Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first 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) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	WCASD analyzed local assessment results for elementary students such as running records for reading levels, the STAR Math diagnostic assessment, and report cards. For secondary students, we reviewed curriculum based assessments and other effectiveness measures such as passing rates and attendance records. We held focus groups for teachers and parents and surveyed both groups.
Chronic Absenteeism	WCASD administrators analyzed attendance data for each school. Caseworkers provided summaries of supports to students on School Attendance Improvement Plans.
Student Engagement	Administrators observed student engagement in person and virtually. Teachers were provided with professional development to increase student engagement in class and online. Focus group zoom meetings were held in the spring to assess student engagement and to plan for the fall. Administrators met April 28, teachers met May 12, and parents met June 7. Teachers, parents, and students were invited to provide feedback via survey as well.
Social-emotional Well-being	Students who struggle academically, socially-emotionally or behaviorally are discussed through the Multi-Tiered System of Supports (MTSS) process. Goals are developed and strategies are implemented. We also conduct BH Works screenings for any students exhibiting SEL challenges. When needed, suicide and/or violent risk assessments are completed.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	**Provide specific strategies that were used or will be used to identify and measure impacts**
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Starting in the summer of 2020, students with significant disabilities were offered in person instruction for the maximum amount of time. All other identified students were offered in person instruction four days per week at the beginning of the school year.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	WCASD offered four days of in-person instruction from the beginning of the school year. If families had difficulty accessing instruction from home, hot spots and/or internet connection was provided at no cost to the family. Parent presentations were held in Spanish, and all communication was translated in Spanish.
Students from low-income families	All families received 1-1 devices. If there were challenges with access, hot spots and/or internet services were provided at no cost to the families. Breakfast and lunch were provided seven days per week at no cost to the families.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	In WCASD, 534 students registered for in-person Summer Academy. There will be two half-day sites and one full-day for English Learners. Teachers will provide academic lessons in reading, writing, math as well as Social Emotional Learning experiences. There are 381 elementary students registered for in-person or virtual tutoring and 567 students registered for online book clubs.At the secondary level, 284 students registered for Preview Learning courses for the fall which includes embedded tutoring. There are 395 students registered for Theme-Based Learning courses, and 100 students registered for Original Credit courses.

   i. **Impacts that Strategy #1 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

   ii. **If Other is selected above, please provide the description here:**

   iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

   iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	WCASD worked with the Chester County Intermediate Unit, Holcomb, Justice Works, Aveanna, and Children and Youth to provide services to students who were considered habitually truant. School Attendance Improvement Plan meetings were held with families to identify the cause of the absences and develop individual plans for students.

   i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☐ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

    ii. **If Other is selected above, please provide the description here:**

    iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☑ **Other student groups: (provide description below)**

    iv. **If Other is selected above, please provide the description here.**

All students who are habitually truant from all groups

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	WCASD worked with nine mental health specialists from the Chester County Intermediate Unit to provide individual and group services for students across the district. We offered 20 parent workshops to help families cope with the stress and anxiety of being in a pandemic. Next year, we will focus on prevention and the development of SEL goals in each building. Support will be provided by prevention specialists contracted through the Chester

	Strategy Description
	County Intermediate Unit.

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☑ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here:**

All students from all groups

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Each week during the year, the management team met regarding building operations as well as teaching and learning; each month the superintendent's cabinet met with the Education Association. Focus group meetings were held for WCASD administrators on April 28, with teachers on May 12, and with parents on June 7. Additional meetings were held in Spanish for Latino families. The purpose of the meetings was to ascertain what worked well this year during pandemic learning and what questions we need to address as we plan for the fall. Survey data was also collected from staff and students. In the summer, we will conduct the Future Ready Comprehensive Planning Portal Needs Assessment as part of stakeholder engagement for Title IV and in preparation for comprehensive planning; our community partners will be part of this task force. In 21-22, we will collect district and national survey data to assess ongoing needs.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The LEA has taken and will take stakeholder and public input into account in the development of the Plan for the Use of ARP ESSER Funds. On the spring survey, teachers were asked about the allowable use of tutoring students next year for learning recovery. At the spring Federal Programs meeting, parents were asked to provide input into how funds would be spent. Focus group meetings were held in the spring of 2021 with teachers, parents, and administrators. The summer Comprehensive Planning Committee will include community members as well as teachers, students, administrators, paraprofessionals, and parents. Stakeholders will have the opportunity to submit ideas regarding the ARP ESSER spending through email and voicemail in

