



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Brevard County School District	2 PROJECT NUMBER 050-1241C-1CR01	
3 PROJECT/PROGRAM TITLE CRRSA ESSER II - Academic Acceleration <p align="center">TAPS 22A172</p>	4 AUTHORITY 84.425D CARES ACT USDE or Appropriate Agency FAIN#: S425D210052	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2021 - 09/30/2023 Program Period: 07/01/2021 - 09/30/2023	
7 AUTHORIZED FUNDING Current Approved Budget: \$12,839,341.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$12,839,341.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2023</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2023</u> • Last date for receipt of proposed budget and program amendments: <u>08/30/2023</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>01/05/2021</u> 		
10 DOE CONTACTS Program: Mari Presley Phone: (850) 248-9426 Email: Mari.Presley@fldoe.org Grants Management: Unit A (850) 245-0496	Comptroller Office Phone: (850) 245-0401	Duns#: 364622886 FEIN#: F596000522003
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • Other: Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19. 		
12 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  <hr/> Authorized Official on behalf of Richard Corcoran Commissioner of Education </div> <div style="text-align: center;"> 8/26/2021 <hr/> Date of Signing </div> <div style="text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small></p> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6 Project Periods: The periods for which the project budget and program are in effect.
- 7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8 Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: ESSER II Academic Acceleration TAPS NUMBER: 22A172	DOE USE ONLY Date Received <div style="font-size: 2em; text-align: center;">8/11/2021</div>
B) Name and Address of Eligible Applicant: Brevard County School District 2700 Judge Fran Jamieson Way, Viera, FL 32940		Project Number (DOE Assigned) <div style="font-size: 1.5em; text-align: center;">050-1241C-1CRO1</div>
C) Total Funds Requested: <div style="text-align: center; font-size: 1.2em;">\$12,839,341.00</div> <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: <div style="font-size: 1.5em; text-align: center;">\$ 12,839,341</div> </div>	D) Applicant Contact & Business Information	
	Contact Name: Frank Stockman Fiscal Contact Name: Rachelle Parker	Telephone Numbers: (321) 633-1000 Ext. 11348 (321) 633-1000 Ext. 11678
	Mailing Address: 2700 Judge Fran Jamieson Way Viera, FL 32940	E-mail Addresses: Anderson.stephanief@brevardschools.org Parker.rachelle@brevardschools.org
	Physical/Facility Address: 2700 Judge Fran Jamieson Way Viera, FL 32940	DUNS number: 364622886 FEIN number: F596000522003
CERTIFICATION		
<p>I, <u>Mark W. Mullins</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)	_____ Superintendent Title	_____ 7/21/2021 Date
Signature of Agency Head		

**Elementary and Secondary School Emergency Relief (ESSER II) Fund
under the Coronavirus Response and Relief Supplemental Appropriations
(CRRSA) Act**

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

1. The LEA will use ESSER II funds for activities allowable under section 313(d) of the CRRSA Act, as follows:

(d) USES OF FUNDS.—A local educational agency that receives funds under this section may use the funds for any of the following:

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins 25 Act”), or subtitle B of title VII of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for, coordinating, and implementing activities during long-term closures,

including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

2. The LEA acknowledges that the U.S. Department of Education generally does not consider the following to be an allowable use of ESSER II funds: 1) subsidizing or offsetting executive

salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

3. The LEA and any other entity that receives ESSER funds through the subgrant awarded hereunder will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of the CRRSA Act. In addition, the LEA will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
4. The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require. The LEA shall be prepared to provide detailed accounting of the use of funds provided hereunder, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
5. The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature: 	Date: 7/21/2021
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Brevard Public Schools

ESSER II – Academic Acceleration Program Application

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Academic Acceleration

Brevard Public Schools will utilize the entirety of the allocation on Academic Acceleration, and you will find that the majority of Lump Sum is also targeted to the direct needs of students.

Summary: Through this allocation, BPS is addressing the need for academic acceleration through a variety of approaches. 1) The district will use the funds for a robust summer program for elementary and secondary students (held summer 2021). In our elementary schools we hired 250 teachers to provide direct instruction through small groups to our rising 2nd and 3rd graders in addition to those identified for 3rd grade reading camp. Using diagnostic data to measure the significant learning loss due to the COVID-19 pandemic, the district designed ELA and math lessons providing students intensive instruction with on grade level content to effectively address those learning losses. In addition, intervention blocks for ELA and math were designed as scaffolds to the on grade-level content. To increase participation and provide equitable access to the program, transportation was provided to all students. In our secondary schools we hosted programs for credit retrieval along with academic camps for ACT/SAT readiness, science research, and music programs. We also hosted individual support and academic tutoring for all students to include students in need of additional 1:1 help in our ESE, 504, and ELL populations. All students were eligible for transportation.

