	7,462,570	7,462,570	7,462,570

# Deficit Reduction Plan-Background/Assumptions Fiscal Year 2019-2020 through Fiscal Year 2022-2023

Lindop School District 92	06-016-0920-02
	ule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.
1. Background and Narrative of B	udget Reductions:
2. <u>Assumptions Used in the Defici</u>	t Reduction Plan:
- EBF and Estimated New 1	Tier Funding:
- Equal Assessed Valuatior	and Tax Rates:
- Employee Salaries and Bo	enefits:

- Short and Long Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance) If yes please explain:

### **ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS**

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2020 budgeted expenditures over FY2019 actual expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at:

**Limitation of Administrative Costs** 

ESTIMATED LIMITATION OF ADMINISTRATIVE (Section 17-1.5 of the School		WORKSHEET		School District Name: Lindop School District 92  RCDT Number: 06-016-0920-02				
		Estimated Ac	tual Expenditures, Fis	cal Year 2019	Budgete	d Expenditures, Fiscal	Year 2020	
		(10)	(20)		(10)	(20)		
Description (Enter Whole Numbers Only)	Funct #	Educational Fund	Operations & Maintenance Fund	Total	Educational Fund	Operations & Maintenance Fund	Total	
1. Executive Administration Services	2320	246,669		246,669	241,419		241,419	
2. Special Area Administration Services	2330	136,502		136,502	136,204		136,204	
3. Other Support Services - School Administration	2490			0	0		0	
4. Direction of Business Support Services	2510	148,847		148,847	126,660	0	126,660	
5. Internal Services	2570	36,254		36,254	40,000		40,000	
6. Direction of Central Support Services	2610			0	0		0	
Deduct - Early Retirement or other pension obligations     required by state law and include above				0			0	
8. Totals		568,272	0	568,272	544,283	0	544,283	
<ol> <li>Estimated Percent Increase (Decrease) for FY202 (Budgeted) over FY2019 (Actual)</li> </ol>	0						-4%	

### REPORTING OF PUBLIC VENDOR CONTRACTS OF \$1,000 OR MORE

In accordance with the School Code, Section 10-20.21, all school districts are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the school district in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget. All such contracts executed on or after July 1, 2007 must be approved by the school board.

See: School Code, Section 10-20.21 - Contracts

(Sheet is unprotected and can be re-formatted as needed, but must be used for submission)

Name of Vendor	Product or Service Provided	Net Revenue	Non-Monetary Remuneration	Purpose of Proceeds	Distribution Method and Recipient of Non- Monetary Remunerations Distributed
					,

#### Evidence-Based Funding (EBF) Spending Plan - OPTIONAL

#### This portion of the budget template is NOT REQUIRED for approval or submission of the FY20 budget.

This portion of the budget template is designed round thinking related to the upcoming

EBF Someting Plan, which must be submitted through IMAS by September 10, 2013. The IMAS system will open for plan submission in late summer 2020. Filling out this budget
template too does NOT fulfill the requirement to; submit on 185 Septing Plan submission.

Spending Plan submission.

When school systems coordinate their resources in service of common pash grounded in vision and data, great things for students are possible. The EBF Spending Plan asks about your intended use of one major resource money. Specifically, it focuses no your intended use of new intended see finding (EBB) follow, find collect "The Funding" or "Additional State Assistance") and your intended use of a flat large face great finding (EBB) and intended use of a flatilizer face great. Moreover, the finding the state for the flatilizer face great. Moreover, may not discontained intended use of a district or xhool, however, telling the state you where and weby you choose to direct dollars is an important signed of what matters to your cammunity.

F720 is a refinement year in which ISEE will actively seel feedback on the EBF Spending Plan and collaboratively refine it for F721 and beyond. All school districts\* on required to "-EBF state statute requires that all "Organizational Units" complete a spending plan, but they will not be published qualityly. ISEE may report statewise data in aggregate. Any individual suchoul district \*may choose to share their data units their communities. ISEE districts and public to their communities. ISEE districts and register is individual school district submissions\* when supporting districts. \*Feedback on here to make the EBF Spending Plan more useful biblookstay schools, Regional Climac of Edicascian, and intermediate Service Centers. And print supporting districts. \*Feedback on here to make the EBF Spending Plan more useful biblookstay schools, Regional Climac of Edicascian, and intermediate Service Centers. And print supporting districts. \*Feedback on the to make the EBF Spending Plan more useful biblookstay schools, Regional Climac of Edicascian, and intermediate Service Centers. And print supporting districts. \*Feedback on the total of this sheet.

\*\*EBF states statute requires that all "Organizational Units" involves that the individual control of the individual Control of Edicascian, and intermediate Service Centers.