English or Spanish.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA will develop a plan for the use of ARP ESSER Funds after meaningful consultation with stakeholders. The plan will be shared with the public and the board of school directors in July. All meetings are advertised to the community in advance; meetings are livestreamed and recorded for later viewing. The ARP ESSER spending plan will be posted on the District website which is ADA compliant. It will be available in a language that families understand and can be shared in Spanish at a Padres Latinos meeting. An alternate format such as a hard copy will be made available upon request.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds , beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The evidence-based interventions WCASD has selected include expanded opportunities for learning during the summers of 2021 and 2022. We will evaluate the effectiveness of the interventions by comparing elementary students' reading levels from spring to spring. We will also compare the passing rates for our secondary students. The summer interventions specifically address the student groups most disproportionately impacted. For example, Extended School Year is offered to eligible students with IEPs. ELD students are invited to a full-day Jump Start program which includes academic intervention and enrichment as well as SEL learning. Title 1 students are invited to a half-day of academic intervention in the summer. Breakfast, lunch, and transportation are offered to all programs. The LEA will identify and invite students to summer programs who missed the most in-person instruction during pandemic learning; this includes students who were not fully engaged participants during remote learning. By increasing academic learning time as well as support from certified teachers, the LEA intends to accelerate learning recovery.In addition to summer programs, the LEA will institute after school tutoring for students in 2021-22. K-5 students in need of reading and/or math intervention will be tutored using evidence-based materials according to their diagnostic assessment results. Secondary students will receive guided feedback on writing skills across the content areas, and science will have access to online materials. Funds will be used for instrument repair as teachers were not able to provide on-site maintenance due to remote learning. The LEA will employ evidenced-based mental health strategies to meet students' needs in K-12 as well.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

   a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
   b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
   c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
   d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The remaining funds will be used to update the HVAC system in our older buildings.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

NA

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
   *Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	4,289,284	20%	857,857

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	To continously monitor progress on student learning, elementary schools will collect and analyze data on students' reading levels and performance on diagnostic math assessments. Results will be disaggregated and used to target interventions including after school tutoring and summer programs to extend time and support for learning. Secondary schools will collect and analyze local effectiveness measures such as attendance and passing rates; MTSS teams will use the results to provide targeted interventions to students during the school day as well as after school and in the summer. The district APT program (Achieve, Progress, Transition) is moving to each high school and will provide targeted intervention that is individualized based on each student's needs. The interventions will focus on academics, social/emotional/behavioral skills, and executive functioning skills.
Opportunity to learn measures (see help text)	To continously monitor progress on student engagement, the LEA will seek feedback from teachers and families through observation, focus groups, and surveys. Student access to technology will be assessed in the fall, and steps will be taken to make sure all students have the capability to engage remotely. Educators will have access to PD on the effective use of technology throughout the summer and during the year on in-service days. To analyze disaggregated data
Jobs created and retained (by number of FTEs and position type) (see help text)	Not applicable
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	To continously monitor progress on student participation in programs funded by ARP-ESSER such as after school and summer programs, administrators will review attendance records; MTSS teams disaggregate the data and assist with outreach to families to ensure that historically underserved students receive the supports they need.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:

☑

The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).

☑

The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- **How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;**
- **Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;**
- **Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;**
- **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
- **LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;**
- **Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
- **Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
- **Requirements under the FFATA; and**
- **Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.**

☑

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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

☑

Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.

☑

The LEA will maintain inventory records, purchase orders and receipts for equipment (over $5,000) purchased, all computing devices, and special purpose equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.

☑

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☑

The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

[1]Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.

☑

The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.

☑

The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.

☑

The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.

☑

The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.

☑

The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.

