

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their

students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	We plan to compare student attendance, discipline, and grade data before and after SEL programs are implemented at our elementary schools. We will also be administering informal surveys to students and teachers to periodically check on our students' social and emotional health.
Professional Development for Social and Emotional Learning	We will be analyzing surveys administered to participants of professional development sessions to determine whether the program was effective. Teachers will also be focusing on incorporating SEL practices in their classrooms over the next two years and will share lessons and methods used with other teachers across the district. Thus, we will determine whether our teachers are adequately infusing SEL into their daily/weekly practice.
Reading Remediation and Improvement for Students	We assess students regularly in core content areas and use that data in our MTSS/Academic Intervention teams to determine which students need extra support. We will monitor students identified as needing extra support by using additional progress monitoring tools to determine whether the program is helping our students make gains in their learning.
Other Learning Loss	Using our current MTSS/Academic Intervention processes, we will be identifying students in need of support in other content areas besides reading. We plan to monitor students identified as needing tutoring support by using additional progress monitoring tools to determine whether the program is helping our students make gains in their learning.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Major Racial or Ethnic Groups	Social and Emotional Learning	<p>We implemented the Second Step SEL program last year with a targeted group of our emotional support students. The skills students learned through the program helped them cope more effectively with trauma and focus in the school setting. Additionally, we noted a reduction in incidents of inappropriate behaviors and discipline referrals, limiting disruptions to the education of themselves and others. This year we will be implementing the program with all students, K-5. We will track discipline referrals, attendance, and other factors to determine the program's effectiveness.</p>
Children from Low-Income Families	Reading Remediation and Improvement	<p>We currently use various programs that include diagnostic testing and provide explicit, systematic, and personalized learning. We plan to add additional interventions and resources for our K-12 ELA students. We will track the effectiveness of the programs purchased through our MTSS process and further diagnostic testing of students using the programs.</p>
		<p>Over the last year, the number of our English Learners has increased, and we have enrolled several newcomers in our buildings. To provide adequate services and</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Other Areas of Learning Loss	assistance to these students, we plan to purchase materials to enhance their acquisition of English. We will track the effectiveness of these materials by comparing WIDA ACCESS scores to initial screening scores.

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	72,911	30%	21,873

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

We will be looking at the following data sources to identify the social and emotional needs of students: anecdotal data from parental conversations with counselors, discipline referrals, results of psychological evaluations, SAP referrals, attendance records, MTSS team referrals, results of risk assessments. One particular area of strength is that we have already laid the groundwork in prior years to implement a K-5 SEL program. We have provided teacher training on mindfulness and SEL practices and already have a positive behavior support program in place. Our biggest concern is that we do not have any processes or resources currently in place for social-emotional learning in our secondary schools. We also are in need

of a screening tool for SEL. We plan to use a portion of funding to address this need.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Implementation of SEL program Second Step in K-5	Major Racial and Ethnic Groups	Universal	800
Implementation of Positive Action in K-5	Children with Disabilities	Targeted	20
Development of groups through our Social Worker to address specific SEL needs of students in MS and HS	Major Racial and Ethnic Groups	Targeted	200
Develop and pilot a journaling program to address SEL needs at our MS	Children from Low-Income Families	Universal	170
Identify and purchase an SEL screening tool	Gender	Universal	1,000

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Referral process for MTSS, SAP, and Student Services	Twice per year	We expect to see a decline in the number of students being referred through MTSS, SAP, and Student Services for SEL and behavioral issues over the year.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance rates in school and at group meetings	Twice per year	We expect to see an increase in attendance rates in the buildings implementing an SEL program, and expect that students will be more likely to attend group sessions with counselors, our Therapeutic Case Manager, and our Social Worker.
SEL screening tool	Periodically throughout the year	We expect to see more positive answers on the SEL screener from students and teachers, and fewer areas of concern as the year progresses.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. *(Calculation will populate when you click the Save button)*

- *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	72,911	10%	7,291

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:

- Social emotional learning and support for students that have suffered trauma during the

- COVID-19 pandemic;
- b. Identifying signs of possible mental health issues and providing culturally relevant support;
 - c. Motivating students that have been disengaged;
 - d. Mentoring students who have attendance issues before it becomes a pattern;
 - e. Self-care and mindfulness strategies for teachers;
 - f. Engaging and communicating effectively with parents;
 - g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	15	Teacher	Create for Education	External Contractor	Provide teachers with tools and resources for reducing stress, preventing burnout, and helping students thrive through the Cultivating Awareness and Resilience in Education (CARE) program.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	85	Teacher	Prtyush Sinha Foundation	External Contractor	Staff will learn how to identify students experiencing trauma and lessons to incorporate mindfulness into the classroom.
d. Mentoring students who					Resources for staff to help students

