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LEA ESSER Funding Status Report

v2.7

1.1 LEA Information

1. LEA (Select Your LEA From the Drop-Down Menu to the Right)	Quakertown Community SD
2. AUN	122098403
3. Reporting Period	2020-2021
4. Grants Received	
a. ESSER I	Yes
b. ESSER II	Yes
c. ARP ESSER	Yes
5. DUNS #	073746166
6. NCES#	4219890
7. Unique Entity ID (SAM)	PRYBXCVSB326
8. Point of Contact	Lorie Olexson
9. Phone	215-529-2032
10. Email Address	lolexson@qcsd.org

2.1 Reserved

2.2 Reserved

2.3 Reserved

2.4a ESSER I SEA Reserve Awards to LEAs (SDs/CSs Only)

1. Total amount awarded to the LEA from the ESSER I SEA Reserve:	$150,618.00

The above value should reflect the total award under the CARES Act, inclusive of any changes to the total award that may have occurred within or prior to the current reporting period. For example, if an LEA received $1M in total ESSER I /CARES SEA Reserve funds in the first reporting period, and no changes were made to the total SEA Reserve allocation to the LEA through the end of the current reporting period, the LEA should report $1M. If the total allocation to the LEA was reduced by $200K, and regardless of whether that reduction occurred in reporting period 1 or period 2, the LEA should report $800K.

2. Total amount expended by the LEA from the ESSER I SEA Reserve in this reporting period:	$82,070.04
3. Uses of ESSER I SEA Reserve funds: **(Select Y/N)**	
a. Addressing Physical Health and Safety	Y
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	Y
c. Mental Health Supports for Students and Staff	N
d. Operational Continuity and Other Uses	Y

2.4b Planned Uses of Remaining ESSER I SEA Reserve Awards to LEAs (SDs/CSs Only)

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1. Total ESSER I SEA Reserve Expenditures in Prior Reporting Period:	$0.00
2. Remaining SEA Reserve Funds: (Pre-Calculated Based on 2.4a1 - 2.4a2 - 2.4b1)	$68,547.96
3. Planned Uses of Remaining ESSER I SEA Reserve funds: (% of Remaining Funds) (Must Equal 100%)	
a. Addressing Physical Health and Safety	5%
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	95%
c. Mental Health Supports for Students and Staff	
d. Operational Continuity and Other Uses	
e. Not Yet Planned for Specific Use	0%
2.5 Reserved	
2.6a ARP ESSER SEA Reserve Awards to LEAs (All LEAs)	
1. Total Amount Awarded from ARP ESSER SEA Reserve Fund	
a. Learning Loss Activities Set-Aside	$194,120.00
b. Summer Enrichment Set-Aside	$38,824.00
c. Afterschool Programs Set-Aside	$38,824.00
d. Other SEA Reserve Award	
Total	$271,768.00
2. Total Amount Expended from ARP ESSER SEA Reserve Fund:	
a. Learning Loss Activities Set-Aside	$0.00
b. Summer Enrichment Set-Aside	$0.00
c. Afterschool Programs Set-Aside	$0.00
d. Other SEA Reserve Award	$0.00
Total	$0.00
2.6b ARP ESSER SEA Reserve Awards – Other Use (All LEAs)	
1. Total amount reserved by the LEA from the ARP ESSER SEA Reserve – "Other": (From 2.6a1d Above)	
2. Total amount expended by the LEA from the ARP ESSER SEA Reserve – "Other": (From 2.6a2d Above)	$0.00
3. Uses of ARP ESSER SEA Reserve funds: **(Select Y or N)**	
a. Addressing Physical Health and Safety	
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	

