### ARP ESSER - Budget

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**Adjusted Allocation**: 165,903.00

**Remaining**: (33,580.60)

**SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

- Expand All
- Collapse All

- **3.) Challenging Curricula**
ARP ESSER - Application Details  

Cover Page

Superintendent of Schools
Name

ARP ESSER Point of Contact
Name
* Jerrhonda Matthews
Role
* Federal Program Coordinator
Phone
* 2059613204
Ext
212

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.

- 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?

MCAA has implemented the following Prevention and mitigation strategies in order to contiguously and safely operate and reduce the transmission of covid in person learning:

- digital instructional resources to support remote academic learning for any students who may not be able to attend school in-person for health reason.
- purchasing hand sanitizer stands for students and staff to have access
- masks, cleaning solutions for our sprayers, hand sanitizer, antibacterial soap, and other cleaning supplies as needed to keep students and employees safe
- Teacher unit to Reduce the class size

The district will continue to monitor all guidelines provided by health and education agencies to employ the most up to date prevention and mitigation strategies.

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?

ARP ESSER III funds will be used to provide interventions that respond to the academic, social, emotional, and mental health needs of all students. Data will be reviewed bi-weekly and data meetings will be held every 6
weeks to discuss classroom data. MTSS/RTI meetings will also be held each month to discuss individual student data and needs. We will continue to use NWEA Map assessment to drive instructional decisions. FY 22 Funds will be used to purchase Nearpod/Flocabulary to give teachers a real-time insight into student understanding through interactive lessons, interactive videos, gamification, and activities. Teachers & instructional leaders will receive professional training to implement Nearpod integrated instruction.

Nearpod will support the following ACIP strategic themes/initiative:

*Student social emotional needs: implementation of restorative practices

*Parent engagement: lessons designed to teach parents instructional concepts to support their child's academic progress

How will the LEA 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 ARP ESSER program.

MCAA does not discriminate on the basis of gender, race, color, national origin, disability or age as evidenced by the students that participate in our programs. We serve all students equitably. To ensure that all students are protected from COVID-19, the following mitigation measures will be followed: Information will be posted on our website and put on through social media that masks are recommended but not mandated. Cleaning supplies, masks, sanitizing wipes, hand sanitizer, tissues, and liquid hand soap will be provided to all faculty and staff in the district.

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?

Expenditure reports will be submitted. Superintendent will sign all POs issued by our system. All of our financial statements will be accessible to all stakeholders upon request.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?

To support MCAA's strategic goals/initiatives to improve academic growth, professional development, & school climate/culture. MCAA recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. will focus on developing effective partnership with parents, students to successfully identify student's most impacted by Covid-19.

Data sources:

1.) School Engagement initiative: The launch of the "Together We R.I.S.E." campaign will increase family & community engagement in students learning journey. This initiative will foster an open and communicative environment with parents & form a link between the classroom and the home by providing various opportunities for the families and community stakeholders to actively engage in addressing our student’s academic and social emotional needs. The more engaged & involved parents are will significantly increase their ability to providing accurate and effective feedback on the academic and social emotional needs of their student.

2.) Parent & Teacher Surveys: POSSIP Student Comprehensive Needs Assessments, parents, & teachers will complete monthly surveys to POSSIP is a multi-lingual engagement platform used to gather real time feedback from parents, teachers, and students. School leaders will utilize the data to identify at risk students and make informed decisions on best practices to close the achievement gaps.

3.) Student Feedback: Students will participate in monthly comprehensive-needs assessments from the Kelvin interactive platform. This data will help leadership identify with details on students comprehensive needs assessment, to continuously survey the culture, climate, and needs of all students. This data will be used to improve the climate/culture, student achievement, and increase prosocial behaviors/attitudes towards school. As a result, the stress and depression rates among students will decline creating a safe learning environment for all students to learn.

Provide the URL for the LEA Return-to-Instruction Plan.
https://www.magiccityacceptanceacademy.org/intent-to-return

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**

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<tr>
<th>Intervention A (Summer Learning &amp; Summer Enrichment Programs)</th>
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<tr>
<td>20% Reservation Budgeted in FY21 Application</td>
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MCAA will allocate 20% of ARP funds to implement and facilitate an evidence-based summer learning and enrichment programming that will focus on the academic and non-academic barriers for students in grades 6-8 most impacted by the COVID-19 pandemic, and will operate 4 days a week for 4 hours each day for a duration of four weeks. For four weeks during the summer, students will engage in project based learning activities that support reading & writing literacy, math numeracy, math related science, and integrated art content 4 days a week for 5 hours a day.

