

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	The district will continue to implement Second Step during the Advisory period at each grade level. RiseUp Curriculum is a social-emotional pilot which is implemented for all 5th grade students at Camp Curtin Academy. The Byrnes Center will provide community and social health education to students at every level.
Professional Development for Social and Emotional Learning	Professional development for the implementation of Second Step at each level has been provided and will continue to be offered. PD sessions focused on best practices in running morning meetings, advisory and/or the mentoring period. The Byrnes Center will continue providing social health lessons to each grade level.
Reading Remediation and Improvement for Students	Acadience is utilized to diagnose early literacy skill deficits in all children K-2. Based on the tiered process, an If-Then menu of research-based interventions is utilized based on the child's needs. Intervention materials at this level include but are not limited to, 95 Percent Group, West Virginia Phonics, and Heggerty. Students in grades 3-5 are tiered based on their literacy development. The interventions used for children that demonstrate skill deficits include, but are not limited to: Intervention Component to Open Court, Bridging the Gap, 95 Percent group and West Virginia Phonics.
Other Learning Loss	A similar tiered intervention for students that exhibit skill deficits in mathematics is utilized for students in need. These research-based math interventions include, but are not limited to, small group instruction, Imagine Math, Xtra Math, Fluency Sprints, the use of intentional productive struggle and mathematical discourse.

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
Children from Low-Income Families	Reading Remediation and Improvement	Various assessments will be used to monitor student growth and achievement throughout the year. Data from Acadience for grades K-2 and Star Assessments for grades 3-8 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.
Children from Low-Income Families	Social and Emotional Learning	Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by district administration.
Children from Low-Income Families	Other Areas of Learning Loss	Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.
		Various assessments will be

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Reading Remediation and Improvement	used to monitor student progress towards his or her IEP goals.
Children with Disabilities	Social and Emotional Learning	Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by district administration. Progress towards IEP goals would also be monitored.
Children with Disabilities	Other Areas of Learning Loss	Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly. Also, progress towards a child's IEP goals would be monitored.
English Learners	Reading Remediation and Improvement	Imagine Learning and iLit were used to diagnose skill deficits and language needs for our English Learners. Depending on a student's language proficiency level, he or she might also take Acadience for grades K-2 and Star Assessments for grades 3-8.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		<p>These would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.</p>
English Learners	Social and Emotional Learning	<p>Second Step would be implemented during the advisory period at all levels. Daily average attendance is monitored at the building and district levels. Additionally, suspension data is examined monthly by district administration.</p>
English Learners	Other Areas of Learning Loss	<p>Similarly to reading instruction, various assessments will be used to monitor student growth and achievement in math throughout the year. Data from Acadience for grades K-2, Star Assessments for grades 3-8 as well as Imagine Math for grades K-9 would be administered at the beginning of the year, middle of the year and end of the year. At the high school level, pass rates would be examined quarterly.</p>

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	2,793,073	30%	837,922

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.

Due to COVID-19, the majority of students in the school district remained in a remote learning environment for approximately 18 months. Upon return, reacclimation to the school environment and social-emotional health has been a focus area. According to the community surveys asking stakeholders about the best way to allocate ESSER funding, mental health and behavioral interventions were among the top priorities. With students back in the schools, data sources for growth in these areas will come from attendance data and SWIS data. Strengths in the learning environment is that our class sizes remain relatively small. There is an advisory period for social-emotional learning built in to every master schedule K-12. Some of the

concerns center around student behavior, student attendance and school climate.

