

State Public Charter School Authority
Quest Academy Northwest Elementary School
2025-2026 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I



District Approval Date: November 30, 2025
Public Presentation Date: November 30, 2025

Mission Statement

Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.

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Vision

Quest Preparatory Academy provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.

Demographics & Performance Information

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.)

[Quest Academy Northwest - Nevada Accountability Portal \(nv.gov\)](https://nvaaccountability.com)

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Comprehensive Needs Assessment

Revised/Approved: February 28, 2025

Student Success

Student Success Areas of Strength

School wide scoring on the NSPF with academic points rose from 11.5 points in Fall 2023 to 21.5 points in Fall 2024. 3rd grade reading proficiency improved from 21.2% to 33.3%. School-wide reading growth on the Winter MAP assessment showed strong progress, with a Median Growth Percentile (MGP) of 56th percentile and an increase in achievement from 31% to 35%. Math growth also demonstrated positive momentum, achieving an MGP of 54th percentile, with proficiency rising from 28% to 29%. In science, student growth remained steady, with an MGP of 53rd percentile and achievement maintaining at 27%. The fall to winter growth for grade levels improved from SY2324 to SY2425. These results indicate consistent academic growth across subjects, highlighting the effectiveness of instructional strategies and targeted interventions.

Student Success Areas for Growth

- **Areas for Growth:**
 1. **4th & 5th Grade Reading and Math:** Students need additional support to improve proficiency levels.
 2. **3rd Grade Reading Proficiency:** Increase the percentage of students moving from the 40th-59th percentile into the 60th percentile and above.
 3. **Math and Reading Proficiency Rates:** Need to reach school goals of 42% proficiency in ELA and 25% in Math.
 4. **Student Growth Targets:** Ensure at least 60% of students meet or exceed expected growth on MAP assessments.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier	Materials for parents in multiple languages
Foster/Homeless	Access to technology	School loaned devices
Free and Reduced Lunch	Achievement gaps	Targeted In Time Instruction
Migrant/Title1-C Eligible	None identified at this time	None identified at this time

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Culturally responsive curriculum	Review curriculum to ensure representation
Students with IEPs	Below grade level	Small group instruction at their instructional level

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The overall student ELA and Math proficiency rates are below the state averages of 42.8% and 38% respectively.

Critical Root Cause: Fidelity to the rigor of the Common Core State Standards

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Continual implementation of the Leader in Me framework
- Continual job-embedded professional development opportunities
- Continual growth in student discourse
- Continual growth in student cooperative learning structures

Adult Learning Culture Areas for Growth

- Increase consistency and frequency of student engagement practices
- Increase in higher level questioning

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier	Text in both languages when appropriate
Foster/Homeless	None identified at this time	Cooperative Learning structures
Free and Reduced Lunch	Achievement gaps	Targeted in time instruction with cooperative learning
Migrant/Title1-C Eligible	Not applicable	Not applicable
Racial/Ethnic Minorities	Different communication styles	Increased discourse practice in cooperative structures
Students with IEPs	Below grade level	Small group instruction utilizing Kagan structures

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction.

Critical Root Cause: Teachers level of proficiency with Kagan and other collaborative structures.

Connectedness

Connectedness Areas of Strength

- More families are providing medical documentation to excuse student absences.
- Increase in family participation in schoolwide events such as STEAM Night and Literacy Night

Connectedness Areas for Growth

- Consistent and responsible student attendance continues to be an area of growth for Quest.
- A reduction in daily and chronic tardiness

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier	Translation devices as appropriate
Foster/Homeless	Transportation	Transportation services
Free and Reduced Lunch	Attendance rates	Tiered attendance support
Migrant/Title1-C Eligible	Not applicable at this time	Not applicable at this time
Racial/Ethnic Minorities	Different communication styles	Leader in Me curriculum
Students with IEPs	Lower attendance rates	Tiered attendance support

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): An increasing number of students are becoming chronically absent as the school year progresses.

Critical Root Cause: Lack of transportation or unreliable transportation

Priority Problem Statements

Problem Statement 1: There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction.

Critical Root Cause 1: Teachers level of proficiency with Kagan and other collaborative structures.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: An increasing number of students are becoming chronically absent as the school year progresses.