MCAA’s summer enrichment program, Full S.T.E.A.M. Ahead, will be an integrated approach to learning specifically designed to expand the instructional access of underserved student groups by making connections between standards, assessment, and lesson design/implementation. It will incorporate Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking while helping students identify their achievement gaps. The main outcome is to provide students with the necessary tools to think critically, and have a design approach towards real-world problems while building on their math, ELA, and science base.

A partnership has been formed with "The March Quilts", a community-based art organizations, to facilitate a community art project with students once a week to shed light on themes of human and civil rights through the medium of quilting.

Student will participate in enriching field trips that will contribute to their development into young adults who possess more knowledge about art, have stronger critical-thinking skills, exhibit increased historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture. The community partnerships with the Birmingham Museum of Art, McWane Center, and Birmingham Museum of Flight will offer in-field learning opportunities that extend students learning in a more unstructured learning environment.

This enrichment program will be lead by a program coordinator who will integrate professional training, technical assistance, and build capacity and support quality improvements and support the data collection and evaluation of out-of-school time initiatives.

Funds will cover salaries and benefits for Enrichment Instructors (4 FTEs) to provide remediation/intervention/acceleration instruction to students during the summer school program. The instructors will implement personalized learning experiences that will enhance learning and improve academic achievement for underrepresented student subgroups impacted by Covid-19. Material and supplies will include, but not limited to, student journals, supplies to conduct hands on learning experiments and to fund student admissions for off site enrichment opportunities that are aligned with the curriculum and standards.

**Summer FY 2022** (9130/400-499) Material & Supplies $500

**Summer FY 2023**:
- (9130/010-199) Summer enrichment Instructor Salaries $5500.00; (9130/200-299) Benefits $1114.85; (9130/300-399) Purchased services $ 3000; (9130/400-499) Material & Supplies $500

**Summer FY 2024**:
- (9130/010-199) Summer Enrichment instructors Salaries $5500; 9130(200-299) Benefits $1114.85; (9130/300-399) Purchased Services $3000;

Total $20,229.70 - (9130 (010-199) $11,000; 9130(200-299) $2,229.70; 9130(300-399) $6000; 9130(400-499) $1000

Total FTEs-4
**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)

MCAA will allocate the 2021-22 ARP ESSER State Reserve funds to implement and facilitate the Academic Boot Camp after school enrichment program. This program is an -

- based comprehensive program that will provide before and after school personalized enrichment support that will address the disproportionate impact of COVID-19 on various student groups, to include but not limited to,
  * Students performing below grade level proficiency in ELA and Math
  * Students from low-income families
  * Students from underserved student groups by race and ethnicity
  * Gender
  * Students who identify with LGBTQ+
  * English learners
  * Children with disabilities
  * Students experiencing homelessness
  * Students in foster care
  * Migrant students
  * Students involved in the criminal justice system
  * Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years
  * Students who did not consistently participate in remote instruction when offered during school building closures.

MCAA's Academic Boot Camp will operate during the Spring 2022 and will provide 60 minutes of instructional support 5 days a week for 6-8 grade students. This comprehensive program will focus on the academic and non-academic barriers for students most impacted by the COVID-19 pandemic. The Academic Boot Camp will provide ELA and Math enrichment opportunities that respond to students’ academic, social, emotional, and mental health needs. Teachers will facilitate and support students by using various instructional strategies, such as, manipulatives, digital learning platforms, and modeling to help students comprehend abstract ideas. The intended outcome is to build students confidence by giving them useful tools to solve problems independently and feel more successful in whole group instruction with their peers.

These ARP funds will support the salaries and benefits for 5 tutors. The tutors will effectively enhance students learning experience and improve student academic achievement, funds will purchase general & academic supplies to include, but not limited to: pencils, notebooks, glue, color pencils, copy paper, instructional manipulatives.