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
BARR – 9th & 10th graders; identify at-risk factors for learning (funded from School Improvement grants)	Children from Low-Income Families	Targeted	190
Devereux – Development of behavior specialist support services throughout the district	Children from Low-Income Families	Universal	2,000
ESS – Intensive Therapeutic Support	Children from Low-Income Families	Intensive	20
PA Counseling Center (Group Therapy)	Children from Low-Income Families	Universal	6,500
PA Counseling Center (Check and Connect Services)	Children from Low-Income Families	Targeted	60
Vision to Learn – Vision Services	Children from Low-Income Families	Targeted	40
SMILE Pennsylvania	Children from Low-Income Families	Targeted	40

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
SWIS	Daily	Reduction in negative behavior
Attendance	Daily	Increase in average daily attendance
Attendance	Daily	Decrease in chronic absenteeism
Learning performance (progress monitoring, growth & grades)	Quarterly	Increase in student achievement and growth

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	2,793,073	10%	279,307

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;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - 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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	220	Teacher	Second Step External consultants	External Contractor	Second Step is a research-based social-emotional curriculum. The master schedules at the elementary and middle levels are now designed for a 30-minute advisory period where the Second Step Content is taught K-8
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	150	Teacher	Internal facilitators	Internal Staff	The session will focus on best practices in morning meetings, advisory periods or the mentoring period.
					All new elementary SAP teams were trained to

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
b. Identifying signs of possible mental health issues and providing culturally relevant support;	90	Other	External Trainers from Compass Mark	External Contractor	ensure that SAP supports were ready at the elementary level upon the return of students to in-person learning. This training will continue to be offered to new SAP Team members.
c. Motivating students that have been disengaged;	85	Teacher	Internal facilitators	Internal Staff	Asynchronous PD Module entitled: "Face to Face Communication is a Thing Again-Wait, How Do we Teach That?"
c. Motivating students that have been disengaged;	85	Teacher	Internal facilitators	Internal Staff	Asynchronous Module: "Strategies to Increase Academic Discourse"
c. Motivating students that have been disengaged;	85	Teacher	Consultant Andy Dousis	External Contractor	Session entitled: "The Use of Teacher Language to Enhance Student Engagement in the Classroom"

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
c. Motivating students that have been disengaged;	85	Teacher	Internal facilitators	Internal Staff	Asynchronous Module: "Nearpod for Engagement"
d. Mentoring students who have attendance issues before it becomes a pattern;	45	Teacher	Internal facilitator - Ryan Jones	Internal Staff	All schools developed Attendance Mitigation Teams. This training is designed for teachers who wanted to participate on those building teams.
e. Self-care and mindfulness strategies for teachers;	60	Other	External expert	External Contractor	Session entitled: "Update on the Covid Delta Variant and its Impact on Schools" to all staff
e. Self-care and mindfulness strategies for teachers;	60	Teacher	Internal facilitator	Internal Staff	Asynchronous module entitled: "Compassion Fatigue"
e. Self-care and mindfulness strategies for teachers;	60	Teacher	Internal facilitator	Internal Staff	Asynchronous module entitled: "Stress and Trauma Training"

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
g. Working with community agencies to address non-academic needs.	250	Teacher	The Office of Gangs and Juvenile Probation	External Contractor	This session was requested by HBGSD staff to best understand student behavior post pandemic.

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
Attendance Data	Daily	Increase in average daily attendance
Attendance Data	Daily	Decrease in chronic absenteeism
SWIS Data	Weekly	Decrease in negative behaviors resulting in student discipline
Student Performance Data	Quarterly	Increase in academic performance overall

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	2,793,073	8%	223,446

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?

Grades K-2 will use Acadience. In grades 3-8, students will use STAR. At the secondary level, students will be tested using the CDT. All grade levels (K-12) will take the WIDA Exam.

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

No

Please explain:

In grades K-2, students are not making gains in reading. In grades 3-8, STAR indicates low student growth percentiles in all grade levels across the district. For grades 9-12, the CDT indicates lower achievement than in 2018-2019, but not significantly. According to PVAAS using 2019 data (pre-pandemic), Grades 6 and 8 were well above and above in math. Grades 7 was meets in math. However, grades 4 and 5 were below in math. For reading, grades 7 and 8 were well above; grades 4 and 4 were above; and grade 5 was well below. The post-pandemic data indicates that most student groups are not making the gains needed to close the gap in the area of reading within the school district. As measured by Acadience in the Fall of 2021, 12% were on target for the beginning of kindergarten. All other grade levels showed a decline in performance from the beginning of the 20-21 school year to the end of the 20-21

school year.