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c. Mental Health Supports for Students and Staff	
d. Operational Continuity and Other Uses	
2.6c Planned Uses of Remaining ARP ESSER SEA Reserve Awards – Other Use (All LEAs)	
1. Remaining ARP ESSER SEA Reserve Funds - Other (Pre-Calculated Based On 2.6b1 - 2.6b2)	$0.00
2. Planned Uses of Remaining ARP ESSER SEA Reserve funds (% of Remaining Funds) (Must Equal 100%)	
a. Addressing Physical Health and Safety	
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	
c. Mental Health Supports for Students and Staff	
d. Operational Continuity and Other Uses	
e. Not Yet Planned for Specific Use	100%
3.a Provide the amount of the mandatory subgrant awarded to each LEA from the ESSER I, ESSER II, and ARP ESSER awards, respectively: (SDs/CSs Only)	
1. For ESSER I (Cares) - Total mandatory subgrant amount awarded to LEA	$395,323.00
2. For ESSER II (CRRSAA) - Total mandatory subgrant amount awarded to LEA	$1,728,694.00
3. For ARP ESSER - Total mandatory subgrant amount awarded to LEA	$3,496,647.00
3.b1 Provide the amount of the LEA expenditures by ESSER Subgrant fund and expenditure category for the current reporting period.	

Report any expenditure ONLY ONCE in the table below; All cells in each column should sum to the total expended by the LEA (or unitary SEA) in this reporting period. Please use the most appropriate and most specific applicable expenditure category/object for each expenditure. See Appendix, Question 3.b2 for examples of expenditures that should be counted within the four main expenditure categories.

Activities	A. Total Amount Expended by Activity	B. Total Amount Expended by Activity	C. Total Amount Expended by Activity	D. Total Amount Expended Toward Required Set-Aside to Address Learning Loss
	(SDs/CSs Only)	(SDs/CSs Only)	(SDs/CSs Only)	
1. Addressing Physical Health and Safety	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
a. Personnel Services – Salaries	$46,156.14			
b. Personnel Services -- Benefits	$2,232.20			
c. Purchased Professional and Technical Services	$82,419.08			
d. Purchased Property Services				
e. Other Purchased Services				

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f. Supplies	$16,237.39		
g. Property			
h. Debt Service and Miscellaneous			
i. Other Items			
Total	**$147,044.81**	**$0.00**	**$0.00**	**$0.00**
2. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
a. Personnel Services – Salaries			
b. Personnel Services -- Benefits			
c. Purchased Professional and Technical Services			
d. Purchased Property Services			
e. Other Purchased Services			
f. Supplies	$96,474.86		
g. Property			
h. Debt Service and Miscellaneous			
i. Other Items			
Total	**$96,474.86**	**$0.00**	**$0.00**	**$0.00**
3. Mental Health Supports for Students and Staff	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
a. Personnel Services – Salaries			
b. Personnel Services -- Benefits			
c. Purchased Professional and Technical Services	$9,482.40		
d. Purchased Property Services			
e. Other Purchased Services			
f. Supplies			
g. Property			
h. Debt Service and Miscellaneous			
i. Other Items			
Total	**$9,482.40**	**$0.00**	**$0.00**	**$0.00**
4. Operational Continuity and Other Allowed Uses	ESSER I (CARES Act)	ESSER II (CRRSAA)	ARP ESSER	
a. Personnel Services – Salaries			
b. Personnel Services -- Benefits			
c. Purchased Professional and Technical Services			
d. Purchased Property Services			
e. Other Purchased Services			
f. Supplies			
g. Property			
h. Debt Service and Miscellaneous			
i. Other Items			
Total	**$0.00**	**$0.00**	**$0.00**	**$0.00**

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5. Total Expenditures	**$253,002.07**	**$0.00**	**$0.00**	**$0.00**

