

# **Birmingham City Schools Charter School Application for a 2021 Opening**

**New Charter Application #000514**

## **Magic City Acceptance Academy**

### **Submitted To:**

Birmingham City Schools  
Birmingham City Schools  
2015 Park Place North  
Birmingham, AL 35203

Phone: 205-231-4895

### **Submitted By:**

Michael Wilson

 Birmingham, Alabama 35233

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# GENERAL

## A. School Information

Open Date: **August 9, 2021**  
 Proposed Name: **Magic City Acceptance Academy**  
 School Type: **Middle / High**  
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**  
 School District: **Birmingham City**  
 Neighborhood / Community: **Lakeview**  
 Organization Type: **Non-profit Corporation**  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **205 32nd Street South Birmingham, Alabama 35233**  
 Phone: **205-322-4197**  
 Fax: **202-322-2131**  
 Web Site: **www.magiccityacceptanceacademy.org**  
 Calendar Type: **Standard - 180 instructional days**  
 Educational Service Provider: **Birmingham AIDS Outreach (None)**

## B. Primary Contact Person

Name: **Michael Vincent Wilson**  
 Mailing Address: **205 32nd Street South Birmingham, Alabama 35233**  
 Mobile Phone: **205-903-1187**  
 Alternate Phone: **205-322-4197**  
 Email: **mike@mcaa-bao.org**  
 Current Employer: **Birmingham AIDS Outreach**

## C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2022-23	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	30	30	30	30	30	30	30	30	30	30	30	30
7	30	30	30	30	30	30	30	30	30	30	30	30
8	30	30	30	30	30	30	30	30	30	30	30	30
9	40	40	40	40	40	40	40	40	40	40	40	40
10	40	40	40	40	40	40	40	40	40	40	40	40
11	40	40	40	40	40	40	40	40	40	40	40	40
12	40	40	40	40	40	40	40	40	40	40	40	40
<b>Total</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>	<b>250</b>

## D. Board Members

Name	Title	Contact Information	Current Employer
Contri, Larry Joe	Board Member	[REDACTED]	Retired
Musgrove, Karen Elizabeth	Board Chairperson	P: [REDACTED] [REDACTED]	Birmingham Aids Outreach
Sumner-Prohaska, Jennifer	Board Member	P: [REDACTED] M: [REDACTED]	United Ability
Synco, Tracee M.	Board Member	P: [REDACTED] M: [REDACTED]	University of Alabama at Birmingham, School of Health Professions

### E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Lacey, Clementine Corbin	Consultant	P: [REDACTED] M: [REDACTED]	Birmingham Aids Outreach

# EXECUTIVE SUMMARY

## 1. Executive Summary

**1. Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statements, taken together, should:

- Identify the students and community to be served; illustrate what success will look like; and align with the purposes of the state charter school law and authorizer's stated priorities for new schools.

The Magic City Acceptance Academy (MCAA) facilitates a community in which all learners are empowered to embrace education, achieve individual success, and take ownership of their future in a safe, LGBTQ-affirming learning environment.

MCAA will motivate and prepare students in grades six through twelve by providing an exceptional, innovative, and quality-driven education. MCAA's purpose is to engage students who have dropped out, are not thriving in traditional schools, or are enrolled in home-school programs. Mentors and teachers will be incorporated throughout the diverse MCAA curriculum to empower students in directing their own education. MCAA will provide a safe learning environment and LGBTQ affirming culture for all.

**2. Educational Need and Anticipated Student Population.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

BAO was founded in 1985 to provide services to persons with HIV. BAO founded The Magic City Acceptance Center (MCAC), an affirming LGBTQ youth center in 2014 in response to the growing trend of HIV cases impacting youth under 25. MCAC has served over 1,000 youth with drop-in hours, counseling/support groups, art classes, prom/homecoming, and educational/advocacy classes.

In 2016, BAO opened the Magic City Wellnes Center (MCWC) Alabama's only LGBTQ medical/mental health care facility in response to the lack of affirming LGBTQ medical/mental health care in Alabama.

