

State Public Charter School Authority



Equipo Academy High School

Classification: 5 Star School

Title I

2025-2026 School Improvement Plan

District Approval Date:
November 30, 2025

Public Presentation Date:
November 30, 2025

Mission Statement

The mission of the school is to empower future first generation college students to meet high expectations, excel to and through college, and become transformational leaders within their community.

Vision

Our founding vision is a small, integrated 6th-12th grade campus where every student, regardless of background or starting point, will be on a path to and through the college of their dreams.

Classrooms will reflect consistently high expectations for academics and character, extracurriculars will challenge students to become confident artists and athletes, and our close partnerships with families and community leaders will create a support network that ensures students' continued success.

All of our seniors graduate with at least one college acceptance, and 60%+ of our graduates enroll in college.

Table of Contents

Comprehensive Needs Assessment	5
Student Success	6
Adult Learning Culture	8
Connectedness	10
Priority Problem Statements	12
Data Documentation for CNA	14
Student Success	15
Adult Learning Culture	15
Connectedness	16
Inquiry Areas	17
Inquiry Area 1 : Student Success	18
Inquiry Area 2 : Connectedness	21
Inquiry Area 3 : Adult Learning	23
Schoolwide and Targeted Assistance Title I Element Summary	25
Schoolwide and Targeted Assistance Title I Elements	26
1.1 Comprehensive Needs Assessment	26
2.1 School Performance Plan (SPP) developed with appropriate stakeholders	26
2.2 Regular monitoring and revision	26
2.3 Available to parents and community in an understandable format and language	26
2.4 Opportunities for all children to meet State standards	26
2.5 Increased learning time and well-rounded education	26
2.6 Address needs of all students, particularly at-risk	26
3.1 Annually evaluate the schoolwide plan	27
4.1 Develop and distribute Parent Involvement and Family Engagement Policy	27
4.2 Offer flexible number of parent involvement meetings	27
Schoolwide and Targeted Assistance Title I Elements Personnel	27
Plan Notes	28
Community Outreach Activities	30
Funding Summary	31
General Funds	33
AB 495	33
IDEA-B	33
IDEA-b, Sect 619 EC	33
Special Education EXN	34

Special Education ESY	34
Title I, Pt. A	34
Title I, 1003(a)	34
Title II, Pt. A	34
Title III - ELL	35
Title III - Immigrant	35
Title IV, Pt. A	35
NV Ready! State Pre-K	35
McKinney-Vento	35
Project Aware	36
ARP ESSER (Includes Final One Third)	36
ARP ESSER Late Liquidation	36
ARP ESSER IDEA-B	36
ARP ESSER IDEA-b, Sect 619 EC	36
ARP ESSER CTE	37
ARP Homeless	37
BSCA Stronger Connections	37
CRSSA ESSER II	37
Transportation Grant	37
Other (Specify source name within the strategy)	38



Comprehensive Needs Assessment

Student Success

Areas of Strength

- Student graduation rate indicators on the Nevada Report Card exceeded all state goals and traditional peer schools.
- Student college and career readiness indicators on the Nevada Report Card exceeded all state goals and traditional peer schools and led the school's prior best performance on college readiness indicators based on College Board testing data.
- Student engagement indicators exceeded most state goals and traditional peer schools and have exceeded prior best performance for Equipo Academy.

Areas for Growth

- ACT performance in both math and ELA were impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall academic proficiency.
- NV science proficiency was impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall academic proficiency.
- WIDA ACCESS proficiency was impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall academic growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of paraprofessional support to fully access general education classes	Additional EL paraprofessionals with targeted minutes and cohorts traveling in the same class
Foster/Homeless	Attendance issues	Intersession during breaks to make up lost learning
Free and Reduced Lunch	Regular access to food	Breakfast and lunch available for all students
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Gaps in academic and behavior	Tracking data by subgroup
Students with IEPs	Gaps in academics and behavior	Tracking data by subgroup, arranging training for SPED team on how to work with new designations

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ★ Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance, particularly for students in the most vulnerable sub-groups such as EL students and students with IEPs.	While interventions to date have restored student engagement indicators as well as national college readiness indicators to their pre-pandemic levels, this restored engagement and readiness has not yet resolved the challenges of unfinished core learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

★ = Priority

Adult Learning Culture

Areas of Strength

The majority of Equipo Academy families are on campus at least once a quarter and all families have at least one extended sit-down meeting with an advisor to start the year and at each report card (December and June).