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
ECRI (to occur in the summer of 2022)	K-2	90

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
West Virginia Phonics	Children from Low-Income Families	320	Explicit practice of phonemic awareness skills
95 Percent Group	Children from Low-Income Families	270	Explicit, systematic, and sequential phonics
Sight Words	Children from Low-Income Families	180	Explicit drill and practice of sight words for early literacy
Open Court Interventions	Children from Low-Income Families	500	Grade-level practice in foundational skills, reading and responding, and language arts.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Quick Reads	Children from Low-Income Families	500	Oral reading fluency development
Bridging the Gap	Children from Low-Income Families	100	An intervention curriculum focused on developing phonemic awareness skills for older elementary students.
ECRI Literacy Routines	Children from Low-Income Families	1,400	Literacy routines that support the core resource.
Heggerty	Children from Low-Income Families	180	Explicit drill and practice of sight words for early literacy.

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 (Grades K-2)	Tier 1 -3 schoolwide screenings per year and 2 progress monitoring. Tier 2 students are progress monitored on a monthly basis. Tier 2 students are progress monitored on a bi-weekly basis	With the correct differentiated instruction, it is expected that students will demonstrate growth from the beginning of the school year to the end of the school year.
Star Reading (Grades 3-8)	Tier 1 -3 schoolwide screenings per year and 2 progress monitoring. Tier 2 students are progress monitored on a monthly basis. Tier 2 students are progress monitored on a bi-weekly basis	With the correct differentiated instruction, it is expected that students will demonstrate growth from the beginning of the school year to the end of the school year.

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	2,793,073	52%	1,452,398

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
Imagine Math	Children from Low-Income Families	1,400	Mathematical concepts and applications.
Xtra Math	Children from Low-Income Families	500	Mathematical computation fluency.
Fluency Sprints	Children from Low-Income Families	150	Mathematical computation fluency.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience (Grades K-2)	Tier 1 -3 schoolwide screenings per year and 2 progress monitoring. Tier 2 students are progress monitored on a monthly basis. Tier 2 students are progress monitored on a bi-weekly basis	With the correct differentiated instruction, it is expected that students will demonstrate growth from the beginning of the school year to the end of the school year.
Star Math (Grades 3-8)	Tier 1 -3 schoolwide screenings per year and 2 progress monitoring. Tier 2 students are progress monitored on a monthly basis. Tier 2 students are progress monitored on a bi-weekly basis	With the correct differentiated instruction, it is expected that students will demonstrate growth from the beginning of the school year to the end of the school year.
Imagine Math (K-9)	Tier 1 -3 schoolwide screenings per year and 2 progress monitoring. Tier 2 students are progress monitored on a monthly basis. Tier 2 students are progress monitored on a bi-weekly basis	With the correct differentiated instruction, it is expected that students will demonstrate growth from the beginning of the school year to the end of the school year.

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$2,793,073.00

Allocation

\$2,793,073.00

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)

837,922

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$900,000.00	ESS Service Agreement (Rowland and JHHS) 12/22-6/23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$970,366.00	Cougar PAWS (6-8 expansion) 150 K/300 K/300 K
		\$1,870,366.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$2,793,073.00

Allocation

\$2,793,073.00

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)

279,307

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$300,000.00	ESS PD (Districtwide)
		\$300,000.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$2,793,073.00

Allocation

\$2,793,073.00

Budget Over(Under) Allocation

\$0.00

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

223,446

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$158,000.00	Reading Support
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$75,840.00	Reading Support
		\$233,840.00	

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	2,793,073	837,922	279,307	223,446	1,452,398

Learning Loss Expenditures

Budget

\$2,793,073.00

Allocation

\$2,793,073.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$200,000.00	Tutoring Programming for LL
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$188,867.00	Indirect Costs

		\$388,867.00	
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Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$2,793,073.00

Allocation

\$2,793,073.00

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	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$158,000.00	\$75,840.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$233,840.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$2,370,366.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,370,366.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	\$158,000.00	\$75,840.00	\$2,370,366.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,604,206.00
Approved Indirect Cost/Operational Rate: 0.0483								\$188,867.00
Final								\$2,793,073.00