

State Public Charter School Authority
Legacy Traditional School North Valley Middle School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I



Board Approval Date: January 22, 2025
Public Presentation Date: January 22, 2025

Mission Statement

Legacy Traditional Schools' mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neo-traditional learning environment, with instruction from caring, knowledgeable, and highly effective educators and in cooperation with supportive, involved families.

https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_north_valley/2024

Vision

Legacy Traditional Schools' vision is to positively impact the education of every student.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_north_valley/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

North Valley MS lowered its Chronic Absenteeism rate from 24.9% to 15.6%, earning 8.5 out of 15 points on the 2023-2024 Student Engagement Indicator, an increase of 4.5 index points as measured by the 2023-2024 NSPF. There was a decrease in in the index score from 54 to 38 moving the middle schools from a 3 to a 2 star campus.

Student Success Strengths

North Valley ES lowered chronic absenteeism from 26.3% on the 22/23 NSPF to 18.7% on the 23/24 NSPF, earning three additional points. This provided students with additional learning opportunities throughout the school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24). **Critical Root Cause:** Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Problem Statement 2 (Prioritized): Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24). **Critical Root Cause:** Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Adult Learning Culture

Adult Learning Culture Summary

School leaders allow teachers to participate in weekly PLC and RTI meetings. The administration actively participates in these meetings, as measured by the PLC administration tracker and lead teacher accountability tracker.

Adult Learning Culture Strengths

In year three of the PLC and MTSS process at North Valley, teachers have a better understanding of it. They can now facilitate this as grade-level teams with support from our instructional coach and administration, supporting improved Tier 1 instruction and intervention throughout the campus.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker. **Critical Root Cause:** In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.

Connectedness

Connectedness Summary

The parent satisfaction survey had a decrease from Spring 2023 of 10 to -13 in Spring 2024. NPS is measured on a scale of -100 to 100.

Connectedness Strengths

Of the parents that completed the survey, parents commented that there was an improvement in the communication from the previous school year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan. **Critical Root Cause:** High teacher turnover rate.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	North Valley holds monthly Parent nights to gain feedback on parent needs. Parents have stated that they need additional training on student curriculum. The 24-25 monthly parent nights focus on parents understanding the school-wide curriculum and how to support all students better.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	The lesson learned was that we must better support our parents in helping their students academically. Our parents are willing to support our student's academic progress, but we must teach them how to support students better.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Our volunteer involvement has increased, as measured by our parent volunteer sign-up sheet. This was accomplished through our school-wide engagement efforts. This year, we are focused on better supporting our families with an understanding of school-wide academic systems and processes through monthly parent nights, as requested by our families.

Stakeholder Engagement Strengths

Offering additional opportunities to support the school increased parent volunteering and engagement. To support this effort, a school-wide sign-up and volunteer orientation were enacted. We improved the overall culture on campus, as evidenced by the 24-25 employee rating survey.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: Parents report that school-wide communication methods are inconsistent and come from too many communication sources. **Critical Root Cause:** We are using too many communication methods.

Priority Problem Statements

Problem Statement 1: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).

Critical Root Cause 1: Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan.

Critical Root Cause 2: High teacher turnover rate.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Critical Root Cause 3: In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).

Critical Root Cause 4: Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Problem Statement 4 Areas: Student Success

Goals

Revised/Approved: October 22, 2024

Goal 1: Student Success

Annual Performance Objective 1: The North Valley MS campus will improve the school's NSPF index score as measured by the Spring 2024 SBAC assessment results from 38 to a minimum of 50 to achieve a 3-star status.

