

The Calgary Jewish Academy

Education Plan

2026-2029



Accountability Statement for the Education Plan

Accredited Funded Independent School Authorities

The Education Plan for the Calgary Jewish Academy, commencing May 2026, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025-2028 Education Plan on May 27th, 2026.

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“original signed”

Eytan Donsky

Michelle Jacobson

Co-Chairs CJA Board of Directors

Message from Administration

Shelly Gelfand - Principal

The information included in this report celebrates the Calgary Jewish Academy and all it has to offer. As an independent Jewish day school, we are committed to meeting Alberta Education requirements while fostering a strong sense of Judaism and Jewish identity. Each day, our focus is on ensuring every student arrives at CJA feeling safe, supported, and ready to learn. We strive to meet students where they are, providing meaningful learning opportunities that inspire curiosity, encourage growth, and challenge them to reach their full potential. Our overarching goal is to empower students to become confident, compassionate, and contributing members of the broader Calgary community.

This Education Plan connects the results of the 2025 Provincial Accountability Pillar Survey, completed by students, parents, and staff, to the priorities and goals outlined in the CJA Strategic Plan.

A Profile of the School Authority

Who are we at the Calgary Jewish Academy?

The Calgary Jewish Academy (CJA) is an accredited independent day school for children in Nursery to Grade 9. The CJA provides an excellent hybrid of the Alberta Education Curriculum and Judaic Studies. This dual curriculum provides students with opportunities to connect to their Jewish culture and identity through their learning. Our school not only equips students with the essential skills and knowledge needed for the future, it also instills in them a unique perspective rooted in Jewish values and traditions, ensuring they navigate life's challenges with resilience, empathy, and a strong sense of identity.

The CJA's total enrollment is 207 students as of May 2026. The CJA is firmly rooted in the Calgary Jewish community. In its present and previous forms, it has been in existence for over 110 years, serving some families for as many as five generations. The CJA is more than just a school, we are mishpacha (family). We are a caring community that consists of faculty, staff, parents, grandparents, alumni and friends who work together to support each child's Jewish journey.

Families choose the CJA because they seek a challenging and supportive environment where they can be partners in their child's learning. An integrated curriculum guides students toward academic excellence, strong critical thinking skills, and pride in their Jewish heritage.

The CJA strives to be a leader within the Calgary Jewish community, working closely with the Calgary Jewish Federation, the Paperny JCC, multiple synagogues, Halpern Akiva Academy, and our friends in Israel at partner schools and organizations. We work to build partnerships with schools in Israel as well as Jewish Day Schools worldwide. CJA is a member of the Association of Independent Schools and Colleges of Alberta (AISCA). Through ASCIA CJA benefits from a strong network of professionals supporting the school in professional development.

The CJA building sits on land that we acknowledge is traditionally not our own. The Calgary Jewish Academy both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

At the CJA, our land acknowledgement is read at the start of every week during morning announcements, as well as at the beginning of all school assemblies.

As a Jewish Day School we are grateful that we get to use this space to teach many students their Jewish culture and religion, and to make lifelong memories through important connections, new activities and education. We promise to use this land kindly and that our students and staff will respect this land.

Vision, Purpose, Values (Middot)

Our Vision

We are a pillar of the Jewish community that provides an exceptional foundation for academic success, identity, and citizenship.

Our Purpose

We guide students on their Jewish and academic journeys, enabling them to become outstanding community members.

Values מידות *Middot*

Courage גבורה – Courage is overcoming fear so I can do what is right.

Gratitude הכרת הטוב – Gratitude is being thankful for the good in my life.

Justice צדק – Justice is being fair and making informed decisions.

Identity זהות – Identity is asking who I am as a member of a community.

Respect כבוד – Respect is accepting others for who they are, even when they are different from you or you don't agree with them. Respect builds feelings of trust, safety and wellbeing. Respect does not come naturally, it's something you learn.

Acts of Loving Kindness גמילות חסדים – Giving of oneself for the care and concern of others, without asking for anything in return.

Community קהילה – Be of service to your Jewish and greater communities.

We are a part of something bigger than ourselves.



