

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	1,027,053.00	0.00
Incoming Carryover	0.00	110,899.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	1,027,053.00	110,899.00
Adjusted Allocation	1,027,053.00	110,899.00
Budgeted	1,027,053.00	110,899.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) [Interim Final Requirements](#) on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's [Interim Final Requirements](#), **or**
- (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account when developing the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

OTHER ASSURANCES AND CERTIFICATIONS

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

GEPA ASSURANCES

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under [20 U.S.C. 1232f](#), and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction-

- the project is not inconsistent with overall State plans for the construction of school facilities, and

- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

LEA SUPERINTENDENT ASSURANCES

The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

LEA Superintendent Assurances Confirmation

☒ Indicates LEA Superintendent Approval based on Assurances.

Grant	Substantially Approved Date
ARP ESSER	1/12/2023
ARP ESSER State Reserve	1/12/2023

	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)	62,863.49	12,622.99	0.00	78,717.94	0.00	0.00		0.00	0.00	154,204.42
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	30,000.00	6,024.00	0.00	0.00		0.00		0.00	0.00	36,024.00
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)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
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)	80,000.00	16,064.00	0.00	0.00	0.00	0.00		0.00	0.00	96,064.00
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)	80,000.00	16,064.00	0.00	0.00	0.00	0.00		0.00	0.00	96,064.00
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
Security Services (3100)	36,000.00	7,228.80	0.00	0.00	0.00	0.00		0.00	0.00	43,228.80
Operations and Maintenance	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	Student Transportation (4100-4199)
Food Services (4200-4299)	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	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	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)						513,526.50										513,526.50		Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																0.00		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	Adult Education (9110)
Community Education (9120)																0.00		Community Education (9120)
Extended Day/Dependent Care (9130)	66,560.00	13,365.24	0.00	8,016.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	87,941.28		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	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	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)																0.00		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	Community Services (9300-9399)
Total	355,423.49	71,369.03	0.00	86,733.98	513,526.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,027,053.00		Total
																	Adjusted Allocation	
																	Remaining	
																	0.00	

Cover Page

Superintendent of Schools	
Name	* Jamia Anderson
ARP ESSER Point of Contact	
Name	* Robin Katsaitis
Role	* Director of Operations
Phone	* 845-518-0929
Ext	

Required Narratives

LEAs are required to choose one of the options from the drop-down box in this section. If an LEA chooses to make changes to the required narratives approved from the FY21 application, the LEA must include an updated narrative or N/A if no changes are needed in every question. If an LEA chooses that no changes are necessary to the required narratives from the approved FY21 application, the LEA is assuring that all of information provided in the required narratives from the FY21 application is still true and correct for FY22.