3.b2 Reserved Until Year 4 of CARES Annual Performance Reporting	
3.b3 Planned Uses of Remaining ESSER I Funds (SDs/CSs Only)	
What are the LEA's planned uses of remaining ESSER I mandatory subgrant funds? (Provide the percentage of remaining funds planned for the below expenditure categories.	
1. Total ESSER I Expenditures in Prior Reporting Period:	$109,824.93
2. Remaining ESSER I Funds: (Pre-Calculated Based on 3.a1 - 3.b15A - 3.b31)	$32,496.00
3. Planned Uses of Remaining ESSER I Mandatory Subgrant Funds: (Must Equal 100%)	
a. Addressing Physical Health and Safety	
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	100%
c. Mental Health Supports for Students and Staff	
d. Operational Continuity and Other Uses	
e. Not Yet Planned for Specific Use	0%
3.b4 Planned Uses of Remaining ESSER II Funds (SD/CSs Only)	
What are the LEA's planned expenditures of remaining ESSER II mandatory subgrant funds? (Provide the percentage of remaining funds planned for the below expenditure categories.	
1. Remaining ESSER II Funds: (Pre-Calculated Based on 3.a2 - 3.b15B)	$1,728,694.00
2. Planned Uses of Remaining ESSER II Mandatory Subgrant Funds: (Must Equal 100%)	
a. Addressing Physical Health and Safety	37%
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	46%
c. Mental Health Supports for Students and Staff	3%
d. Operational Continuity and Other Uses	14%
e. Not Yet Planned for Specific Use	0%
3.b5 Planned Uses of Remaining ARP ESSER Funds (SDs/CSs Only)	
What are the LEA's planned uses of remaining ARP ESSER mandatory subgrant funds? (Provide the percentage of remaining funds planned for the below expenditure categories.	
1. Remaining ARP ESSER Funds: (Pre-Calculated Based on 3.a3 - 3.b15C)	$3,496,647.00

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2. Planned Uses of Remaining ARP ESSER Mandatory Subgrant Funds: (Must Equal 100%)	
a. Addressing Physical Health and Safety	
b. Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	60%
c. Mental Health Supports for Students and Staff	29%
d. Operational Continuity and Other Uses	
e. Not Yet Planned for Specific Use	11%

3.b6 Maintaining Safe In-Person Instruction (All LEAs)

 1. Did the LEA expend ESSER funds on any of the items below in the **current reporting period** (note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subgrants and SEA Reserve subgrants): **(Select Y or N for Each)**

a. Promoting vaccination	N
b. Consistent and correct mask use	N
c. Physical distancing	N
d. Screening testing to promptly identify cases, clusters, and outbreaks	Y
e. Ventilation	Y
f. Handwashing and respiratory etiquette	N
g. Staying home when sick and getting tested	N
h. Contact tracing	Y
i. Cleaning and disinfection	Y

3.b7 ESSER Funds to Provide Internet Access (All LEAs)

*Did this LEA use ESSER to provide home Internet access for any students in the **current reporting period**? (ESSER refers to ESSER I, ESSER II and ARP ESSER awards and includes **both mandatory subgrants and SEA Reserve subgrants**)*

1. Did this LEA use ESSER funds to provide home Internet access for any students? **(Select Y or N)** (If No, Skip 3.b7.2)	Y

2. If Yes, what types of home Internet services were provided by the district using ESSER funds? Internet Service type: **(Select Y or N for Each)**

a. Mobile hotspots with paid data plans	Y
b. Internet connected devices with paid data plans	N
c. District pays for the cost of home Internet subscription for student	N
d. District provides home Internet access through a district-managed wireless network	N
e. Other **(Please Specify Below)** (Note: 1500 character limit) Character Count: 0	N

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3.b8 Reengaging Students (All LEAs)	
1. Did the LEA seek to reengage students with poor attendance or participation? **(Select Y or N)**	Y
If No, Skip Question 3.b9	
3.b9 Reengaging Students Activities (All LEAs)	
1. If question 3.b8 is Yes, how did the LEA seek to reengage students with poor attendance or participation? Please answer regardless of whether ESSER funds were used for this purpose: **(Select Y or N for Each)**	
a. Direct outreach to families	Y
b. Engaging the school district homeless liaison	Y
c. Partnering with community-based organizations	Y
d. Offering home internet service and/or devices	Y
e. Implementing new curricular strategies to improve student engagement	Y
f. Offering credit recovery and/or acceleration strategies	Y
g. Other **(Please Specify Below)** (Note: 1500 character limit) Character Count: 0	N
3.b10 LEA Hiring and Retention of Specific Positions with ESSER I, ESSER II, and/or ARP ESSER LEA Mandatory and SEA Reserve Funds (All LEAs)	
(Note: this question is optional for the ARP ESSER Years 1 and 2 annual performance report; this question will be required beginning in Year 3 of annual performance reporting for ARP ESSER.)	
1. Total Amount Expended for the Staff Positions Listed Below (cumulative across all ESSER funds):	$157,233.90
2. Indicate the total number of these specific positions supported with any of the ESSER funds for the following positions for the reporting period. Support indicates salaries and/or benefits were partially or fully paid with ESSER funds. (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards)	
a. Special educators and related service personnel	65,274.2
b. Paraprofessionals	

