

Comprehensive Progress Report

Mission:

Our mission is to offer the necessary resources and support to students and families in order to facilitate an excellent alternative educational experience within the context of strong relationships and deep kindness.

CyberLynx is a statewide, state-funded, independent education program for students from kindergarten through high school. We provide support, guidance, assistance, and accountability for families who choose to homeschool their children as well as for high school students working independently. Each office is staffed with certified teachers and support staff who partner with parents and students to help them to reach their educational goals.

Cyberlynx offers an individualized approach to education, multiple curriculum choices, competitive student allotments, reimbursements, preschool sibling allotments, computers for education, special education support, and high school credit recovery and acceleration.


Vision:

There is no cost to the family for a student's participation in this program. Instead, a student allotment is provided, which is an amount of money that can be spent on the educational-related needs of your student. This allotment pays for items such as a student's books, classes, school supplies, technology support, tutoring, music, art or activity lessons, PE, and other items related to a student's education.

Throughout the year, a CyberLynx staff member will be in contact with students at least once a month (or at least weekly for at-risk students working independently) to offer support, answer questions, and review your student's progress toward the completion of his or her courses of study.

Goals:

We will increase our graduation rate, as reported to the State of Alaska, by 5% each school year.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Curriculum			
Effective Practice:		Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.			
KEY	1.01	School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.(323) (KEY,SWP)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We can see that curriculum - especially in our self-directed, independent, distance learning model - is a critical component that will determine whether students complete courses successfully and earn credits toward their graduation requirements, or not. We have researched and found a research-based online curriculum that will require additional funds to purchase and be delivered to our students most at-risk of not graduating.	Limited Development 03/16/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, CyberLynx will have purchased enough seats in the online learning platform for students to take the appropriate courses needed to fulfill their graduation requirements, and students will be enrolled and making progress in those courses. We expect to see a higher completion rate for students enrolled in Acellus courses than for students enrolled in non-Acellus courses. This will be key data that will help us make other curriculum choices in the future.		Ann Slabaugh	10/30/2020
<i>Actions</i>					
Notes:					

Core Function:		Supportive Learning Environment			
Effective Practice:		Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.			
KEY	4.07	School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement. (348)(KEY)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are at the very beginning of the process of acquiring professional development in the area of student contact, particularly phone or text contact. The indicator here references "parent contact" and "parent engagement." Due to the independent nature of our high school students, we will be focusing on student contact and student engagement using the "check and connect" process.	No Development 03/16/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, all of the designated CyberLynx staff will have received the "check and connect" training and will be utilizing the tools provided in that training to communicate with students and collect data to document those communications for 100% of identified students.		Brian Rozell	10/30/2020
<i>Actions</i>					
Notes:					

CYBERLYNX SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2021-2022 SY



Comprehensive Needs Assessment

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska's Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for use in a Title I School-wide Plan which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

- A. Summarize the areas the school's current educational program that need improvement as identified in the chart below. Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative/district assessment data	Reading/language arts instruction for all students	Med	
State Summative/district assessment data	Mathematics instruction for all students	Med	
State Summative/district assessment data	Science instruction for all students	Med	
State Summative/district assessment data	Other content area instruction for all students	Med	
State Summative/district assessment data	Support for students with disabilities	Low	
State Summative/district assessment data	Support for migrant students	Low	
State Summative/district assessment data	Economically disadvantaged or low achieving students	Med	
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Low	
Graduation & dropout rate	Ensure students will graduate from high school	High	The CyberLynx graduation rate for both four-year and five-year graduates is low, and additional supports are needed to ensure that are higher rate of students graduate with a regular diploma.
Attendance Rate	Ensure that students attend school	N/A	

Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Med	
Curriculum	Core curriculum aligned vertically and with state standards	High	Have a wide-range of curricular options that meet the needs of a diverse student population with often low performance levels is needed to ensure student success.
Instruction	Effective instructional strategies and tiered interventions	Med	
Assessment	Use of formative and progress monitoring assessments to improve instruction	Med	
Supportive Learning Environment	Safe, orderly learning environment	Low	
Family Engagement	Family & community engagement	Low	
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	The diversity of student needs and the differing levels of student readiness for academic content requires teachers to know and implement a wide variety curricular programs.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Our students often come to us with the negative effects of past trauma, and our staff need tools and skills to work effectively with these students.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Med	
Leadership	Recruiting, training & retaining qualified principals	Low	
Other:			
Other:			
Other:			

B. Goals

The following goals will be assumed for each school.

1. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.
2. The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.
3. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.
4. If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English
5. Identify three or four goals to be addressed within the School Improvement Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
CyberLynx will research, acquire, and/or develop curricula specifically intended for low-performing or otherwise at-risk high school students.	27.78% four-year and 25.40% five-year graduation rates.	5% increase in reported annual graduation rate.	Graduation & dropout rate
CyberLynx will provide options for student access to the offices and to certified staff in order for students to receive additional student support.	27.78% four-year and 25.40% five-year graduation rates.	5% increase in reported annual graduation rate.	Graduation & dropout rate
CyberLynx teachers will receive training in identifying and working with students who have been negatively impacted by past traumatic events.	27.78% four-year and 25.40% five-year graduation rates.	5% increase in reported annual graduation rate.	Graduation & dropout rate

Alaska STEPP Domains and Indicators

Alaska STEPP Online Tool

In the Alaska STEPP online tool, determine the most important indicators in each of the six domains (Curriculum, Instruction, Assessment, Professional Development, School Learning Environment and Leadership) that will need to be addressed to enable the school to meet the goals identified in the areas of need.

Title 1 schools using Alaska STEPP for the school wide plans must address all 12 Key indicators and assess the required indicators that are particular to a Title School-wide Plan. (See the chart in the Title 1 School-wide Plan

Form # 05-17-046

Alaska Department of Education & Early Development

Assurances document that aligns the school-wide plan requirements with the Alaska STEPP indicators. {1.01 1.05, 3.03, 4.02, 3.02, 4.02})

Narrative statement

Reflect Schools' Strengths and Needs

Examples: *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*

Need – Classroom management training for increased positive student behavior.

Strength – We have a stable and experienced certified teaching staff who have had success working with at-risk high school populations.

Strength – We have a school vision and philosophy that supports the recruitment, enrollment, and success of the most at-risk students.
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Need – Teacher training for identifying and working with students who have experienced trauma and who have subsequent barriers to education.
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Need – An array of curricular options that address the needs of a wide range of student levels and content areas.

Implementation Grant Application for 1003(a) SCHOOL IMPROVEMENT FUNDS SY 2021-2022

Completed Applications will be uploaded into GMS Related Documents

DESCRIPTIVE INFORMATION

To be eligible for 1003(a) school improvement funds, districts must apply on behalf of schools that are identified as a Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) School by the Alaska Department of Education and Early Development. Follow this link for [designated/eligible schools](#).

CONTEXT FOR THE GRANT

In September, 2019, Alaska schools were designated for 1) *Comprehensive Support and Improvement* due to graduation rate (*CSI(Grad Rate)*), 2) *Comprehensive Support and Improvement* due to an index value in the lowest 5 percent of schools (*CSI(5%)*), and 3) *Targeted Support and Improvement* due to subgroup performance (*TSI*).

In May 2020, the US Department of Education waived all statewide mandated assessments and provided waivers to states to hold the 2019-2020 school designations over to the 2020-2021 school year.

This school improvement planning & implementation grant is available to those same designated schools for implementing interventions that strengthen instructional opportunities of students, with special attention to the reasons/indicators that led to CSI or TSI designation. Implementation grant funds are designed to be used to implement evidence-based-interventions as identified in each school's improvement plan. This school improvement plan is managed in the online planning tool Alaska STEPP, or an alternative improvement planning tool approved by DEED.

Included in the support and oversight of CSI and TSI schools, each school will locally develop a support and improvement plan for the school to improve student outcomes which:

- Is informed by accountability indicators (i.e. the reason for designation),
- Is based on a school-level needs assessment,
- Includes evidence-based-interventions, and
- Is developed in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, etc.)

Upon submission of this Implementation Grant application and DEED/District approval of each updated local school improvement plan, designated schools can use awarded funds to continue to implement the interventions identified in the school improvement plan that will directly impact student outcomes.

ELIGIBLE APPLICANTS

The district can apply for implementation funds for each school designated as CSI 5%, CSI Graduation Rate, or TSI to implement activities that support the actions of a local school improvement plan that target and support a positive change towards exiting school designation.

Each designated school is eligible for the following funds:

School Designation	Grant Award Amount
CSI 5%	Up to \$50,000
CSI Graduation Rate	Up to \$25,000
TSI	Up to \$25,000

This grant is intended to implement selected elements of each school’s improvement plan. Funded elements must be reflected in each school’s plan and linked to one of the domains and indicators of the [Indicators of Effective Schools Rubric](#).