Evaluation Data Sources: SBAC Data





Fall, Winter, and Spring MAP benchmark data

Fall, Winter, and Spring benchmark AIMSweb data

PLC Essential standard data

RTI progress monitoring data

Monthly attendance monitoring of chronic absenteeism

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Standards-based instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies, including Saturday School, Tutoring, identify emerging and approaching students to work in small groups with reading and math interventionists. Weekly Collaborative Team Meetings (PLC) and Multi-Level Tiered Support System (RTI) grade-level meetings are facilitated by the lead teacher and administration. Provide professional development on research-based instructional practices to support EL students. Enforce and monitor EL tutoring for all identified students. Ensure all attendance is coded correctly within Infinite Campus. Students with chronic absenteeism are identified and supported to improve attendance.</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: Action Step's; Administer the Fall, Winter, and Spring Map Test Administer the Fall, Winter, and Spring AIMSWeb benchmark assessments Identify all approaching students in both ELA and Math Share the data with teachers in a Professional Development Invite students to all applicable intervention opportunities Professional Development on Identifying Standards, Unwrapping Standards, and creating common assessments Professional Development on High Leverage Practices, engagement strategies, and best practices for EL students Monthly monitoring of attendance to ensure that coding is done correctly and students at risk are identified and provided support Determine what financial resources are available. Expected Result/Impact; As measured by the Spring MAP assessment, 70% or more of currently enrolled students in Kindergarten through 8th grade will meet or exceed their student growth target in both ELA and Math.</p> <p>Position Responsible: Administration, Instructional Leadership Team, Persistence Committee</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Staffing - Title I, Pt. A, Professional Development - Title II, Pt. A, Tutoring - General Funds</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24). **Critical Root Cause:** Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Goal 2: All teachers will participate in weekly PLC and RTI meetings to ensure students progress towards and master grade-level NVACS. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Aligns with District Priority

Annual Performance Objective 1: All teachers will participate in weekly PLC and RTI meetings to ensure students progress towards and master grade-level NVACS. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Evaluation Data Sources: PLC formative data, Winter and Spring formative MAP Data, Winter and Spring formative Aimsweb data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: The instructional coach and administration will support the lead teachers with weekly check-ins to prepare for upcoming PLC or MTSS meetings. Weekly feedback on positive items and the next steps will be provided to the teams to support them in continuous learning of the PLC and MTSS process.</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: Action Step's; Assign each administrator to grade band supervision, tier teacher/grade levels based on specific needs to provide direct support, all stakeholders attend PLC and RTI with fidelity, evaluate/Analyze all PLC and RTI documentation, and provide support through professional development.</p> <p>Expected Result/Impact; Utilize more time and resources for more frequent professional development opportunities. Develop a coaching rubric to evaluate the implementation of PLC and RTI Increase teacher motivation for the PLC and RTI process.</p> <p>Position Responsible: Administration, Instructional Leadership Team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Professional Development - Title II, Pt. A, Staffing - General Funds</p>	Status Check		
	Feb	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

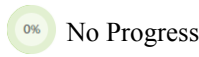
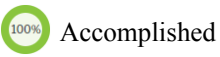
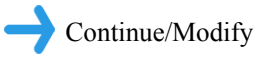

Critical Root Cause: In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.

Goal 3: We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 to above 0 on a scale of -100 to 100. We do not have an updated Spring NPS score when writing this plan.

Aligns with District Priority

Annual Performance Objective 1: We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 to above 0 on a scale of -100 to 100. At the time of writing this plan we do not have a updated Spring NPS score. Once we obtain our Spring 2024 data we will revise the goal accordingly.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: As a school community, we will all focus on improving communication among all stakeholders. The administration is working closely with the PVO board and persistence committee to help foster more parental involvement.</p> <p>Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. <i>Journal of Research on Educational Effectiveness</i>, 6(3), 199-222.</p> <p>Formative Measures: Action Step's; Employed an entirely new administrative team Approximately 90% of the teaching positions are filled, and we will continue to fill any vacancies actively. The administrative team sends out a weekly email to parents As needed, recorded messages from the principal are sent out to parents Teachers send out weekly emails Daily communications are needed based on student discipline, academic concerns, etc. Parents are encouraged to attend school events, including flag ceremonies, recitation of poems, awards ceremonies, PVO meetings, athletic events, and other events.</p> <p>Expected Result/Impact; We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 to above 0</p> <p>Position Responsible: Administration, PVO board, Persistence committee, and School leadership team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Professional Learning for all staff - Title II, Pt. A</p>	Status Check		
	Feb	May	May

Annual Performance Objective 1 Problem Statements:

Connectedness





Problem Statement 1: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan. **Critical Root Cause:** High teacher turnover rate.

Goal 4: The North Valley campus will increase the proficiency rates of students with IEPs in math and ELA by 5%, as measured by the Spring 2025 SBAC scores. For ELA students, proficiency rates will increase from 0% to 5%, as measured by the Spring 2024 to the Spring 2025 SBAC. For Math students, proficiency rates will increase from 1% to 6%, as measured by the Spring 2024 to the Spring 2025 SBAC.