☑

The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

☑

The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "*LEA Name*-**Health and Safety Plan"**

CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$4,292,337.00

Allocation

$4,292,337.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$551,365.55	Learning Loss - Elementary After School and Tutoring Programs
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$367,577.04	Learning Loss - Elementary After School and Tutoring Programs
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$150,447.41	Learning Loss - Secondary After School Program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$100,298.28	Learning Loss - Secondary After School Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$100,000.00	Learning Loss - Literacy Intervention
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	$20,000.00	Turn It In Licenses

Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$25,000.00	MTSS Math Licenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$25,000.00	Chemistry Online Access Licenses
		$1,339,688.28	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$4,292,337.00

Allocation

$4,292,337.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$328,000.00	WTE HVAC Restoration
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$2,624,648.72	GAE HVAC Restoration
		$2,952,648.72	

Section: Budget - Budget Summary

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	$0.00	$0.00	$0.00	$0.00	$0.00	$170,000.00	$0.00	$170,000.00
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	$701,812.96	$467,875.32	$0.00	$0.00	$0.00	$0.00	$0.00	$1,169,688.28
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher 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

	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
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
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	$2,952,648.72	$2,952,648.72
	$701,812.96	$467,875.32	$0.00	$0.00	$0.00	$170,000.00	$2,952,648.72	$4,292,337.00

	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
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$4,292,337.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Afterschool Programs in Pennsylvania study determined that for every dollar invested in after- school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link to PSAYDN.org).

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 $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to 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, 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 programming, 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

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 students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

The MTSS team at each school will meet to identify students for after school tutoring. The

team will review data to determine which students to invite. For example, elementary principals know which K-2 students are not yet reading at grade level and who did not grow a year in a year's time in 20-21. Principals will review the September STAR Math performance for students in grades 2-5. At the secondary level, MTSS teams will analyze attendance and student engagement as well as grades; students who need support with foundational skills or executive functioning may be invited to participate in after school supports.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	275	Tutors work with students twice per week for 45 minutes each session. Tutors use the District curriculum to reteach core concepts and foundational skills. Tutors record baseline data that qualifies a student for tutoring, student attendance, the frequency of small group support, concepts reviewed and strategies taught, progress monitoring data, and exit data.
Children from Low-Income Families	Academic Growth	500	Tutors work with students twice per week for 45 minutes each session. Tutors use the District curriculum to reteach core concepts and foundational skills. Tutors record baseline data that qualifies a student for tutoring, student attendance, the frequency of small group support,

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			concepts reviewed and strategies taught, progress monitoring data, and exit data.
English Learners	Academic Growth	250	Tutors work with students twice per week for 45 minutes each session. Tutors use the District curriculum to reteach core concepts and foundational skills. Tutors record baseline data that qualifies a student for tutoring, student attendance, the frequency of small group support, concepts reviewed and strategies taught, progress monitoring data, and exit data.

3. Describe the evidence-based resources that will be used to support student growth during the after- school program.

Tutoring with a certified teacher will be offered to small groups of students. There will be 3-5 students with similar needs in each group. Tutoring will take place in person or over Zoom for 45 minutes twice a week. Teachers will use the District curriculum to remediate needs and provide foundational skills so that students are successful in their assigned grade or course.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
		District employees who are certified teachers will provide

Number of Staff Members	Internal/Outside Provider	Role
150	Internal	the after school, small group tutoring to students who demonstrate a need. In the event that additional employees are needed, certified teachers from our substitute service can be hired; these tutors will be provide with District resources for remediation.

☑

    a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

    b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DRA, Teachers College, Fountas and Pinnell, DIBELS, Core Phonics, Heggerty, Fundations, STAR Math, Freckle, IXL, Math Space, Delta Math, Curriculum Based Local Assessments, Parent and Teacher Surveys	Teachers will report progress weekly. MTSS teams will review progress monthly.	We expect to accelerate learning recovery for students most impacted by the pandemic. Our goal is for students to be successful in the assigned grade or course.

