## Section: Narratives - Needs Assessment

### Introduction

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

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

### Percentage of LEA Allocation - Required Activities

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

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

**8% - To address reading remediation and improvement for students**

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

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

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

1) A description of each program and activity

2) A narrative outlining the expected benefit of each program and activity

3) A budget for each program and activity detailing personnel and operating costs.

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

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

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

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

**Indicators of Impact**

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

|  | Method used to Understand Each Type of Impact |
|---|---|
| **Social and Emotional Learning** | The following data sets are being used to determine emotional wellness concerns and needs: SAP referrals, Discipline referrals, Safe2Say referrals, School Social Work referrals, number of students receiving outside services (both types and frequency), and attendance/engagement data. All data from pre-pandemic school years will be compared with the current 2021-2022 school year. |
| **Professional Development for Social and Emotional Learning** | Throughout the 2020-2021 school year and also the 2021-2022 school year, staff surveys were distributed to determine the needs for professional development with a focus on social/emotional learning. In addition, after social and emotional professional development is completed, staff satisfaction surveys are completed – these surveys allow for suggestions and input for additional professional development opportunities |
| **Reading Remediation and Improvement for Students** | Benchmark assessments in the Fall 2021 were given and compared, individually, to benchmark data in Winter 2019 (before Covid-19) to determine individual needs. Fall Benchmark data (2021)was also compared, whole group, to Fall benchmark data (2019) by grade level to compare school-year starting points before and after Covid-19. Benchmark and classroom assessments will continue to be used throughout the school year(s) in both a whole-group comparative model and also to monitor individual growth and continued areas of struggle. The following assessments are used to determine the need for reading remediation and improvement: spelling inventory, COACH PSSA ELA benchmarks, AIMSWEB reading battery, PSSA ELA results, ACCESS results, classroom assessments, comprehension assessments, running records, and sight word assessments |
|  | Benchmark assessments in the Fall 2021 were given and compared, individually, to benchmark data in Winter 2019 (before Covid-19) to determine individual needs. Fall Benchmark data (2021)was also compared, whole group, to Fall benchmark data (2019) by grade level to compare school-year starting points before and after Covid-19. |

| | Method used to Understand Each Type of Impact |
|---|---|
| **Other Learning Loss** | Benchmark and classroom assessments will continue to be used throughout the school year(s) in both a whole-group comparative model and also to monitor individual growth and continued areas of struggle. The following assessments are used to determine other areas of learning loss: COACH PSSA Math benchmarks, AIMSWEB math battery, AIMSWEB Spanish assessment, PSSA Math results, and classroom assessments. |

## Documenting Disproportionate Impacts

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

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|---|
| Major Racial or Ethnic Groups | Social and Emotional Learning | The following data sets are being used to determine emotional wellness concerns and needs: SAP Referrals, discipline referrals, school, Safe2Say referrals, School Social Work referrals, number of students receiving outside services (both types and frequency), PAYS survey data and attendance/ engagement data. All data from pre-pandemic school years will be compared with the current 2021-2022 school year. |
| Children from Low-Income Families | Social and Emotional Learning | The following data sets are being used to determine emotional wellness concerns and needs: SAP Referrals, discipline referrals, school, Safe2Say referrals, School Social Work referrals, number of students receiving outside services (both types and frequency), PAYS survey data |

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|---|
| | | and attendance/ engagement data. All data from pre-pandemic school years will be compared with the current 2021-2022 school year. |
| Children with Disabilities | Other Areas of Learning Loss | Benchmark assessments in the Fall 2021 were given and compared, individually, to benchmark data in Winter 2019 (before Covid-19) todetermine individual needs. FallBenchmark data (2021) was alsocompared, whole group, to Fallbenchmark data (2019) by grade level to compare school-year starting points before and after Covid-19. Benchmark and classroom assessments will continue to be used throughout the school year(s) in both a whole-group comparative model and also to monitor individual growth and continued areas of struggle. |
| English Learners | Other Areas of Learning Loss | Benchmark assessments in the Fall 2021 were given and compared, individually, to benchmark data in Winter 2019 (before Covid-19) todetermine individual needs. FallBenchmark data (2021) was alsocompared, whole group, to Fallbenchmark data (2019) by grade level to compare school-year starting points before and after Covid-19. Benchmark and classroom assessments will continue to be used throughout the school year(s) in both a whole-group |

| Student Group | Area of Impact | Provide specific strategies that were used or will be used to identify and measure impacts |
| --- | --- | --- |
| | | comparative model and also to monitor individual growth and continued areas of struggle. |

**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** | 93,408 | 30% | 28,022 |

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.