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c. Bilingual or English as a second language educators	
d. School counselors, school psychologists and/or social workers	9,482.4
e. Nurses	31,700.3
f. Short term contractors	
g. Classroom educators, not covered by previous categories	
h. Support personnel, not covered by previous categories	50,777.1
i. Administrative staff, not covered by previous categories	
3.c Did this LEA allocate some portion of ESSER funds to schools in this reporting period? Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards (All LEAS)	
1. Did this LEA allocate some portion of ESSER funds to schools in this reporting period? **(Select Y or N)**	Y
If No, Skip Question 3.c2	
2. If Yes, indicate the criteria used to allocate funds to schools within LEA: **(Select Y or N for Each)**	
a. Flat amount per school or per pupil	N
b. Number or proportion of students at the school with specific curricular needs, such as students with disabilities or English language learners	Y
c. Number or proportion of students at the school who are eligible for Free or Reduced-Price Lunch and/or other indicators of low-income background	Y
d. Measure(s) of lost instructional time ("learning loss")	Y
e. Stakeholder or community input	Y
f. Title I status	Y
g. Other data **(Please Specify Below)** (1500 character limit) Character Count: 0	
3.d1 The total amount reserved by the LEA to address the impact of learning loss (note: this value must be at least 20% of the value reported in 3a for ARP ESSER) (SDs/CSs Only)	
1. The total amount reserved by the LEA to address the impact of learning loss: Error: Amount must be at least 20 % of 3a3 above.	$698,832.00
3.d2 Total expenditures of ARP ESSER LEA Reserve in this reporting period (SDs/CSs Only)	
1. Total expenditures of ARP ESSER LEA Reserve in this reporting period:	$0.00
3.d3 ARP ESSER Set-Aside Funds for Activities and Interventions (SDs/CSs Only)	

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1. Which activities or interventions did the LEA implement to satisfy the LEA's mandatory set-aside requirements of ARP ESSER funds, which respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students): **(Select Y or N for Each)**

Note that beginning in Year 3 of ARP ESSER annual performance reporting, subgrantees must provide expenditure detail (the amount expended by activity) rather than marking Y/N.

a. Summer learning or summer enrichment	Y
b. Afterschool programs	Y
c. Extended instructional time (school day, school week, or school year)	Y
d. Tutoring	N
e. Additional classroom teachers	N
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	Y
g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	Y
h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	Y
i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	Y
j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	Y
k. Early childhood programs	Y
l. Curriculum adoption and learning materials	Y
m. Core staff capacity building / training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	Y
n. Other data **(Please Specify Below)** (1500 character limit) Character Count: 0	

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3.d4 In the space below, please describe how the selected activities or interventions address the disproportionate impact of COVID-19 on each listed underserved student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migratory students, students experiencing homelessness, youth in foster care, and other groups disproportionately impacted by the pandemic that have been identified by the SEA. (SDs/CSs Only) (Note: 3000 Character Limit)

QCSD uses a variety of curricular, benchmark, screener, and diagnostic assessments to determine the impact of Covid-19 related to lost instructional time and the disproportionate impact on underserved student groups in the district. We have analyzed our available interventions, determined gaps, and purchased supplemental programs/training to fill those gaps in preparation for implementing MTSS across the district. Some examples of these activities and interventions include, but are not limited to: LinkIt! Benchmark Assessments for mathematics and reading, Dibels 8 Screener and progress monitoring, LETRS Phonics Inventory, PAST, Spring Math, common assessments, and state assessments.