Required Narratives	
Select an Option	* Changes to the required narratives approved in the FY21 application are necessary. ▼
<p>How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?</p> <p>The funds will help to support the facilities improvement and usability of our second floor for additional classrooms as our student population increases. The construction projects for the second floor of the building will allow us to expand our student area and improve indoor air quality. This expansion of the student area will allow us to mitigate close student contact to help with the spread of COVID-19 to continuously and safely operate the school for in-person learning.</p>	
<p>How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (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) and those who are particularly impacted disproportionately by the COVID-19 pandemic?</p> <p>Life Academy will ensure that evidence-based interventions address all students' academic, social, emotional, and mental health needs. A counselor will utilize various instructional tools, programs, and counseling methods to help kids become resilient and socially and emotionally well. We will monitor the students' needs by implementing a data-driven CIP which aligns with the comprehensive needs assessment. This plan will include how the loss of instructional time will be addressed due to the pandemic as well as how the social and emotional needs of students will be supported. The plans will be revised throughout the year to assess student progress and implementation. We will also have several specialists in the building who work with teachers and data to examine student progress in meeting the standards. Students will be given additional instruction through a multi-tiered system of support with Tier II, and Tier III intervention (academic and behavior) and available tutoring/after-school support. A charter school plan includes specific interventions/programs to use with grade span groups, and progress of students is continually monitored based on standards and needs. Our strategy for supporting the needs of the most impacted by the COVID-19 pandemic is the implementation of our extended day strategy. Our extended day strategy connects students who have been identified as having experienced the most significant learning loss. The extended day strategy focuses on individual and small group instruction and tutoring. The instruction is tailored to the needs of each individual student, and the teacher-student ratios are intentionally kept low. We have established an assessment cycle during which the progress of each student is measured against their baseline scores. We provide snacks for each student, and we emphasize maintaining contact with each student to ensure that they attend the extended day sessions. Many students who experience bullying and trauma from lack of acceptance may have attendance and truancy issues. The counselor also works with these students. We will use PowerSchools to monitor student attendance and will utilize this data to set up a system of support for these students based on the root cause for the students. Building community partnerships have played an integral part in establishing our school. We are continuously making active efforts to solicit partnerships with community organizations around the surrounding Montgomery County area. These partnerships will enable us to serve our diverse population of students better. Currently, we are partnering with the following organizations:</p> <p>Montgomery Public Schools Helping Montgomery Families Initiative (HMFII) District Attorney's Office St. Judy Church Montgomery Housing Authority Family Services Division of the Department of Human Resources Mental health organizations like the Sunshine Family Center and Thriveway Peer Helpers Montgomery City Council Maxwell Air Force Base Metropolitan Methodist Church Community Congregational Church Montgomery Chamber of Commerce Local daycare centers that serve the families we serve</p>	
<p>How will the LEA comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a)?</p> <p>The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER program.</p> <p>The counselor, whose salary is partially covered by ESSER funds, will support our families identified as in need. We will be able to develop the capacity to respond to those crises when they occur; responses will aim to be as proactive as possible. We recognized that there was an acute need to find a way of identifying students at risk of a crisis so we could intervene before the situation began having a negative effect on the student's learning. This includes low-income families/special needs/ESL population. Time is allocated for her to work with these families to ensure communication between home and school with constant conversations. These communications will be through web-based visits, phone calls, emails, and school visits. These communications will aid in addressing safety issues, supporting living conditions, attendance, interpreters, meeting IEP requirements, etc. We are also supporting the needs of the most impacted by the COVID-19 pandemic is the implementation of our extended day strategy. Our extended day strategy connects students who have been identified as having experienced the most significant learning loss. The extended day strategy focuses on individual and small group instruction and tutoring. The instruction is tailored to the needs of each student, and the teacher-student ratios are intentionally kept low. We have established an assessment cycle during which each student's progress is measured against their baseline scores. We provide snacks for each student, and we emphasize maintaining contact with each student to ensure that they attend the extended day sessions. We ensure that no student or teacher will be denied access based on gender, race, national origin, color, disability, or age. We provide transportation, increasing all students' access to education at Life Academy.</p>	
<p>How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?</p> <p>Life Academy has a Director of Operations who creates and implements processes and procedures that address the charter school's unique needs. We have additionally created an Operations Specialist position that will potentially be partially paid for from ESSR II funds upon approval. This position will assume some responsibilities of ensuring the appropriate application of funds, collecting and managing data elements required to be reported, and reporting this information to the community. Life Academy also contracts New Schools of Alabama as their back office, which monitors and assists with funding aspects for the school. Life Academy conducts annual public budget hearings. The Life Academy website and social media are also used to communicate with the community. We provide transportation, increasing all students' access to education at Life Academy. Life Academy contracts New Schools for Alabama as the back office, which includes full financial support and accountability.</p>	
<p>How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?</p> <p>Once the ARP ESSER application has been submitted and all relevant input has been sought, compared, and aligned administration will create a final report describing the goals of the ARP ESSER funding plan. This report will be published on the school's website. The project, as envisioned, will be very broad-based and may seem vague to some. But we believe that the school must maintain a certain amount of flexibility and be able to respond to changing situations as they arise. This will, of course most likely come from the COVID-19 pandemic but could also arise like another crisis that has not yet occurred. At all steps along the way the goal will be to keep the public apprised of how ARP funds are being spent and what those expenditures will mean for our students and our community. We are also creating and implementing a family success curriculum send home materials that may contain the updates as well. Life Academy also uses social media and our website to engage our community.</p>	

Provide the URL for the LEA Return-to-Instruction Plan.