FY 23: (9130/010-199) 5 After school Tutor Salaries $2500; 9130(200-299) Tutor Benefits $506.75; 9130(400-499) Material and Supplies $500;

FY 24 (9130/010-199) 5 After school Tutor Salaries $2500; 9130(200-299) Tutor Benefits $506.75; 9130(400-499) Material and Supplies $500;

Total $14,350.90 9130(010-199) $5000; 9130(200-299) $1013.50; (400-499) $1000

Total FTes-5

**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)
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

<table>
<thead>
<tr>
<th>ARP ESSER Carryover Allocation for FY22</th>
<th>20% Reservation Required in FY22</th>
<th>Amount Remaining for ARP Additional Uses</th>
</tr>
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<tbody>
<tr>
<td>$0.00</td>
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</table>

**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)

For FY 22, Funds will be used to pay the salaries and benefits for 2 ELA teachers (2.0 FTEs) to meet the instructional needs of students needing academic support in English Language Arts.

FY 22 Two ELA teacher salaries 1100(010-199) $98,918.00 Benefits ($6,600.00)=Total $105,518.00

**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)

In FY 22, Funds will be used to purchase an online subscription to Nearpod which will help reduce the achievement gaps caused by loss of learning time during Covid by giving students an opportunity to understand academic content through interactive lessons and gamification. Included formative assessments will enable teachers to rapidly identify student deficits and provide intensive intervention and remediation strategies aligned to student needs. In addition, the Nearpod system will also give teachers and opportunity to provide differentiated lessons via the online platform.

FY 22 1100 (400-499) NEARPOD Online Subscription—Total $26,804.00

**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)

N/A

**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)
Purchased services for digital resources that provide academic enrichment services to support at-risk students to meet state academic standards. Services may include but are not limited to... Studies Weekly is a standards-based curriculum resource that integrates Reading Informational and language content with Social Studies, Science and Social Emotional Learning in a periodical format aligned to state standards and frameworks, provides Consumable and Hands-On student practice opportunities organized through themes that are culturally relevant.

FY 23-(9130/300-399) Purchased services $3168.70
FY 24-(9130/300-399) Purchased services $3168.70
Total-$6337.40

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.

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.

<table>
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<tr>
<th>% - Unrestricted Indirect Cost Rate for LEA</th>
<th>Maximum Indirect Cost amount for the ARP ESSER Fund</th>
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</thead>
<tbody>
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</table>

Function/Object Code used on the Budget Grid

N/A

Amount Budgeted for Indirect Costs on FY22 Application

0.00
## Related Documents

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year 2022 (Rev 1)

* = Required

<table>
<thead>
<tr>
<th>Type</th>
<th>Document</th>
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<tbody>
<tr>
<td>Job Descriptions for 20% Reservation (ALL Federally Paid Personnel)</td>
<td>Afterschool Enrichment Tutors</td>
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<tr>
<td>Job Descriptions for Remaining ARP ESSER Fund Uses (ALL Federally Paid Personnel)</td>
<td>ELA Job Descriptions</td>
</tr>
<tr>
<td>Evidence-based Supporting Documentation for 20% Reservation</td>
<td>Nearpod</td>
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<tr>
<td>Supporting Documentation #1</td>
<td>20% Reserve Summer School Teacher</td>
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<tr>
<td>Supporting Documentation #2</td>
<td>Studies Weekly</td>
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# ARP ESSER State Reserve - Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Salaries (O10 199)</th>
<th>Employee Benefits (O20 209)</th>
<th>Purchased Services (O30 399)</th>
<th>Materials + Supplies (O40 499)</th>
<th>Capital Outlay (O50 - O59)</th>
<th>Other Objects (O60 - O89)</th>
<th>Indirect Costs (O910)</th>
<th>Indirect Fund Transfers (O920)</th>
<th>Other Fund Uses (O931)</th>
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<td>Other Fund Uses (930-999)</td>
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**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 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 upper narrative 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 Opt on

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 needs from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

The Magic City Academy is a Birmingham-based public charter school whose doors opened on August 2021 serving students 6-12th grade. MCAA students engage in personalized instruction and social and emotional learning. The LEA's strategy focuses on student success by offering a safe and supportive learning environment. Our 3 foundational pillars include: trauma informed practices, social and emotional learning, and restorative discipline.