Listening to the youth, MCAC staff reported a large percentage of the youth failing in school, dropping out of school, and claiming to be "home-schooled". The youth also report excessing bullying and a lack of support from school administrators and teachers. The youth arrive at MCAA, after school, with anxiety from the school day, and it is displayed through their actions including cutting, anxiety attacks, and suicide conversations.

BAO will open the MCAA in 2021 to meet the needs of 6-12 graders that are not thriving in the local school system

**3. Education Plan/School Design.** Provide an overview of the education program of the

**proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.**

MCAA will be located in Birmingham and on the same block as the Magic City Acceptance Center/Magic City Wellness Center. The MCAA building requires a complete remodel starting in the fall of 2020. The design for the MCAA is coordinated by Scott Burnett at CCR Architecture and Interiors. Burnett has assembled a group of LGBTQ youth that attend the Magic City Acceptance Center and hosted two community design sessions to design their dream school. They have discussed school features that induce anxiety and stifle creative learning opportunities. Burnett will continue to meet with the youth, integrate their ideas into the academic model of the MCAA design. The MCAA location has a place for a garden and pond for integrating hands on learning.

The design of the education model has been researched by the MCAA team. MCAA will deliver an affirming, academic experience for students in the Birmingham area, emphasizing social justice and community service through an arts-infused curriculum. MCAA will leverage the base curriculum, mentoring program, and technological platform of Summit Learning for the foundation of its program; however, MCAA will work with its partners in the community to enhance the curriculum and the educational experience with ongoing projects rooted in the arts, social justice, and community service. Case management programs will be integrated through licensed social workers, licensed professional counselors, support groups, and the existing programs at the Magic City Acceptance Center.

**4. Community Engagement. Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.**

MCAA will incorporate and recruit a diverse student enrollment, educators, staff, mentors, educational curriculum to empower students and encourage learning. MCAA will provide a 6th-12th grade school with curriculum and social programs that embrace the mission and vision of the school. We aspire to root our curriculum in the Summit Learning platform to provide the base for our faculty so they can create a cohesive personalized learning experience through project based activities in all content areas. Teachers will receive specific, ongoing training and coaching in implementing the curriculum. LGBTQ youth feel ostracized from their community so students will understand that they are important contributors to their community and through mentors, guest speakers, and an integration of community service, the students will see Birmingham as their community. Students will have an opportunity to participate in dual enrollment with local community college and university to accelerate their college studies.

We have had the great fortune to have the opportunity to work with the students who currently attend the programs offered at the Magic City Acceptance Center (MCAC) to gain their support and input in the creation of MCAA. We have also met with various groups in the community to assess support. We recently made a presentation to the board of the LGBTQ fund of the Community Foundation of Greater Birmingham. We were able to explain our purpose, vision, and mission and answer their questions. They were very supportive in their comments and voted to provide us with a letter of support.

## **Attachments**

## Section 1: Executive Summary

1.1	<a href="#">List of Board Members</a>	Lacey, Clementine Corbin, 11/30/19 4:57 PM	PDF / 24.183 KB
1.2	<a href="#">Prohaska Resume</a>	Lacey, Clementine Corbin, 11/30/19 1:05 PM	PDF / 781.09 KB
1.3	<a href="#">Contri Resume</a>	Lacey, Clementine Corbin, 11/29/19 8:06 PM	PDF / 102.682 KB
1.4	<a href="#">Synco Resume</a>	Lacey, Clementine Corbin, 11/29/19 8:06 PM	PDF / 301.848 KB
1.5	<a href="#">Musgrove Resume</a>	Lacey, Clementine Corbin, 11/29/19 8:05 PM	PDF / 67.112 KB



# EDUCATIONAL PROGRAM DESIGN AND CAPACITY

## 1. Program Overview

The spark for creating The Magic City Acceptance Academy comes from its sister organization The Magic Center Acceptance Center whose mission is as follows:

The Magic City Acceptance Center (MCAC) provides a safe, supportive and affirming space for Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ) people and their allies in Birmingham, Alabama. Through working with LGBTQ youth in the area it was determined that there was a great need for a learning space to be created that affirmed the rights and provided a vehicle for academic accomplishment for the youth served. This is envisioned as a space that is affirming and empowering while providing a rigorous curriculum that, with guidance, is self-paced and challenging.

