

Magic City Acceptance Academy American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
 Tuesday, June 28, 2022 3:49 PM  
 Allocations

	ARP-ESSER	ARP-ESSER-SR
<b>Original Allocation</b>	0.00	108,693.00
<b>Incoming Carryover</b>	0.00	0.00
<b>Outgoing Carryover</b>	0.00	0.00
<b>Consortium</b>	0.00	0.00
<b>Total Allocation</b>	0.00	108,693.00
<b>Adjusted Allocation</b>	0.00	108,693.00
<b>Budgeted</b>	0.00	108,693.00

### **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.

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Substantially Approved Dates

<b>Grant</b>	<b>Substantially Approved Date</b>
ARP ESSER State Reserve	10/15/2021

	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)	55,000.00	11,148.50	0.00	4,576.50	0.00	0.00		0.00	0.00	70,725.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	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)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
<b>Salaries (010 - 199)</b>	<b>55,000.00</b>	<b>11,148.50</b>	<b>0.00</b>	<b>4,576.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>70,725.00</b>
<b>Security Services (3100)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Operations and Maintenance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

(3200-3900)																				(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)																				Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)																				Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																				Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)																				Community Education (9120)
Extended Day/Dependent Care (9130)	30,885.00	6,260.37	0.00	822.63	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	37,968.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)																				NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Community Services (9300-9399)
<b>Total</b>	<b>85,885.00</b>	<b>17,408.87</b>	<b>0.00</b>	<b>5,399.13</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>108,693.00</b>	<b>Total</b>
																			<b>Adjusted Allocation</b>	
																			<b>Remaining</b>	
																			<b>0.00</b>	



### **ARP ESSER State Reserve Allocation to Address Loss of Instructional Time**

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

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

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

#### **Required Narratives**

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

\*

Magic City Acceptance Academy is a 6-12 public charter school operating in Birmingham, Alabama. Our school will operate five days per week from 9:00 a.m. -4:30 p.m. Our mission is to "facilitate a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a brave, LGBTQ-affirming learning environment." During the Covid-19 pandemic, many of the students who now attend Magic City Acceptance Academy were separated from traditional educational environments and lacked access to proper resources to sustain and accelerate their age-appropriate, grade level academic learning. Because many of our students matriculated from academic environments that did not provide a climate that was affirming of their diverse needs related to their cultural, social economic, gender and other lifestyle differences, they experienced trauma, isolation and rejection which may have negatively impacted their capacity to perform academically. In order to close achievement gaps and promote our students' social emotional wellness, MCAA will use the ARP ESSER funds to address our students learning loss and social emotional needs through implementation of afterschool and summer learning/enrichment programs.

MCAA implements the following academic model to address the learning needs of our students.

High-quality, Aligned Curriculum that allows for culturally-responsive adaptations;

- Project-Based Learning embedded in each content area and learning unit;
- Blended Learning, driven by excellent teachers and a world-class online platform that allows students to learn at their own pace and allows teachers to upload curriculum and lessons plans, monitor progress in real time, and make data-based decisions;
- Arts-Infused Community Projects emphasizing the a social/restorative justice theme;
- 1:1 Mentoring wherein each student has an assigned adult mentor who helps set college and career goals, regularly monitors progress towards those goals on the online platform, gives real-time feedback on next steps, and serves as a personal ally; and
- Mental and Physical Health Services using Birmingham AIDS Outreach (BAO) wrap-around resources for students.

Secondary students will participate in afterschool and summer programs based on the need to recover grades or credit needed for graduation with their assigned cohort. The afterschool program will operate for 90 minutes after the normal school day. The summer programs will operate for a specified two-week period during the summer. Students will use digital platforms such as Access Credit Recovery, the hybrid Engage NY and Eureka Math to complete coursework required for grade recovery and credit recovery, as appropriate. These programs will provide educational opportunities beyond normal school hours and afford students an opportunity to stay on track for graduation credit hours. Funds from ARP ESSER will be utilized to provide the human capital needed to provide academic support to our students beyond the school day through afterschool and summer enrichment programs. This additional learning time will enable our school to reduce the achievement gap resulting from school closures, virtual learning environments and lack of access to resources needed to sustain and accelerate their learning. These funds will be used for the additional support staff salaries.