Calgary Jewish Academy's Three-Year Plan

The CJA's board strategic plan was revisited and updated two years ago. Our Board of Directors works to develop Strategic Plans for the Calgary Jewish Academy in collaboration with the leadership team. They are a Governance Board with operations left to the Principal and the CEO. Our Principal works closely with the Leadership Team to ensure the implementation of curriculum and community building.

Key components of the Strategic Plan include:

- ✧ Enhance Jewish Identity & Cultural Connections
- ✧ Support Student Behaviour, Growth & Achievement
- ✧ Ensure Quality Teaching & Leadership
- ✧ Board & Community Engagement
- ✧ Ensure Financial Sustainability

In crafting our educational roadmap for the upcoming years, the CJA has meticulously analyzed the findings of the Alberta Education Assurance Survey in conjunction with the directives outlined in our Board's Strategic Plan. By synergizing these two vital sources of feedback and guidance, we aim to forge a comprehensive three-year plan aimed at enhancing every facet of our educational landscape. With a steadfast commitment to continuous improvement and a deep-rooted dedication to providing the best possible educational experience for our students, this collaborative effort will pave the way for transformative growth and innovation at the CJA. Annually, the CJA will review and publish a three-year plan, considering the latest results from provincial and local measures, and adjust based on changes to outcomes, measures, strategies and plan implementations.

Stakeholder Engagement

How does the Calgary Jewish Academy actively engage stakeholders to inform the development of local priorities and plans?

We take great pride in the high level of parental involvement at the CJA. Both parents and teachers express a profound sense of satisfaction with this collaborative approach. The active engagement of parents, grandparents, family members, community members, donors and specialized experts in the student's educational journey is paramount to us, and we consider them essential partners in the learning process.

Through regular communication channels, including parent-teacher conferences, open forums, newsletters and feedback sessions, we ensure that parents are well-informed and empowered to contribute their valuable insights and perspectives. This robust partnership not only strengthens the educational experience for each student but also fosters a sense of trust and confidence between the school and our dedicated parent community. Overall, the Alberta Education Assurance Measure Results, completed in the spring of 2025, demonstrated that 79.9% of CJA parents were either satisfied or very satisfied with the opportunity to be involved in decisions about their child’s school. (APORI, Spring 2025)

Insights from AERR and Stakeholder Engagement Informing the Education Plan

Our insights informing the education plan fall into three main categories: Academic, Social Emotional Wellness and Parental Engagement.

Required Alberta Education Assurance Measures – Overall Summary
Authority: 9633 School 9911 Calgary Jewish Academy.

Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 9911 Calgary Jewish Academy

Assurance Domain	Measure	Calgary Jewish Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	76.7	79.7	80.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	76.2	74.6	78.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	71.6	76.7	75.8	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	20.5	25.0	21.3	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	74.6	80.5	83.9	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	79.2	82.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	81.0	78.2	82.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	79.9	75.8	79.4	80.0	79.5	79.1	High	Maintained	Good

Academic Achievement

- Education Quality and Teaching Maintained is at a very low achievement level. Our improvement declined and this is an area of great concern.
- Academic performance remains strong, particularly in diploma excellence.
- Grade 9 PAT excellence dropped 4.5% despite maintaining high acceptable rates. It continues to be significantly higher than the Alberta average.

Social Emotional Wellness

- *Citizenship and Active Participation* remains at an intermediate level increasing by 1.6%. Student ratings on this dimension stayed strong.
- One area of Learning Support and Welcoming, Caring, Respectful and Safe Learning Environments CJA has increased significantly by 4.8%. Improvement has been maintained in this area.
- CJA's deliberate efforts to foster a positive, inclusive culture have clearly had a notable effect.

Access to Supports & Services

- CJA remains at an intermediate level with 2025 AERR score of 81% which is an 3.2% increase.
- CJA is at an Intermediate level in this area maintaining our improvement rating.
- CJA is above the provincial average in this area.

Parental Engagement

- Results for the parental involvement measure in the fall 2025 AERR are strong and increased by 0.9% to 79.9% are still strong but fell 4.5% compared with fall 2023 report.
- With the increase in this area CJA retained a high achievement level and maintained their improvement rating.