Critical Root Cause 2: Lack of transportation or unreliable transportation

Problem Statement 2 Areas: Connectedness

Problem Statement 3: The overall student ELA and Math proficiency rates are below the state averages of 42.8% and 38% respectfully.

Critical Root Cause 3: Fidelity to the rigor of the Common Core State Standards

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Home Visits
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Revised/Approved: February 28, 2025

Inquiry Area 1: Student Success

SMARTIE Goal 1: Increase the percent of all students proficient in ELA from 31.78% in Spring 2024 to 38.3% by Spring 2026, as measured by the SBAC, with a 10% reduction in achievement gaps for English Learners and students with disabilities. ; <https://www.evidenceforessa.org/program/dreambox-learning/>

Formative Measures: Exit tickets, Writing assessments, Quizzes

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Adherence to the curriculum maps and fidelity to the CCSS embedded in the core curriculum.</p> <p>Action Steps: 1. Review curriculum maps quarterly 2. Annual Training with core curriculum materials aligned to the Professional Development Standard: Outcomes-professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p> <p>Position Responsible: Principal, Leadership Team</p> <p>Resources Needed: Curriculum scope and sequence, teachers guides</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p> <p>Resources and Funding Needed: Dreambox - General Funds - \$3,086.07, Savvas - General Funds - \$11,853.75, CKLA - General Funds - \$3,691.18</p>	Status Check		
	Jan	Apr	May
	No review	No review	No review

SMARTIE Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: The overall student ELA and Math proficiency rates are below the state averages of 42.8% and 38% respectfully. Critical Root Cause: Fidelity to the rigor of the Common Core State Standards</p>

Inquiry Area 1: Student Success

SMARTIE Goal 2: Increase the annual growth percentage (AGP) of students with IEPs from 25% in Spring 2024 to 50% or higher by Spring 2026, as measured by the SBAC, as aligned to SPP/APR indicator 3. <https://www.evidenceforessa.org/program/dreambox-learning/>

Formative Measures: Exit tickets, Writing assessments, Quizzes; APR indicator 3.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Adherence to the curriculum maps and fidelity to the CCSS embedded in the core curriculum.</p> <p>Action Steps: 1. Review curriculum maps quarterly 2. Annual Training with core curriculum materials aligned to the Professional Development Standard: Outcomes-professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p> <p>Position Responsible: Principal, Leadership Team</p> <p>Resources Needed: Curriculum scope and sequence, teacher guides</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p> <p>Resources and Funding Needed: Special Education Teacher - General Funds - \$82,318.77</p>	Status Check		
	Jan	Apr	May
	No review	No review	No review

SMARTIE Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: The overall student ELA and Math proficiency rates are below the state averages of 42.8% and 38% respectfully. Critical Root Cause: Fidelity to the rigor of the Common Core State Standards</p>

Inquiry Area 2: Adult Learning Culture

SMARTIE Goal 1: Increase the percentage of staff trained in Kagan and other cooperative learning structures from 50% to 80% by the end of the 2025-2026 school year as measured by sign-in sheets and professional development records.

Formative Measures: Feedback forms, professional development discussions, walkthrough data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Kagan Day 1 and Day 2 training for all instructional staff. 100% of instructional staff employed in August 2023 received both days of training. Additional staff hired receive Kagan training and cooperative learning structures training during the school year. https://www.evidenceforessa.org/program/kagan-cooperative-learning/</p> <p>Action Steps: Professional Development: Kagan Training (aligns to professional development standard: Learning Designs-professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes) Professional Development: Cooperative Structures Training (aligns to professional development standard: Learning Designs-professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes)</p> <p>Position Responsible: Human Resources Resources Needed: Training Fee when applicable</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: Kagan Training - General Funds - \$8,370</p>	Status Check		
	Jan	Apr	May
	No review	No review	No review

SMARTIE Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction. Critical Root Cause: Teachers level of proficiency with Kagan and other collaborative structures.</p>

Inquiry Area 3: Connectedness

SMARTIE Goal 1: Decrease the percent of all students who were chronically absent from 22.2% in SY2324 to 15% in SY2526 as reported by the Nevada School Performance Framework.