The MCAA will ensure that evidence-based interventions are addressing the academic, social, emotional and mental health needs of all students. We will monitor the students' needs by implementing data driven CIP which aligns to 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. Students will be given additional instruction through a multi-tiered system of support with Tier II, 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. Many students who experience bullying and trauma from lack of acceptance may have attendance and truancy issues. MCAA will use PowerSchools to monitor student attendance and will utilize this data to set up a system of support for these students.

Building community partnerships has 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 the surrounding Birmingham area. These partnerships will enable us to better serve our diverse population of students. Currently, we are partnering with the Magic City Acceptance Center, the Big Brother Big Sister Program, and New Schools for Alabama to operate a charter school in which all students.\*\*\*\*(List others)

Because many of our students matriculated from academic environments that did not provide a climate that was affirming of their diverse needs related to their cultural, social economic, gender and other lifestyle differences, MCAA will purchase and implement a social emotional resilience curriculum through our Big Brother, Big Sister program which will provide mentoring services to our students who have suffered trauma due to bullying, social economic status, and other diverse issues. Through this support, our students will be empowered to be independent, resilient and thrive in a society that may lack compassion and empathy towards their needs. Additionally, our partnership with Magic City Acceptance Center will provide support for our on site Comprehensive Wellness Suite in which students will receive small group support services, skill building workshops, and social emotional support. Comprehensive skill building resources will also be utilized to remediate and support sustainable academic growth for all students.

To engage families and empower parents to successfully support the academic and social emotional needs of their child(ren), we will utilize a parent engagement platform provided by POSSIP that will enable us to assess our families needs through a Comprehensive Needs Assessment Survey. POSSIP is a multi-lingual platform used to gather real time feedback from parents, teachers, and students. In addition, MCAA will also begin hosting Parent University 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 a space to have meaningful dialogue and brainstorm solutions related to the issues that impact home and school. Topics pertaining to academic content, testing, career readiness, college preparedness, trauma, diversity and other topics pertaining to the needs of our students will be presented.

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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).

\*

MCAA recognize that students who enter our school may have adverse trauma related experiences that has resulted in behavioral issues and poor academic performance.

\*\*We will utilize the data from the Kelvin's 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.

\*\*Data from the platform Possip will provide insight on how MCAA can support parent engagement and how to implement practices and procedures that will meet the specific needs of our families. This will impact the "Parent University Session" topics

Kelvin Student Feedback platform.

Nwea Mac Growth Assessment provides universal screening, progress monitoring, and goal setting data to move every student forward in Reading & Math. This platform will allow MCAA to review student performance school wide as well as grade level to properly allocate resources to help all students succeed. Data from the Mac Growths formative & summative will drive daily instruction allowing teachers to provide more individualized learning paths that will target student's specific needs.

In addition to NWEA, data from Eureka Math and Engage New York will enable us to determine students standard mastery and deficits. Data teams will use data to provide multi- tiered support and individualized learning plans for all students.

The PowerSchool platform will provide a data driven approach by tracking student attendance daily. We will use this data to quickly address issues related to student absences and attendance. Reviewing this data in our weekly data team meeting will give teachers & staff the capacity to implement quick interventions that will have a positive impact on student academic growth, emotional wellness as well as cultivating student teacher 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, Magic City Acceptance Academy and services provided by our in-house comprehensive Wellness Suite.

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.

\*

With 2021-22 being MCAA's inaugural year, the LEA will rely on 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 closings. MCAA will also use Powerschool to track daily attendance school wide. Teachers will identify all students who have missed 2 or more days each week by submitting attendance Google Form.

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

Daily tracking of students 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. Tier 1 includes detailed prevention education for all students. Tier 2 teaches a diverse group of students a core set of 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 and coping, mental health and depression. MCAA Peer Helpers will participate in training in the comprehensive, peer-to-peer 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; to value diversity; and to be advocates for positive change and healthy choices.