Areas for Growth

Prior to the pandemic, Equipo Academy saw the majority of families on campus every month and this correlated with some of the school's highest instructional growth and outcomes in its history.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many families speak Spanish as a preferred language.	All documents are translated, and translators are available for meetings.
Foster/Homeless	Family schedules make meetings difficult.	Home visits and weekend meetings as needed
Free and Reduced Lunch	Food insecurity	Free breakfast and lunch available for all; community partners to provide holiday meals.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Some families do not feel welcome on campus given their past experiences.	Family perception survey, events to celebration particular racial/ethnic groups
Students with IEPs	IEP documents are difficult to understand	Translators provided for meetings, family liaison to attend meetings alongside the family

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 ★ While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic.	-Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication.

★ = Priority

Connectedness

Areas of Strength

Students report being supported by their teachers, and families share student-teacher relationships as a strength of the school. Outside observers note the student-centered culture on our campus. Homeroom advisories create a smaller space to start the day and one adult to build trust.

Areas for Growth

On student perception surveys, some students do not report feeling connected to adults or peers on campus. Social media continues to erode student relationships with online drama leading to in-person conflict on campus.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students who speak Spanish can feel isolated.	Strategic seating charts to increase peer relationships
Foster/Homeless	Students with many absences or high transience struggle to build relationships	Family support team to build strong relationship and provide school materials, etc.
Free and Reduced Lunch	Stigma around eating school lunch	All students can receive breakfast and lunch to normalize eating school food
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students in the minority feel less safe	Strict response to attacks against racial identity, celebrations of different races and subgroups throughout the year
Students with IEPs	Stigma of receiving support or being pulled out of the room for testing	Strict response to attacks against ability, strong relationships with paraprofessionals and SPED casemanagers

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 ★ Student relationships with peers and adults are not at a high level of trust, which prevents students from feelings connected on campus and able to take academic risks.	Covid-19 and social media actions have decreased students' social skills in person. As our school has grown, the small school student culture of the past becomes more challenging to sustain.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1



Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance, particularly for students in the most vulnerable sub-groups such as EL students and students with IEPs.

While interventions to date have restored student engagement indicators as well as national college readiness indicators to their pre-pandemic levels, this restored engagement and readiness has not yet resolved the challenges of unfinished core learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

2



While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic.

-Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication.