Aligns with District Priority

Annual Performance Objective 1: The North Valley campus will increase the proficiency rates of students with IEPs in math and ELA by 5%, as measured by the Spring 2025 SBAC scores. For ELA students, proficiency rates will increase from 0% to 5%, as measured by the Spring 2024 to the Spring 2025 SBAC. For Math students, proficiency rates will increase from 1% to 6%, as measured by the Spring 2024 to the Spring 2025 SBAC.

Evaluation Data Sources: Spring 2025 SBAC scores compared to Spring 2024 scores Winter MAP Data in both math and ELA CTM and MTSS data in both math and ELA Winter AIMS web benchmark data in both math and ELA Monthly attendance monitoring of chronic absenteeism Quarterly monitoring of progress toward IEP goals Ensure SBAC participation is over 95%

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: In addition to the school's improvement strategy for student success: Standards-based instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies, including Saturday School, Tutoring, identify emerging and approaching students to work in small groups with reading and math interventionists. Weekly Collaborative Team Meetings (PLC) and Multi-Level Tiered Support System (RTI) grade-level meetings are facilitated by the lead teacher and administration. Provide professional development on research-based instructional practices to support EL students. Enforce and monitor EL tutoring for all identified students. Ensure all attendance is coded correctly within Infinite Campus. Students with chronic absenteeism are identified and supported to improve attendance. We will: Analyze students with IEP's proficiency rates, other school data including MAP and AIMS Web, progress monitoring data and ensure that their IEP goals are aligned with their needs and areas of deficiency. All students will receive Tier 1, 2, and if needed Tier 3 instruction in addition to the required services as outlined in their IEP. Parent communication will be ongoing to provide updates on progress and how students can be supported at home via IXL. APR Indicator 3: Assessment: (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066 Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: Administer the Fall, Winter, and Spring Map Test Administer the Fall, Winter and Spring AIMS Web benchmark assessments Identify all approaching/emerging students with an IEP in both ELA and Math Share the data with teachers in a Professional Development Invite students to all applicable intervention opportunities Professional Development on Identifying Standards, Unwrapping Standards, and creating common assessments Work collaboratively with the general education and special education teacher to provide a comprehensive instructional model for the student Professional Development on High Leverage Practices, engagement strategies, and best practices for Special Education students</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented.</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 2: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24). **Critical Root Cause:** Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Persistence Committee

Team Role	Name	Position
Administrator	Frank Palmieri	Director of operations
Parent	Nancy Quezada	Parent
Teacher	Joleen Gamboa	Teacher
Administrator	Kendrick Kumabe	Assistant Principal
Teacher	Sandra Cosey	Teacher
Teacher	Stephanie Upton	Teacher
Classroom Teacher	Denise Hawkins	teacher
Classroom Teacher	Tami Budo	teacher
Administrator	Julene Ballard	assistant principal
Administrator	Brian Campbell	Principal
School Aide	Rebecca Raz	support staff

Campus Leadership Team

Team Role	Name	Position
Administrator	Frank Palmieri	Director of Operations
Administrator	Kendrick Kumabe	Assistant Principal
Administrator	Julene Ballard	assistant principal
Administrator	Lamont Colquitt	assistant principal
Non-classroom Professional	Brittney Preston	specialist
Classroom Teacher	Jennifer Hosmer	teacher
Classroom Teacher	Quantesia Tennyson	teacher
Classroom Teacher	Lori Taylor	teacher
Classroom Teacher	Kylene Pizarro	teacher
Classroom Teacher	Sandra Cosey	Teacher
Administrator	Brian Campbell	Principal

School Funding Summary

General Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$0.00
2	1	1	Staffing		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$268,085.00
+/- Difference					\$268,085.00
AB 495					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$106,752.00
+/- Difference					\$106,752.00
IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-b, Sect 619 EC					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$90,000.00
+/- Difference					\$90,000.00
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$0.00

Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$146,666.00
+/- Difference					\$146,666.00
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$0.00
2	1	1	Professional Development		\$0.00
3	1	1	Professional Learning for all staff		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$100,000.00
Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$516.00
+/- Difference					\$516.00
McKinney-Vento					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER CTE					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$108,121.00
+/- Difference					\$108,121.00
Other (Specify source name within the strategy)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$820,140.00
Grand Total Spent					\$0.00
+/- Difference					\$820,140.00