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 survey's to identify students and families in need and implement a plan to distribute technology devices for students to access schoolwork from home.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	18,984.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	18,984.00
<input checked="" type="checkbox"/> Intervention C (Other)	
Interventionist	70,725.00
<b>Total Cost:</b>	<b>108,693.00</b>

### Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00  
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00  
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00  
 4120 - [300-399] (Mileage for Buses) \$4,650.00

MCAA is a charter school servicing grades 6-12 only. Funds from the ARP ESSER State Reserve for summer learning will be used to host a Summer Enrichment Camp during the summers of FY 2022, FY 2023, & FY 2024. The camp will run for two weeks for four hours for four days a week. The implementation of a summer enrichment program will address the learning loss and achievement gap due to the COVID-19 pandemic. Subjects to be covered are Literacy and Math numeracy. We will use these funds for teacher salaries (\$40.00 per hour) and benefits as well as purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to enhance learning and improve student achievement. (See attached job description). Total cost: \$18,984.00

Summer FY 2022 Budget Total-\$6328.00 (9130/010-199) 4 Teacher Salaries \$5120.00; 9130(200-299) Benefits \$1037.82; 9130(400-499) Supplies & Materials \$170.18)

Summer FY 2023 Budget Total-\$6328.00 (9130/010-199) 4 Teacher Salaries \$5120.00; 9130(200-299) Benefits \$1037.82; 9130(400-499) Supplies & Materials \$170.17)

Summer FY 2024 Budget Total-\$6328.00 (9130/010-199) 4 Teacher Salaries \$5120.00; 9130(200-299) Benefits \$1037.82; 9130(400-499) Supplies & Materials \$170.19)

### Intervention B (Comprehensive After-School Programs)

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

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

MCAA is a charter school servicing grades 6-12 only. Funds from the ARP ESSER State Reserve designated for after school programming will be used to provide salaries benefits, and materials and supplies during afterschool hours. The implementation of an afterschool program will address the learning loss and achievement gap due to the COVID-19 pandemic. The afterschool program will run for 90 minutes per day, 3 days per week, for a period of 23 weeks beginning in October and ending in April for each year until the end of FY 24. During the after school program students will participate in credit recovery opportunities and also STEM (Science, Technology, Engineering and Math) academies. We will use these funds for teacher salaries and benefits as well as purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to enhance learning and improve student achievement. (See attached job description). Total cost: \$18984.00

Afterschool FY 22 Total Budget \$6328.00 - (9130/010-199) 2 Teacher Salaries \$5175.00 ; 9130(200-299) Benefits \$ 1048.97; 9130/400-499) material and supplies \$104.03

Afterschool FY 23 Total Budget \$6328.00 - (9130/010-199) 2 Teacher Salaries \$5175.00 ; 9130(200-299) Benefits \$ 1048.97; 9130/400-499) material and supplies \$104.03

Afterschool FY 24 Total Budget \$6328.00 - (9130/010-199) 2 Teacher Salaries \$5175.00 ; 9130(200-299) Benefits \$ 1048.97; 9130/400-499) material and supplies \$104.03

### Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

MCAA is a charter school servicing grades 6-12 only. The learning loss portion of the ARP-ESSER State Reserve funding will be utilized to pay the salaries and benefits for an interventionist to push into the classroom alongside the regular classroom teacher to provide Tier II remediation and intervention in small groups to students struggling to master the state standards during the FY 2022 school year. Additionally, funds will be used to purchase materials and supplies such as practice books, teacher instructional resource books, classroom library books, pencils, manipulatives; and other supplies needed to be utilized by the interventionist and the classroom teacher to provide evidence-based instruction.

FY 22- Total budget \$ 35,362.50 (1100/010-199) .50 FTE for 1 Interventionist salary \$27,500.00; (1100/200-299) .50 benefits for 1 interventionist \$ 5,574.25; (1100-400-499) Materials and supplies \$2,288.25

FY 23- Total budget \$ 35,362.50 (1100/010-199) .50 FTE for 1 Interventionist salary \$27,500.00; (1100/200-299) .50 benefits for 1 interventionist \$ 5,574.25; (1100-400-499) Materials and supplies \$2,288.25









**SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

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

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

Magic City Acceptance Academy American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval  
Tuesday, June 28, 2022 3:49 PM  
Related Documents

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#">Summer Enrichment/After School</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">Interventionist</a>
 	Supporting Documentation #1	<a href="#">Interventionist_math</a>
 	Supporting Documentation #2	

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

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