

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	<p>Many Clairton families experienced significant food shortages during the pandemic, job losses, and deaths of family members. The Clairton community experienced the first recorded COVID-19 related death in Allegheny county. Unfortunately, in conjunction with the COVID-19 crisis, The Clairton City School District experienced a catastrophic water-main break flood that impacted every student and staff member as it brought over 200,000 gallons of water rushing into the school building. It forced the district into a longer period of remote learning. As a result, students had no physical contact with teachers, counselors, therapists, or peers. Therefore, relationships declined. This led to isolation and even more disengagement and mental health issues. Students experienced fear, illness, and anxiety. Poverty issues were exacerbated when families lost jobs and many students took jobs to help support families. In Clairton City School District 88% of students are considered economically disadvantaged. In the 2020-2021 School year, the Clairton City School District saw a significant decrease in the number of students who engaged in the Student Assistance Program. Many students were referred to the SAP program for poor attendance but we could not successfully get permission in order to provide support services necessary to better assist the students. In the 2020-2021 school year, the Clairton Middle/High School lost their Middle School Counselor in August 2020 as she resigned and was unable to fill the position for the entire school year. All of these factors also contributed to disengagement, chronic absenteeism, increased mental health issues, lack of connection to trusted adults, failing grades, and learning loss. In October and November 2020, Clairton Middle/High School developed a list of disengaged learners and the entire staff created a home visit schedule where teachers, support staff, and administrators signed up and visited every home of disengaged learners to provide information on technological support and ask what barriers the families might be experiencing in order to better engage their students. When barriers were identified, each were addressed as</p>

	Method used to Understand Each Type of Impact
	<p>appropriate. Several parent and staff surveys were given throughout the year to assess issues with remote learning and showed that students were not engaging effectively in remote or online learning and were disengaged from the learning process. Data was analyzed for engagement based on students passing two or more of three core academic classes. The percentage of students not engaged, which increased during the pandemic, were failing at least two courses. In addition, there was 100% increase in the failure rate as compared between 2019 and 2021 in the Middle/High. The main indicators of impact were on chronic absenteeism, student engagement, loss of instructional time, and decline in social-emotional well-being/mental health.</p>
<p>Professional Development for Social and Emotional Learning</p>	<p>Throughout the pandemic, it has come to light that in addition to our students and families experiencing COVID related stress and trauma, our staff members have also experience this. These include, but are not limited to COVID related deaths of loved ones, caring for elderly parents, finding child care, health concerns, and fear of exposure. As we returned to in person instruction, we have seen a significant increase in the use of staff sick days as a result of the afore mentioned stressors. This leads to a lack of coverage for absent staff members and teachers often losing preparation time which causes more stress. Teachers are being asked to help students recover all learning losses over the pandemic and are having trouble caring for their own emotional and physical wellness.</p>
<p>Reading Remediation and Improvement for Students</p>	<p>When the pandemic first occurred in March of 2020, and school buildings were closed, equity issues were immediately exposed as none of our elementary students had a personal technology device for use at home. To address the opportunity gap, a fund was immediately established seeking community donations to purchase technology for our elementary students. Fortunately, enough funds were raised to purchase chrome books. Community donations for hot spots to provide internet to homes without access was a blessing. In addition to the lack of technology, staff and families were in desperate need of technology training. As grant money became available, more resources required for delivery of virtual learning were added. A Technology Support Assistant was added to provide instructional support to families and students working at home. Just when students were returning to in person instruction in the fall of 2020, a water main break occurred directly behind the school. This catastrophic event brought over 200,000 gallons of water rushing into the elementary school forcing the Clairton Education Center to close for two months. This was due to the boiler system being damaged. Once again, learning was interrupted and students were back to learning remotely until November of 2020 when they shared the MS/HS building by doubling up in one building with a hybrid schedule, half day remote and a half-day of in-person instruction. Almost the entire year of 2020-2021, the elementary students were displaced as in-person instruction took place in many temporary locations, such as portable classrooms and shared classrooms. This only</p>

	Method used to Understand Each Type of Impact
	caused more disruption to the classroom learning environment resulting in additional learning loss, especially since elementary books, manipulatives and teacher resources were destroyed. This disengagement and lack of connectedness caused many issues. There was a dramatic increase in the K-12 failure rate. Almost 100% at the MS/HS level. This was determined by teacher grades and various assessments. State assessment data (PSSA and Keystone) was compared between 2019 and 2021. There was a drastic decrease in performance on the PSSA and Keystone testing scores from 2019 to 2021. PVAAS growth measures will be analyzed, but are not available yet. NWEA is administered three times a year as a local assessment and measures growth in the content areas. It was initially implemented in 2019, but was put on hold during the pandemic due to the validity of taking it remotely. Implementation will continue in 2021. ILit and Acadience are also used to determine instructional level for reading. Assessments will be administered, data will be analyzed, instruction will be adjusted/ accelerated and students will be re-assessed to determined progress.
Other Learning Loss	NA

