

## 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?

	<b>Method used to Understand Each Type of Impact</b>
<b>Social and Emotional Learning</b>	# of students accessing counseling services are tracked over time. This data can not be dissagregated by subgroup.Attendance rates will be tracked over time.
<b>Professional Development for Social and Emotional Learning</b>	Professional Learning Day schedules will be tracked over time. A professional development survey will be distributed to teachers at the end of each school year.
<b>Reading Remediation and Improvement for Students</b>	Star Early Literacy, Star Reading, PSSA, and PVAAS data will be reviewed to determine the impacts of COVID-19 by monitoring student achievement and growth data over time. PSSA can be disaggregated by subgroup.
<b>Other Learning Loss</b>	This portion of the grant is being combined with the After School Set Aside and the 20% ARP ESSER Set Aside to fund for summer school programs. Star assessment data was used to determine a need for ramp up camps in grades K-6. Student failure rates were used to determine a need to provide both in-person and online summer school in grades 7-12.

### 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.

<b>Student Group</b>	<b>Area of Impact</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
		The ESL Teachers review data

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
English Learners	Reading Remediation and Improvement	specific to reading and language proficeincy goals on an ongoing basis.
Major Racial or Ethnic Groups	Reading Remediation and Improvement	PSSA data can be disaggregated to determine if students of major racial or ethnic groups are disproportiuonately scoring basic or below basic.
Major Racial or Ethnic Groups	Other Areas of Learning Loss	PSSA data can be disaggregated to determine if students of major racial or ethnic groups are disproportiuonately scoring basic or below basic.
Gender	Reading Remediation and Improvement	PSSA data can be disaggregated to determine if a gender group is disproportiuonately scoring basic or below basic.
Gender	Other Areas of Learning Loss	PSSA data can be disaggregated to determine if a gender group is disproportiuonately scoring basic or below basic.
Children from Low-Income Families	Reading Remediation and Improvement	PSSA data can be disaggregated to determine if a gender group is disproportiuonately scoring basic or below basic.
Children from Low-Income Families	Other Areas of Learning Loss	PSSA data can be disaggregated to determine if a gender group is disproportiuonately scoring

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		basic or below basic.
Major Racial or Ethnic Groups	Social and Emotional Learning	Attendance data can be disaggregated to determine if a major racial or ethnic group is disproportionately absent from school.
Children from Low-Income Families	Social and Emotional Learning	Attendance data can be disaggregated to determine if students from low-income families are disproportionately absent from school.
Children with Disabilities	Social and Emotional Learning	Attendance data can be disaggregated to determine if students with IEPs are disproportionately absent from school.
English Learners	Social and Emotional Learning	Attendance data can be disaggregated to determine if English Learners are disproportionately absent from school.

**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
<b>Minimum 30% SEL Requirement</b>	107,701	30%	32,310

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.

- Attendance rates dropped during COVID-19 indicated a need for additional supports for students and families.- # of students accessing counseling services is tracked over time.- Guidance Counselor Input, Psychologist Input, Social Worker Input, Principal Input, Director of Student Services Input will be used to plan social emotional supports and activities for students.- Number of students accessing counseling services and the level of student mental health needs has indicated additional needs for mental health services.NOTE: Please be aware that services are/will be available to all students. Therefore, the number of students served in the following student groups represents the percentage of students from each group

who could access services, based on current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each sub group who benefit from the Program Activity.

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.