\*\*Andrew Service Serv

			and Intermediate Service Centers as well.
Part I – What effects on stude	nt outcomes do you a	nticipate as a result of your EBF investments and other focused efforts?	
Although money alone may not drive continuous imp	rovement in a school	district or a school, investing it intentionally and leading with clear goals can maximize its impact.	
Mark with an X how the school district* intends to	achieve student grou	th in FY20	* - School districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers (see previous note)
Focus increased time and attention			•
on specified populations (please list)			
Increase the ratio of educators and/or specifically			
high-quality educators dedicated to specific			
populations (please list) as compared to previous			
years			
Increase number and/or quality of professional development opportunities			
Improve programs, curriculum, and/or learning			
tools			
invest in facilities, maintenance, infrastructure, and			
operations			
ncrease number and/or quality of community,			
parent, and family engagement opportunities			
Other (please list)			Ī
			* - School districts, laboratory schools, Regional Offices of Education, and
<ol><li>Mark with an X the State Board of Education goals</li></ol>	(listed as of June 201	9) on which your school district* intends to make progress in FY20.	Intermediate Service Centers
All kindergartners are assessed for readiness.  > 90% of third-grade students are reading at or			
≥ 90% of third-grade students are reading at or above grade level.			
> 90% of fifth-grade students meet or exceed			
expectations in mathematics.			
> 90% ninth-grade students are on track to graduate			
with their cohort.			
90% of students graduate from high school ready			
for college and career.			
All students are supported by highly prepared and			
effective teachers and school leaders.			
Every school offers a safe and healthy learning			
3) OPTIONAL - Further describe how your school			* - School districts, laboratory schools, Regional Offices of Education, and
district* will achieve student growth and ISBE goals			Intermediate Service Centers
	Part II – What will y	u do with your EBF Tier Funding? Why?	
		indicate on what categories the district* intends to spend EBF BFM dollars and EBF Tier Funding. School	
districts* will use 4) and 5) key data points to 6) and	7) inform new selecti	ns for use of EBF Tier Funding. School districts* will be able to verify or adjust their selections for 8) use of * will indicate the effect of increased funding on 9) total FTEs in the district*.	
F120 BFW dollars using their entries from last year.	rinally, school district	will illustrate the effect of illusersed fulfullig off 9) total FTES III the district .	
The IWAS application will be pre-populated with FY2	0 amounts for both E	F BFM and EBF Tier Funding for each individual school district.* For this working document, school	
districts* may look up their FY20 allocations at https	://www.isbe.net/_lay	uts/Download.aspx?SourceUrl=/Documents/FY20-EBF-Quick-Facts.xlsx	_
		determining how to best allocate the school district's* new Evidence-Based Funding. School districts*	* - School districts, laboratory schools, Regional Offices of Education, and
may consult the same data sources used in their Con	solidated District Plan	needs assessment (www.isbe.net/ileplan).	Intermediate Service Centers
School and/or school district* report card(s)			
Five Essentials Survey Student achievement data (disaggregated by			
student acnievement data (disaggregated by student groups)			
Current recruitment and retention efforts and			
effectiveness data			
Professional development plan(s)			
ichool improvement plan(s)			
fitle I plan(s)			
D School Climate Survey (EDSCLS)			
DC School Health Index			
National School Climate Center NSCD School Improvement Tool			
ISCD School Improvement Tool  Iinois Quality Framework and Illinois Quality			
Framework Supporting Rubric			
Framework Supporting Rubric ESSA site-based expenditure data			
Other (please list)			
i) OPTIONAL - Which data points most influenced			
your school district's* decision about where to			* - School districts, laboratory schools, Regional Offices of Education, and
allocate the incoming new EBF Tier Funding?			Intermediate Service Centers
5) Mark with an X the activities on which the school	district* intends to so	nd FY20 EBF Tier Funding, given previous work to review student data on needs and outcomes, review	* - School districts, laboratory schools, Regional Offices of Education, and
best practices research, consult with both the progra	ammatic and business	sides of the school district office, and engage with school staff, families, and community members.	Intermediate Service Centers
Employ** licensed educators to provide instructions			** - "Employ" may refer to hiring new licensed educators and/or retaining cur
for students			licensed educators
Provide educator professional development			
Purchase curriculum and learning tools			
Purchase programs or tangible supports			
Provide parent, family, and/or community			
engagement activities invest in "innovative programming" (as defined by			
Invest in "innovative programming" (as defined by the school district*)			
Invest in infrastructure, capital, and/or operations			
Address debt service and fiscal solvency			
Other (please list)			