<https://www.facebook.com/LIFEAcademyAL/about>

LEA Reservation to Address Loss of Instructional Time

LEAs must reserve at least 20 percent of funds to address 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.

Addressing the Loss of Instructional Time can occur before the school day, during the school day, after the school day, on weekends, or during the summer. All items budgeted in this section must be addressing the loss of instructional time. In order to address the loss of instructional time, a student must be gaining missed instruction while not losing out on current year instruction.

For the 20% reservation to address the loss of instructional time, the following interventions are allowable:

- A. Summer Learning & Summer Enrichment Programs
- B. Extended Day Programs
- C. Comprehensive After-School Programs
- D. Extended School Year Programs
- E. Other

Budget Amount & Details for 20% Reservation

* 20% Reservation Budgeted in FY21 Application	20% Reservation Expended in FY21 (Amount Not Included in Carryover)	20% Reservation Required in FY22
\$0.00	0.00	\$0.00

Intervention A (Summer Learning & Summer Enrichment Programs)

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

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Intervention B (Extended Day Programs)

Provide the following information for the for Intervention B (Extended Day Programs):

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Intervention C (Comprehensive After-School Programs)

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

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

Funds will be used to support an afterschool program that will provide academic supports to address student deficits resulting from loss of instructional time due to school closings as a result of Co

FY 22-Afterschool teachers' salaries and benefits (4.0 FTEs)-[9130(010-199)-\$33280.00; 9130(200-299)-\$6682.62=\$39,962.62]

Afterschool materials and supplies-[9130(400-499)-\$4008.02]

Total-\$43,970.64

Fy 23-Afterschool teachers' salaries and benefits (4.0 FTEs)-[9130(010-199)-\$33280.00; 9130(200-299)-\$6682.62=\$39,962.62]

Afterschool materials and supplies-[9130(400-499)-\$4008.02]

Total-\$43,970.64

Total Intervention C-\$87,941.28

Intervention D (Extended School Year Programs)

Provide the following information for the for Intervention D (Extended School Year Programs):

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Intervention E (Other)

Provide the following information for the for Intervention E (Other):

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

Interventions: Within School Day Instructional and Curricular Supports

ARP ESSER funds will be used to provide supports for FY 23. Funds will be used to provide supports for students who are performing below grade level, as evidenced by state and formative assess

FY 23

Instructional Interventionist Salary and benefits (.75 FTEs)-[1100(100-199)-\$41,250.00; 1100(200-299)-\$8,283.00=\$49,533.00]

Materials and Supplies (Reveal Math)-[1100(400-499)-\$67,936.32]

Total-\$117,469.32

Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses

ARP ESSER Carryover Allocation for FY22	20% Reservation Required in FY22	Amount Remaining for ARP Additional Uses
\$0.00	\$0.00	\$0.00

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

During FY 23, ARP ESSER funds will be used to hire personnel to support the academic and social emotional/safety needs of the students and teachers. Funds will be used to pay the Salary and benefits for a Counselor (.50 FTEs) to provide mental health and counseling needs of students. Funds will be used to pay 1.0 FTE of a security guard who will be stationed at the front entry of the school and will be responsible for administering safety checks such as checking and documenting temperatures upon the public entry into the building. The security guard will also be responsible for ensuring that the public complies with the safety precautions and mandates established in order to reduce the spread of Covid-19 among the school population and personnel. Funds will also be utilized to hire 2 new teachers. The funds will be used to pay 3 month (August, September, October) salaries and benefits of the new teachers for a total of 2 FTEs.