APPLICATION TIMELINE

Date	Grant Activity
September 30, 2019	School designations announced
May 2020	DEED received a waiver to hold school designations for 2019-2020 school year to 2020-2021 school year
July 22, 2020	Allocation available on GMS
September 1, 2020	Due Date: All expenditures for this grant can only be reimbursed after the application is approved.
July 22, 2020-June 30,2020	Fund availability for this grant.

INSTRUCTIONS

To apply for 1003(a) school improvement funds FY21, districts **must**:

1. Ensure completion, by each eligible school, of the *student intervention/cost table* on page four of this document.
2. Complete the program [budget in GMS](#).

- 3. Ensure the *school improvement plan* for each eligible school, reflects the proposed and funded actions with a dollar amount and actions associated with each objective.**
- 4. Complete/update, and upload into GMS the School Improvement Plan in AK STEPP (consisting of the Needs Assessment document, signed AK STEPP FY20 Assurance, and completed indicators as appropriate) or another approved school improvement plan format.**

Intervention Activity/Cost Table

Student Intervention Activity / Cost Table (fillable form)

Implementation Grant, 1003(a) School Improvement Funds – CSI and TSI Designated Schools, 2021-2022

District: *Nenana City School District*

School: *CyberLynx*

Activities that support successful implementation of evidence-based interventions contained in the school improvement plan and designed to impact student performance, identified needs, and the reasons for school designation.

Indicator # (Alaska Effective Schools Rubric)	Provide a <u>simple</u> summary of the intervention to be funded and the activities to implement it successfully. (Detail should be included in the improvement plan.) (insert rows as needed)	Estimated Cost
6.1	CyberLynx staff, particularly those with a primary responsibility of working with our most at-risk high school students, will gather together for a focused, one-day meeting and planning session to review data, measure improvement, consider additional interventions, and plan future activities to address the continuing needs of the school improvement plan. One day; staff travel, staff time, supplies and resources. Fall 2021	4,000
1.1, 1.5	In order to provide research-based, online curriculum for credit and credit recovery, we will purchase and promote the use of Acellus online curriculum for those students whom it could benefit most. Acellus provides original credit and credit recovery for all courses required to meet graduation requirements. \$100 per seat for 100+ students (multiple students can use an individual license as students finishing courses can be replaced by new students on the same license. The Acellus online course offering will support our existing course offerings, many of which are dated, paper-based courses.	9,000
5.4, 5.5	Understanding that our students are more successful when they are regularly contacted by staff members, CyberLynx staff, particularly those with a primary responsibility of working with our most at-risk high school students, including teachers and instructional “coaches,” will implement the “ Check and Connect ” strategy of skillfully maintaining student contact and encouraging students to remain engaged with schoolwork. This is professional development for both new and returning staff who work with these students. Costs include travel for in-person training, registration, and tools and supplies for implementation.	10,937.50
	(Calculated as a percent of the total grant award based upon the District’s established indirect rate) Indirect Costs: 4.25%	1,062.50
	Total:	25,000

By signing below, the district and school are agreeing to use these funds to fully implement interventions and improvement strategies as contained within the above table and the school’s Improvement Plan.

Brian Rozell		6/30/2021
Principal Name	Signature	Date
Patrick Manning		6/30/2021
Superintendent or Designee	Signature	Date

Appendix A – Evidence-Based Interventions (EBI)

ESSA Framework for EBIs

(The following excerpt is taken from US Department of Education’s [Non-Regulatory Guidance: Using Evidence to Strengthen Investments](#), page 4-5.)

SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully. Those concepts are briefly discussed below (also see Part II of this guidance for more information on evidence-based interventions):

- While ESEA requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.
- Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.
- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse™(WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

Some questions to consider about using evidence:

- Are there any interventions supported by strong evidence or moderate evidence?
- What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?

- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
- If strong evidence or moderate evidence is not available, is there promising evidence?
- Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
- How can the success of the intervention be measured?

Some questions to consider about local capacity:

- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
- What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

Resources for Exploring EBIs

The following websites can be useful in finding evidence-based educational interventions and exploring interventions that have been successful in addressing identified needs. These sites use varying criteria for determining which interventions are supported by evidence, and distinguish between randomized controlled trials and other types of supporting evidence.