Anchored in our mission and vision, The Magic City Acceptance will deliver a rigorous and challenging curriculum for students in grades 6-12 based on the following ideas:

- Project Based Learning
- Social Emotional Learning
- Social and Restorative Justice
- Collaboration
- Affirmation and Inclusion

Learning at Magic City Acceptance Academy (MCAA) will be project-based to ensure that students not only master content but also are able to contextualize it. The curriculum will be designed so that teachers will be able to work common themes across their classrooms. MCAA will be implementing a curriculum that aligns with Alabama State Standards in a way that ensures our students will meet baseline standards outlined by the state bolstered by rigorous academics and deeply embedded social supports.

MCAA will establish a team of teachers and leaders, including department heads, teachers from each grade and subject, and directors of academics who are responsible for ensuring our curriculum aligns with state standards as well as creating internal measures of success to ensure excellence is possible for all students at MCAA.

MCAA aims to maintain a low student-to-adult ratio with a personalized curriculum that meets the needs of each student. Content areas will be individually addressed according to required state standards but will be integrated with all content areas addressed through individual and group work surrounding “real world” project-based activities. One of our goals is to allow students to explore their roles in our local and global society through the work that they are completing.

MCAA realizes that our students will be assessed in individual content areas as mentioned above. Teachers will be referred to as facilitators and mentors assisting the students as they work through the curriculum. MCAA will capitalize on our low student-to-adult ratio by ensuring our

teachers/facilitators of learning will receive continuous, job-embedded professional development provided by Summit Learning and other professionals who can add valuable learning opportunities.

The vehicle that will assist us in the area of Project Based Learning is Summit Learning to be utilized as our learning platform. Summit learning helps schools prepare students with the skills, knowledge, and habits to lead fulfilled lives long after they graduate.

In Summit Learning classrooms, teachers deliver dynamic lessons to the whole class, small groups, or one-on-one. Recognizing that each child is unique, educators teach in ways that ensure each student gains knowledge and develops lifelong learning skills on the timeline and in the ways that they learn best.

Students learn from teachers through whole group instruction, small group sessions, and one-on-one time. With hands-on projects and group learning, teachers show students how to apply lifelong skills — such as collaborating with a team, interpreting data and presenting persuasive arguments.

When completing work independently, students access a range of additional helpful resources through the Summit Learning platform — it's like having a library at their fingertips. By studying in different ways, students gain a self awareness about how they learn best. Teachers guide students to build habits -- like curiosity, resilience, and a sense of purpose -- that help them thrive throughout their lives.

In addition to classroom instruction, teachers also mentor students during dedicated weekly one-on-one meetings. With their mentors, students set long- and short-term goals, and discuss both their academic and emotional experiences while working toward these goals. Mentoring sessions build strong relationships between students and their mentors. Together, they celebrate successes, discuss reasons for roadblocks, and talk about areas of learning opportunity.

We believe that students need to be in school to learn, therefore we will utilize a discipline policy based on the principles of social and emotional justice. These ideas allow for students to be present, while recognizing, that mistakes will be made but that the importance of the realization of why and how the mistakes were made and what corrective actions should be taken are far more important than standard punitive consequences. We are about teaching and learning and not about imposing punitive, unchangeable consequences. Ideas that will make our learning community and greater community better are the ideas that we internalize and the ideas that make a difference in society.

Collaborative activities, by nature produce the most impactful results. As students work through projects they will not only learn valuable academic content area information, but they will learn strengths and weaknesses and see where they may have a weakness, there are others that can teach them through the process or process needed to get to the desired result.

## **Attachments**

### **Section 1: Program Overview**

– No Attachments –

## **2. Curriculum and Instructional Design**

Learning at Magic City Acceptance Academy (MCAA) will be project-based to ensure that students not only master content but also are able to contextualize it. The curriculum will be designed so that teachers will be able to work common themes across their classrooms. MCAA will be implementing a curriculum that aligns with Alabama State Standards in a way that ensures our students will meet baseline standards outlined by the state bolstered by rigorous academics and deeply embedded social supports. MCAA will establish a team of teachers and leaders, including department heads, teachers from each grade and subject, and directors of academics who are responsible for ensuring our curriculum aligns with state standards as well as creating internal measures of success to ensure excellence is possible for all students at MCAA. MCAA aims to have a low student-to-adult ratio with a personalized curriculum that meets the needs of each student.