FY 23

Counselor Salary and Benefits (.50 FTEs)-[2120(010-199)-\$30,000; 2120(200-299)-\$6024.00=\$36,024]

Security Guard Salary and Benefits (1.0 FTE)-[3100(010-100)-\$36,000;3100(200-299)-\$7228.80=43,228.80]

2 Teacher salaries and benefits (4 FTEs x 3 mos.)-[1100 (100-199)-\$21,613.49; 1100(200-299)-\$4339.99=\$25953.48]

Total: \$105,206.28

To ensure that the school is in compliance with laws and contractual obligations for the maintenance and renovation of the HVAC and other school areas to ensure the building meets Health standards as it relates to CDC and Covid Recommendations, funds will be used to pay 1.0 FTE for a Director of Operations to provided needed administrative oversight over the renovation projects. The Director of Operations is serving as the Federal Programs Director . The administration changes at Life Academy and the loss of an Executive Director has created a gap in which the Director of Operations now administers all grants and Federal Programs to include ESSR for the 22-23 school year. Changes took place on July 18th, 2022 Board approved.

Funds will be used to hire an Assistant Supervisor of Curriculum and Instruction(1.0 FTE) who will support the Director by helping to design curriculum and interventions to address student deficits. The Assistant will conduct walkthroughs/data meetings, lead professional learning communities, and coach classroom teachers on the usage of evidenced-based strategies designed to reduce achievement gaps. This position has absorbed duties for Federal Programs due to the administrative at Life Academy changes. This position will aid the Director of Operation with curriculum aspects of the Federal Program for compliance and alignment for the 22-23 school year.

Director of Operations Salary and Benefits (1.0 FTE)-[3200-6999(010-199)-\$80,000; 3200-6999(200-299)-\$16,064.00=\$96,064.00]

Assistant Director of Curriculum and Instruction Salary and Benefits (1.0 FTE)-[2215-6999(010-199)-\$80,000; 2215-6999(200-299)-\$16,064.00=\$96,064.00]

Total:\$192,128.00

Grand Total: \$297,334.28

Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

HVAC and Second Floor Building Renovations-[7000-7999(500-599)-\$513,526.50

Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

In FY 23, ARP will be used to purchase the Interactive Science curriculum to supplement the math program by teaching math concepts through the use of Science and STEM.

FY 23-Interactive Science-[1100/400-499-\$10,781.62]

Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 7 (Other)

Provide the following information for Category 7 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

n/A

Category 8 (Other)

Provide the following information for Category 8 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 9 (Other)

Provide the following information for Category 9 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

n/a

Category 10 (Other)

Provide the following information for Category 10 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 11 (Other)

Provide the following information for Category 11 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Category 12 (Other)

Provide the following information for Category 12 (Other):

- 1) Brief Description stating how each expenditure is addressing an allowable ARP ESSER use
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

N/A

Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

* The LEA is not utilizing grant funds for administrative costs. ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

N/A

Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

* The LEA is not utilizing grant funds for indirect costs. ▼

0.00 % - Unrestricted Indirect Cost Rate for LEA

\$0.00 Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid











0.00 Amount Budgeted for Indirect Costs on FY22 Application

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 20% Reservation (ALL Federally Paid Personnel)	COUNSELOR
 	Job Descriptions for Remaining ARP ESSER Fund Uses (ALL Federally Paid Personnel)	Additional documents
 	Evidence-based Supporting Documentation for 20% Reservation	
 	Supporting Documentation #1	
 	Supporting Documentation #2	Construction Scope of work & Timeline