- [Doing What Works](#) by the US Department of Education
- [Intervention Central](#)
- [RTI Action Network](#) by the National Center for Learning Disabilities
- [National Center for Positive Behavior Interventions and Supports](#)
- [National Center on Response to Intervention](#)
- [What Works Clearinghouse](#) by the USDOE Institute of Education Sciences
- [Social Programs That Work](#) by the Coalition for Evidence-Based Policy
- [Practical Intervention in the Schools Series](#) Book Series
- [Results First Clearinghouse Database](#) by Pew Charitable Trusts as rated by eight national databases
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#) by the Every Student Graduates Center at Johns Hopkins University

Establishing Local Evidence of Effectiveness

As noted in the guidance document quoted above, “Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.” Policy makers in Alaska have a strong interest to develop an evidence base of successful interventions most appropriate to the context and needs of Alaska’s schools. DEED and statewide stakeholders will be working over the next few years to document the rationale and conduct research on successful interventions used within the state.

To that end, upon submission and review of each implementation grant application, each designated school will complete a *Building Alaska's own Evidence-Based-Interventions worksheet* (see *Appendix B*) for at least one intervention being proposed for funding. This analysis will ask each designated school to document 1) a clear explanation of the local need identified for action, 2) the existing evidence base for the intervention to be funded that will address the need, 3) a description of the actions that will be taken to implement the intervention, and 4) the metrics being used to measure outcomes related to the chosen intervention including baseline data, expected results, and the timeline for achieving those results.

This *Building Alaska's own Evidence-Based-Interventions worksheet* is being piloted with this first award of ESSA funds. Recipients should expect additional training, technical assistance, and emphasis on evidence-based interventions and outcome evaluation as Alaska's ESSA Plan is implemented and school designations develop.

Appendix B – Building Alaska’s own Evidence-Based-Interventions - January, 2020

Each CSI and TSI school receiving school improvement plan implementation funds will complete the following analysis for at least one of their funded interventions.

District: Nenana City School District _____ School: ___ CyberLynx _____

What is the intervention being implemented?

Understanding that our students are more successful when they are regularly contacted by staff members, CyberLynx staff, particularly those with a primary responsibility of working with our most at-risk high school students, including teachers and instructional “coaches,” with implement the “[Check and Connect](#)” strategy of skillfully maintaining student contact and encouraging students to remain engaged with schoolwork. The is professional development for both new and returning staff who work with these students.

- 1) Clearly explain the challenge or need being addressed by the intervention identified above. Please share any quantitative and/or qualitative data used to diagnose the need.

One significant factor that contributes to the low graduation rate reported by CyberLynx for FY19 was the presence of a significantly higher percentage of at-risk high school students who have already dropped out of the local high school or are in danger of dropping out and have come to CyberLynx for an alternative high school completion experience. These students do not typically have any feelings of connection with our program as a “school” or with any of our staff members. Relationships must be developed quickly and because students do not attend daily, they must be contacted regularly to ensure continued engagement in schoolwork. Students who are not called and contacted regularly do not make progress and are eventually withdrawn for lack of progress.

- 2) What evidence exists that establishes the impact of the intervention? Note any nationally normed intervention impact studies as well as any regional or local data indicating positive impact.

We recognize that maintaining regular contact with students via phone or text message leads to greater engagement, and high rate of credit completion, and eventual successful graduation. We have seen the difference more contact versus less contact can make. *Check and Connect* is a dropout prevention program for high school students with learning, emotional, and/or behavioral disabilities. Students typically enter the program in 9th grade, and are assigned a monitor (like our academic coaches) who works with them year-round as a mentor, advisor, and service coordinator. The program is overseen at the school level by a program coordinator (e.g., high school completion teacher), who provides monitors with regular advice and feedback.

Evidence of effectiveness for *Check and Connect* includes two randomized controlled trials (RCTs) with a combined sample of 300 9th grade students. Key findings include the demonstration of a sizeable decrease in students' dropout rates, and increase in attendance and academic credits earned.

Our intent is to a long-term and systemic impact on student graduation rates. We are building on the efforts made by our staff this school year and implementing interventions this year and next year These gains may not be evident in the first year of effort.

- 3) Describe the actions that will be taken in the next year to implement the intervention to success.

Six members of our CyberLynx staff will receive professional development in the *Check and Connect* method of maintaining student contact. This training is delivered through a two-day, in-person workshop at the University of Minnesota. The Institute on Community Integration at the University of Minnesota is the only approved provider of *Check & Connect* resources and training. CyberLynx staff will implement the Check and Connect protocol throughout the school year using the tools and resources for faithful implementation of the strategy.

- 4) What metrics/indicators will be used to measure the success and outcomes related to the intervention? Include the specific indicator being measured, pre-intervention (or current) baseline levels, and expected levels that would demonstrate successful outcomes.