	7) OPTIONAL - How did your data, other information									
	considered, collaboration between school district* program areas and business offices, and/or									
	program areas and business offices, and/or engagement with school staff, families, and									
ctice	community members influence your intended use of						* - School districts, laboratory schools, Regional Offices of Education, and			
ower	EBF Tier Funding?						Intermediate Service Centers  *- School districts, laboratory schools, Regional Offices of Education, and			
ictice swer	8) Mark with an X the activities on which the school	district* intends to sp	end FY20 EBF Base Fun	ding Minimum dollars.			Intermediate Service Centers			
	Employ** licensed educators to provide instructions						** - "Employ" may refer to hiring new licensed educators and/or retaining current			
	for students Provide educator professional development						licensed educators			
	Purchase curriculum and learning tools									
	Purchase programs or tangible supports									
	Provide parent, family, and/or community engagement activities									
	Invest in "innovative programming" (as defined by									
	the school district)									
	Invest in infrastructure, capital, and/or operations Address debt service and fiscal solvency									
	Other (please list)									
	9) Considering all funding sources, how many new									
	FTEs does your school district* hope to fund for FY20? (This number may not be the same as actual						* - School districts, laboratory schools, Regional Offices of Education, and			
	new FTEs hired for FY20.)						Intermediate Service Centers			
	Part III – How will you su	pport special studer	nt groups through <u>all</u> FY	20 funds received (fed	eral, state, and local),					
		especially in relatio	in to the EBF dollars de:	signated for them?						
	When a school district's * EBF disbursement is calcula	ted certain funds an	a attributable rescificall	is to the robool district?	* nonulations of low-	income students English Learners of	od .			
	students with disabilities. All other EBF funds may be	spent in any manne	r by the school district*	but per statute these d	esignated funds must	be spent on programs and services				
	specifically benefitting the specific student groups in EBF funds, school districts* also receive dollars from	question. Moreover,	these funds should be I	ayered on top of a gene	eral program of instruc	ction benefiting all students. Beyond				
	EBF funds, school districts* also receive dollars from where to invest these funds, ISBE expects that school	tederal, local, and atl district* leaders will	her state funds to suppo work in collaboration to	rt both a general progr review similar data ar	am of instruction and ad information as that	specific student groups. In determin which they considered for Part II of t	ing his			
	EBF Spending Plan. School districts may wish to refer	to other tabs in this	budget template, their	Consolidated District Pl	an, their EL – Bilinguai	Service Plan, or any other existing				
	documentation laying out plans for use of federal, st	ate, and/or local fund	ds in order to holistically	consider how these fur	nds may work togethe	r to serve students.	* - School districts, laboratory schools, Regional Offices of Education, and			
test							Intermediate Service Centers			
	The EBF Spending Plan application in IWAS will list or individual school district.* For this working document	at the FY20 EBF funds	s specifically attributable	e to low-income studer	its, English Learners, a	and students with special needs for e	ach			
at is coming	positions, programs, and/or services they intend to i	nvest using all funds	(not solely EBF funds) in	service of students. S	chool districts* serving	g at least one English Learner will als	* - School districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers			
WAS?	complete assurances related to Article 14C of the Sci	nool Code.					Intermediate Service Centers			
	10) EBF statute requires that school districts* use the	e EBF Spending Plan t	to specifically identify th	e intended utilization o	of funding on low-inco	ome students, English Learners, and				
	special education programs. EBF statute also clarifie The chart below provides a mechanism by which to o	s that these resource	s specifically identified	should be "in addition t	to and not in lieu of" a	all other funding supporting students				
	oppulations.	istinguish between t	ne runus spent on all st	udents vs. tnese -addit	ional investments for	r the three identified student				
	Mark with an X the positions, programs, and/or servi whole student population through a general program									
	groups, keeping in mind that these dollars are on top	of the general progr	n, fill in the approximate ram of instruction alread	dollar amounts that to dy indicated. If the sch	ne school district* inte ool district* does not :	enas to spena on its specific student serve a specific student group, it doe	s			
	not need to fill out the column for that student grou	p. School districts* a	re not expected to have	an entry for every row	if not applicable.					
	This chart is not intended to serve as a strict account				of to delicional income		* - School districts, laboratory schools, Regional Offices of Education, and			
ctice swers	consider how they can use the chart to communicate						Intermediate Service Centers			
		Investments			Investments		<del>_</del>			
	Nacitions and an artist to be	Investments in general	Investments	Investments	Investments additionally	OPTIONAL - Explanation of allocation	*** Planned investments for English Language should highlight the investments			
	Positions, programs, and/or services to be provided	Investments in general program of instruction	Investments additionally	Investments additionally	Investments additionally benefiting	OPTIONAL - Explanation of allocation decisions and/or FTEs	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL – Bilingual Service Plan.			
	Positions, programs, and/or services to be provided	program of	Investments	Investments	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL - Bilingual Service Plan.			
	Positions, programs, and/or services to be provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL — Bilingual Service Plan.			
	Positions, programs, and/or services to be provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL - Bilingual Service Plan.	* "Effect size is the amount of standard devisation in the higher		As quoted in (2016) Illinois evidence based funding
	Positions, programs, and/or services to be provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL – Blingual Service Plan.	* "Effect size is the amount of standard deviation in the higher performance that the strategy produces for students compared to students who were not exposed to the strategy. All effect	Source of quotation and all effect sizes listed:	As quoted in (2016) Illinois evidence based funding for student success (Illinois ESH4): Research summaries combinity to current:
	provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	**** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL - Bilingual Service Plan.	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's	Source of quotation and all effect sizes listed: Odden, A. R., Picus, L. O., Goetz, M., Mangan, M. T. & Fermanich, M. (2006). An evidence based	for student success (Illinois EBFM): Research summaries contributing to current recommendations. Retrieved from:
	Positions, programs, and/or services to be provided  Core teacher(s)	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	*** - Planned investments for English Learners should highlight the investments already anticipated in the school district's submitted EL - Bilingual Service Plan.	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's	Source of quotation and all effect sizes listed: Odden, A. R., Picus, L. O., Goetz, M., Mangan, M. T. & Fermanich, M. (2006). An evidence based	for student success (Illinois EBFM): Research summaries contributing to current recommendations. Retrieved from:
	provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's performance would move from the 50th to the 83rd percentile. The research field generally recognizes effect sizes greater than 0.25 as significant and greater than 0.25 as significant and greater than 0.25 as significant and greater than 0.25 as	Source of quotation and all effect sizes listed: Odden, A. R., Picus, L. O., Goetz, M., Mangan, M. T., & Fermanich, M. (2006). An evidence based approach to school finance adequacy in Washington. Prepared for Washington Learns. Nort Hollywood, CA: Lawrence O. Picus and Associates.	for student success (Illinois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/lib/IL01923163/Centri-t-city/domain/89/2018/S/Debm-sass/8/20wskips/%20ebm-sass/%20wskips/%20ebm-sass/%20wskips/%20wskips/%20ebm-sass/%20wskips/%20w
	provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect reserved 12 for one of the providing research as the class of the control of the class of th	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's performance would move from the 50th to the 83rd percentile. The research field generally recognizes effect sizes greater than 0.25 as significant and greater than 0.25 as significant and greater than 0.50 as	Source of quotation and all effect sizes listed: Odden, A. R., Picus, L. O., Gootz, M., Mangan, M. T., & Fernanich, M. (2006). An evidence based approach to school finance adequacy in Washington Learns. Nort Hollywood, CA: Lawrence O. Picus and Associates. Detrieved ferm.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	provided	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's sclomitted EL - Blingual Service Plan.  Blingual Service Plan.	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's performance would move from the Soft to the 83rd percentile. The research field generally recognizes effect aires greater than 0.25 as similarity and continued to the strategy and the strategy and the strategy and the strategy are strategy and the strategy are strategy and the strategy and the strategy and the strategy and the strategy are strategy and the strategy and the strategy are strategy are strategy and the strategy are strategy as a strategy are strategy as a strategy and the strategy are strategy as a strategy are strategy are strategy as a strategy are strategy as a strategy are strategy are strategy as a strategy	Source of quotation and all effect sizes listed: Odden, A. R., Picus, L. O., Goetz, M., Mangan, M. T., & Fermanich, M. (2008). An evidence based approach to school finance adequacy in Washington. Prepared for Washington Learns. Nort Hollywood, CA: Lawrence O. Picus and Associates. Retirieved from: http://www.k12.wa.us/qeo/pub/docs/Evidence/Based reception/94.11.06.007-oif.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	provided  Core teacher(s)	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF meanth base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance of the victors of low-location schools and children or clock.  EBF meanth has indicated that the relief of the children schools are of the student performance of the victors students and children or clock.	performance that the strategy produces for students compared to students who were not exposed to the strategy. An effect size of 1.0 would indicate that the average student's performance would move from the 50th to the 50rd percentile. The research field generally recognizes effect sizes greater than 0.20 as significant and of the original performance of the original performance that the original performance that the	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