The LEA is committed to continuous growth and improvement and will focus on 3 strategic themes for the 2021-2022 school year: student achievement growth, positive school culture/Climate, and professional development. The LEA will address the cumulative impact of Covid-19 pandemic on students' academic achievement & mental health. Students experienced learning loss due to being separated from traditional learning environments and the academic needs of students. The LEA's strategy addresses these needs through a school climate in which diverse needs are met through personalized instruction and social and emotional learning. The LEA will also focus on the academic disciplines, as well as training to support learning and instruction. In an effort to meet all students where they are, we will uniquely respond to marginalized groups with evidence-based initiatives that help formative & summative assessments and survey screens will be administered to provide real-time data that will be used to inform decisions school wide.

1. Three major priorities to support all student groups are: *Accelerate Learning* Identifying unfinished learning and barriers to learning; 2. Personalize Supports: Personalizing supports for students, educators, and parents; 3. All Student Groups

2.1) High-quality, Aligned Curriculum that allows for culturally-responsive adaptations *Project-Based Learning* Parent Engagement Campaign *MTSS/Data Analysis* *Social Emotional Learning* Community-Based Partnerships

3. All students are served by our* Magic City Wellness Center* youth & adolescent mental health services and Birmingham AIDS Outreach (BACO) wrap around resources for students & educators. New Schools


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)

To support MCAA's strategic goals/initiatives to improve academic growth, professional development, & school climate/culture. MCAA recognizes that seeking input from diverse stakeholders is essential to developing effective partnerships with parents. Students are engaged in a comprehensive learning process, and this platform is designed to support and engage all students.

Data sources:

1. School Engagement initiative: The launch of the Together We Rise campaign will increase family & community engagement in students' learning journey. This initiative will foster an open and communicative relationship between families and community stakeholders to actively engage in addressing our students' academic and social emotional needs. The more engaged & involved parents are will significantly increase their ability to provide feedback.

2. Parent Teacher Surveys: The Student Comprehensive Needs Assessments parents & teachers will complete monthly surveys to support a multi-lingual engagement platform used to gather real-time informed decisions on best practices to close the achievement gaps.

2.1) Student Feedback: Students will participate in monthly comprehensive needs assessments from the Kelvin interactive platform. This data will help leadership by identifying those students identified needs for personalized learning plans and to prioritize the success of all students.
For the ARP ESSER State Reserve allocation, the following is required:

- Subgroups.
- 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 student needs.

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

**1.) PowerSchool Attendance:** For students

- Parent & Teacher Surveys: POSSIP Student Comprehensive Needs Assessments, parents, & teachers will complete monthly surveys to POSSIP is a multi-lingual engagement platform used to gather real-time feedback decisions on best practices to close the achievement gaps.

- Parent feedback on the POSSIP platform and student feedback on the Kelvin platform to identify students who missed the most in-person & lacked participation during remote instruction during Covid related school have missed 3 or more days each week by submitting attendance Google Form. Parents will be contacted.

MCAA will engage the identified students by referring students to following programs/partnerships:

***Use of the PBIS and Restorative practice discipline reports & referrals rates will be used to refer students to programs such as Big Brother, Big Sister, Mag City Acceptance Academy and services provided by our campus.

- Daily tracking of student attendance will help identify students who are at risk of learning gaps due to poor attendance.

- ThriveWay Peer Helper Program- Peer Helpers is an evidence-based program that takes a comprehensive, two-tiered approach to promoting the mental health of our youth, as well as reducing youth violence and suicide skills to help them identify, communicate with, and support their at-risk classmates. The program covers many of the issues that affect our youth today, such as bullying, divorce, family illness, body image, grief, prevention and support program. Students will be empowered to be academically, socially, and emotionally successful. This program will also help students recognize and resolve conflict at home and at school.

- MCAA’s Comprehensive Wellness suite will provide students with additional social-emotional and academic support.

MCAA will use Esser funds to provide additional hotspots for Mobile Internet Usage & Data that will enhance students’ learning environment at home. MCAA will use surveys to identify students and families in need.

- P & A University (parent and allies) workshops and seminars to enable our parents to provide academic, as well as social emotional wellness support to their child(ren). This forum will give our faculty, staff and families an opportunity to discuss school issues from a parent’s perspective.

- MCAA will use Winter Campus Digital� and OECO-USA by 23,000 educators to gather real-time feedback decisions on best practices to close the achievement gaps.

- MCAA’s Comprehensive Wellness suite will provide students with additional social-emotional and academic support.