Overview of Outcomes and Measures

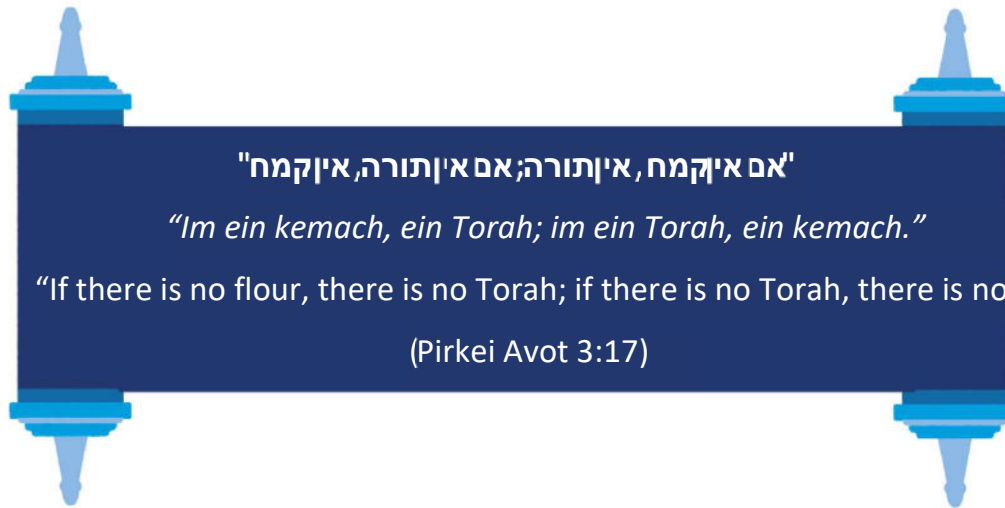
	OUTCOMES	MEASURES
#1	Create a safe culture of Respect and Responsibility	- Progress will be monitored through data tracking, climate surveys, and regular reviews
#2	Foster a positive, inclusive and collaborative school culture where staff, students, families and stakeholders feel a strong sense of belonging.	- Parents are more engaged and connected to the school - Students are more engaged and connected through daily learning
#3	Improve student academic achievement	- PAT results – Gr. 6 & 9 - Alberta Numeracy & Literacy Assessments - Formative & Summative classroom assessments
#4	First Nations, Metis and Inuit Student Success	- Calgary Jewish Academy supports and implements the Truth and Reconciliation Commission recommendations.

Plan for Implementation

Turning Vision into Action

This Education Plan focuses on three interconnected goals that will collectively enhance the overall school experience and student success at the Calgary Jewish Academy. First, we aim to improve student behaviour by fostering a culture of respect and responsibility rooted in Jewish values and through engaging families as active partners in this work. Second, we seek to strengthen school culture by deepening connections among staff, students, families, and the broader community through inclusive practices, meaningful engagement, and shared celebrations. Finally, we are committed to improving student research-based achievement in all academic areas by implementing consistent, research-based programming across all grade levels, supported by targeted professional

learning and data-driven instruction. Together, these goals reflect the CJA's dedication to nurturing a safe, supportive, and high-achieving learning environment that prepares our students to thrive academically, socially, emotionally, and spiritually.



This quote teaches that just as "kemach" (flour) represents the nourishment of the body, and "Torah" symbolizes the nourishment of the mind and soul, both are necessary and interdependent. At the Calgary Jewish Academy, we understand that academic learning (Torah), emotional and social development (the whole child), and physical well-being (kemach) thrive in a symbiotic relationship. Each one enriches the others to create a balanced, meaningful, and deeply rooted Jewish education.