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	Core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job-embedded professional development  Canneled days Alla Joponts, and/or poperations	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.5 for overall student performance and an effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance of low-income science students and children of clock.  EBF research base indicates that providing reals Tize 2 effectivention inschera, one-one and small group, has an effect size* of 0.62.5 for student performance have been sent to be supported to the school of t	performance that the strategy produces for students compands to students and on several new standards that indexes, An effect as all 41 lawards includes that the werege students as all 41 lawards includes that the werege students and the second of the second for the second for second vectors and feet are greater than 0.50 as a significant and greater than 0.50 as a significant and greater than 0.50 as a significant and present than 0.50 as a significant for new standards on accordance with research-based assumptions and accordance with research-based assumptions and other interesting in interested in effect size of interestinoss beyond momentary investments may first the work of John Hallis and other in interesting. As a starting point for all of the interestinations of the secondard size of the secon	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
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	Core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job-embedded professional development  Canneled days Alla Joponts, and/or poperations	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research hase indicates that providing class sizes of 15 in grades K-3 has an effect size of 25 for owned student performance and an effect size of 0.5 for the schooling performance of who when the school performance and are offect are of 0.5 for the schooling performance of who when the school performance and set of the 25 for school performance.  EBF research hase indicates that providing shoring with Tie 2 intervention teachers, one-one-one and made group, has an effect size of 0.4.5 for schooling performance.  Fasters in Indiates that providing English Learness direct intervention support has an effect size of 0.4.5 for schooling performance.  EBF research hase indicates that providing professional divelopment with classroom.	performance that the strategy produces for students compands to students and on several new standards that indexes, An effect as all 41 lawards includes that the werege students as all 41 lawards includes that the werege students and the second of the second for the second for second vectors and feet are greater than 0.50 as a significant and greater than 0.50 as a significant and greater than 0.50 as a significant and present than 0.50 as a significant for new standards on accordance with research-based assumptions and accordance with research-based assumptions and other interesting in interested in effect size of interestinoss beyond momentary investments may first the work of John Hallis and other in interesting. As a starting point for all of the interestinations of the secondard size of the secon	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	Core teacher(s)  Instructional facilitators, coaches, and/or job- embedded prefessional development scenariod up and supports, and/or po- sentional development scenariod up and supports, and/or po- sentions, prochogostifs, instruction, guidance counselor(s), social worker(s), speech pathologist(s) instructional assistatis(s) paragore(socialos(s)).	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect aire of 0.25 for overall studied performance and a reflect aire of 0.5 for the advanted performance of a reflect aire of 0.5 for the advanted performance of a reflect aire of 0.5 for the advanted performance of a reflect aire of 0.5 for the advanted performance of the advanted performance.  EBF research base indicates that providing begins Learnes direct intervention support has an effect aire of 0.5 for subset performance.  EBF research base indicates that providing professional direct intervention support has an effect aire of 0.5 for subset performance.  Documentation of research base underveny.	performance that the strategy produces for students compands to students and on several new standards that indexes, An effect as all 41 lawards includes that the werege students as all 41 lawards includes that the werege students and the second of the second for the second for second vectors and feet are greater than 0.50 as a significant and greater than 0.50 as a significant and greater than 0.50 as a significant and present than 0.50 as a significant for new standards on accordance with research-based assumptions and accordance with research-based assumptions and other interesting in interested in effect size of interestinoss beyond momentary investments may first the work of John Hallis and other in interesting. As a starting point for all of the interestinations of the secondard size of the secon	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job-embedded professional development.  Funds support saff (or, counterloss).  Pugli support saff (or, counterloss), control solutions of the counterloss o	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  BBF repaired hase indicates that providing class sizes of 15 in grades K-7 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance of low-income students and children of color.  BBF research has includes that providing shorting with Try 2 stemention teachers, one-on-one and amali group, has an effect size* of 0.42 for student performance.  Research includes that providing English Learnes differs inherendent support has been stated to the students performance of the children of the students performance of the students of the students performance of the students of the students performance in the students of the students performance in the students of the students performance in the students of the students of the students performance in the students of	performance that the strategy produces for students compands to students who was not separed to the students and was not separed to the student and was not separed to the student and the students fruit the savinger student and of 1 and 1 an	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	Intervention teacher(s)  Intervention teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job- embedded professional development  Standered day staff lacy, counselor(s), Pupil support saff (or governoster), Pupil support saff (or governoster), Indiana consultation of the staff or governoster), Indiana consultation of the staff or governoster), Indiana supervisory addition  Staff or governosterion of the staff or governosterion of th	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an offect as end of 15 in the class of 1	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireed from: http://www.kt.2wa.us/spc/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job-embedded professional development.  Funds support saff (or, counterloss).  Pugli support saff (or, counterloss), control solutions of the counterloss o	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an offect as end of 15 in the class of 1	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	Care teacher(s)  Intervention teacher(s)  Intervention facilitators, coaches, and/or job- embedded professional development.  Carended dyradf, juporst, and/or operations.  Pupil support staff (e.g., counselor(s), professional(s), paraprofessional(s), and/or supervisors juports, and/or operations  for supervisors juports, and/or operations.  Safty childhood services  Early childhood services  Early childhood services  Family and community ergagement and/or other	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL Blingual Service Plan.  BBF meanth base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance of one victories and children or clock.  BBF meanth has indicates that providing shorting with Tay 2 steneration insolvers, one-on-one and small group, has an effect size* of 0.45 for student performance. Persecution indicates that providing priginal Learness direct intervention support, and effect size of 0.45 for student performance. BBF meanth has indicates that providing professional development with classroom instructional counters has an effect size* of 1.25-2.7 for student performance. Documentation of research base underway.  Documentation of research base underway.  Documentation of research base underway.  EBF research has indicates that providing structured, academically focused summer school has an effect size* of 1.5 for student performance.  LBF research has indicates that providing structured, academically focused summer school has an effect size of 0.6 for student performance.	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job-enthedded professional development common production of a common produ	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL. Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size" of 0.25 for overall student performance and an effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance and sense of the student performance.  EBF research bases decidates that provides grades factoring with Tize 2 settemention teachers, one-one and small group, has an effect size of 0.6 5 for student performance.  EBF research based that providing "grades lament sized intervention support has an effect size" of 0.45 for student performance.  EBF research bases indicates that providing professional development with classroom instructional couches has an effect size" of 1.25.27 for student performance.  Documentation of research base undowney	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	intervention teacher(s)  Core teacher(s)  Intervention teacher(s)  Instructional facilitators, coaches, and/or job- embedded professional development,  Carmed day and jungents, and/or operations  Facilitation of the professional development  Instructional consistency in the professional control of the professional control of the professional development  Facilitation of the professional control of the professional contro	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL Blingual Service Plan.  BBF meanth base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance of one victories and children or clock.  BBF meanth has indicates that providing shorting with Tay 2 steneration insolvers, one-on-one and small group, has an effect size* of 0.45 for student performance. Persecution indicates that providing priginal Learness direct intervention support, and effect size of 0.45 for student performance. BBF meanth has indicates that providing professional development with classroom instructional counters has an effect size* of 1.25-2.7 for student performance. Documentation of research base underway.  Documentation of research base underway.  Documentation of research base underway.  EBF research has indicates that providing structured, academically focused summer school has an effect size* of 1.5 for student performance.  LBF research has indicates that providing structured, academically focused summer school has an effect size of 0.6 for student performance.	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centri https://www.iasaedu.org/cms/bb/l/01923163/Centricology/c
