

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Instruction (1100)	177,247.00	32,604.00	15,554.00	18,210.00	0.00	0.00		0.00	0.00	243,615.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	13,450.00	1,035.00	3,000.00	0.00	0.00	0.00		0.00	0.00	17,485.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Salaries (010 - 199)	177,247.00	32,604.00	15,554.00	18,210.00	0.00	0.00	0.00	0.00	0.00	243,615.00
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

(3200-3900)																				(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)																				Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)																				Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																				Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)																				Community Education (9120)
Extended Day/Dependent Care (9130)	36,248.00	7,290.00	1,539.00	1,539.00	1,539.00	1,539.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	46,616.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)																				NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Community Services (9300-9399)
Total	226,945.00	40,929.00	20,093.00	19,749.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	307,716.00	Total
																			Adjusted Allocation	
																			Remaining	
																			0.00	

ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

*
Due to inconsistent measures of achievement, both through the transition of State Assessments and local progress monitoring assessments, we don't have a clear way of measuring learning losses from the 2020 COVID-19 school closures. Although the supporting data is limited for the identification of learning losses, we recognize that student achievement is at a low point in our district; however, with data gathered during the 2020-21 school year through State and Local assessments, attendance reports and parent contact logs, we have identified our most at risk students. Students falling into previously identified subgroups such as students with special needs, low-income, EL, or at risk were invited to participate in summer programs designed to address learning losses, promote the continuation of access to the learning environment as well as provide life experiences to groups (poverty) that wouldn't normally have the opportunity.

Opp City Schools utilizes a range of evidenced based programs to meet the needs of all students, including those that have experienced learning losses.

- SPIRE (Specialized Program Individualizing Reading Excellence) is a research based program which is founded on Orton-Gillingham methodology and is designed to systematically and successfully guide students to comprehensive abilities in phonological awareness, phonics, fluency, vocabulary and comprehension. It's instruction is built on important factors related to reading and literacy instruction and addresses the principles of best practices set forth by leading researchers in the field of literacy.
- i-Ready is a computer-based comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, *i-Ready* reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.
- Edgenuity/Purpose Prep, SEL is a computer-based curriculum for grades K-12 to address the Social Emotion Learning (SEL) needs of students. The program can be used as a prescriptive tool for individual or in a group setting as a proactive approach to common student concerns
- Rosetta Stone - Computer-based program for English Learners.
- STAR Reading and STAR Math, the comprehensive assessment package to guide literacy and and math growth.

In addition to programs and resources mentioned above, OCS partners will the following community services/entities:

- Cosby and Cosby Counseling
- South Central Alabama Mental Health Center
- Opp Public Library
- Lucille Pierce Literacy Center
- Opp Head Start
- Local Daycares
- Local Churches
- Opp Housing Authority

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

*
Reading and Math Assessments

iReady adaptive Diagnostic - diagnostic, growth monitoring and standards mastery (Grades K-4)

STAR - Adaptive placement test for literacy -Word Knowledge and Skills ,Comprehension Strategies and Constructing Meaning , Analyzing Literary Text , Understanding Author's Craft , Analyzing Argument and Evaluating Text

STAR Early Literacy - measures students' understanding of the alphabetic principle and print concepts, as well as their ability to identify and discriminate between letters (visual discrimination). (Grades K-1)

STAR Math - Development of numbers and operations, Algebra, Geometry and measurement, data analysis , statistics and probability (Grades 5-8)

SPIRE - diagnostic for placement, progress monitoring, skill acquisition, decoding and fluency drills. (Grades K-4)

Reading Horizons - phonics screener, diagnostic and progress monitoring. (Grades 5-8)

Edgenuity - (Grades 9-12)

ACAP (Grades 2-8)

Pre-ACT (Grade 10)

ACT (11th Grade)

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

*

All students in OCS missed instruction during the Spring 2020 shutdown. In order to evaluate learning opportunity losses for the 2020-21 school year, attendance records could be examined to identify the students that missed the most in-person instruction. Zoom, Schoology and teacher contact logs could help staff determine which students participated and were absent during periods of remote instruction.

In an effort to provide opportunities for student engagement, after school learning sessions, summer programs and grade recovery options were provided. In addition, schools were diligent to embed extra learning opportunities within the school day whenever possible.