The funds will also be used throughout the year to provide targeted remediation of learning loss support to fragile student populations such as students with disabilities, students experiencing homelessness, children and youth in foster care. 2) Schools with a high population of FRL students and below average student performance will receive a teacher on assignment to assist with the development and support of programs to increase student engagement such as PBIS, Conscious Discipline, and the MTSS process. Those teachers will be specifically trained in utilizing the MTSS process to identify root causes and target intervention. 3) Our middle schools with a significant number of students with Social Communication challenges will receive staff, training, and supplies to implement a Home Base service model in a sensory safe environment 4) Secondary schools (6 lowest performing) will also receive an additional unit for school counselors and/or social workers to assist families in addressing issues such as mental health,

financial crisis, medical needs, social-emotional struggles, and other circumstances that impact a student's ability to succeed in school.

5) To remediate the learning loss and skill deficits identified through i-Ready diagnostic data, interventionists will be hired for the priority elementary schools. The five lowest performing elementary schools received two interventionist allocations and the next tier of five schools received one interventionist allocation. These positions will work directly with students to provide Tier 3 interventions using evidenced based materials such as Leveled Literacy Intervention kits, Lexia, and the i-Ready toolbox to meet the comprehensive needs of these students. Priority support will fall to students in grade 3 that are substantially deficient. Additionally, students in grades K-6 that are substantially deficient in ELA or deficient in mathematics. The effectiveness of the interventionists will be determined at the end of each intervention cycle occurring each month during a review of student MTSS data.

6) In order to address significant learning loss at the five priority elementary schools as well as restoring and maintaining a high-quality learning environment, an additional hour of instruction will be provided to assist intervention and acceleration efforts. Progress monitoring data and observational data will be collected and monitored to ensure instructional time is maximized. District administration will oversee the design of the instructional schedule and monitor the fidelity to the designed schedule.

7) Additionally, the two lowest performing elementary schools will receive an additional primary literacy specialist to work alongside the existing literacy coach to support the implementation of standards aligned instructional materials. This position will provide a focus on early childhood to strengthen the instruction of foundational skills for students.

8) In order to ensure all students have access to a high-quality classroom teacher, all elementary teachers were invited to participate in an additional week of professional development on the use of multi-tiered system of supports and pre-planning. During this training teachers received targeted PD in implementation of aligned instructional materials and the BEST standards, along with Conscious Discipline modules of learning, and planning for interventions aligned to the MTSS process. Staff was also trained in the utilization of the LMS to improve the MTSS process for students with Early Warning Indicators. Secondary schools will be provided a commensurate opportunity in summer 2022 but through lump sum.

9) To support effective intervention strategies, two additional Assistant Principals were hired to lead elementary school leaders through appropriate intervention tracking and monitoring. The impacts of COVID-19 were seen in younger students through amplified conduct issues. Students were displaying behaviors consistent with trauma. These administrators will be working to address issues of social-emotional needs as well as to minimize exclusionary practices as a result of the reactions of the students undergoing trauma.

10) And funding for additional resources for Tier 2/3 support in the math gap year and additional literacy resources to include Read 180/System 44, Eureka and i-Ready MAFS.

Pre and post assessment data will be used to monitor student progress and identify areas of skill deficit: During the 2021 summer recovery program, progress monitoring data from the i-Ready Diagnostics were used for to make instructional decisions for the summer recovery program as well as measure the impact of the instructional program on participating students. The i-Ready ELA Diagnostic data determined 59 percent of rising second graders showed progress (361 out of 616 students). For rising third graders, 72 percent of rising third graders showed progress (334 out of 466 students) in ELA. Math data will be collected for both student populations during the i-Ready Math Diagnostic 1 in the Fall of 2021.

In grades Kindergarten through sixth, all students will be progress monitored three times during the school year using the i-Ready ELA and math diagnostics. The first window begins in August 2021, the second window begins in November 2021, and the final window begins in March 2022.

Secondary students will be progress monitored in ELA through Read 180/System 44 and in Math through NWEA MAP. We will monitor that each site conducts robust data reviews and commences appropriate interventions as a result of the data. All data is uploaded to our LMS (Performance Matters) for every teacher to access and consider in their instructional approach. The MTSS teams will also utilize the data in establishing additional interventions to include before, during, and after school support.