	intervention teacher(s)  Core teacher(s)  Intervention teacher(s)  Inte	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingual Service Plan.  EBF research base includes that providing place sizes of 15 in grades \$6.3 has an effect star* of 25 for owned adulest performance and an effect star of 25 for the student performance and an effect star of 25 for the student performance of low-income adulents and children of color.  EBF research base includes that providing belongs with Tar 2 intervention leachers, one one one and and opour, has an effect star* of 2.42 for student performance.  Research includes that providing politicity beamed steel intervention support has an offect star* of 2.52 for student performance.  EBF research base includes that providing problems provides preference intervention support has an offect star* of 2.52 for student performance.  Documentation of research bases underveny	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The second hold greatly recognize self-cit size greater than 0.25 as significant and preset than 0.25 as in the students of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
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	Core teacher(s)  Intervention teacher(s)  Intervention facilitators, coaches, and/or job- embedded professional development  Carmed day staff, support, and/or poerations Pupil support staff (e.g., counselor(s), social worker(s), severil pathologo(s))  Social worker(s), severil pathologo(s))  Social worker(s), severil pathologo(s))  Social worker(s), severil pathologo(s))  Sommer school staff, supports, and/or operations  Early childhood services  Early childhood services  Carly childhood services  College and career rendifiers services  (involution and school transformation efforts  Involution and school transformation, ecolor,  Assessments  Éducational media services	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL Blingual Service Plan.  BBF repairs have indicates that providing class above of 15 in grades K-7 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance of low-income students and children of color.  BBF research has clasticate that providing a finance of the student performance. BBF research has an effect size of 0.45 for student performance.  Research indicates that providing English Learness differ intervention support has an officet size of 0.45 for student performance.  Research indicates that providing English Learness differ intervention support has an officet size of 0.45 for student performance.  Documentation of research bases underway  Documentation of research base underway.  EBF research hase indicates that providing structured, academically focused summer school has an effect size of 0.45 for student performance.  Documentation of research bases underway.	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the student, An effect and et if it would refuse that the werege student's the second of the student students. The season finding enemyl recognizes either dates greater than 0.25 as significant and preset than 0.25 as in the student of the students	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
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	Intervention teacher(s)  Intervention teacher(s)  Intervention fealitators, rooches, and/or job- embedded professional development  Extended day stall supports, and/or poperations Pupil support staff (e.g., counselor(s), psychologist(s), margors, and/or operations Pupil support staff (e.g., counselor(s)), and/or supershorp staff(s), guidance counselor(s), and/or supershorp staff(s), support sension(s), and/or supershorp staff(s)  Early collidoned services  Early collidoned services  College and career readiness services  Intervictional start staff (e.g., curriculum, books, equipment)  Intervictional start staff (e.g., curriculum, books, equipment)  Calcastional media services  Colcastional media services	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingsal Service Plan.  EBF reason's base indicates that providing rises actes of 15 in grades K.3 has an effect size" of 2.5 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance of low-income advantes and children of color.  EBF reason's base indicates that providing Togistis Learness direct informetrics asport has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togistis Learness direct informetrics asport has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togistis Learness direct informetrics asport has an effect size of 0.5 for student performance.  Documentation of reason's base underway.  EBF reason's base indicates that providing structures, academically focused surmers strool has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing structures, academically focused surmers strool has an effect size of 0.5 for student performance.  Documentation of reason's base underway.	performance that the strategy produces for students companies on a students also was not separated the the students and the students and several new students and the students and the students and the students and the students are students and the students and the students are students and contract and students are students and others arisessating. As a starting point for further exploration and students are students and others arisessating. As a starting point for further explorations are frequently developments and students arisessating. As a starting point for further explorations are frequently developments and students are students.	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
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	Intervention teacher(s)  Intervention teacher(s)  Intervention fealitators, rooches, and/or job- embedded professional development  Extended day stall supports, and/or poperations Pupil support staff (e.g., counselor(s), psychologist(s), margors, and/or operations Pupil support staff (e.g., counselor(s)), and/or supershorp staff(s), guidance counselor(s), and/or supershorp staff(s), support sension(s), and/or supershorp staff(s)  Early collidoned services  Early collidoned services  College and career readiness services  Intervictional start staff (e.g., curriculum, books, equipment)  Intervictional start staff (e.g., curriculum, books, equipment)  Calcastional media services  Colcastional media services	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL. Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size" of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance on an effect size of 0.5 for the student performance. BEF research beautions students that provides give flavor give Tips 2.5 for student performance. BEF research beaution students that provides give flavor give Tips 2.5 for student performance. BEF research base indicates that provides gradescared development with classroom instructional coaches has an effect size of 1.55.2 for student performance. Documentation of research base undreway.	performance that the strategy produces for students companies on a students also was not separated the the students and the students and several new students and the students and the students and the students and the students are students and the students and the students are students and contract and students are students and others arisessating. As a starting point for further exploration and students are students and others arisessating. As a starting point for further explorations are frequently developments and students arisessating. As a starting point for further explorations are frequently developments and students are students.	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northeal Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	Intervention teacher(s)  Intervention teacher(	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL. Blingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size" of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance on an effect size of 0.5 for the student performance. BEF research beautions students that provides give flavor give Tips 2.5 for student performance. BEF research beaution students that provides give flavor give Tips 2.5 for student performance. BEF research base indicates that provides gradescared development with classroom instructional coaches has an effect size of 1.55.2 for student performance. Documentation of research base undreway.	performance that the strategy produces for students companies on a students also was not separated the the students and the students and several new students and the students and the students and the students and the students are students and the students and the students are students and contract and students are students and others arisessating. As a starting point for further exploration and students are students and others arisessating. As a starting point for further explorations are frequently developments and students arisessating. As a starting point for further explorations are frequently developments and students are students.	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	Care teacher(s)  Intervention teacher(s)  Intervention feacilitators, coaches, and/or job- embedded professional development  Carended dy staff, proport, and/or porations Pupil support staff (e.g., counselor(s), prophologicity, interport, and/or porations Pupil support staff (e.g., counselor(s), prophologicity, interport, and/or operations for supervinors specific, guidance counselor(s), and/or supervinors specific produced socialistics fairly childhood services family and community engagement and/or other community services College and career residiness services troccusion and school transformation efforts troccusion and school transformation efforts troccusion and school transformation efforts for a service of the school of the school of the school discusional media services food sarvices food sarvices food sarvices food services for servic	exagam of intraction benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL - Blingual Service Plan.  BBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance of low-income students and children of color.  