Education Plan Outcomes, Measures, and Strategies

Create a Safe Culture of Respect and Responsibility	
Strategic Priorities	Support Student Behaviour, Growth and Achievement
Context	As a Jewish Day School, we are committed to fostering a safe culture of respect, responsibility, and <i>menschlichkeit</i> (humanity) in every aspect of school life. Over the next 3 years, we will implement a proactive and consistent approach to improving student behaviour, rooted in our shared Jewish values and supported by evidence-based practices. This includes continuing to refine our school-wide behaviour expectations, enhancing staff capacity through professional learning, and increasing student voice and leadership opportunities. By aligning our behavioural supports with our values of <i>kavod</i> (respect), <i>achrayut</i> (responsibility), and <i>shalom</i> (peace), we aim to build a learning environment where all students feel safe, supported, and empowered to make thoughtful choices.
Outcomes	<ul style="list-style-type: none"> ● CJA students will feel that school is a safe place where everyone is treated with respect. ● CJA students will demonstrate respect and <i>menschlichkeit</i> towards each other. ● CJA students will take responsibility for their own actions. ● CJA student will take part in leadership opportunities.
Assurance Domain	<ul style="list-style-type: none"> ● Student growth and achievement ● Learning Support
Measures	<ul style="list-style-type: none"> ● Baseline data collection in the fall ● Conduct a student staff and parent survey on school climate, respect and responsibility. ● Behaviour expectations are understood and followed by students.

	<ul style="list-style-type: none"> ● Feedback is timely and actionable for students to determine what next steps will be. ● Data from tracking frequency and types of behaviours and record anecdotal evidence ● Student participation in leadership and middot based initiatives
Strategy	<ol style="list-style-type: none"> 1. Teachers and administration engage in a review of student expectations and adjust in light of any new research or professional development that has been done. 2. Ongoing professional development for staff 3. Staff working towards increased and timely tracking of events. 4. Re administration of the surveys periodically to review effectiveness of strategies.
Resources	<ul style="list-style-type: none"> ● Professional Development for staff on proactive behaviour strategies, restorative practices and how to be consistent with implementation across the grades. ● Professional Development for staff on using Tier 1 Universal Supports, Tier 2 Targeted Supports and Tier 3 Intensive and Individualized Supports ● Time Allocation for teachers to research, collaborate and plan ● Materials and mentorship for student leadership and middot
Timeline / Implementation Plan	<p>2026 – 2029 ongoing professional development and monitoring the impact of the new practices</p> <p>2026 – 2027 review and make adjustments where needed of school expectations for students and staff</p> <p>2028 – 2029 sustain and evaluate through comparison of data, adjustment of strategies and determine next steps</p>

Foster a positive, inclusive and collaborative school culture where staff, students, families and stakeholders feel a strong sense of belonging.

Strategic Priorities	Support Student Behaviour, Growth and Achievement Board and Community Engagement
Context	<p>At the heart of a thriving Jewish Day School is a strong, vibrant culture that nurtures connection, belonging, and shared purpose among staff, students, families, and the broader community. This goal focuses on enhancing our school culture by fostering meaningful relationships, celebrating our Jewish identity, and promoting collaboration and mutual respect across all community members. By prioritizing inclusivity, wellness, and active engagement, we aim to create an environment where everyone feels valued, supported, and inspired to contribute to our collective growth. Through intentional initiatives and ongoing dialogue, we will strengthen the bonds that make our school a warm, welcoming, and dynamic place to learn and grow together.</p>
Outcomes	<ul style="list-style-type: none"> ● CJA will continue to work at being part of the broader Jewish community as a collaborative partner in attaining common goals with an emphasis on promoting Jewish education in Calgary. ● Staff and students at CJA will feel valued, supported and inspired. ● Staff and students at CJA will feel connected and engaged with the broader community.
Assurance Domains	<ul style="list-style-type: none"> ● Student growth and achievement ● Learning Support ● Governance

Measures	<ul style="list-style-type: none"> ● Conduct annual climate surveys with staff, students, families and stakeholders to assess connection, engagement and satisfaction. ● Track participation rates in specialized programs, family and community events. ● Track student leadership opportunities in school and at community events.
Strategies	<ul style="list-style-type: none"> ● Building Community and Inclusion by creating inclusive classrooms and fostering a positive school climate that reflects Jewish values of כבוד <i>kavod</i> (respect) and שלום <i>shalom</i> (peace). ● Family Engagement can be increased by offering strategic workshops on effective communication and partnership with families, including ways to involve diverse family voices in school life. ● Student Leadership and Empowerment will be increased with professional development focused on guiding and supporting student leaders to foster a strong sense of belonging at CJA and active participation in the broader community (Jewish and non-Jewish). ● Staff and Student Wellness and Resilience will be fostered by having sessions focused on self-care, stress management, and strategies to build a supportive school culture.
Resources	<ul style="list-style-type: none"> ● Professional development on wellness programs, and recognition initiatives to promote staff morale and resilience. ● Professional development and opportunities for all staff in creating and fostering positive classroom climate that reflects Jewish values. ● Family engagement tools such as communication platforms, event planning resources, and parent education workshops to build strong home-school partnerships. ● Student Leadership Development will be improved by mentorship programs, and opportunities for students to lead community-building activities. (e.g., Student Council, buddy