Evidence based interventions will be implemented through Tier 1 practices for all students and in Tier 2/3 environments for students needing additional services. Lexia will support phonemic awareness, phonics, fluency, vocabulary and comprehension. Read Naturally will support

fluency development to bridge comprehension skills. These programs received a “Strong Level of Evidence” as defined by ESSA. Visualizing and Verbalizing will be used to practice comprehension and vocabulary. 95% Group will also be used to support core and intervention instruction for phonological awareness, phonics, and word analysis. These programs received a “Promising Level of Evidence” as defined by ESSA. Priority support will fall to students in grades 3 that are substantially. Additionally, students in grades K-6 that are substantially deficient in ELA or deficient in mathematics, or science. In addition to the interventions, all students will have access to acceleration for EL A and math. This evidenced based practice will include frontloading of skill practice, vocabulary practice, and opportunities to make meaning from text. Read 180 will also be used for older students in conjunction with Lexia and Achieve. Other practices that will be supported through the initiatives identified above include the support of Functional Behavioral Assessments through additional training by the above identified administrators; previously mentioned Conscious Discipline plus Lion’s Quest for Social Emotional support; and the continued use of small group direct instruction.

To ensure that classroom teachers receive professional development on the use of multi-tiered systems of support, the district will hold Performance Matters (utilizing our GEER funded data scientist) training for all school-based administrators. This training will serve as a tool for identifying students in need of tiered academic and behavioral supports. District staff will provide professional development in the Tools for Scaffolding within i-Ready and Read 180 to be used for the MTSS process. Scaffolds, Supports & Acceleration ELA training components will be included for classroom teachers during the additional week of preplanning. The 12-month assistant principals will also provide ongoing professional development on tiered behavioral supports. The additional guidance counselors, social workers, and teachers on assignment will also work directly with the district MTSS trainers to amplify the skillset of school staff in identifying and tracking meaningful interventions.

To assist parents on strategies for at home support, the district will implement several new tools. To support implementation of newly adopted, aligned ELA instructional materials a parent newsletter will go to families with support strategies for each unit. Within the newsletter will be tools for at home skill practice, as well as the topic of student within the text for the unit. Title I schools will also receive strategies to engage parents as academic partners. These monthly virtual

trainings will center around methods to support parent understanding of student data. In addition, parents will learn tips for setting goals with their children and structures for tasks to support at home learning. Additionally, the district just adopted a new SIS system (not grant funded) this system allows for a much more robust level of engagement with parents and student data and communication with teachers and school leaders. All our blended curriculum continues to be supported by our Educational Technology program and they will continue to produce resources and events to support parents in curriculum engagement. For our new ELA curriculum our vendors, through negotiation, have allowed open parent access to the instructional materials. This will assist in demystifying the curriculum and course expectations. The new materials are all aligned to the new BEST standards and a part of the state-adopted curriculum. The district also continues to invest in resources like Zoom (Lump Sum) as we found that parent participation in conferences and IEPs increased dramatically during COVID as opposed to pre-COVID due to the availability of these tools.

Charter Schools

Brevard County Charter Schools reviewed their diagnostic data and have formulated a plan to address learning losses and remediation efforts to strengthen student success. Charter schools plan to address learning losses with both summer school programs and extracurricular tutoring programs to provide additional support for their students outside of the school day. Charter schools are hiring additional instructional assistants and interventionists to support students and teachers in their ongoing efforts to increase learning gains. Charter schools will be using funds to purchase online learning platforms and programs to aide teachers in providing evidence-based activities and remediation curricula for their students. Pre- and post-assessments provided by programs such as i-Ready and NWEA MAP will be utilized by the charter schools to address students' progress throughout the school year. Charter schools will utilize their guidance counselors to work with parents on the social/emotional needs of their students as well as ways in which parents can support their child's academic success at home.

General Education Provisions Act (GEPA)

Brevard Public Schools' participation in all programs under the Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act, will not impede equitable access or participation by gender, race, national origin, color, or disability. Rather, the program designs encourage equity through a distinct focus on supporting all students. The School Board of Brevard County, Florida does not discriminate on the basis of race, religion, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment. A student or employee having a grievance concerning discrimination may contact Mark W. Mullins, Ed.D., Superintendent of Brevard Public Schools.

Brevard Public Schools provides routine assistance to students and families with language and/or literacy barriers by providing translated materials, interpreters, and assistance with reading. Access and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs are ensured by sharing the related Brevard Public Schools policies and procedures, using accessible facilities and transportation services, signing and adhering to program assurances, and collaborating with the Student Services department to meet the needs of all students.

Brevard Public Schools has the following plans, policies, and procedures to assure equitable access and participation in its programs and activities: The Brevard County Public Schools' Policy #2260 Nondiscrimination and Access to Equal Educational Opportunity (last revised on July 22, 2014), Exceptional Student Education policy #2460, the English for Speakers of Other Languages 2020-2021 Procedural Manual, and Brevard Public Schools LGBTQ+ Guidelines.