6. How will the LEA engage families in the after-school program?

School administrators will contact families once a student is identified in need of additional time and support for learning. If the tutoring is delivered in person, families will verify that they can provide transportation. If families cannot provide transportation, tutoring will be delivered via Zoom. A member of the MTSS team is responsible for checking on student engagement and student response to the tutoring intervention. Tutors and/or MTSS team members will report student progress to families.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$47,659.00
Allocation
$47,659.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$31,455.00	Salaries for after school tutors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$16,204.00	Benefits for after school tutors
		$47,659.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$47,659.00
Allocation

$47,659.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

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	$31,455.00	$16,204.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,659.00
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 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

	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
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
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
	$31,455.00	$16,204.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,659.00
					Approved Indirect Cost/Operational Rate: 0.0000			$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
						Final		$47,659.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link PSAYDN.org).

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 $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to 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, 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 programming, 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

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.

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

Students who have been most impacted by the pandemic are invited to participate in the summer school program, such as students who are not yet reading on grade level; students who need additional review of foundational skills; students who have missed instruction;

students in our ELD program; students in poverty. The MTSS team at each school reviews student performance and engagement; then teachers contact families to invite students to participate. Students can take "preview courses" at the secondary level to strengthen prerequisite skills in advance of new learning. Students have opportunities to engage in book clubs and theme-based learning experiences which integrate essential understandings in creative ways.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	275	Students receive academic interventions, social skills, and related services according to their IEPs. The program is 5-6 hours per day, 4 days per week, for 5-6 weeks depending on student need.
English Learners	Academic Growth	500	In the morning, students receive academic interventions in reading, writing, and math. In the afternoon, they participate in theme-based learning, field trips, STEAM experiences, etc to build background knowledge, vocabulary, and critical thinking skills. The program is 6 hours per day, 4 days per week, for 5 weeks.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	250	Students receive academic interventions in reading, writing, and math. The program is 3 hours per day, 4 days per week, for 5 weeks.

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

Student learning will be accelerated by extending the time and support for learning. Class sizes will be small, approximately 10-15 students per teacher. For academic interventions, teachers utilize District resources to strengthen foundational skills and close learning gaps. Community partnerships are forged so that students can apply classroom experiences to real world, authentic learning.

4. Describe the staff that will provide the summer school program (i.e,. internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
30	Internal Provider	Certified teacher for ELD program
50	Internal Provider	Certified teacher for ESY program
1	Internal Provider	Certified administrator for ELD program
100	Internal Provider	Paraprofessionals for summer programs
50	Internal Provider	Certified teachers for summer programs

Number of Staff Members	Internal/Outside Provider	Role
3	Internal Provider	Certified administrators for ESY programs

☑

a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
DRA, Teachers College, Fountas and Pinnell, DIBELS, Core Phonics, Heggerty, Fundations, STAR Math, Freckle, IXL, Math Space, Delta Math, Curriculum Based Local Assessments, Parent and Teacher Surveys	Summer teachers will evaluate progress weekly using anecdotal notes. In the fall, school teams conduct universal assessments 2-3 times per year.	Students will maintain their skill levels and not experience learning loss. They will have strong foundational skills and prequisite knowledge for the fall.
Individual IEP Goals for Students with Disabilities	Summer teachers will evaluate student progress weekly. In the fall, case managers assess progress according to the IEP.	Students will maintain their skill levels and not experience learning loss. They will have strong foundational skills and prequisite knowledge for the fall.

6. How will the LEA engage families in the summer school program?

School administrators will contact families once a student is identified in need of additional time and support for learning. A site manager will be hired for the summer program. The site manager will communicate with families about the student's schedule, transportation, lunch,

etc. The site manager will check on student engagement and response to summer interventions. Summer program teachers will report student progress to families.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$47,659.00

Allocation

$47,659.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$31,455.00	Salaries for summer program teachers and paras
1000 - Instruction	200 - Benefits	$16,204.00	Benefits for summer program teachers and paras
		$47,659.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$47,659.00

Allocation

$47,659.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

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	$31,455.00	$16,204.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,659.00
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 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

	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
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
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
	$31,455.00	$16,204.00	$0.00	$0.00	$0.00	$0.00	$0.00	$47,659.00
					Approved Indirect Cost/Operational Rate: 0.0000			$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
							Final	$47,659.00