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

<input type="checkbox"/> 1. Allocations 1. Review the ARP ESSER allocation for the LEA.	<div>OK ▼</div>
<input type="checkbox"/> 2. Assurances 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	<div>OK ▼</div>
<input type="checkbox"/> 3. Cover Page 1. Did the LEA include the name of the Superintendent of Schools? 2. Did the LEA include the contact information for the ARP Point of Contact?	<div>OK ▼</div>
<input type="checkbox"/> 4. Required Narratives 1. Did the LEA select if they are making changes to the FY21 approved narratives? If the LEA selected yes, then... 2. Did the LEA answer all the required narratives?	<div>OK ▼</div>
<input type="checkbox"/> 5. Budget Grid 1. Did the LEA allocate all ARP ESSER funds on the budget grid?	<div>OK ▼</div>
<input type="checkbox"/> 6. LEA Reservation to Address Loss of Instructional Time 1. Is the FY21 20% Reservation budgeted amount and FY21 20% Reservation expended amount entered? 2. Did the LEA allocate the required FY22 20% Reservation? 3. Do the expenditures in the narrative box match the budget grid? 4. Are the expenditures allowable under the ARP? 5. Are the expenditures reasonable, necessary, and allocable? 6. Did the LEA include all required information in the narrative box?	<div>OK ▼</div>
<input type="checkbox"/> 7. Remaining ARP ESSER Fund Uses 1. Did the LEA allocate the amount remaining for ARP ESSER Additional Uses? (Including administrative and indirect costs) 2. Do the expenditures in the narrative box match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA include all required information in the narrative box?	<div>OK ▼</div>
<input type="checkbox"/> 8. Administrative Costs 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? If the LEA selected yes, then... 2. Do the expenditures in the narrative box match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA include all required information in the narrative box?	<div>OK ▼</div>
<input type="checkbox"/> 9. Indirect Costs 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs? If the LEA selected yes, then... 2. Does the budgeted indirect cost match the budget grid? 3. Did the LEA include the FY22 Unrestricted Indirect Cost rate?	<div>Not Applicable ▼</div>

4. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?

5. Did the LEA include the Function and Object code?



10. Related Documents

OK ▼

1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

(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	Student Transportation (4100-4199)
Food Services (4200-4299)	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	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	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)																	0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																	0.00	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	Adult Education (9110)
Community Education (9120)																	0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	38,200.00	7,670.56	0.00	19,165.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	65,035.68	0.00	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	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	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)																	0.00	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	Community Services (9300-9399)
Total	38,200.00	7,670.56	0.00	65,028.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	110,899.00	0.00	Total
Adjusted Allocation																		Adjusted Allocation
Remaining																		Remaining
0.00																		0.00

Required Narratives

LEAs are required to choose one of the options from the drop-down box in this section. If an LEA chooses to make changes to the required narratives approved from the FY21 application, the LEA must include an updated narrative or N/A if no changes are needed in every question. If an LEA chooses that no changes are necessary to the required narratives from the approved FY21 application, the LEA is assuring that all of information provided in the required narratives from the FY21 application is still true and correct for FY22.

Required Narratives

Select an Option * No changes to the required narratives approved in the FY21 application are necessary. ▼

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.

Building community partnerships have played an integral part in establishing our school. During our inaugural year, we are developing an outreach plan to solicit partnerships with community organizations around Montgomery County. We also now offer transportation to students. This has allowed us to assist students within the Montgomery Housing Authority, Gibbs Village. The local school's lack of transportation kept these students from attending school when it rained. These students that now attend Life Academy can do so even on rainy days because of the transportation provided. We have worked with the Family Services Division of the Department of Human Resources to ensure transportation options for students they service as well. These partnerships will enable us to serve our diverse population of students better. Currently, we are partnering with the following organizations:

Montgomery Public Schools
Helping Montgomery Families Initiative (HMF1)
District Attorney's Office
Montgomery Housing Authority
St. Judy Church
Mental health organizations like the Sunshine Family Center and Thriveway Peer Helpers
Montgomery City Council
Maxwell Air Force Base
Metropolitan Methodist Church
Community Congregational Church
Montgomery Chamber of Commerce

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).

Amplify
MAP Testing
ACAP
NWEA

Life Academy will ensure that evidence-based interventions address all students' academic, social, emotional, and mental health needs. We will monitor the students' needs by implementing a data-driven CIP, which aligns with the comprehensive needs assessment. This plan will include how loss of instructional time will be addressed due to the pandemic as well as how the social and emotional needs of students will be supported. The plans will be revised throughout the year to assess student progress and implementation. We will also participate in bi-weekly grade-to-grade feeder pattern data meetings to examine student progress in meeting the standards. We have a specialist group that monitors the effectiveness of the supports provided in addition to the testing used to identify students with academic needs. Students will be given additional instruction through a multi-tiered support system with Tier II, and Tier III intervention and available after-school support. A charter school plan includes specific interventions/programs to use with grade span groups, and students' progress is continually monitored based on standards and needs. We will use PowerSchools to monitor student attendance and will use this data to set up a support system for these students.