Content areas will be individually addressed according to required state standards but will be integrated with all content areas addressed through individual and group work surrounding “real world” project-based activities. One of our goals is to allow students to explore their roles in our local and global society through the work that they are completing. MCAA realizes that our students will be assessed in individual content areas as mentioned above. Teachers will be referred to as facilitators and mentors assisting the students as they work through the curriculum. MCAA will capitalize on our low student-to-adult ratio by ensuring our teachers/facilitators of learning will receive continuous, job-embedded professional development provided by Summit Learning and other professionals who can add valuable learning opportunities.

Our focus for our middle school students will be to make sure they are well on their way to meeting grade level standards by the end of 8th grade so they are then prepared for the rigor and pace of high school. MCAA will prepare our middle school facilitators to be able to teach 6th and 8th grade materials to allow for flexibility as well as knowledge of the standards our students are striving to reach and where they will be starting from to get there. Our staff will provide the support our students need to reach the goals we have collaboratively set for them. Once students transition into high school they will have freedom empowering them to curate their class schedules. Students will spend 9th and 10th grade fulfilling their math and science requirements with flexibility coming in once students have completed the core requirements.

MCAA will also offer a variety of AP science, social studies, ELA and math courses for Juniors and Seniors. Students will truly be able to exercise flexibility with their ELA and social studies curriculum. After 9th grade, students will be able to focus each semester on a specific type of literature or history. Teachers will be encouraged to develop courses that speak to their strong suits and interests which will allow optimum investment from teachers to help students achieve state standards in a new and exciting way.

We will utilize a personalized and project-based approach to learning through the use of the Summit Learning platform. The Summit Learning Program started off as a small pilot at Summit Public Schools with only 19 schools in 2015. Today, it serves more than 380 schools, nearly 3,800 educators, and more than 72,000 students across the U.S. This community continues to grow - as does the team working in support of it. We believe the Program is ready to succeed as its own nonprofit organization, beginning in 2019-20 school year.

We have observed Summit Learning in practice at Pike Road High School in Pike Road, Alabama.

Summit Learning focuses on cognitive skills that are essential and transferable life-long skills in the area of literacy, such as questioning, researching, identifying patterns and relationships and

speaking and listening. Summit Learning and MCAA believe these skills are extremely valuable to our students and will ensure that they are assessed in a manner that is transparent and accountable to all parties involved.

Summit Learning is organized around three basic pillars. The first is mentorship where teachers serve not only as facilitators, but as individual student mentors. This is accomplished with specific time set aside for one-on-one meeting with the student and their mentor. This allows students to get individual support to align their daily actions with their long-term individual goals.

The second pillar involves the utilization of real-world projects in student work. Students spend most of their time working with teachers and classmates on rich, real-world projects. Through these content-embedded projects students will master the standards as they share their ideas on relevant topics that really matter to them and impact on their lives.

Students will demonstrate, through their work in the Summit Learning platform, three major outcomes. The first is in the area of cognitive skills which are essential and lifelong skills. The second is in the area of content knowledge where they will demonstrate an understanding and application of fundamental content. Finally they will demonstrate habits of success which are mindsets and behaviors that support well-being.

The final pillar is the use of individualized pathways or self-directed learning time. The students are allowed to take direct control of the content while collaborating with other students and teachers. The students are allowed to set goals, with mentor consultation, and progress through content via individualized playlists, consuming content in ways that they learn best. This allows for a more relevant and direct internalization of content.

Math will be addressed in a way that will give students a deeper understanding of mathematical concepts. The units in Summit Learning consist of a collection of backwards-planned, carefully-crafted, cognitively-rigorous rich math tasks. Students will participate in units that require them to engage in the problem-solving process. The units are facilitated by the teacher and will continue to utilize some project-based activities. Mathematical skills are the driving force behind each of the units.