	<p>bridges/cross-grade connections, participation in community events)</p> <ul style="list-style-type: none"> • Community Event Resources will be possible with budget and logistical support for school-wide celebrations, cultural events, and collaborative projects that highlight Jewish identity and community spirit. (e.g., new families welcome event, Latke Lunch, Yom HaShoah Community commemoration...) • Surveys, focus groups, and tools for ongoing dialogue to gather input from staff, students, and families and guide continuous improvement.
Timeline / Implementation Plan	<p>2026 – 2029 ongoing professional development for staff</p> <p>2026 – 2027 evaluation of events and surveys to build professional development, leadership opportunities for students and family and community involvement</p> <p>2028 – 2029 sustain and evaluate progress made through comparison of data, adjustment of strategies and then determine next steps</p>

<h2>Improve Student Academic Achievement</h2>	
Strategic Priorities	Support Student Growth, Behaviour and Achievement; Ensure Quality Teaching and Learning.
Context	Our aim is to enhance student achievement by establishing consistent, research-based programming across all grade levels and divisions. By aligning instructional practices and curricular expectations, we will ensure that every student receives a meaningful and seamless learning experience that builds progressively year over year. This consistency will support targeted interventions, differentiated instruction, and collaborative professional learning among teachers, fostering a culture of high expectations and continuous growth. Ultimately, we seek to empower all students to develop strong foundational skills in all

	<p>academic areas that prepare them for academic success and lifelong learning. This work reflects the Calgary Jewish Academy's commitment to high expectations, continuous growth, and preparing confident learners for future success.</p>
Outcomes	<ul style="list-style-type: none"> ● Staff and students at CJA will work together through meaningful and engaging tasks to increase academic achievement. ● Students at CJA with diverse learning needs will be supported to develop strong foundational skills. ● Over the next 3 years the percentage of students in Grades 6 and 9 at CJA that achieve a standard of excellence will increase.
Assurance Domains	<ul style="list-style-type: none"> ● Student growth and achievement ● Learning Supports ● Teaching and Leading
Measures	<ul style="list-style-type: none"> ● Grade 6 and 9 PAT results ● Evidence of increased use of consistent instructional strategies ● Survey data indicating improved student engagement ● Increase in time for teachers to collaborate ● Expanded intervention strategies
Strategies	<ul style="list-style-type: none"> ● Curriculum Alignment Workshops will be made available to help facilitate sessions for teachers across divisions to collaboratively align curriculum, ensuring clear progression and consistent expectations from grade to grade. ● Instructional Strategies will be provided that target professional development on evidence-based teaching methods in literacy (e.g., guided reading, phonics, writing workshops) and numeracy (e.g., number sense, problem solving, math talks, implementation of the new Alberta Social Studies curriculum). ● Data-Driven Instruction through Professional Development using assessment data to inform instruction, identify student needs, and implement timely interventions.

	<ul style="list-style-type: none"> ● Collaborative Planning to allow teachers to analyze PAT results and outcomes together. ● PAT prep workshops for Grade 9 students ● Collaborative Planning and Professional Learning: Establish regular opportunities for cross-divisional teacher collaboration focused on sharing best practices, analyzing student work, and problem-solving instructional challenges. ● Supporting Diverse Learners through professional Development on differentiation, scaffolding, and culturally responsive teaching to meet the needs of all learners, including English additional language learners and students with learning differences. ● Ongoing Coaching and Mentoring by implement coaching cycles and peer/colleague observation opportunities to support the consistent application of effective curriculum practices.
Resources	<ul style="list-style-type: none"> ● Alberta Curriculum resources, curriculum alignment documents and planning guides ● Teaching resources that support cross curricular learning and allow for student engagement (hands on material, group, activities, experimentation) ● Continued professional development on teaching best practices ● Assessment tools and data tracking systems ● Time allocated for teacher collaboration and planning ● Intervention resources and human resources for teachers and support staff (e.g., Learning Leads, GAIN coordinator, literacy specialists)
Timeline / Implementation Plan	<p>2026 – 2027 establish baseline data; align curriculum frameworks across divisions; begin targeted professional development on consistent instructional strategies.</p> <p>2027 – 2028 Implement consistent programming school-wide; introduce collaborative planning time for teachers; monitor student progress and adjust supports.</p> <p>2028 - 2029 Refine instructional practices based on data; expand intervention strategies; celebrate student growth and share best practices across divisions.</p>