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	Chester County Intermediate Unit is conducting Focus Group Meetings with each school's MTSS Team to identify individual building needs. We would like to use an instrument such as the Devereux Student Strength Assessment (DESSA) or similar type of assessment to identify student needs in eight distinct SEL categories.
Professional Development for Social and Emotional Learning	Chester County Intermediate Unit is conducting Focus Group Meetings with each school's MTSS Team to identify individual building needs. Thom Stecher Associates will conduct climate walks in each building to help determine the PD needs for each school.
Reading Remediation and Improvement for Students	In May 2021, all students in K-2 were assessed using the Developmental Reading Assessment. We have identified which students are not yet reading at grade level, and which students did not grow a year in a year's time. We are most concerned with the reading achievement of students currently in grades 1 and 2. We will use the funds to support these students as well as our English Learners.
Other Learning Loss	N/A

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
		Teachers use a variety assessments to identify needs

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	in reading and to measure the impact of interventions: DIBELS, Heggerty, Fundations, Core Phonics, Running Records, IXL, and Curriculum Based Local Assessments.
English Learners	Reading Remediation and Improvement	Teachers use a variety assessments to identify needs in reading and to measure the impact of interventions: DIBELS, Heggerty, Fundations, Core Phonics, Running Records, IXL, and Curriculum Based Local Assessments.
Children with Disabilities	Reading Remediation and Improvement	Teachers use a variety assessments to identify needs in reading and to measure the impact of interventions: DIBELS, Heggerty, Fundations, Core Phonics, Running Records, IXL, and Curriculum Based Local Assessments.
Children from Low-Income Families	Social and Emotional Learning	To identify and measure impacts, the District will administer a survey such as the Devereux Student Strengths Assessment (DESSA) in the fall and spring. We will also conduct focus groups and climate walks.
English Learners	Social and Emotional Learning	To identify and measure impacts, the District will administer a survey such as the Devereux Student Strengths Assessment (DESSA) in the fall and spring. We will also conduct focus groups and climate walks.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Social and Emotional Learning	To identify and measure impacts, the District will administer a survey such as the Devereux Student Strengths Assessment (DESSA) in the fall and spring. We will also conduct focus groups and climate walks.

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	238,293	30%	71,488

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 an administer an instrument such as the Devereux Student Strengths Assessment (DESSA) to identify social emotional needs of students K-12 as well as our areas of strength and concern in the learning environment.

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
Trauma-Informed Care Practices, Implementation of Second Step with Fidelity K-8, HS appropriate tool for Mental Health First Aid	Children from Low-Income Families	Universal	2,000
Trauma-Informed Care Practices, Implementation of Second Step with Fidelity K-8, HS appropriate tool for Mental Health First Aid	English Learners	Universal	470
Trauma-Informed Care Practices, Implementation of Second Step with Fidelity K-8, HS appropriate tool for Mental Health First Aid	Children with Disabilities	Universal	1,800

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
Survey and Observation	Pre and Post Survey, Fall and Spring Climate Walks	We expect to see improvement on the survey instrument, for example, the Devereux Student Strengths Assessment (DESSA) has 8 categories of SEL. We will implement the DESSA or similar type of rating scale that will assess SEL. We expect to observe implementation of strategies that were presented during SEL PD this year (Second Second Step, Trauma-Informed

Tool Used to Evaluate Success	Frequency of Use	Expected Results
		Practices, HS appropriate tools) and the 5 competencies of CASEL, Collaborative for Academic, Social and Emotional Learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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	238,293	10%	23,829

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
   a. 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
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	85	Teacher	CCIU	External Contractor	MTSS Core team members will develop interventions to be implemented during the MTSS process.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	126	Teacher	Stecher	External Contractor	MTSS Core team members and teacher influencers will develop a building goal for the year.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	1,000	Teacher	CCIU and Stecher	External Contractor	All staff will participate in this half-day activity. We expect that teachers will gain a deeper understanding of the Collaborative for Academic, Social and Emotional Learning (CASEL) framework.