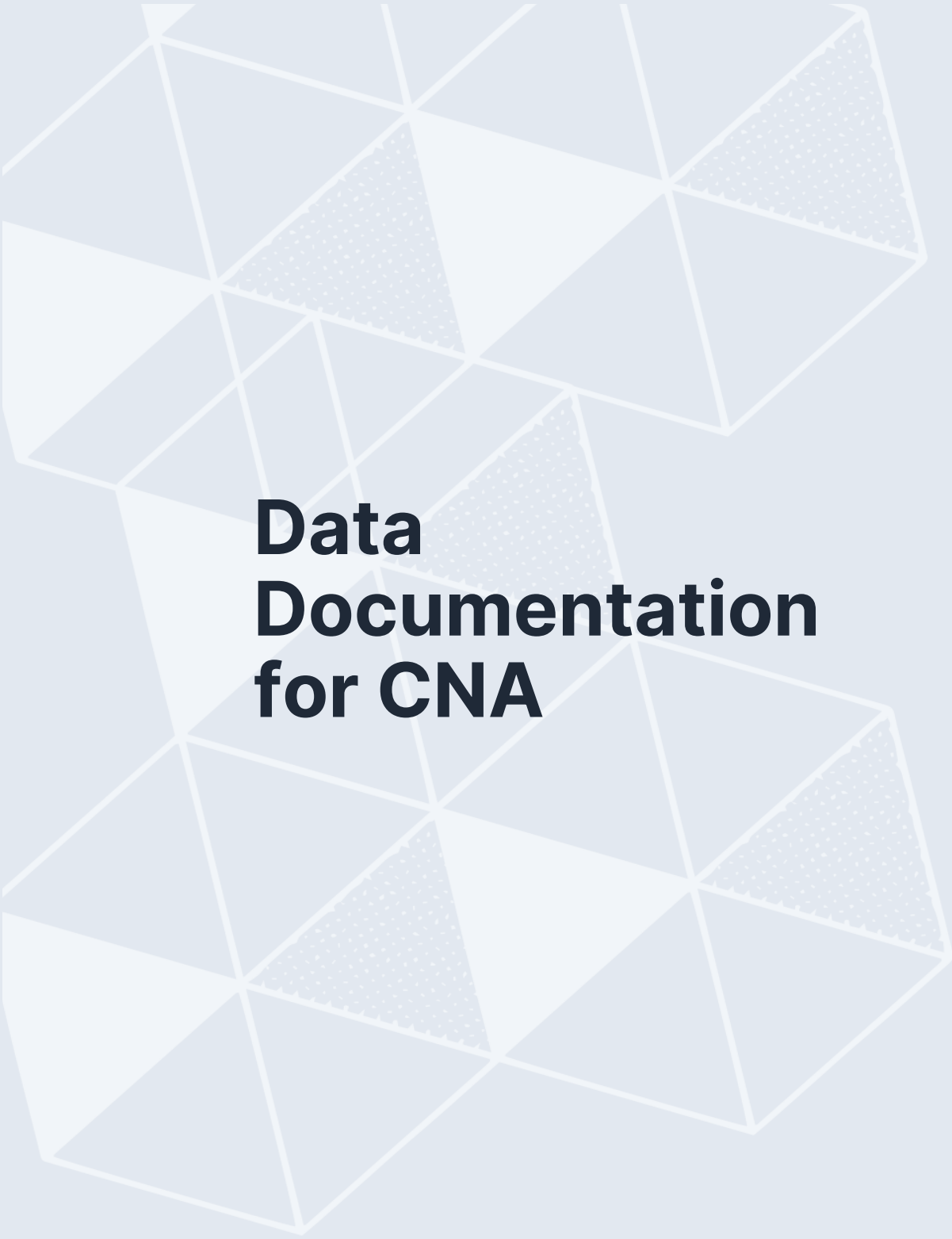
3



Student relationships with peers and adults are not at a high level of trust, which prevents students from feelings connected on campus and able to take academic risks.

Covid-19 and social media actions have decreased students' social skills in person. As our school has grown, the small school student culture of the past becomes more challenging to sustain.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ AP Completion
- ☒ College and career readiness data
- ☒ Course Offerings
- ☒ Credit Sufficiency/Deficiency/Retrieval data
- ☒ Curriculum Based Measures
- ☒ End-of-Unit Assessments
- ☒ Grades
- ☒ Graduation rates/GED/HiSET data
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ MAP Growth Assessment
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Smarter Balanced (SBAC)
- ☒ Student Climate Survey, Student Voice
- ☒ Student failure and/or retention rates
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Class size averages by grade and subject
- ☒ Coaching Logs
- ☒ Equity data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Professional Development Agendas

- ☒ Professional development needs assessment data
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School department and/or faculty meeting discussions and data
- ☒ Staff surveys and/or other feedback
- ☒ Student Climate Survey
- ☒ Study of best practices
- ☒ Teacher evaluation
- ☒ Teacher retention
- ☒ Walk-through data