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
have attendance issues before it becomes a pattern;	8	Other	various conferences, workshops	External Contractor	increase trust, boost resilience, and incorporate mindfulness practices.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Development Evaluations	Following each PD session	Positive ratings on the evaluation forms will measure success.
Staff surveys	End of year	We expect end-of-year staff surveys to indicate a positive work environment and greater confidence in their ability to cope with stressful situations.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	72,911	8%	5,833

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

We currently use the following diagnostic assessment tools to assess students in reading: Acadience, iReady Reading, IXL, and Classroom Diagnostic Tools (CDTs). We also use teacher-made formative assessments in the classroom to determine student progress. We have seen the greatest need in students who chose to be online last year and those with high absences rates if they were in our schools. Results of assessments at the beginning of this year have shown that many of these students are almost one grade level behind where they would typically be.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

Yes

Please explain:

In general, students in most of our grade levels make at least a year's worth of growth or more in one school year, as per our PVAAS scores before the pandemic. However, grades 5 and 6 have not consistently met this growth standard over the last few years and have been areas of concern for us. Our local diagnostic data supports this concern.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
LETRS training	K-5	67

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
SPIRE	Major Racial and Ethnic Groups	48	SPIRE is a comprehensive, intensive, and multisensory reading intervention that integrates phonological awareness, phonics, spelling, fluency, vocabulary, comprehension, and handwriting. SPIRE is based on the well-established Orton-Gillingham approach to reading instruction.
Sunday System	Children from Low-Income Families	24	The Sunday System offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			Gillingham methods to provide effective intervention in small-group settings.
Achieve 3000	Children with Disabilities	100	Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Students receiving interventions are provided time in the program every day targeted to individual needs and progress is monitored twice per month.
Small group or individual tutoring and instruction	Major Racial and Ethnic Groups	40	Small group or individual tutoring is provided every day and is personalized based on the needs of students. Students are given multiple opportunities for practice and are provided with high quality feedback and structured supports.

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience Assessments	bi-weekly	Growth in scores of students in MTSS Tier 2 and 3 to determine whether students are improving and to monitor the possible need to change programming.
IXL Assessments	monthly	Growth in scores of students in MTSS Tier 2 and 3 to determine whether their skills are improving.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

***This value can be UP TO 52% of the total allocation, if minimum values were used for other reserves.**

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	72,911	52%	37,914

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Provide Instruction			Purchase of devices for EL students that

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
and/or Instructional Support in Primary Languages	English Learners	20	will immediately interpret spoken language into their primary language.
Curriculum materials for K-5 ELA	Major Racial and Ethnic Groups	900	Purchase of K-5 curricular materials in ELA that align instruction with the science of reading using structured literacy.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Monthly anecdotal reports from teachers and WIDA ACCESS Test	Monthly, annually	Anecdotal reports indicate students attempting to speak and participate more, Growth in WIDA score by at least 0.6 each year.
Diagnostic assessments in grades K-5 in the area of reading	3 times per year	We expect to see growth in scores over time, and a greater number of students meeting and exceeding the grade-level expectations.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$72,911.00

Allocation

\$72,911.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

21,874

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$21,874.00	SEL materials for Second Step, Positive Action, student journals, games, furniture for SEL space, books
		\$21,874.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$72,911.00

Allocation

\$72,911.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

7,292

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,292.00	Costs for SEL staff training
		\$7,292.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$72,911.00

Allocation

\$72,911.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

5,833

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$5,833.00	Purchase of supplemental MTSS reading program for Tier 2 & 3 students, and StudySync reading/literature program
		\$5,833.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	72,911	21,874	7,292	5,833	37,912

Learning Loss Expenditures

Budget

\$72,911.00

Allocation

\$72,911.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$37,484.00	Purchase of poketalks for EL students, StudySync for HS ELA for 2 years, Math intervention materials, Reading materials for K-5

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$428.00	Additional funding for SEL professional development for staff
		\$37,912.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$72,911.00

Allocation

\$72,911.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,191.00	\$0.00	\$65,191.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$7,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,720.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$7,720.00	\$0.00	\$0.00	\$65,191.00	\$0.00	\$72,911.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$72,911.00