- MCAA will engage the identified students by referring students to following programs/partnerships:

- Daily tracking of student attendance will help identify students who are at risk of learning gaps due to poor attendance.

- ThriveWay Peer Helper Program- Peer Helpers is an evidence-based program that takes a comprehensive, two-tiered approach to promoting the mental health of our youth, as well as reducing youth violence and suicide skills to help them identify, communicate with, and support their at-risk classmates. The program covers many of the issues that affect our youth today, such as bullying, divorce, family illness, body image, grief, prevention and support program. Students will be empowered to be academically, socially, and emotionally successful. This program will also help students recognize and resolve conflict at home and at school.

MCAA’s Comprehensive Wellness suite will provide students with additional social-emotional and academic support.

MCAA will use Esser funds to provide additional hotspots for Mobile Internet Usage & Data that will enhance students’ learning environment at home. MCAA will use surveys to identify students and families in need.

- P & A University (parent and allies) workshops and seminars to enable our parents to provide academic, as well as social and emotional wellness support to their child(ren). This forum will give our faculty, staff and far pertaining to academic content, testing, career readiness, college preparedness, trauma, diversity and other topics pertaining to the needs of our students will be presented.

**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 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 on can be used to address learning loss within the LEA.

**Budget Amount & Details for Summer Enrichment Programs**

<table>
<thead>
<tr>
<th>Summer Enrichment Programs Budgeted in FY21 Application</th>
<th>Summer Enrichment Programs Expended in FY21 (Amount Not Included in Carryover)</th>
<th>Summer Enrichment Programs Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,984.00</td>
<td>0.00</td>
<td>$18,984.00</td>
</tr>
</tbody>
</table>

Provide the following information on 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)

MCAA will allocate the ARP ESSER State Reserve funds to implement and facilitate an evidence-based summer learning and enrichment programming will focus on the academic and non-academic barriers for students.

- For four weeks during the summer, students will engage in project based learning activities that support reading & writing, literacy, math, numeracy, math related science, and integrated art.

- **MCAA’s summer enrichment program will be an integrated approach to learning specifically designed to expand the instructional access of underserved student groups by making connections between standards, use of Science and Social Studies platforms which will serve as access points for guiding student inquiry, dialogue and critical thinking while helping students identify their achievement gaps. The main outcome is that building on their math, ELA, and science base.**

A partnership has been formed with The March Quilts, a community based art organizations to facilitate a community art project with students once a week to shed light on themes of human and civil rights through...
This enrichment program will be lead by a program coordinator who will integrate professional training, technical assistance, and build capacity to support quality improvements and support the data collection a

Funds will cover salaries and benefits for Enrichment Instructors (4 FTEs) to provide remediation/intervention/acceleration instruction to students during the summer school program. The instructors will implement student subgroups impacted by Covid-19. Material and supplies will include, but not limited to, student journals, supplies to conduct hands on learning experiments and to fund student admissions for off site enrichment

Summer FY 2022 (9130/010-199) Summer Enrichment Instructor Salaries $8000.00 (9130/200-299) Benefits $1621.60 (9130/300-399) Purchased Services $4961.10
(9130/400-499) Material & Supplies $6000 Paraprofessional (1 FTE)-1100(010-199)- Salary=$23,001.00 Benefits $4662.30
Summer FY 2023 (9130/010-199) Summer Enrichment instructors Salaries $2500.00 (9130/200-299) Benefits $506.75 (9130/300-399) Purchased Services $600.00 (9130/400-499) Material & Supplies $5264.00
Summer FY 2024 (9130/010-199) Summer enrichment instructors Salaries $2500.00 (9130/200-299) Benefits $506.75 (9130/300-399) Purchased Services $600.00 (9130/400-499) Material & Supplies $5264.00
Total 9130 (010-199) $13,000.00 9130 (200-299) $2,635.10 9130 (300-399) $1696.10 9130 (400-499) $1652.80
Total FTEs 4

Budget Amount & Details for Comprehensive After-School Programs

<table>
<thead>
<tr>
<th>Comprehensive After-School Programs Budgeted in FY21 Application</th>
<th>Comprehensive After-School Programs Expended in FY21 (Amount Not Included in Carryover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,984.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Provide the following information for Comprehensive After-School Programs:

1) Brief Description on 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)

MCAA will allocate the 2021-22 ARP ESSER State Reserve funds to implement and facilitate the Academic Boot Camp after school enrichment program. This program is an evidence-based comprehensive program for students performing below grade level proficiency in ELA and Math. Students from low income families, students from underserved student groups subjected to the criminal justice system, and students who have missed the most in-person instruction during the 2019-20 school building closures.