Connectedness

- ☒ Attendance
- ☒ Behavior
- ☒ Community surveys and/or other feedback
- ☒ Completion rates and/or graduation rates data
- ☒ Demographic data
- ☒ Enrollment
- ☒ Enrollment trends
- ☒ Home Visits
- ☒ PBIS/MTSS data
- ☒ Perception/survey data
- ☒ School safety data
- ☒ Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

Increase the percentage of eleventh graders scoring college-ready (22+) on the Spring ACT math section from 5 percent (in 2024) to 25.0 percent (by 2026) effectively closing Equipo Academy's gap with more affluent school communities in Nevada.

Formative Measures: Monthly school-created ACT progress monitoring

Improvement Strategy 1

Equipo Academy will implement monthly ACT progress monitoring starting at the end of 10th grade to familiarize students with the format of the ACT and find strategies that increase scores. An ACT PLC will analyze the data monthly. This PLC will operate as a true professional learning community and conduct action research to determine effective strategies and respond when students do not make progress.

Dufour, Richard et al. Learning by doing: A handbook for professional learning communities at work (3rd edition). SolutionTree.

Action Steps: Establish internal system of progress monitoring check points including how to quickly access and analyze the data

Position Responsible: Assistant Principal

Resources Needed: Data analysis softward

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Resources and Funding Needed: Title I, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

In progress

October

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

1

Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance, particularly for students in the most vulnerable sub-groups such as EL students and students with IEPs.

Root Cause

While interventions to date have restored student engagement indicators as well as national college readiness indicators to their pre-pandemic levels, this restored engagement and readiness has not yet resolved the challenges of unfinished core learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

SMART Goal 2

Increase the medial growth percentile on the NWEA MAP for high school students with individualized education plans (IEPs) from 39 (Winter MAP, 2025) to 60 at the end of the 2025-2026 school year as measured by the Spring MAP, 2026.

Formative Measures: NWEA MAP is giving three times a year.
Part B, SPP Indicator 3 - Assessment

Improvement Strategy 1

Implement a monthly training sequence for all teachers rooted in differentiation. Teachers will attend 100 percent of sessions or makeups and complete all required tasks between sessions. Differentiation will focus on deep knowledge of student IEPs.

Doubet, Kristina J, Hockett, Jessica A. Differentiation in Middle and High School: Strategies to Engage All Learners. ASCD, 2015.

Action Steps: Create and deliver trainings on differentiation, plus specific grade level reviews of students with IEPs in each grade.

Position Responsible: Dean of Faculty, SPED case managers

Resources Needed: Time during PD

Evidence Level

Level 2: Moderate:

Problem Statements: Student Success 1

Resources and Funding Needed: IDEA-B,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

In progress

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance, particularly for students in the most vulnerable sub-groups such as EL students and students with IEPs.

While interventions to date have restored student engagement indicators as well as national college readiness indicators to their pre-pandemic levels, this restored engagement and readiness has not yet resolved the challenges of unfinished core learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

Inquiry Area

2

Connectedness

SMART Goal 1

At least 80 percent of Equipo Academy staff and families engage in face-to-face interactions with school events and advisors each month during the 2025-2026 school year (6 times over the course of the year).

Formative Measures: Family contact is tracked in infinite campus, and reported monthly

Improvement Strategy 1

Monitor and celebrate strong family engagement for advisory teachers and classroom teachers, with the goal of 6 face-to-face contacts throughout the year and ongoing texts for academic and behavior updates.

Hall, Christina M. (2020) "The Impact of Family Engagement on Student Achievement," Networks: Journal for Teacher Research: Vol. 22: Iss. 2.

Action Steps: Train staff on effective family contact

Position Responsible: Dean of Families

Resources Needed: Time in PD

Evidence Level

Level 2: Moderate:

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: Title I, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 4.2

Status Checks

 Implemented

October

 Implemented

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic.

-Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic.
- Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication).

Adult Learning

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance, particularly for students in the most vulnerable sub-groups such as EL students and students with IEPs.	While interventions to date have restored student engagement indicators as well as national college readiness indicators to their pre-pandemic levels, this restored engagement and readiness has not yet resolved the challenges of unfinished core learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Student relationships with peers and adults are not at a high level of trust, which prevents students from feelings connected on campus and able to take academic risks.	Covid-19 and social media actions have decreased students' social skills in person. As our school has grown, the small school student culture of the past becomes more challenging to sustain.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Comprehensive needs assessment is done quarterly by staff and school leadership; this work is done during our quarterly professional development weeks.

Each year, students and parents provide input during the SPP process. This meeting is scheduled when we have drafted the SPP.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

We have select family volunteers review a draft of the SPP one time prior to submission. Similarly, we have leadership team members and staff review a draft to give feedback.

2.2 Regular monitoring and revision

We complete status checks quarterly as prompted by the tasks in epicenter. These status checks are completed by the Principal and other members of the leadership team.

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

The plan is posted on our school website in English, and is available by request from our front office.

2.4 Opportunities for all children to meet State standards

Our Dean of Families position is funded through Title I; that position ensures strong family engagement, particularly for our most vulnerable students. Title I also funds our family communication system (Remind) and many of our progress monitoring assessments including MAP and Evaluate. Those exams allow us to compare data across different student demographics.

2.5 Increased learning time and well-rounded education

Equipo has an extended school day that includes PE classes, fine arts classes, and extracurriculars.

2.6 Address needs of all students, particularly at-risk

Our progress monitoring assessments allow us to see how our at-risk students are performing relative to their peers; through data analysis, we can course correct throughout the year to better meet the needs of all of our students.

3.1 Annually evaluate the schoolwide plan

We evaluate the SPP using data from our internal progress monitoring, and submit that evaluation when prompted by epicenter.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

Our Dean of Families develops and distributes our Parent Involvement and Family Engagement Policy with input from our family committees.

4.2 Offer flexible number of parent involvement meetings

We host multiple events each month. These are offered during the day and in the evenings, and we offer events on different week days throughout the year.

Schoolwide and Targeted Assistance Title I
Elements Personnel

Name	Position	Program	FTE
Rosa Garcia	Dean of Families	Title I	1



Plan Notes

Plan Notes

03/18/2025: Special ed goal- Specify when *60* will be attained (preferably at the end of SY25-26 to make it a full year goal) e.g., Spring 2026.

03/18/2025: In the Formative Measures area, include the SPP/APR indicator aligned with your goal. Specify the letter (e.g., 3B) if necessary (do not use #15-18) [<https://doe.nv.gov/offices/inclusive-education/spp-and-apr/>](https://doe.nv.gov/offices/inclusive-education/spp-and-apr/)

~~Fund Source Budget's Tab: Replace "amount" with "0" or a projected number~~

Did not complete the ESSA Title I tabs: complete the Schoolwide and Targeted Assistance Title I Elements tab and the Title I Personnel tab.



Community Outreach Activities



Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$8,568,000.00
				+/- Difference	\$8,568,000.00

AB 495

Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$79,623.00
				+/- Difference	\$79,623.00

IDEA-b, Sect 619 EC

Inquiry Area	SMART 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	SMART 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	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
2	1	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$409,786.54
				+/- Difference	\$409,786.54

Title I, 1003(a)

Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$39,744.36
				+/- Difference	\$39,744.36

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$39,406.18
				+/- Difference	\$39,406.18

Title III - Immigrant

Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$32,746.20
				+/- Difference	\$32,746.20

NV Ready! State Pre-K

Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$140.00
				+/- Difference	\$140.00

Project Aware

Inquiry Area	SMART 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	SMART 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	SMART 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	SMART 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	SMART 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	SMART 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	SMART 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	SMART 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	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

Other (Specify source name within the strategy)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00