BBF research base indicates that providing shorting with Tra 2 stemention baschurs, one-on-one and small group, has an effect size* of 0.45 for student performance.  Research indicates that providing profiles/stemel divelopment with disassorum instructional countries have indicates that providing professional development with disassorum instructional countries have an effect size* of 1.25.2 for student performance.  Documentation of research bases undenway  Documentation of research bases undenway  LBF research bases indicates that providing shortward, academically focused summer shorted in the size of 0.45 for student performance.  Documentation of research bases undenway	performance that the strategy produces for students companied to students who were not separed to the students and were not separed to the student and a first and students fruit the same of a fixed student fruit the same per insterict and of a fixed student fruit the same per insterict and the students of the same performance of the same pe	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	Intervention teacher(s)  Intervention teacher(	program of instruction	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OPTIONAL - Explanation of allocation decisions and/or FTEs reflected in the dollar	already anticipated in the school district's submitted EL - Blingsal Service Plan.  EBF reason's base indicates that providing rises actes of 15 in grader K.3 has an effect size" of 2.5 for overall student performance and an effect size of 0.5 for the student performance on on effect size of 0.5 for the student performance of low-income advantes and children of color.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  Documentation of reason's base undensy.  EBF reason's have indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  EBF reason's base indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  Documentation of reason's base undensy.  Documentation of reaso	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	Intervention teacher(s)  Core teacher(s)  Instructional facilitators, coaches, and/or job-embedded jordesional development construction facilitators, coaches, and/or job-embedded jordesional development constructions facilitators, coaches, and/or operations teacher facilitators, coaches, and/or operations facilitators, coaches, and/or operations facilitators, and/or operations, facilitators, and/or operations, and/or operat	exagam of intraction benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL. Billingual Service Plan.  EBF research base indicates that providing class sizes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance and sen effect size of 0.5 for the student performance. BEF research basefulcates that provides that provide profits aftering white Text 2 set eventures the school, non-cone and small group, has an effect size* of 0.4.5 for student performance. BEF research basefulcates that providers grades learned served intervention support has an effect size* of 1.25-2.7 for student performance.  Documentation of research base undowney  EBF research base indicates that providing embedded technology has an effect size* of 0.3.0.38 for stated performance.  Documentation of research base undowney  EBF research base indicates that providing embedded technology has an effect size* of 0.3.0.38 for stated performance.  Documentation of research base undowney	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	Care teacher(s)  Intervention teacher(s)  Intervention facilitators, coaches, and/or job- embedded professional development  Carmed day staff, papents, and/or poerations Pupil support staff (or, counselor(s), social worker(s), severil pathologopis(s))  social worker(s), severil pathologopis(s))  Sammer school staff, supports, and/or operations  Early childhood services  Early childhood services  Early childhood services  Early childhood services  Company and community engagement and/or other community services  College and career rendimes services  Invozation and school transformation efforts Company a	exagam of intraction. benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL - Blingsal Service Plan.  EBF reason's base indicates that providing rises actes of 15 in grader K.3 has an effect size" of 2.5 for overall student performance and an effect size of 0.5 for the student performance on on effect size of 0.5 for the student performance of low-income advantes and children of color.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  Documentation of reason's base undensy.  EBF reason's have indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  EBF reason's base indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  Documentation of reason's base undensy.  Documentation of reaso	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	intervention teacher(s)  Core teacher(s)  Instructional facilitators, coaches, and/or job- endedded professional development  (Core teacher)  Instructional facilitators, coaches, and/or job- endedded professional development  (Core teacher)  Instructional facilitators, coaches, and/or job- endedded professional development  pachologists, and core packologists, professional(s), and/or supervisor, and/or operations  (Larry bill-found assistant(s), paraportessional(s), and/or supervisor, add/or operations  (Larry bill-found satisficial), paraportessional(s), and/or supervisor, add/or operations  (Larry bill-found satisficial)  (College and coree readiness service  trouvoiction and school transformation efforts  instructional materials (e.g., curriculum, books, equipment)  (Assistantials)  (Assistantials)  (Computer and such equipment or other  instructional insignated central office supports)  Other designated central office supports  Other (plases list)  Total 5 intended for specific student groups  110 PTIONAL - How did your data, other  information considered, collaboration between	exagam of intraction. benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL - Blingsal Service Plan.  EBF reason's base indicates that providing rises actes of 15 in grader K.3 has an effect size" of 2.5 for overall student performance and an effect size of 0.5 for the student performance on on effect size of 0.5 for the student performance of low-income advantes and children of color.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  Documentation of reason's base undensy.  EBF reason's have indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  EBF reason's base indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  Documentation of reason's base undensy.  Documentation of reaso	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
	intervention teacher(s)  Core teacher(s)  Instructional facilitators, coaches, and/or job-embedded professional development  Entervention facilitators, coaches, and/or job-embedded professional development  Familia deve	exagam of intraction. benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL Bilingual Service Plan.  EBF research base indicates that providing class aixes of 15 in grades K-3 has an effect size* of 0.25 for overall student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance and an effect size of 0.5 for the student performance. BEF research based includes that providing patch student with Text 2.5 for student performance. Persearch includes that providing patch starned sized intervention support has effect sized of 0.5 for student performance.  EBF research base indicates that providing professional development with classroom instructional counters has an effect sized of 1.25.2.7 for student performance.  Documentation of research base underway  Documentation of research base und	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu
actice	betervention tracher(s)  Instructional facilitators, coaches, and/or job- embedded professional development  Cannel day and Japonts, and/or poerations Papil support saff (e.g. counselor(s), psychologist(s), margount saff (e.g. counselor(s), psychologist(s), margount saff (e.g. counselor(s), social worker(s), seee's pshehologist(s))  Marinescoade alusation(s), paragreescomol(s), and/or supervisor safe(s)  Carly childrood services  Carly childrood services  Tamily and community engagement and/or other community services  College and career rendiness services  (movation and school transformation efforts  (movation and school transformation efforts  (movation and school transformation efforts  Computer and services  Food services  Food services  Todd services  Todd services  Todd services  Todd services  Todd situational renders  Total S intended for specific student groups  Total S intended for specific student groups  111 OPTIONAL - How did your data, other  information considered, collaboration between  111 OPTIONAL - How did your data, other  information considered, collaboration between  information considered, collaboration between  information considered, collaboration between	exagam of intraction. benefiting all students	Investments additionally benefiting low-	Investments additionally benefiting <u>English Lea</u>	Investments additionally benefiting students with special	OFTONAL Separation of allocation of allocation of allocation of allocation and/or FTS reflected in the dollar amount specified	already anticipated in the school district's submitted EL - Blingsal Service Plan.  EBF reason's base indicates that providing rises actes of 15 in grader K.3 has an effect size" of 2.5 for overall student performance and an effect size of 0.5 for the student performance on on effect size of 0.5 for the student performance of low-income advantes and children of color.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  EBF reason's base indicates that providing Togitish Learness direct informention support has an effect size of 0.5 for student performance.  Documentation of reason's base undensy.  EBF reason's have indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  EBF reason's base indicates that providing structures, academically focused summer standon has no effect size of 0.5 for student performance.  Documentation of reason's base undensy.  Documentation of reaso	performance that the strategy produces for students compands to students who were not separed to the students who were not separed to the students and of a resident feet to we wage student?  And the student feet to we wage student?  The research field green purpose; see feet date greater than 0.50 as substantial. An open point of the students from 0.50 as substantial. An open point of to with that shadings must be auditational. An open point of the wide students for the student	Source of quotation and all effect sizes listed: Odden, A.R., Picux, L. O., Gott, M., Mangan, M. T., & Fermanich, M. (2008), An evidence based approach to achoof finance adequacy in Washington. Prepared for Washington Learns. Northead Hollywood, C.A. Lawrence O. Picus and Associates. Retireder from: http://www.kt.2wa.uss/qeo/pubdoox/EvidenceBased eportFinal9-11-08_000.pdf.	for student success (lilhnois EBFM): Research summaries contributing to current recommendations. Retrieved from: https://www.iasaedu.org/cms/bb/l/J923163/Centri https://www.iasaedu