<b>Program Activity</b>	<b>Student Group</b>	<b>Type (Universal, Targeted, Intensive)</b>	<b>Number of Students Served</b>
K-12 Social Worker/Home School Visitor	Major Racial and Ethnic Groups	Intensive	496
K-12 Social Worker/Home School Visitor	Children from Low-Income Families	Intensive	512
K-12 Social Worker/Home School Visitor	Children with Disabilities	Intensive	319
K-12 Social Worker/Home School Visitor	English Learners	Intensive	30
K-12 Social/Emotional Learning curriculum/activites - TBD	Major Racial and Ethnic Groups	Universal	496
K-12 Social/Emotional Learning curriculum/activites - TBD	Children from Low-Income Families	Universal	512
K-12 Social/Emotional Learning curriculum/activites - TBD	Children with Disabilities	Universal	319
K-12 Social/Emotional			

<b>Program Activity</b>	<b>Student Group</b>	<b>Type (Universal, Targeted, Intensive)</b>	<b>Number of Students Served</b>
Learning curriculum/activities - TBD	English Learners	Universal	30
4-12 Mental Health Services	Major Racial and Ethnic Groups	Intensive	361
4-12 Mental Health Services	Children from Low-Income Families	Intensive	372
4-12 Mental Health Services	Children with Disabilities	Intensive	232
4-12 Mental Health Services	English Learners	Intensive	20
K-12 Social Worker/Home School Visitor	Youth in Foster Care	Intensive	9
K-12 Social Worker/Home School Visitor	Students Experiencing Homelessness	Intensive	20
K-12 Social/Emotional Learning curriculum/activities - TBD	Youth in Foster Care	Universal	9
K-12 Social/Emotional Learning curriculum/activities - TBD	Students Experiencing Homelessness	Universal	20
4-12 Mental Health Services	Youth in Foster Care	Intensive	7
4-12 Mental Health Services	Students Experiencing Homelessness	Intensive	14

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
Attendance	on-going	Improved attendance rates
# of students accessing counseling services	on-going	More students will have access to counseling services.

**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
<b>Minimum 10% SEL PD Requirement</b>	107,701	10%	10,770

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;	217	Teacher	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
e. Self-care and mindfulness strategies for teachers;	13	Counselor	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
e. Self-care and mindfulness strategies for teachers;	65	Support Staff	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student 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;	14	Admin	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	217	Teacher	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	13	Counselor	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student 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;	65	Support Staff	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	14	Admin	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
c. Motivating students that have been disengaged;	217	Teacher	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
			Through		

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
c. Motivating students that have been disengaged;	13	Counselor	planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
c. Motivating students that have been disengaged;	65	Support Staff	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.
c. Motivating students that have been disengaged;	14	Admin	Through planning and collaboration with stakeholders, the District will select reputable providers to support the Professional Development Activity.	External Contractor	Through planning and collaboration with stakeholders, activities will be determined based on student needs.

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

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Professional Development Survey	1x at the end of each school year	Teachers, Counselors, Support Staff, and Administrators will feel more comfortable supporting the social emotional needs of students.

**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
<b>Minimum 8% Reading Improvement Requirement</b>	107,701	8%	8,616

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?

The 8% Reading Improvement funds will be used to implement a supplemental core literacy

resource for phonological aware and/or phonics in grades K-3. Longitudinal Star Reading data indicates a larger % of students predicted to be at risk in grades K-3 than in school years prior to the pandemic. There is no way for us to disaggregate Star Reading data. PVAAS data is not available for grades K-3 and eMetric data is not current.

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:

NOTE: PVAAS data is not available for K-3 and is not current in grades 4-12 and eMetric data is not current. We are unable to disaggregate Star data by subgroup. There are some anecdotal evidence from building specialist K-3 that some students receiving Tier 2 and Tier 3 interventions in grades K-3 (the target grades for funds) did not make expected progress in the 2020-2021 school year. However, this can not be blanketed across all at-risk readers. Due to the disruption in education caused by the COVID-19 shutdown in the 2019-2020 school year, as well as some students taking Star assessments online at the beginning of the 2020-2021 school year, there is a laps in growth data at the K-3 level.