Documenting Disproportionate Impacts

- 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	Social and Emotional Learning	Disciplinary Referral data through Alma
Children from Low-Income Families	Social and Emotional Learning	Student Assistance engagement data
Children from Low-Income Families	Social and Emotional Learning	Attendance data through Alma
Children from Low-Income Families	Reading Remediation and Improvement	Failure rate data

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	PSSA and Keystone Data
Children from Low-Income Families	Reading Remediation and Improvement	Grades
Children from Low-Income Families	Reading Remediation and Improvement	NWEA, Acadience, and ILit Assessments

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	275,400	30%	82,620

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.

A strength of the Clairton City School District is the availability of mental health supports within the school building. However, many students and families are either not identified as having a need or they experience barriers to accessing supports. With a school-wide social and emotional program that includes on-site therapy, it will help the school to better identify students in need of mental health and other supports and will also provide strategies for all students, even if they are unable or unwilling to access therapeutic services. When a student is experiencing a traumatic response to a stressor, they often lose significant instructional time as they either ask to go home, do not attend school, get suspended because of an acting out

behavior, cut class, or spend significant time in the principal or counselor’s office. This learning disruption leads to falling behind academically and potential for increased avoidance or acting out behaviors. We will be analyzing Student Assistance referral data to assess concerns in the learning environment. Additionally, we will be analyzing disciplinary data to accurately identify needs and concerns in the learning environment. We will also be reviewing attendance data to identify strengths and concerns. Finally, we will be looking at failed course data to assess concerns.

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

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Implementation of on-site school-based mindfulness/social emotional learning activities at a Chill Room in both the EI for all students.	Children from Low-Income Families	Universal	850
Each Chill Room (Elementary and Middle High School) will be staffed with a mindfulness coach who is trained to deliver social/emotional programming.	Children from Low-Income Families	Universal	850
Students will be afforded the opportunity to utilize The Chill Room and Mindfulness Coach on an as needed basis to address mental health and stress related needs.	Children from Low-Income Families	Universal	850
Small group instruction.			

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Participation in additional targeted mindfulness lessons delivered by the mindfulness coach in collaboration with the classroom teacher.	Children from Low-Income Families	Targeted	20
Student Advisory Group. Student voice will be utilized as a student advisory group will meet regularly and provide feedback regarding improvements for the program.	Children from Low-Income Families	Targeted	25
Individual school-based therapy for students as identified needing more mental health support delivered by licensed therapist from Jefferson Behavioral.	Children from Low-Income Families	Targeted	45

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
Disciplinary Referral data through Alma	9-week intervals	There will be a decrease in disciplinary referrals especially related to teacher/student conflict and class cuts
Attendance data through Alma	9-week intervals	There will be a decrease in chronic absenteeism

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Failure rate Data	End of year comparisons	There will be decrease in the number of students who failed courses for the year
Growth Mindset Scale	Pre and Post program implementation	There will be improvement on the growth mindset scale after program implementation
Child and Adolescent Mindfulness Measure (CAMM)	Pre and Post program implementation	There will be an improvement on the Child and Adolescent Mindfulness measure from pre to post test
Child Behavior Scale	Pre and Post program implementation	There will be an improvement on the Child Behavior Scale from pre to post test
Duquesne Stress Thermometer	Pre and Post program implementation	There will be an improvement on Duquesne Stress Thermometer from pre to post test

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	275,400	10%	27,540

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Requirement			

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;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	70	Teacher	Awaken Pittsburgh	External Contractor	Staff will participate in 18.5 hours of mindfulness connections training in year one of a three-year initiative.
e. Self-care and mindfulness strategies for teachers;	18	Support Staff	Awaken Pittsburgh	External Contractor	Staff will participate in 18.5 hours of mindfulness connections training in year one of a three-year initiative.
e. Self-care and mindfulness strategies for	10	Admin	Awaken Pittsburgh	External Contractor	Staff will participate in 18.5 hours of mindfulness connections

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
teachers;					training in year one of a three-year initiative.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	70	Teacher	Jefferson Behavioral	External Contractor	Teachers will accompany their students to the Chill Room for regular mindfulness/social emotion learning lessons which will be delivered by the trained mindfulness coach.
e. Self-care and mindfulness strategies for teachers;	70	Teacher	Awaken Pittsburgh	External Contractor	In year two, all staff will participate in 16.5 hours of mindfulness/bias awareness training.
e. Self-care and mindfulness strategies for teachers;	18	Support Staff	Awaken Pittsburgh	External Contractor	In year two, all staff will participate in 16.5 hours of mindfulness/bias awareness training.
					In year two, all

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	10	Admin	Awaken Pittsburgh	External Contractor	staff will participate in 16.5 hours of mindfulness/bias awareness training.