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
My Learning Plan Survey, Observations	Teachers will provide feedback on My Learning Plan after each PD session, Administrators will observe teachers implementing strategies presented at PD	We expect that at least 85% of teachers will rate the training as practical and relevant. We expect that administrators will observe teachers implementing the SEL practices that are presented.

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	238,293	8%	19,063

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?

In May 2021, all K-2 students were assessed using the Developmental Reading Assessment. We found that 69% of our K students reached the benchmark compared to 83% in 2019. In first grade, 59% of the students reached benchmark compared to 75% in 2019. In second

grade, 81% of the students reached benchmark compared to 86% in 2019. We are most concerned about the students who are now in Grades 1 and 2 (last year's K and 1 students.)

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:

Based on local assessment data only, YES. In first grade, 87% of the students either made the benchmark or grew a year in a year's time; this is comparable to 2019. In second grade, 92% of the students either made the benchmark or grew a year in a year's time; this exceeds our results for 2019. (Kindergarten students either make the benchmark or not; there is no growth measure.) We did not assess other grade levels in their entirety; nor do we have PVAAS data yet.

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
Ongoing training is being provided by the Lead Teacher for Elementary ELA	K-5 Reading Specialists and K-3 Teachers	65

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
			Targeted intervention delivered by a certified reading specialist in

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
In school small group reading support	English Learners	450	the area of need (phonemic awareness, phonics, fluency, vocabulary, comprehension) using Heggerty, Fundations, Geodes, Read Naturally, etc
Out of school small group reading support	English Learners	300	Targeted intervention delivered by a certified teacher in the area of need (phonemic awareness, phonics, fluency, vocabulary, comprehension) using Heggerty, Fundations, Geodes, Read Naturally, etc
In school small group reading support	Children with Disabilities	1,000	Targeted intervention delivered by a certified special education teacher in the area of need (phonemic awareness, phonics, fluency, vocabulary, comprehension) using Heggerty, Fundations, Geodes, Read Naturally, etc
Out of school small group reading support	Children with Disabilities	350	Targeted intervention delivered by a certified teacher in the area of need (phonemic awareness, phonics, fluency, vocabulary, comprehension) using Heggerty, Fundations, Geodes, Read Naturally, etc

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
Developmental Reading Assessment (DRA)	Beginning and end of year	At least 80% of grades K-2 students will reach grade level benchmark or demonstrate adequate growth from fall to spring.
Teachers College, Qualitative Reading Inventory, Critical Reading Inventory	End of the year	At least 80% of grades 3-12 students will reach grade level benchmark or demonstrate adequate growth from spring to spring.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation **t**o 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	238,293	52%	123,912

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

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
NA		0	NA

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
NA	NA	NA

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$238,293.00

Allocation

$238,293.00

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)

71,488

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$20,000.00	Second Step Kits and Digital Access for K-8 Classrooms
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$51,488.00	Digital Tool for K-12 Classrooms such as Devereux Student Strengths Assessment or PA-ETEP to give teachers feedback on their SEL practices with students.
		$71,488.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$238,293.00
Allocation

$238,293.00

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)

23,829

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$146,805.00	Cost of substitutes for MTSS and 10 days of training for approximately 50 teachers.
		$146,805.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$238,293.00

Allocation

$238,293.00

Budget Over(Under) Allocation

$0.00

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

19,063

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$6,400.00	Subs for Keystone State Literacy Associatio
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$6,900.00	Keystone State Literacy Association (KSLA) registration fees
2200 - Staff Support Services	500 - Other Purchased Services	$6,700.00	Travel Expenses to Keyston State Literacy Association
		$20,000.00	

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					0

Learning Loss Expenditures

Budget

$238,293.00

Allocation

$238,293.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$238,293.00

Allocation

$238,293.00

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	$0.00	$0.00	$198,293.00	$0.00	$0.00	$20,000.00	$0.00	$218,293.00
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 Education	$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
Programs								
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	$13,300.00	$0.00	$6,700.00	$0.00	$0.00	$20,000.00
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
3200 Student Activities	$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
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	$211,593.00	$0.00	$6,700.00	$20,000.00	$0.00	$238,293.00
					Approved Indirect Cost/Operational Rate: 0.0000			$0.00
							Final	$238,293.00