Since our target issue for improvement is our program graduation rate, we will use that metric to measure progress in this area. For FY19, the most recent data available, our reported four-year graduation rate was 27.78% and our five-year graduation rates was 25.40. After focusing on this graduation rate, we expect to see a more than 5% increase in each of these graduation rates for FY22.

To be considered after implementation:

- 5) Were the outcome goals and target metrics accomplished for the intervention?
- 6) What would be done differently if implementing again? What aspects of the implementation of this intervention were vital for its success?

Program Budget

Grant Recipient: CyberLynx - Nenana City School District

Grant Number: _____

Grant Title: School Improvement/Graduation Rate

Revision Number: _____

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
			Initial/Current Budget	Revisions (+ or -)	Approved Budget
Required	Optional				
310		CERTIFICATED SALARIES	3,768.00	(3,768.00)	0.00
	314	Director/Coordinator/Manager		0.00	
	315	Teacher		0.00	
	316	Extra Duty Pay		0.00	
	317	Certificated Substitutes		0.00	
	318	Specialists		0.00	
320		NON-CERTIFICATED SALARIES	2,266.49	(2,266.49)	0.00
	321	Director/Coordinator/Manager		0.00	
	323	Aides		0.00	
	324	Support Staff		0.00	
	329	Substitutes/Temporaries		0.00	
360		EMPLOYEE BENEFITS		0.00	
390		TRANSPORTATION COSTS		0.00	
410		PROFESSIONAL & TECHNICAL		0.00	
420		STAFF TRAVEL	7,300.00	(7,300.00)	
425		STUDENT TRAVEL		0.00	
430		UTILITY SERVICES		0.00	
440		OTHER PURCHASED SERVICES		0.00	
450		SUPPLIES/MATERIALS/MEDIA	10,500.00	(10,500.00)	0.00
	451	Teaching Supplies		0.00	
	454	Office Supplies		0.00	
	457	Small Tools & Equipment		0.00	
	471	Textbooks		0.00	
490		OTHER EXPENSES (Dues & Fees)		0.00	
		UNALLOCATED** --->		0.00	
Subtotal Direct Costs			23,834.49	(23,834.49)	0.00
Indirect Rate			4.89%		0.00%
Indirect Amount			1,165.51	(1,165.51)	0.00
480		TUITION & STIPENDS		0.00	
510		EQUIPMENT (no indirect charges)		0.00	
540		OTHER CAPITAL OUTLAY EXPENSES		0.00	
TOTAL			25,000.00	(25,000.00)	0.00

**** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.**

A narrative explanation is required for ALL budget revisions.

DISTRICT APPROVAL ↑ _____

NAME & TITLE ↑ Brian Rozell, Principal

SIGNATURE ↑ 

DATE ↑ 2 March 2021

TELEPHONE NUMBER ↑ 907-687-9792

Narrative Description of Program Budget

(A narrative justification must accompany EACH request for a budget revision)

Grant Recipient: CyberLynx - Nenana City School District

Grant Number: _____

Grant Title: School Improvement/Graduation Rate

Revision Number: _____

Chart of Accounts Number <i>Required</i>	Account Title	Budget Amount TOTAL	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	3,768.00	Extra duty certified staff time for one-day collaboration/planning meeting for four teachers. Extra duty time for <i>Check and Connect</i> training and implementation.
320	NON-CERTIFICATED SALARIES	2,266.49	Extra duty classified staff time for one-day collaboration/planning meeting for four paraprofessionals. Extra duty time for <i>Check and Connect</i> training and implementation.
360	EMPLOYEE BENEFITS	-	
390	TRANSPORTATION COSTS	-	
410	PROFESSIONAL & TECHNICAL	-	
420	STAFF TRAVEL	7,300.00	Staff travel for one-day collaboration/planning meeting for four teachers. Staff travel for <i>Check and Connect</i> training and implementation.
425	STUDENT TRAVEL	-	
430	UTILITY SERVICES	-	
440	OTHER PURCHASED SERVICES	-	
450	SUPPLIES/MATERIALS/MEDIA	10,500.00	Alternative curriculum and choices for at-risk and high-needs high school student population. Training and implementation materials for <i>Check and Connect</i> student tracking and communication program.
490	OTHER EXPENSES (Dues & Fees)	-	
480	TUITION & STIPENDS	-	
510	Equipment	-	
540	Other Capital Outlay Expenses	-	

Copy and attach additional pages as needed.