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.

Parent/family communication, old school records (attendance, discipline), transcripts, and surveys will help us to identify and engage students who missed in-person learning and struggled with remote learning due to the COVID-19 pandemic. Parents and family members will be able to access curriculum information and resources electronically, and through the implementation of parent success, send home guide. Formative and summative assessment results will be used to monitor student growth and academic progress.

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 is required:

- A. Summer Enrichment Programs
- B. Comprehensive After-School Programs
- C. Learning Loss through K-3 Literacy Programs

NOTE: Once K-3 Literacy Programs have been budgeted through Summer 2024, the remaining allocation can be used to address learning loss within the LEA.

Budget Amount & Details for Summer Enrichment Programs

* Summer Enrichment Programs Budgeted in FY21 Application	Summer Enrichment Programs Expended in FY21 (Amount Not Included in Carryover)	Summer Enrichment Programs Required in FY22
\$19,290.00	0.00	\$19,290.00

Provide the following information for Summer Enrichment Camps:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

* ARP ESSER funds will be used to support a 4 week/ 4 hour per day summer enrichment camp to accelerate students who met proficiency in Reading on the ACAP but loss instructional time during Covid. During FY 22, funds will be used to pay the salary and benefits for a lead teacher who will provide instruction while also overseeing the day to day operation of the program. For FY 23 and FY 24,, the funds will be used to pay three summer school teachers (3.0 FTEs) at \$50.00 per hour for 4 hours per day for 4 days per week for 4 weeks. Materials and supplies such as books, paper, pencils, charts, manipulatives, etc. will be purchased for the teachers to utilize for instructional purposes during the summer program.

FY 22

9130(010-199)-Lead teacher Salary- \$5,000.00; 9130(200-299)-Benefits-\$1,004.00 Total-\$6,004.00

FY 23

9130(400-499) Materials and Supplies-\$879.16

9130(010-199) Summer School Teacher Salaries-\$4,800.00; 9130(200-299) Summer School Teacher Benefits-\$963.84 Total-\$5,763.84

FY 24

9130(400-499) Materials and Supplies-\$879.16

9130(010-199) Summer School Teacher Salaries-\$4,800.00; 9130(200-299) Summer School Teacher Benefits-\$963.84 Total-\$5,763.84

Summer Enrichment Program Total-\$19,290.00

Budget Amount & Details for Comprehensive After-School Programs

* Comprehensive After-School Programs Budgeted in FY21	Comprehensive After-School Programs Expended in FY21 (Amount Not Included in	Comprehensive After-School Programs Required
--------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------

Application	Carryover)	in FY22
\$19,290.00	0.00	\$19,290.00

Provide the following information for Comprehensive After-School Programs:

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

*

ARP ESSER funds will be used to support an afterschool program that will provide academic supports to address student deficits resulting from loss of instructional time due to school closings as a result of Covid. The program will be implemented for 2 hours per day, 4 days per week for a total of 22 weeks in Fy 22 and 26 weeks in FY 23. Funds will be used to pay salary and benefits for 2 teachers (2.0 FTEs) during FY 22 and and 1 teacher (1.0 FTE) in FY 23 and 24. Materials and supplies will also be purchased to utilize during the After school Program for FY 23-24.

FY22

9130(010-100) After School Teachers -\$8,800.00; Benefits 9130(200-299)-\$1,767.04; Total-\$10,567.04

FY 23

9130(010-100) After School Teachers-\$2,600.00; Benefits 9130(200-299)-\$522.08; Total-\$3,122.08

9130(400-499) Materials and Supplies-\$1,239.40

Total-\$4,361.48

FY 24

9130(010-100) After School Teachers-\$2600.00; Benefits 9130(200-299)-\$522.08; Total-\$3,122.08