A) **Brevard Public Schools**
 Name of Eligible Recipient
 B) **050-1241C-1CR01**
 Project Number (DOE Use Only)

TAPS Number 22A172

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	120	Academic Acceleration Salary / Benefits: Summer Recover (extra duty pay), Extra Hours Schools Days, Primary Literacy Specialist, Priority school (2nd tier) support- Tier 3 intervention teachers, Secondary Summer School Teachers, Teacher on Assignment, Tier 3 intervention Teachers	343	\$3,642,299.59
5100	210	Academic Acceleration Salary / Benefits: Retirement		\$394,096.81
5100	220	Academic Acceleration Salary / Benefits: FICA MEDICARE		\$278,635.93
5100	231	Academic Acceleration Salary / Benefits: Life Ins		\$3,023.11
5100	232	Academic Acceleration Salary / Benefits: Health Ins		\$281,734.20
5100	241	Academic Acceleration Salary / Benefits: Work comp		\$20,324.03
5100	529	EBOOKS: Academic Acceleration fund Tier 2/3 reading support (NMH, Read180, System 44, Eureka, ready MAFS)		\$2,698,523.55
5200	121	Academic Acceleration: Home base Instructional units/ SEL support	12	\$385,407.48
5200	210	Academic Acceleration: Home base Instructional units/ SEL support Retirement		\$41,701.09
5200	220	Academic Acceleration: Home base Instructional units/ SEL support FICA MEDICARE		\$29,483.67
5200	231	Academic Acceleration: Home base Instructional units/ SEL support Life Ins		\$319.89
5200	241	Academic Acceleration: Home base Instructional units/ SEL support Work Comp		\$2,150.57
5200	232	Academic Acceleration: Home base Instructional units/ SEL support Health		\$102,448.80
6120	131	Academic Acceleration: Additional counselors at Secondary priority schools	6	\$321,851.43
6120	210	Academic Acceleration: Additional counselors at Secondary priority schools Retirement		\$34,824.32
6120	220	Academic Acceleration: Additional counselors at Secondary priority schools FICA MEDICARE		\$24,621.63
6120	231	Academic Acceleration: Additional counselors at Secondary priority schools Life Ins		\$267.14
6120	241	Academic Acceleration: Additional counselors at Secondary priority schools Work Comp		\$1,795.93

6120	232	Academic Acceleration: Additional counselors at Secondary priority schools Health		\$51,224.41
6400	122	Academic Acceleration: Additional Preplanning Days (Elm and Sec NTA 21-22)		\$1,679,106.04
6400	210	Academic Acceleration: Additional Preplanning Days (Elm and Sec NTA 21-22) Retirement		\$181,679.27
6400	220	Academic Acceleration: Additional Preplanning Days (Elm and Sec NTA 21-22) FICA MEDICARE		\$128,451.62
6400	231	Academic Acceleration: Additional Preplanning Days (Elm and Sec NTA 21-22) Life Ins		\$1,393.66
6400	241	Academic Acceleration: Additional Preplanning Days (Elm and Sec NTA 21-22) Work Comp		\$9,369.41
7200	792	Academic Acceleration fund Indirect Cost		\$641,967.05
7300	111	Academic Acceleration: Elementary Assistant Principals- High needs Cluster	2	\$119,993.29
7300	210	Academic Acceleration: Elementary Assistant Principals- High needs Cluster Retirement		\$12,983.27
7300	220	Academic Acceleration: Elementary Assistant Principals- High needs Cluster FICA MEDICARE		\$9,179.49
7300	231	Academic Acceleration: Elementary Assistant Principals- High needs Cluster Life Ins		\$99.59
7300	241	Academic Acceleration: Elementary Assistant Principals- High needs Cluster Work comp		\$669.56
7300	232	Academic Acceleration: Elementary Assistant Principals- High needs Cluster Health Ins		\$17,074.80
7800	460	Academic Acceleration fund Summer Transportation - Fuel		\$377,919.69
7900	162	Academic Acceleration: Extra Duty Pay Security Specialist for summer school	8	\$30,643.69
7900	210	Academic Acceleration: Extra Duty Pay Security Specialist for summer school Retirement		\$3,315.65
7900	220	Academic Acceleration: Extra Duty Pay Security Specialist for summer school FICA Medicare		\$2,344.24
7900	231	Academic Acceleration: Extra Duty Pay Security Specialist for summer school Life Ins		\$25.43
7900	241	Academic Acceleration: Extra Duty Pay Security Specialist for summer school Work Comp		\$170.99
5900	394	Academic Acceleration fund distribution to charters		\$1,308,220.68
C) TOTAL				\$12,839,341.00