	Learners. These assurances will not appear in IWAS	for school districts* se	erving zero English Lear	Article 14C of the School Code, which stipulates allowable expenditures for English ners. School districts* completing the assurances should maintain supporting	
What is comis n IWAS?	documentation (e.g., sign-in sheets, meeting agenda Service Plan takes place before each school year and			only apply to the EBF Spending Plan. A separate collection of the EL – Bilingual	* - School districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers
Practice					* - School districts, laboratory schools, Regional Offices of Education, and
Answers	12) ONLY FOR SCHOOL DISTRICTS* SERVING ENGLISH Article 14C Assurance	"Yes"	th an X the appropriate "No"	box to indicate agreement or disagreement with each statement.	Intermediate Service Centers
	A) "I hereby affirm that at least 60% of the school	103	140		
	district's* State funds attributable to ELs will be				
	used for instructional costs of programs and services				
	for ELs (Function 1000), in accordance with Article 14C of the Illinois School Code. The remaining				
	balance of State funds attributable to ELs will also				* - School districts, laboratory schools, Regional Offices of Education, and
	be used to serve ELs."				Intermediate Service Centers
	B) "My school district" has at least one attendance				
	center with 20 or more English learners (including parental refusals) who speak the same home				
	language other than English in grades K-12.				
	Alternatively and/or additionally, my school district*				
	has at least one attendance center with 20 or more				
	English learners (including parent refusals) who speak the same home language other than English				* - School districts, laboratory schools, Regional Offices of Education, and
	in pre-K."				*- School districts, laboratory schools, Regional Offices of Education, and Intermediate Service Centers
	C) IF THE ANSWER TO (B) ABOVE IS "YES" - "I hereby				
	affirm that the school district's* Bilingual Parent Advisory Committee (BPAC) has reviewed the school				
	district's* EBF Spending Plan submitted to the State				* - School districts, laboratory schools, Regional Offices of Education, and
	Superintendent of Education."				Intermediate Service Centers
	D) IF THE ANSWER TO (B) ABOVE IS "YES" - Fill in the				
	date of the meeting at which the BPAC reviewed the EBF Spending Plan and the name of the BPAC chair				
	at the time of the meeting.	Date:	Name:		
			Feedback Survey		
	A version of this survey will appear at the end of the	IWAS application for t	he official EBF Spendin	g Plan submission. The EBF Spending Plan due for submission this year was designed	
	by ISBE and the Professional Review Panel with some opportunities throughout FY20 will directly influence	the derion of the EY?	ncluded, but we know : 1 EBE Spending Plan	we have more to learn from the field. This survey and other engagement	
ractice					* - School districts, laboratory schools, Regional Offices of Education, or Intermediate
Answer	Mark with an X to indicate approximately how mu     Under 1 hour	ich time it will take yo	ur school district* to co	mplete the FY20 EBF Spending Plan.	Service Centers
	b. 1-2 hours				
	c. 2-4 hours				
ractice	d. 5 hours or more				Ī
Answer	2) Mark with an X to indicate which different school	positions or departme	ents will have been invo	lved in completing your FY20 EBF Spending Plan.	I.
	a. Superintendent b. Special Education				
	c. Bilingual/English Learners				
	d. Title I/Low-Income				
	e. Finance f. Principal(s)				
	g. Other:				_
ractice Inswer	3) Mark with an X to indicate who do you believe sho	ould (ideally) be the p	rimary audience for the	EBF Spending Plan.	
	a. Your school district				
	b. Your school district's community c. ISBE				
	d. State legislators				
Practice	e. Other:				Ī
Answer	Mark with an X to indicate what other data, plans,    Site-based expenditure reporting	, or reports you wish t	hat this EBF Spending I	lan were integrated or better aligned with.	I
	b. English Learner expenditure report				
	c. Part 100 rules, annual school district budget,				
	Annual Financial Report d. Consolidated District Plan				
	e. Other:		ļ		_
Practice Answer	5) Mark with X to indicate how you would describe t	he <u>current</u> value of th	e FY20 EBF Spending PI	an.	
	a. Very valuable. I will be using it to				
	b. Somewhat valuable. I want to use it to . It would be				
	more valuable if				
	c. Not very valuable. It would be more valuable				
	d. Not at all valuable. I wish ISBE would				
					_
ractice Inswer	6) Mark with an X what you see as the potential value	e of the EBF Spending	Plan.		
	Increasing and supporting strategic resource     allocation based in student need data, student				
	outcome data, and best practices research				
	b. Increasing and supporting intra-district				
	collaboration between program areas, business				
	offices, and leadership for more holistic planning and strategic resources allocation in service to				
	students				
	c. Focusing on dollars for English Learners, low- income students, students with disabilities, and any				
	other students populations with significant need				
	d. Facilitating inquiry into resource allocation				
	e. Making connections to existing plans and				
	requirements				T
rractice Answer	7) Mark with an X to indicate your level of interest in	joining FY20 focus gr	oups to refine the EBF	opending Plan for FY21 and beyond.	
	a. Definitely interested b. Possibly interested				
	b. Possibly interested c. Not interested				