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

Yes

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

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
LETRS	The plan is to have all K-2 Classroom Teachers; Reading Specialists trained in LETRS.	13

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

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Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
<p>Supplemental core literacy resource for phonological aware and/or phonics in grades K-3</p>	<p>Major Racial and Ethnic Groups</p>	<p>133</p>	<p>- The District will research and implement a research-based supplemental core literacy resource for phonological aware and/or phonics in grades K-3.- All students will have access to this preventative intervention- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each subgroup who benefit from the intervention.</p>
<p>Supplemental core literacy resource for phonological aware and/or phonics in grades K-3</p>	<p>Children from Low-Income Families</p>	<p>137</p>	<p>- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each subgroup who benefit from the intervention.</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Supplemental core literacy resource for phonological aware and/or phonics in grades K-3	Children with Disabilities	85	- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each subgroup who benefit from the intervention.
Supplemental core literacy resource for phonological aware and/or phonics in grades K-3	English Learners	8	- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each subgroup who benefit from the intervention.
Supplemental core literacy resource for phonological aware and/or phonics in grades K-3	Students Experiencing Homelessness	5	- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students



Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			served are estimated total number of students in each subgroup who benefit from the intervention.
Supplemental core literacy resource for phonological aware and/or phonics in grades K-3	Youth in Foster Care	3	- The Number of Students Receiving the Intervention represents current enrollment and District percentages of each subgroup in the current future ready index data. Therefore, number of students served are estimated total number of students in each subgroup who benefit from the intervention.

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
Star Reading	3x to 4x per year	- Over time, the achievement and growth levels for all students will normalize.
PSSA and PVAAS	1x per year for Grade 3 only	- Over time, the achievement and growth levels for all students will normalize.

**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
<b>52% Other Learning Loss Activities</b>	107,701	52%	56,005

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
Summer School Grades 7-12	Major Racial and Ethnic Groups	24	- Summer school was available to all students in grades 9-12 who failed core courses, including major racial and ethnic groups.- Summer school was available to all students in grades 7-8 who failed 2 or more core courses, including major racial and ethnic groups.- The number of student receiving inventions represents the number of students in major racial and ethnic groups who participated in summer school.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Summer School Grades 7-12	Children from Low-Income Families	45	<p>- Summer school was available to all students in grades 9-12 who failed core courses, including students that come from low-income families.- Summer school was available to all students in grades 7-8 who failed 2 or more core courses, including students that come from low-income families.- The number of student receiving inventions represents the number of students in who come from low-income families who participated in summer school.</p>
Summer School Grades 7-12	Children with Disabilities	21	<p>- Summer school was available to all students in grades 9-12 who failed core courses, including students who have IEPs.- Summer school was available to all students in grades 7-8 who failed 2 or more core courses, including students who have IEPs.- The number of student receiving inventions represents the number of students in who have IEPs who</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			participated in summer school.
Summer School Grades 7-12	English Learners	0	<p>- Summer school was available to all students in grades 9-12 who failed core courses, including English Learners.- Summer school was available to all students in grades 7-8 who failed 2 or more core courses, including English Learners.- The number of student receiving interventions represents the number of students who are English Learners who participated in summer school.</p>
Summer Ramp Up Camps	Major Racial and Ethnic Groups	22	<p>- Summer Ramp Up Camps supported students academic needs in preparing for the 2021-2022 school year in grades K-6.- Summer Ramp Up Camps were available to all students in grades K-6, including students in major racial and ethnic groups.- The number of student receiving interventions represents the number of students in major racial and ethnic</p>

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			groups who participated in Summer Ramp Up Camps.
Summer Ramp Up Camps	Children from Low-Income Families	8	- Summer Ramp Up Camps supported students academic needs in preparing for the 2021-2022 school year in grades K-6.- Summer Ramp Up Camps were available to all students in grades K-6, including students who come from low-income families.- The number of student receiving inventions represents the number of students in who come from low-income families who participated in Summer Ramp Up Camps.
Summer Ramp Up Camps	Children with Disabilities	9	- Summer Ramp Up Camps supported students academic needs in preparing for the 2021-2022 school year in grades K-6.- Summer Ramp Up Camps were available to all students in grades K-6, including students who have IEPs.- The number of student receiving inventions represents the number of students in who who have IEPs who