Formative Measures: Attendance rates

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Decrease attendance barriers by offering transportation to high priority students; https://www.attendanceworks.org/resources/data-tools/</p> <p>Action Steps: 1. Provide transportation services to high priority students 2. Provide professional development to staff regarding the effects of chronic absenteeism (aligns to Equity: professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.)</p> <p>Position Responsible: Transportation Coordinator, Leadership Team</p> <p>Resources Needed: State transportation grant, Second Step Attendance</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p> <p>Resources and Funding Needed: Vehicles, Personnel, and Associated Costs - Transportation Grant - \$212,362.59</p>	Status Check		
	Jan	Apr	May
	No review	No review	No review

SMARTIE Goal 1 Problem Statements:

Connectedness
<p>Problem Statement 1: An increasing number of students are becoming chronically absent as the school year progresses. Critical Root Cause: Lack of transportation or unreliable transportation</p>

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at our school for Title I involves analyzing multiple data sources, including student achievement on MAP and SBAC assessments, growth percentiles, attendance trends, and school climate surveys. This data is reviewed collaboratively by leadership, teachers, and stakeholders to identify strengths, areas for improvement, and targeted interventions that align with our School Performance Plan (SPP) and Continuous Improvement Process (CIP).

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Improvement Team, which includes staff, parents, and community members, meets twice a year to review the Title I plan, analyze data, and provide feedback for revisions. Additionally, stakeholder feedback is gathered through parent surveys, family engagement events, and ongoing discussions during staff meetings to ensure the plan reflects the needs of the school community.

2.2: Regular monitoring and revision

The School Performance Plan (SPP) is regularly monitored through ongoing data analysis, including MAP and SBAC assessments, attendance trends, and climate survey results. The Improvement Team reviews progress at scheduled meetings, and adjustments are made based on student performance data, staff input, and stakeholder feedback to ensure continuous improvement.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website in English and Spanish, shared with families through the school newsletter, and made available at the front office. Additionally, key points of the plan are discussed during parent meetings and family engagement events to ensure accessibility and understanding.

2.4: Opportunities for all children to meet State standards

Title I funds support class size reduction to provide more individualized instruction and targeted interventions, ensuring all students have the opportunity to meet State standards. Additionally, Title I resources are used to monitor and address chronic absenteeism through targeted outreach, attendance incentives, and family support initiatives to improve student engagement and academic success.

2.5: Increased learning time and well-rounded education

Our Title I plan focuses on key initiatives to enhance student learning: increasing cooperative learning structures in the classroom to promote collaboration and deeper engagement with content, and reducing class sizes to provide more individualized attention and targeted instruction. These efforts aim to extend learning time and offer a well-rounded education, especially for at-risk students.

2.6: Address needs of all students, particularly at-risk

Our Title I plan addresses the needs of all students, particularly at-risk learners, through two major initiatives: providing transportation to ensure all students can access educational

opportunities and increasing cooperative learning structures to foster collaboration and engagement. These initiatives aim to support equitable access to education and enhance learning for every student, with a focus on at-risk populations.

3.1: Annually evaluate the schoolwide plan

The evaluation of our School Performance Plan (SPP) involves regular progress monitoring through data analysis, including student performance metrics and feedback from staff. We assess the effectiveness of our strategies, adjust as needed based on this data, and ensure alignment with our school's goals to continuously improve student outcomes.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

We develop and distribute the Parent Involvement and Family Engagement Policy by including it in the family handbook, which is made available on our website, and sharing it during our annual Title I meeting. The process involves input from school leadership, staff, and parents to ensure it meets the needs of our community.

4.2: Offer flexible number of parent involvement meetings

Quest provides a flexible number of parent involvement opportunities by hosting events at various times throughout the year, both during the day and in the evenings. These include cultural events, academic nights, coffee with the principal, assemblies, and an annual block party. Additionally, parents are encouraged to volunteer, offering multiple ways to engage with the school community based on their availability and interests.

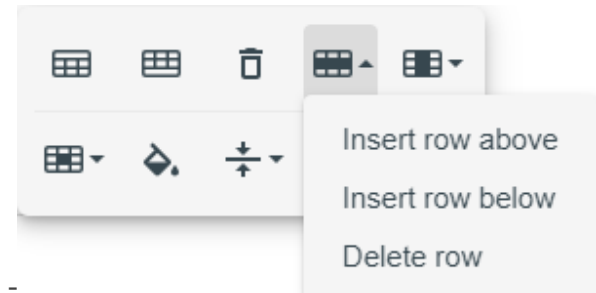
Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Hester	Attendance		0.15

Plan Notes

How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.