The following data sets are being used to determine emotional wellness concerns and needs: SAP referrals, Discipline referrals, Safe2Say referrals, School Social Work referrals, number of students receiving outside services (both types and frequency), and attendance/engagement data. All data from pre-pandemic school years will be compared with the current 2021-2022 school year.

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 |
|---|---|---|---|
| Second Step Elementary and Middle School Digital Program | Major Racial and Ethnic Groups | Universal | 450 |
| Second Step Elementary Classroom Bundle | Major Racial and Ethnic Groups | Universal | 450 |
| Assemblies | Major Racial and Ethnic Groups | Universal | 450 |

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 |
|---|---|---|
| Staff Survey | Twice per year | Positive feedback about the SEL program and/or improvement with SEL concerns in students |
| Student Survey | Twice per year | Positive feedback about the SEL program and/or positive feedback statements specific to Social Emotional issues |
| Administrative Program Review | Annually | Review of Staff/Student surveys, discipline records, social work referrals, SAP referrals to determine effectiveness of program. |

**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** | 93,408 | 10% | 9,341 |

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 |
|---|---|---|---|---|---|
|  |  |  |  |  | Teacher, Administration, School Social Worker(s), |

| 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; | 50 | Other | Second Step | External Contractor | Teacher Aides will all be invloved in this training.Second Step SEL is a digital social-emotional program that is ongoing for the length of the subscription (5 years) – all staff can participate in the program |
| e. Self-care and mindfulness strategies for teachers; | 50 | Other | NAMI | External Contractor | Teacher, Administration, School Social Worker(s), Teacher Aides will all be invloved in this training.Activity will provide strategies for teachers to implement both in the school and home setting to promote self-care and reduce burn-out. |

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 |
|---|---|---|
| Classroom Observation – Implementation of skill | Bi-Annually based upon teacher formal observation schedule and walk-through observation schedule | SEL curriculum, skills, and assessments will be utilized within the classroom and observed in use during instruction. |
| Teacher Feedback Surveys | Annually in the Spring of each year. | Teachers will complete a survey and provide feedback about the SEL program, its impacts on student behavior, and the overall classroom environment. |
| Student Data | Quarterly at Data Meetings | Student SEL data (classroom write-ups, positive behavior support participation, and social/emotional referrals will be reviewed at the data meetings. The expected results would be a decrease in negative behaviors and a decrease in referrals while increasing participation in school-wide PBIS rewards. |

**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 | 93,408 | 8% | 7,473 |

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?

Fall 2021 Benchmark data gathered through the Aimsweb Reading Battery, COACH PSSA ELA benchmark, and the spelling inventory were all utilized to determine the areas of greatest need in the area of reading. This includes both individual students, specific groups of students, and whole-grade/school-wide data. After initial review, students who were at or above grade-level before the pandemic demonstrated the ability to maintain their at or above level learning. However, students who began the pandemic below grade level have been found to be demonstrating the greatest need for reading remediation. Through our MTSS program we deliver instruction aligned with the Science of Literacy including but not limited to Phonology, Syllable Instruction, Morphology, Syntax, and Semantics. We utilize small group, direct instruction followed by student practice and independent work. In addition, we utilize our summer, after school, and Saturday school programs to target those students in need by offering additional hours of instruction in area of reading.

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:

Pre-pandemic struggling readers were demonstrating 1+ year growth as measured by multiple data sets including PVAAS (both whole group and individual data), spelling inventory data, Aimsweb ROI data, and grade-level classroom comprehension assessments. However, we are unsure if our current students will make the same progress, however, we have already collected initial benchmark data for all school-wide assessments and will review achievement and growth data at quarterly data meetings.

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

teachers in structured literacy?

No

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

| Training | Grade Level / ESL / Special Education | Number of Teachers Trained |
|---|---|---|
|  |  |  |

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 |
|---|---|---|---|
| MTSS Intervention based on structured literacy | Major Racial and Ethnic Groups | 450 | All students in LVDLCS will receive small group instruction at their level that will focus on specific literacy strategies with the overall goal of all students reading on or above grade-level. Those students who are below grade-level will be monitored, growth data will be reviewed, and plans will be adjusted to bring them to grade-level. |
|  |  |  | All grade level teachers participate in quarterly data meetings, discuss MTSS groupings, move students through flexible grouping, and |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|---|---|---|---|
| Using Assessment Data to drive instruction | Major Racial and Ethnic Groups | 450 | determine needs of both individuals and groups of students. In addition, these meetings are designed to also review the overall efficacy of whole-group classroom instruction and the dual language program model. |