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			participated in Summer Ramp Up Camps.
Summer Ramp Up Camps	English Learners	3	- Summer Ramp Up Camps supported students academic needs in preparing for the 2021-2022 school year in grades K-6.- Summer Ramp Up Camps were available to all students in grades K-6, including English Learners.- The number of student receiving inventions represents the number of students in who are English Learners who participated in Summer Ramp Up Camps.
English Language Development Summer Camp	English Learners	13	- The English Language Development Summer Camp targeted English Learners in grades K-6, supporting continued language development.

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
		- At least 90% of students participating in summer school

<b>Tool Used to Evaluate Success</b>	<b>Frequency of Use</b>	<b>Expected Results</b>
Spreadsheet - Passing rate of students who participated in summer school	1x at the conclusion of summer school	will earn back credits in grades 9-12.- At least 90% of students participating in summer school in grade 7-8 will pass enough core courses to be promoted to the next grade level.
Star Reading	3x to 4x per year	- Over time, the achievement and growth for all students, including those who participated in summer ramp up camp, will normalize.
PSSA and PVAAS	1x per year	- Over time, the achievement and growth for all students, including those who participated in summer ramp up camp, will normalize.

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

Social and Emotional Learning Budget

**Budget**

\$107,701.00

**Allocation**

\$107,701.00

**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)

32,310

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,219.00	One School Social Worker (Long Term Substitute )
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,000.00	Individual Mental Health Services (Student Counseling)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,091.00	Social Emotional Learning Curriculum/Activities
		<b>\$32,310.00</b>	



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

Social and Emotional Learning Professional Development Budget

**Budget**

\$107,701.00

**Allocation**

\$107,701.00

**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)

10,770

Budget Summary

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$9,770.00	Professional Development Services focused on Social Emotional Learning
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	Professional Development Supplies focused on Social Emotional Learning
		<b>\$10,770.00</b>	

**Section: Budget - Reading Improvement Budget**

Reading Improvement Budget

**Budget**

\$107,701.00

**Allocation**

\$107,701.00

**Budget Over(Under) Allocation**

\$0.00

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

8,616

Budget Summary

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$8,616.00	Supplemental research-based core literacy resource for phonological awareness and/or phonics in grades K-3
		<b>\$8,616.00</b>	

**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
<b>Other Learning Loss Activities Amount</b>	107,701	32,310	10,770	8,616	56,005

**Learning Loss Expenditures**

**Budget**

\$107,701.00

**Allocation**

\$107,701.00

**Budget Over(Under) Allocation**

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$888.26	Supplies for Summer School and Summer Camps

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$34,619.60	Salaries for Teachers and Instructional Assistants for Summer School and Sumer Camps
2400 - Health Support Services	100 - Salaries	\$2,869.76	Salaries for Nurses for Summer School
2700 - Student Transportation	500 - Other Purchased Services	\$17,627.38	Student transportation during summer school
		<b>\$56,005.00</b>	

**Section: Budget - Budget Summary**

**BUDGET OVERVIEW**

**Budget**

\$107,701.00

**Allocation**

\$107,701.00

**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	\$8,616.00	\$0.00	\$8,616.00
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	\$18,219.00	\$0.00	\$9,770.00	\$0.00	\$0.00	\$5,091.00	\$0.00	\$33,080.00
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	\$34,619.60	\$0.00	\$0.00	\$0.00	\$0.00	\$888.26	\$0.00	\$35,507.86
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$2,869.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,869.76
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	\$17,627.38	\$0.00	\$0.00	\$17,627.38
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

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$55,708.36</b>	<b>\$0.00</b>	<b>\$19,770.00</b>	<b>\$0.00</b>	<b>\$17,627.38</b>	<b>\$14,595.26</b>	<b>\$0.00</b>	<b>\$107,701.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$107,701.00</b>