First Nations, Metis and Inuit Student Success

Strategic Priorities	Support Student Behaviour Growth and Achievement
Context	At this time, the CJA does not have any students who identify as FNMI. The CJA students deepen their knowledge and understanding of, and respect for, FNMI culture and traditions throughout the year. Students are provided with educational opportunities which align with the Truth and Reconciliation Commission recommendations. We recognize that infusing Indigenous histories, cultures and perspectives into the educational curriculum is a way to contribute towards the goal of reconciliation by providing students with an opportunity to learn about the Indigenous people with whom they share the land, and on whose ancestral territories the CJA currently resides. We are making connections with First Nations elders/guests in the future to develop cultural bridges between the Jewish and FNMI communities.
Outcomes	<ul style="list-style-type: none"> ● CJA students will increase their understanding of First Nations, Metis and Inuit perspectives, experiences, treaties, and history and legacy of residential schools.
Assurance Domain	<ul style="list-style-type: none"> ● Student Growth and Achievement ● Teaching and Leading
Measures	Calgary Jewish Academy supports and implements the Truth and Reconciliation Commission recommendations.
Strategy	<ol style="list-style-type: none"> 1. Continue to strengthen our relationships with Indigenous Elders and knowledge keepers. 2. Include learning experiences and tasks that focus on Indigenous culture through the arts. 3. Ongoing professional development for staff

	<p>4. Support the learning experiences that use resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit peoples.</p>
Resources	<ul style="list-style-type: none"> ● Professional Development for staff through Indigenous Elders and Knowledge Keepers. ● New Alberta Social Studies curriculum ● Calgary Public Library Caretakers of the Land Program ● ATA Indigenous Education resources ● University of Alberta – Teaching Indigenous Education ● Time Allocation for teachers to research, collaborate and plan
Timeline / Implementation Plan	<p>2026 – 2029 professional development and monitoring the impact of the new practices</p> <p>2026 – 2027 continued professional development, reviewing practices and resources</p> <p>2028 – 2029 refining teaching and learning of First Nations, Metis and Inuit curriculum and determine next steps</p>

Budget Summary

Allocating Resources to Achieve our Goals

As an Alberta independent school, we will once again receive partial funding from Alberta Education for the 2026-2027 school year as do all accredited independent schools. The budget must serve as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.

CJA is anticipating 235 funded students for the 2026-27 school year.

With the ratification of the ATA grid, we have adjusted our compensation for faculty to remain competitive in today's employment market. Alberta Education grants continue to play an important role in our efforts to implement the Alberta Program of Studies / Curriculum.

With only partial funding and lack of access to capital funding grants, CJA must rely on tuition, student fees, and philanthropy to fund our capital, maintenance, programming and other operational needs.

CJA dedicates its funds towards the progress of our strategic framework. The strategic framework is focused on:

- Enhance Jewish Identity & Cultural Connections
- Support Student Behaviour, Growth & Achievement
- Ensure quality Teaching & Leadership
- Board & Community Engagement
- Ensure Financial Sustainability

The CJA budget for 2026 -2027 was approved by the Board of Directors on June 17th, 2026.

Revenue	2026/2027 Budget
Alberta Education	\$1,538,992
Tuition Fees	\$2,927,969
Gifts and Donations	\$853,212
Other Revenue	\$520,150
Total	\$5,840,323
Expenses	2026/2027 Budget
Salaries & Benefits	\$5,155,807
Services, Contracts & Supplies	\$951,920
Total	\$6,107,727
Operating Surplus/Deficit	(\$267,404)