MCAA will utilize the Cognitive Skills Rubric that is built into the learning platform. The rubric was developed in cooperation with the Stanford Center for Learning and Equity (SCALE) team at Stanford University and is also based on prior work at the Buck Institute in the area of cognitive skills analysis. We will also utilize the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment which will be given each Fall and Spring as a check on student progress. This assessment gives teachers a clear window into their students' progress and growth. This will assist everyone with checking their goals and refining individual learning plans

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of skills that are necessary for college and career readiness. Cognitive skills are interdisciplinary skills that require higher-order thinking and application, such as Making Connections, and Inferences and Evaluating Arguments. The rubric includes 36 skills and 8 score levels applicable to students in grades 3 through 12. Through Summit Learning, students practice and develop Cognitive Skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. The rubric is divided into the following areas:

It is essential that students demonstrate proficiency in the following three outcomes; Cognitive Skills, Content Knowledge, and Habits of Success. Cognitive Skills are considered to be essential and lifelong skills, Content Knowledge is the understanding and application of fundamental content, and Habits of Success are considered to be mindsets and behaviors that support lifelong well-being. Each lesson is anchored through the establishment of Smart Goals by individual students. These goals must meet the following criteria:

1. Specific - What do you want to accomplish
2. Measurable - How will I measure achievement of my goal?
3. Achievable - What are the specific steps to reach my goal?
4. Relevant - How does this goal relate to my long-term goals and interests?
5. Time-Based - When do I want to complete my goal.

Students will begin by reading a Focus area of Information and then taking a diagnostic assessment based on the content. If it is determined that they did well, they can continue by taking the assessment for learning. If the student passes the assessment they are then asked to reflect on the learning. If a student does not pass the diagnostic assessment or feels that they did not do well they begin by identifying missed learning objectives and key items. This is followed by setting Smart Goals and the formulation of a study plan. They will complete the unit by completing a "learn and check" of understanding.

Students are guided through the process by completing and following a focus area checklist. This process begins with reflection through a look at the individual's performance on the diagnostic assessment and the listing of objectives that were not passed. The student must then formulate a SMART goal for the specific Focus Area that is Specific, Measurable, Aspirational, Realistic and Timely. The goal must then be entered into the Platform. The student will then create a plan with action steps that will lead them to accomplish their goal. This is followed by the creation of a graphic organizer based on the objectives where the student takes notes in their own words. They will take a check for understanding and then summarize each objective.

Finally, students will be asked to show and reflect. During this process the student must show that they have taken and passed all assessments related to the specific focus/content area. They are then asked to reflect on their work habits and study methods. If they should not pass the assessment they are asked to review the results with their mentor/teacher and discuss the objectives that were not mastered. They will then begin the process again and attempt to master the focus/content area.

The approach to the academics at MCAA will be grounded in the Summit Learning platform utilizing the following guiding principles in the Summit Cognitive Skills Rubric:

1. Textual Analysis (close reading) - Theme/central idea, point of view/purpose, development, structure and word choice.
2. Using Sources - Selecting relevant sources, contextualizing sources, synthesizing multiple sources.
3. Inquiry - Asking questions, defining a design problem, predicting/hypothesizing, planning, and carrying out investigations.
4. Analysis and Synthesis - Organizing and representing information, identifying patterns and

relationships, comparing and contrasting, modeling, interpreting data/info to make valid claims, evaluating competing design solutions, evaluating arguments, designing solutions, and constructing and evidence-based explanation.

5. Composing/Writing - Argumentative claim, informational/explanatory thesis, narrative, selection of evidence, explanation of evidence, integration of evidence, organization (transition, cohesion, structure) and the introduction and conclusion.
6. Listening and Speaking - Contributing to evidence-based discussions, norms/active listening.
7. Products and Presentations - Oral presentation, multimedia communications, and communicating accurately and precisely.

Note: This rubric was developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE) and is aligned to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the C3 Social Studies Framework.

