

American Rescue Plan/ESSER III - Program Description

Agency: Multicultural Academy

2020 - 2021

Recipient Code: 81908

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

Require masking indoors per universal CDC.

Masks will be provided.

Outdoor spaces for instruction is encouraged.

Schedules to allow for increased hand washing

Increased sanitation practices consistent with CDC guidelines

Cleaning of building and property.

Cleaning of all buses. Before and after each trip.

Frequent hand washing per CDC guidelines.

Hand Sanitizer and hand washing stations are provided.

Any child that cannot wear a face covering, the Academy’s front office will be notified.

How will the use of ESSER III Funds promote equity?

Students are assessed the first month of school. NWEA data is used to determine what academic needs each child has. Data is reviewed / discussed quarterly with the staff. Students are placed in appropriate MTSS tiers.

On-line intervention programs for all students are available. Summer School and Zoom after school enrichment programs will cater to individual student needs and promote equity. Teachers are provided with Professional Development, which includes Social Emotional Learning.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,

- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),

- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),

- English learners,

- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),

- Students experiencing homelessness,

- Children and youth in foster care,

- Migratory students

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The programs that are currently being used (Lexia, Imagine Math, IXL Learning, AIMS Web, and NWEA) along with teacher instruction and para interventions. We use adaptive on-line learning platforms that cater to individual students' deficits and growth areas. The Special Education staff work with students with special needs and accommodations. The ESL Department works with migratory students and English Language Learners.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

A data-driven approach is used to determine needs of students. Frequent assessments and adaptive learning programs are used. Monitoring and assessment help identify the impact of pandemic-related learning loss. Evidence-based interventions take place, which aligned the use of ESSER III funds. Feedback received from key stakeholders allows us to identify current needs. PD for staff and school needs such as social-emotional support, support a return to in-person instruction.

How will the user of ESSER III Funds support returning students to the classroom?

The following items will support returning students to the classroom:

- Grant/Accounting Software
- 20% Targeted Instruction for Learning Loss
- Building Maintenance and Improvement
- Communication System
- PPE and Cleaning Supplies
- Classroom Furniture
- Interactive Boards
- Busses

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- Outdoor Equipment/Playground
- Books and Supplies
- Professional Development/Conferences
- Technology Director Support