Attendance reports from 2019-2020

Virtual participation

Pre and Post tests

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	46,616.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	46,616.00
<input checked="" type="checkbox"/> Intervention C (Other) Learning Loss	214,484.00
Total Cost:	307,716.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We

will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00

9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00

4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00

4120 - [300-399] (Mileage for Buses) \$4,650.00

Opp Middle School Summer Enrichment Program - 45 Hour Program Total - \$46,616 Timeline (Summer 2023 & 2024)

6 FTE Teachers, 2 FTE Aides

#1100 [010-199] (Salaries) \$14,025 | #1100 [200-299] (Benefits) \$2,917 Total \$16,942

#1100 [300-399] (Student Fees for Field Trips) \$2,2025 | #1100 [400-499] (Classroom Materials) \$3,616

4 FTE Student Assistants

#2190 [010-199] (Student Assistants) \$2,250 | #2190 [200-299] (Benefits) \$174 Total \$2,424

#2190 [300-399] (Bus Mileage and Contracted Charter Bus Transportation) \$3,000

Opp High School Summer Enrichment Program (Summer 2023-2024) - 36 Hour Program

4 FTE Teachers, 2 FTE Aides

#1100 [010-199] (Salaries) \$13,000 | #1100 [200-299] (Benefits) \$2,615 Total \$15,615

#1100 [300-399] (Student Fees for Field Trips) \$1200 | #1100 [400-499] (Classroom Materials) \$1,794

Charter buses will be utilized to to create social distancing.

Summer Enrichment Programs will be offered to ALL students Grades 5-12 for participation. Field trips will be provided as an extension of the classroom and will be based on thematic units taught. The field trip will correlate the lesson to a hands on exploratory experience. Example: Ocean Life Unit - Field trip to Gulf World.

Enrichment Programs will foster: Small groups and individual Attention, Create a sense of belonging, academic confidence, promote social and emotional skills. Learning will be centered around themes and concepts that will be correlated with field trips and relevant hands-on experiences to expand cerebral levels and cultural exposure. Summer Enrichment Programs will serve our students immensely due to the lack of prerequisite knowledge and real world experience and application due to the rural and socio economic barriers that are prevalent in our community.

Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

District After-School Programs - Total \$46,616 Timeline (School year 2023 & 2024)

1 hour per day, 3 days a week for 23 weeks

10 FTE Teachers, 5 FTE Aides

#9130 [010-199] (Salaries) \$36,248 | #1100 [200-299] (Benefits) \$7,290 Total \$43,538

#9130 [300-399] (adaptive differentiated instructional software) \$1,539 | #9130 [400-499] (Classroom Materials) \$1,539

After-School Program will serve those students who:

>That were not successful during absence from school due to COVID POS or COVID Quarantine and need additional face to face instruction.

>Have previously been identified as having a learning loss or have been identified by a teacher on need additional help

>Do not have adequate support at home.

Intervention C (Other)

Provide the following information for Intervention C (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

Learning Loss - Highly effective teachers will provide reading instruction that is direct, explicit, and systematic. The intervention is designed to improve each student's area of reading deficiency. Student assistants will be utilized to provide students with additional support in academics, reading practice, mentoring, modeling, and moral support to build confidence and self-belonging.

Total - \$214,484

Timeline ARP ESSER funds will be used during the Summer of 2023 & 2024.

25 FTE Teachers, 7 FTE Aides

#1100 [010-199] (Salaries) \$150,222 | #1100 [200-299] (Benefits) \$27,072 Total \$177,294

#1100 [300-399] (Diagnostic Reading and Math Assessment software) \$12,329 | #1100 [400-499] (Classroom Materials) \$12,800

8 FTE Student Assistants

#2190 [010-199] (Student Assistants) \$11,200 | #2190 [200-299] (Benefits) \$861 Total \$12,061

- Timeline of Service – 3.5 hours of day of scientifically based reading instruction for 4 days a week X 5 weeks = 70 hours
- Embedded weekly themes to encourage creativity and exploration
- Focus on strong student attendance
- Direct, explicit, and systematic reading intervention delivered by Highly Effective Teachers
- Program aligns to improve each student's area of reading deficiency
- Daily progress monitoring
- Evidence-based reading and math diagnostic assessment to identify deficiencies
- Evidence based reading intervention program
- Transportation provided to and from program
- Breakfast and Lunch served to all
- Classroom supplies and Reading Intervention materials will be provided.









Instructional software will provide a diagnostic assessment and individual learning path in reading and math.

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions
 	"Other" Intervention Evidence-based Documentation	Evidenced-Based Programs
 	Supporting Documentation #1	Participation
 	Supporting Documentation #2	

Checklist Description ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
 - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** OK ▼
 - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** OK ▼
 - 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?
 - 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?
- 4. ARP ESSER State Reserve Allocation** OK ▼
 - 1. Do the expenditures in the narratives match the budget grid?
 - 2. Are the expenditures allowable under the ARP?
 - 3. Are the expenditures reasonable, necessary, and allocable?
 - 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
 - 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
 - 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 5. Related Documents** OK ▼
 - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?