#### **Reference Description**

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- <sup>4</sup> Principal on Bonds Sold:
- (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
- (2) Refunding Bonds can be entered in the Debt Services Fund only.
- (3) Building Bonds can be entered in the Capital Projects Fund only.
- (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- <sup>8</sup> For cash basis budgets, this total will equal the Budget Summary Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- $^{\rm 11}$  Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

- Only tuition payments made to <u>private facilities</u>. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (<u>principal only</u>) otherwise reported within the fund e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
  - Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

#### CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Out-of-balance conditions are accompanied by an error message.

Errors must be corrected before the budget is finalized and submitted to ISBE.

Budget Item References	Message
Is Deficit Reduction Plan Required?	Deficit reduction plan is not required.
If required, is Deficit Reduction Plan Completed (Page: DefReductPlan 20-24)?	
1. Cover Page - CASH or ACCRUAL	
Check one type of Accounting Basis used on the Cover sheet.	ACCRUAL
2. Budget Summary: Other Sources (Page BudgetSum 2-3 - Acct 7000), must equal Other Uses (BudgetSum 2-3 - Acct. 80	00).
Estimated Beginning Fund Balance July, 1 2019 for all Funds (Cells C3 - K3) (Line must have a	OK
number or zero. Do not leave blank.) Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct	
8130 - Cells C52, D52, F52).	ОК
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on Capital Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	ОК
Transfer to Debt Service to Pay Interest on Capital Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
3. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2019, (CashSum 4, All Funds), can	not be negative.
Educational (Fund 10 - Cell C3)	ОК
Operations & Maintenance (Fund 20 - Cell D3)	ОК
Debt Service (Fund 30 - Cell E3)	ОК
Transportation (Fund 40 - Cell F3)	ОК
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	ОК
Working Cash (Fund 70 - Cell 13)	ОК
Tort (Fund 80 - Cell J3)	ОК
Fire Prevention & Safety (Fund 90 - Cell K3)	ОК
4. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2020, (Page CashSum 4 - All Funds), cannot be	negative.
Educational (Fund 10 - Cell C21)	ОК
Operations & Maintenance (Fund 20 - Cell D21)	ОК
Debt Service (Fund 30 - Cell E21)	ОК
Transportation (Fund 40 - F21)	ОК
Municipal Retirement/Social Security (Fund 50 - Cell G21)	ОК
Capital Projects (Fund 60 - H21)	ОК

Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
5. Summary of Cash Transactions: Other Receipts, (Page CashSum 4), must equal Other Disbursements, (Page CashSum 4).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	ОК
Interfund Loans Receivable (Funds 10, 20, 40 & 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	ОК

End of Balancing