If more rows are needed. select inside a cell and use the "Row" button in the pop-up menu -

Date	Name	Department	Notes & Feedback	Campus Note
example : 6/2 9/23	Sample user	Campus and District Accountability	Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!	If you have a response or follow up note you can add it here or reach out to the commenter directly!
01/26/202	Anna Reynolds	SPCSA	Plan Setup Page is not complete. Please complete all sections of the plan setup page, and be sure to click save on each box. Please view the "Transfer Guide" at https://spcsa.instructure.com/courses/68/modules/items/4682 to review how each section should be completed.	

Date	Name	Department	Notes & Feedback	Campus Note
3/22/24	Marianna Cutler	SPCSA	<p>Please add the items listed below, following the guidance found here: https://spcsainstructure.com/courses/68/files/23625?module_item_id=5591</p> <ul style="list-style-type: none"> • Complete the plan set up page as noted in the guidance linked above. Be sure to fill in all items. • Set up your SPP Committee as outlined in the guidance above. You must list members from all required groups. • Add committee meeting dates/agendas for meetings of your SPP committee meetings. • Add an additional Student Success goal that is specifically dedicated to Special Education, as outlined in the guidance. • For your Student Success goal that is dedicated to Special Education, add the APR indicators that correspond, which can be found here: https://doe.nv.gov/offices/inclusive-education/spp-and-apr/ • For your Improvement Strategies, make sure that each strategy includes a citation for an Evidence Based Intervention (EBI), as referenced on page 22 of the guidance. • For each improvement strategy, connect a fund source budget and a critical root cause to the strategy. • Ensure that goals are all written in SMART format, as outlined in the guidance above. <p>Please reference the guidance linked above to ensure that all items are complete.</p>	

Date	Name	Department	Notes & Feedback	Campus Note

School Continuous Improvement Team

Team Role	Name	Position
Non-classroom Professional	Nicole Godfrey	Special Education Facilitator
Parent	Andre Pierce	Parent
Paraprofessional	Sharon Huskey	Paraprofessional
Administrator	Linda Williams	Action Team Lead
Classroom Teacher	Kenya Osborne	Action Team Lead
Non-classroom Professional	Crystal Whitfield	Action Team Lead
Classroom Teacher	April Hornsby	Action Team Lead
Classroom Teacher	Elizabeth Sanford	Coordinator
Administrator	Janelle Veith	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Coffee with the Principal	2/28/25	SBAC Blueprints are critical to NSPF Success

School Funding Summary

General Funds					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Dreambox		\$3,086.07
1	1	1	CKLA		\$3,691.18
1	1	1	Savvas		\$11,853.75
1	2	1	Special Education Teacher		\$82,318.77
2	1	1	Kagan Training		\$8,370.00
Sub-Total					\$109,319.77
Budgeted Fund Source Amount					\$4,460,160.00
+/- Difference					\$4,350,840.23
AB 495					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,015.31
+/- Difference					\$50,015.31
IDEA-b, Sect 619 EC					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education EXN					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Pt. A					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$140,800.00
+/- Difference					\$140,800.00
Title I, 1003(a)					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Pt. A					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,591.33
+/- Difference					\$13,591.33

Title III - ELL					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,218.22
+/- Difference					\$7,218.22
Title III - Immigrant					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Pt. A					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,765.00
+/- Difference					\$9,765.00
NV Ready! State Pre-K					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$600.00

Project Aware					
Inquiry Area	SMARTIE Goal	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)					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER Late Liquidation					
Inquiry Area	SMARTIE Goal	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					
Inquiry Area	SMARTIE Goal	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, Sect 619 EC					
Inquiry Area	SMARTIE Goal	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					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Inquiry Area	SMARTIE Goal	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					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CRSSA ESSER II					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Inquiry Area	SMARTIE Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Vehicles, Personnel, and Associated Costs		\$212,362.59
Sub-Total					\$212,362.59
Budgeted Fund Source Amount					\$87,000.00
+/- Difference					-\$125,362.59

Other (Specify source name within the strategy)					
Inquiry Area	SMARTIE Goal	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					\$4,769,149.86
Grand Total Spent					\$321,682.36
+/- Difference					\$4,447,467.50