9130(400-499) Materials and Supplies-\$1,239.40

Total-\$4,361.48

Comprehensive Afterschool Programs Total-\$19,290.00

Budget Amount & Details for Learning Loss through K-3 Literacy Programs

* Learning Loss (K-3 Literacy Programs) Budgeted in FY21 Application	Learning Loss (K-3 Literacy Programs) Expended in FY21 (Amount Not Included in Carryover)	Learning Loss (K-3 Literacy Programs) Required in FY22
\$72,319.00	0.00	\$72,319.00

Provide the following information for K-3 Literacy Programs (Learning Loss):

- 1) Brief Description stating how each expenditure is addressing the loss of instructional time
- 2) Timeline for each expenditure budgeted in this section (must end by September 30, 2024)
- 3) Number of Employees
- 4) Number of FTE(s)
- 5) Itemized Budget using Function & Object Codes (must match Budget Grid)

*

ARP ESSER funds will be used to support a 4 week/ 4 hour per day reading literacy camp to provide remediation and intervention for students who do not meeting proficiency in Reading on the ACAP due to loss of instructional time during Covid. During FY 22, funds will be used to pay the salary and benefits for a lead teacher who will provide instruction while also overseeing the day to day operation of the program. For FY 23, the funds will be used to pay three summer school teachers (3.0 FTEs) at \$50.00 per hour for 4 hours per day for 4 days per week for 4 weeks. Materials and supplies such as books, paper, pencils, charts, manipulatives, etc. will be purchased for the teachers to utilize for instructional purposes during the summer program. Additionally, funds will be used to purchase materials and supplies to reduce the achievement gaps caused by learning loss as a result of COVID. ESSER funds will be used to purchase the AMPLIFY Reading curriculum (FY 23) which will be the core reading program utilized in all grades K-4 and during the summer literacy camp for K-3. The Amplify program was on the list of choices for reading programs contained in Alabama's Literacy Act. The Souday Reading system (FY 22-24) will be used as a supplemental reading program for Tier II reading instruction and for remediation during the K-3 literacy camp for targeted students not meeting proficiency on the ACAP. Additionally, funds will be used to purchase the NWEA Progress monitoring assessments (FY 23-24) will help identify student deficits and areas of growth. These formative assessments will enable teachers to identify specific learning needs of their students and plan lessons that address those needs. All subscriptions and purchases will be expended by September 2024.

FY 22

9130(400-499)-\$4,928.00 to purchase Sondag

FY 23

9130(010-199) Summer School Teacher Salaries-\$4,800.00; 9130(200-299) Summer School Teacher Benefits-\$963.84
Total-\$5,763.84

1100(400-499)-\$38,768.32 to Amplify Reading

2130(400-499)-\$7095.00 to purchase NWEA Progress Monitoring

9130(400-499)-\$10,000.00 to purchase Sondag

FY 24


9130(010-199) Summer School Teacher Salaries-\$4,800.00; 9130(200-299) Summer School Teacher Benefits-\$963.84
Total-\$5,763.84

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 ARP ESSER State Reserve (ALL Federally Paid Personnel)	
 	Evidence-based Supporting Documentation for ARP ESSER State Reserve	SonDay Evidence
 	Supporting Documentation #1	Additional documents
 	Supporting Documentation #2	

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

<input type="checkbox"/> 1. Allocations	OK ▼
1. Review the ARP ESSER State Reserve allocation for the LEA.	
<input type="checkbox"/> 2. Required Narratives	Not Applicable ▼
1. Did the LEA select if they are making changes to the FY21 approved narratives?	
If the LEA selected yes, then...	
2. Did the LEA answer all the required narratives?	
<input type="checkbox"/> 3. Budget Grid	OK ▼
1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?	
<input type="checkbox"/> 4. ARP ESSER State Reserve Allocation	OK ▼
1. Is the FY21 budgeted amount and FY21 expended amount entered for all 3 areas?	
2. Did the LEA allocate the required FY22 allocation for all 3 areas?	
3. Do the expenditures in the narrative box match the budget grid?	
4. Are the expenditures allowable under the ARP?	
5. Are the expenditures reasonable, necessary, and allocable?	
6. Did the LEA include all required information in the narrative box?	
<input type="checkbox"/> 5. Related Documents	OK ▼
1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?	