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
Staff use of sick days	End of year comparison	After a year of implementation, we expect a decrease in the number of staff utilized sick days.
Professional Quality of Life Scale	Pre and post year one implementation	After a year of implementation, we expect and self-reported improvement in the professional quality of life survey.
Five Facets of Mindfulness Scale	Post Mindfulness Connections Implementation	After completion of the staff Mindfulness Connections Programming, we will evaluate staff knowledge regarding the Five Facets of Mindfulness.
Perceived Stress Scale	Pre and post year one implementation	After implementation, we expect to see an improvement on the Perceived Stress Scale

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	275,400	8%	22,032

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?

NWEA National tests were given to grades 1-8, i-Lit Diagnostic were given to grades 3-8, Acadience was given to grades K-5 for oral reading fluency and comprehension, CORE Reading maze was given to grades 6-8, Aimes Webb was given to grades 6-8 for oral reading fluency and CORE Phonics Diagnostic was given where needed. Grades 3 and 4 had students at the most intensive level, which was both on the oral reading fluency and comprehension.

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:

According to our PVAAS data, our students are showing a year's growth. However, on our local

assessments they are significantly below. In middle school grades 6-8, the ELA PVAAS score is light blue and showing moderate evidence that exceeded the growth standard. In the elementary school, the PVAAS score is green and showing that it met the growth standard.

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
Sonday	Special Education Elementary	5
Spalding	Special Education	5
iReady	Speacial Education	5
iLit	3-8	15
Newsela	K-12	75

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
Heggerty Phonological Awareness	Children from Low-Income Families	120	The Heggerty program provides daily practice of phonological awareness in a quick, multi-sensory way.
ECRI (Enhanced Core Reading Instruction)	Children from Low-Income Families	300	ECRI aligns with principles of structured literacy and would provide support

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			in Core as well as additional tiers.
Implementation of Classroom Sound Walls	Children from Low-Income Families	305	This recommendation also aligns with Science of Reading and principles of structured literacy and would complement any quality scientific research based programs and provide support and scaffolds for all students in phonology and decoding/ encoding.

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 Benchmark Assessments will be used as the Universal Screener, Subtest include: FSF, PSF, NWF, (CLS and WWR), ORF	3 times a year	Students expected to show reasonable and modest growth
Acadience will also be used as a progress monitoring tool.	Progress monitoring administered more frequently to students not scoring in proficient range on benchmark assessments.	Students expected to show reasonable and modest growth
Other diagnostic tools may be used after the curriculum and assessment audit is performed.	As needed	Students expected to show reasonable and modest growth
NWEA	3 Times a year	Increase in RIT Score

Tool Used to Evaluate Success	Frequency of Use	Expected Results

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	0	52%	0

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

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

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

\$275,400.00

Allocation

\$275,400.00

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)

82,620

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$110,000.00	Two Mindfulness Coaches. One part time Therapist/Supervisor for one year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$30,880.00	Two Mindfulness Coaches. One part time Therapist/Supervisor for one year.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$35,000.00	Licensed Therapist
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$9,800.00	Licensed Therapist

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$5,000.00	Classroom supplies for Chill Room
		\$190,680.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$275,400.00

Allocation

\$275,400.00

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)

27,540

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$27,540.00	Awaken Pittsburgh/ Other contractors for Profesional Development
		\$27,540.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

\$275,400.00

Allocation

\$275,400.00

Budget Over(Under) Allocation

\$0.00

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

22,032

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$10,180.00	AIU Curriculum Audit
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,000.00	Training in effectively implementing small group instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$32,000.00	Resources (Supliment or replace current reading resources)
		\$57,180.00	

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	275,400	190,680	27,540	57,180	0

Learning Loss Expenditures

Budget

\$275,400.00

Allocation

\$275,400.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$275,400.00

Allocation

\$275,400.00

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	\$0.00	\$0.00	\$0.00	\$32,000.00	\$0.00	\$32,000.00
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	\$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	\$145,000.00	\$40,680.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$190,680.00
2200 Staff Support Services	\$0.00	\$0.00	\$52,720.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,720.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$145,000.00	\$40,680.00	\$52,720.00	\$0.00	\$0.00	\$37,000.00	\$0.00	\$275,400.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$275,400.00