4.a Reserved

4.b1 ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups (All LEAs)

How did this LEA use ESSER (ESSER I, ESSER II and/or ARP ESSER) funds to support learning recovery or acceleration for student groups who were disproportionately impacted by the COVID-19 pandemic? (Note, ESSER refers to ESSER I, ESSER II, and ARP ESSER funds and includes both mandatory subawards and SEA Reserve awards. If this LEA provided an activity or support to all students and additional or supplemental services/activities targeted specific student groups, please answer yes to the activity "for all students" and select the student group for whom additional support/access was provided.)

(Note: this question is optional for the ARP ESSER annual performance reports Years 1 and 2; this question will be required beginning in Year 3 of annual performance reporting for ARP ESSER.)

1. Evidence-Based Summer Learning or Summer Enrichment Programs

a. Did the LEA use this Method/Intervention? **(Select Y or N)**	N
b. Is this program available to all students? **(Select Y or N)**	
c. Indicate the number of students this program serves at full capacity:	
d. Provide the total unique headcount of students that participated in this activity:	

e. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:
Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Student Group	A. Number of Eligible Students at the LEA Enrolled in the Subgroup	B. Number of Students Participating in the Subgroup
1. Students with one or more disabilities		
2. Low-income students		
3. English learners		
4. Students in foster care		
5. Migratory students		
6. Students experiencing homelessness		
7. American Indian or Alaska Native		

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8. Asian		
9. Black or African American		
10. Hispanic/Latino		
11. Native Hawaiian or Other Pacific Islander		
12. White		
13. Two or More Races		
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		
2. Evidence-Based After School Programs		
a. Did the LEA use this Method/Intervention? **(Select Y or N)**		N
b. Is this program available to all students? **(Select Y or N)**		
c. Indicate the number of students this program serves at full capacity:		
d. Provide the total unique headcount of students that participated in this activity:		
e. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:		
Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		
Student Group	**A. Number of Eligible Students at the LEA Enrolled in the Subgroup**	**B. Number of Students Participating in the Subgroup**
1. Students with one or more disabilities		
2. Low-income students		
3. English learners		
4. Students in foster care		
5. Migratory students		
6. Students experiencing homelessness		
7. American Indian or Alaska Native		
8. Asian		
9. Black or African American		
10. Hispanic/Latino		
11. Native Hawaiian or Other Pacific Islander		
12. White		
13. Two or More Races		
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		

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3. Extended Instructional Time (including extended school day or school week or school year)

a. Did the LEA use this Method/Intervention? **(Select Y or N)**	N
b. Is this program available to all students? **(Select Y or N)**	
c. Indicate the number of students this program serves at full capacity:	
d. Provide the total unique headcount of students that participated in this activity:	

e. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:

Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.

Student Group	A. Number of Eligible Students at the LEA Enrolled in the Subgroup	B. Number of Students Participating in the Subgroup
1. Students with one or more disabilities		
2. Low-income students		
3. English learners		
4. Students in foster care		
5. Migratory students		
6. Students experiencing homelessness		
7. American Indian or Alaska Native		
8. Asian		
9. Black or African American		
10. Hispanic/Latino		
11. Native Hawaiian or Other Pacific Islander		
12. White		
13. Two or More Races		
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		