MCAA’s Academic Boot Camp will operate during the Spring 2022 and will provide 60 minutes of instruction per day for 5-6 grade students. This comprehensive program will focus on the academic enrichment opportunities that respond to students’ academic, social, emotional, and mental health needs. Teachers will model the skills of building a sense of community for the students and frameworks. The program will provide consumable and hands-on practice opportunities for students organized through themes.

FY 22 (9130/010-199) $5 Extended Day Tutor Salaries $2500.00 9130/200-299 Tutor Benefits $506.75 9130/400-499 Material and Supplies $32124.00 (9130/300-399) Purchased Services $2946.00
FY 23 (9130/010-199) $5 Extended Day Tutor Salaries $2500.00 9130/200-299 Tutor Benefits $506.75 9130/400-499 Material and Supplies $32124.00 (9130/300-399) Purchased Services $3054.00
FY 24 (9130/010-199) $5 Extended Day Tutor Salaries $2500.00 9130/200-299 Tutor Benefits $506.75 9130/400-499 Material and Supplies $32124.00 (9130/300-399) Purchased Services $3000.00
Total-9130 (010-199) $7,500.00 9130 (200-299) $1,520.25 9130 (300-399) $9,000.00 9130 (400-499) $963.72
Total FTEs 5

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

<table>
<thead>
<tr>
<th>Learning Loss (K-3 Literacy Programs) Budgeted in FY21 Application</th>
<th>Learning Loss (K-3 Literacy Programs) Expended in FY21 (Amount Not Included in Carryover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$70,725.00</td>
<td>0.00</td>
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</table>

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)
MCAA will allocate ARP ESSER State Reserve funds to address students literacy learning loss. Funds will be used to pay the salaries and benefits for 1 paraprofessional (1 FTE) for FY23 and FY24. The parapro will to students struggling to master the state standards. Additionally, funds will be used to pay a supplement to a teacher to serve as the Extended Day Instructional Interventionist (1 FTE) for FY22, FY23, and FY24. Extended Day and the afterschool and summer programs. A Supplement will also be paid to a teacher to serve as the MTSS Intervention Facilitator that will provide academic and behavioral support to students in such as practice books, teacher instruction material resource books, classroom library books, pencils, manipulatives, instruction material and non-instructional software and other supplies needed to be utilized to provide evidence.

FY 22: Extended Day Instructional Interventionist Supplement (1 FTE)-Total $2,405.40 (Salary-9130(010-199) $2,000; benefits-9130(029) $405.40); Materials and Supplies-1100 (400-499) $1363.70; Non-inst.

FY 23: Paraprofessional (1 FTE)-1100(010-199): Salary=$23,001.00 Benefits 1100(200-299)=$4,662.30; MTSS Intervention Facilitator (1 FTE) Supplement-Total $2,405.40 (Salary-2190 (010-199) $2,000; Benefits 9130(010-199) $1,000; benefits-9130(200-299) $202.70); Materials and Supplies-1100 (400-499) $1363.70; Non-instructional Software 2190(400-499)-$1363.70

FY 24: Paraprofessional (1 FTE)-1100(010-199): Salary=$23,001.00 Benefits 1100(200-299)=$4,662.30; Extended Day Instructional Interventionist Supplement (1 FTE)-Total $1202.70 Salary-9130(010-199) $1,0218(400-499) $1363.70

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE
Expand All Collapse All

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

Magic City Acceptance Academy, American Rescue Plan (ARP) ESSER - Fiscal Year 2022 (Rev 1)

<table>
<thead>
<tr>
<th>Type</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Descriptions for ARP ESSER State Reserve (ALL Federally Paid Personnel)</td>
<td>Summer Enrichment Instructors</td>
</tr>
<tr>
<td>Evidence-based Supporting Documentation for ARP ESSER State Reserve</td>
<td>Studies Weekly</td>
</tr>
<tr>
<td>Supporting Documentation #1</td>
<td></td>
</tr>
<tr>
<td>Supporting Documentation #2</td>
<td></td>
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* = Required