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 |
|---|---|---|
| Aimsweb Reading Benchmark | 3 times each year | Students will meet or exceed the expected/benchmark ROI for the academic year. |
| Spelling Inventory | 3 times each year | Students will make, at minimum, 3 column growth on the spelling inventory or achieve grade-level expectation |
| Grade-Level comprehension tests | As appropriate within each classroom | Students will demonstrate academic achievement and/or growth on grade-level appropriate standards. |

**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** | 93,408 | 52% | 48,572 |

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 |
|---|---|---|---|
| After School Program | Major Racial and Ethnic Groups | 65 | Students in the after school program receive one additional hour each day of content instruction and one hour each day of club instruction with the intent of increasing academic success, engagement, and attendance |
| Saturday School Program | Major Racial and Ethnic Groups | 50 | Students in the Saturday school program receive four additional hours each Saturday of content instruction with the intent of increasing academic success, engagement, and attendance |
|  |  |  | Students in the |

| Intervention | Student Group | Number of Students Receiving Intervention | Brief Description of Intervention |
|---|---|---|---|
| Summer School Program | Major Racial and Ethnic Groups | 68 | Saturday school program receive five additional hours of content instruction each of the 20 days of the program with the intent of increasing academic success, engagement, and attendance |

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 |
|---|---|---|
| Attendance data | Quarterly | Students will improve school attendance |
| Benchmark Achievement data | Three times each year | Students will improve achievement data |
| Discipline data | Quarterly | Students will improve discipline incidents (as applicable) |

**Section: Budget - Social and Emotional Learning Budget**

Social and Emotional Learning Budget

### Budget

$93,408.00
### Allocation

$93,408.00

### 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)

28,023

Budget Summary

| Function | Object | Amount | Description |
|---|---|---|---|
| 2100 - SUPPORT SERVICES – STUDENTS | 600 - Supplies | $13,077.00 | Second Step Program |
| 2100 - SUPPORT SERVICES – STUDENTS | 600 - Supplies | $17,000.00 | Social Emotional Assemblies |
| | | **$30,077.00** | |

**Section: Budget - Social and Emotional Learning Professional Development Budget**

Social and Emotional Learning Professional Development Budget

**Budget**

$93,408.00

**Allocation**

$93,408.00

**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)

9,341

Budget Summary

| Function | Object | Amount | Description |
|---|---|---|---|
| 2200 - Staff Support Services | 300 - Purchased Professional and Technical Services | $8,538.00 | Second Step PD |
| 2200 - Staff Support Services | 600 - Supplies | $803.00 | PD Supplies |
| | | **$9,341.00** | |

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

### Budget

$93,408.00
### Allocation

$93,408.00

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### Budget Over(Under) Allocation

$0.00

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

7,473

Budget Summary

| Function | Object | Amount | Description |
|---|---|---|---|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | $7,500.00 | Saturday School Staff |
| | | **$7,500.00** | |

## 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 | 93,408 | 30,077 | 9,341 | 7,500 | 46,490 |

### Learning Loss Expenditures

#### Budget
$93,408.00
**Allocation**
$93,408.00

#### Budget Over(Under) Allocation
$0.00

Budget Overview

| Function | Object | Amount | Description |
|---|---|---|---|
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | $46,490.00 | After School Coordinator Salary |
|  |  | **$46,490.00** |  |

## Section: Budget - Budget Summary

### BUDGET OVERVIEW

**Budget**

$93,408.00

**Allocation**

$93,408.00

### 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 | $0.00 | $0.00 | $0.00 |
| **1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1300 CAREER AND TECHNICAL EDUCATION** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1400 Other Instructional Programs – Elementary / Secondary** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1600 * ADULT EDUCATION PROGRAMS** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1700 Higher** | | | | | | | | |

| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|---|---|---|---|---|---|---|---|---|
| Education Programs | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 1800 Pre-K | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 2000 SUPPORT SERVICES | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 2100 SUPPORT SERVICES – STUDENTS | $53,990.00 | $0.00 | $0.00 | $0.00 | $0.00 | $30,077.00 | $0.00 | $84,067.00 |
| 2200 Staff Support Services | $0.00 | $0.00 | $8,538.00 | $0.00 | $0.00 | $803.00 | $0.00 | $9,341.00 |
| 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 |
| | $53,990.00 | $0.00 | $8,538.00 | $0.00 | $0.00 | $30,880.00 | $0.00 | $93,408.00 |
| | | | | Approved Indirect Cost/Operational Rate: 0.0000 | | | | $0.00 |
| | | | | | | | Final | $93,408.00 |