4. Evidence-Based High Dosage Tutoring

a. Did the LEA use this Method/Intervention? **(Select Y or N)**	N

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b. Is this program available to all students? **(Select Y or N)**		
c. Indicate the number of students this program serves at full capacity:		
d. Provide the total unique headcount of students that participated in this activity:		
e. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:		
Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		
Student Group	**A. Number of Eligible Students at the LEA Enrolled in the Subgroup**	**B. Number of Students Participating in the Subgroup**
1. Students with one or more disabilities		
2. Low-income students		
3. English learners		
4. Students in foster care		
5. Migratory students		
6. Students experiencing homelessness		
7. American Indian or Alaska Native		
8. Asian		
9. Black or African American		
10. Hispanic/Latino		
11. Native Hawaiian or Other Pacific Islander		
12. White		
13. Two or More Races		
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		
5. Early childhood education program expansion or enhancement		
a. Did the LEA use this Method/Intervention? **(Select Y or N)**	N	
b. Is this program available to all students? **(Select Y or N)**		
c. Indicate the number of students this program serves at full capacity:		
d. Provide the total unique headcount of students that participated in this activity:		
e. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that **participated** in this activity:		
Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		

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Student Group	**A. Number of Eligible Students at the LEA Enrolled in the Subgroup**	**B. Number of Students Participating in the Subgroup**
1. Students with one or more disabilities		
2. Low-income students		
3. English learners		
4. Students in foster care		
5. Migratory students		
6. Students experiencing homelessness		
7. American Indian or Alaska Native		
8. Asian		
9. Black or African American		
10. Hispanic/Latino		
11. Native Hawaiian or Other Pacific Islander		
12. White		
13. Two or More Races		
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		
6. Full-Service Community Schools		
a. Did the LEA use this Method/Intervention? **(Select Y or N)**		N
b. How many new or additional full-service community schools were launched using these funds in this LEA?		
c. How many current full-service community schools received additional services and/or support using these funds?		
d. What is the total enrollment in full-service community schools supported with ESSER funds within this LEA?		
7. Purchasing Educational Technology		
a. Did the LEA use this Method/Intervention? **(Select Y or N)**		Y
b. Was educational technology purchased for all students? **(Select Y or N)**		Y
c. **If no**, indicate the number of students for whom educational technology was purchased		
d. Indicate the number of eligible students within each of the following student groups, and the number of eligible students from that student group that received or were directly supported by the educational technology:		
Note: Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.		

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Student Group	A. Number of Eligible Students at the LEA Enrolled in the Subgroup	B. Number of Students Participating in the Subgroup
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1. Students with one or more disabilities	902	902
2. Low-income students	1,692	1,692
3. English learners	145	145
4. Students in foster care	12	12
5. Migratory students	0	0
6. Students experiencing homelessness	42	42
7. American Indian or Alaska Native	7	7
8. Asian	136	136
9. Black or African American	127	127
10. Hispanic/Latino	511	511
11. Native Hawaiian or Other Pacific Islander	6	6
12. White	3,766	3,766
13. Two or More Races	217	217
14. Other Student Subpopulation **(Please Specify Below)** (1500 character limit) Character Count: 0		

4.c1 Please provide the count of FTE staff assigned to serve each school in this LEA, regardless of funding source, as of September 30, 2020. (PRRIs /APSs Only)

*(Note: This question is **optional** for Years 1 and 2 of ARP annual performance reporting; this question will be **required beginning in Year 3** of annual performance reporting for ARP ESSER.)*

a. FTE Count by Staff Type **(See Instructions for Assignment Descriptions)**	
1. Special Educators and Related Services Personnel Including Paraprofessionals	
2. Bilingual Educators or English As A Second Language Educators	
3. School Counselors, Social Workers or School Psychologists	
4. Nurses	

5.a Provide the number of full-time equivalent (FTE) positions for the listed reporting dates. (PRRIs/APSs Only) *Number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds; and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

1. Full-time equivalent (FTE) positions as of September 30, 2018	

Conducted by : U.S. Department of Education

Approved: OMB No.1810-0749

LEA ESSER Funding Status Report	
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2. Full-time equivalent (FTE) positions as of September 30, 2019	
3. Full-time equivalent (FTE) positions as of March 13, 2020	
4. Full-time equivalent (FTE) positions on September 30, 2020	
5. Full-time equivalent (FTE) positions on September 30, 2021*	
*Subgrantees will provide the FTE information for September 30 of the most current year in each annual performance report.	