### Social and Emotional Learning (SEL)

According to the organization Collaborative for Academic, Social, and Emotional Learning (CASEL), a systematic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment along with evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. We share this idea of practice at MCAA and will work to ensure that students follow a framework that leads them to better understand themselves and the world around them.

Noting the thought that Social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our target student population, are having a multitude of issues with some of the specifics outlined in this definition therefore MCAA will have direct access to specific “wrap around” services that will cater to the needs of our student population. This will include, but not be limited to, trained teachers and staff, mentors, counselors, social workers, legal professionals and health professionals.

Students who are emotionally and socially stable are more likely to be successful academically. In an article for Edutopia dated June 2017 Vanessa Vega asserted that researchers have documented the importance of caring teacher-student and student-student relationships in fostering students' commitment to school and in promoting academic success (e.g. Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011). Safe and orderly environments that encourage and reinforce positive classroom behavior have been identified by research as one of the necessary conditions for academic achievement (Marzano, 2003).

We also believe strongly in an approach to academics, as well as in other areas, in the inclusion of a culturally responsive approach to teaching. A 2017 national survey of LGBTQ students from the Gay Lesbian Straight Education Network (GLSEN) paints the picture: When polled, only one in five LGBTQ students reported that they were taught positive presentations of LGBTQ people, history, or events in their classes; and more than half (64.8 percent) of students reported that they did not have access to information about LGBTQ-related topics in their school library, through the internet on school computers, or in their textbooks or other assigned readings. At the same time,

over a quarter of students (25.9 percent) said their administration was very or somewhat unsupportive of LGBTQ students; and 42.3 percent said they would be somewhat or very uncomfortable talking with a teacher. Because the National Center for Education Statistics (NCES) does not report on gender and sexuality in schools, self-reported data from the GLSEN survey is the most robust information available. (Sabia Prescott, 2019)

## Attachments

### Section 2: Curriculum and Instructional Design

2.1	<a href="#">Alabama Course of Study for English Language Arts</a>	Wilson, Michael, 11/30/19 3:24 PM	PDF / 3.317 MB
2.2	<a href="#">Alabama Course of Study for Mathematics</a>	Wilson, Michael, 11/30/19 3:24 PM	PDF / 2.501 MB
2.3	<a href="#">Skills Document</a>	Wilson, Michael, 11/29/19 7:45 PM	PDF / 136.817 KB
2.4	<a href="#">6th Grade ELA Scope and Sequence</a>	Wilson, Michael, 11/29/19 6:59 PM	PDF / 169.104 KB
2.5	<a href="#">10th Grade Geometry Scope and Sequence</a>	Wilson, Michael, 11/29/19 6:58 PM	PDF / 141.604 KB

## 3. Student Performance Standards

### 1. Describe the student performance standards for the school as a whole.

Student success at Magic City Acceptance Academy will look at the whole child. We want to make sure that students are not only doing well academically, but also emotionally, physically, and socially. Paul Tough (2012) explains how noncognitive skills are equally as important to a child's ability to succeed. We agree with Tough's insight and want to help our students hone in on those noncognitive abilities he focuses on such as grit and curiosity that are so integral to academic success. The governing body of faculty and administration who is responsible for building the curriculum will also be responsible for building a metric to measure student success. This metric will look at the whole child from 6th-12th grade inside and outside of the classroom. This team should also be responsible for ensuring all teachers are able to evaluate their mentees and classroom students on academic performance as well as character growth using these metrics. Through consistent student and teacher evaluation we will be able to have a deep look into how things are going in our school and will allow for monthly assessments of our program as a whole.

In alignment with Summit Learning, students will be assessed in three main areas: Cognitive Skills, Concepts, and Focus Areas.

#### Overview of Education Program

The education program model has been developed to illustrate the relationship between the core

components of the academic model. The academic model includes the following elements:

- A. High Quality Teachers
- B. Collaborative Culture
- C. Strong Math Program
- D. Strong Literacy Program
- E. Strong Social-Emotional Learning Program
- F. Comprehensive Response to Intervention System
- G. Integrated Curricula/STEAM
- H. Project-Based Learning

The foundation of the Magic City Acceptance Academy academic model is built on attracting high-quality teachers. A focus on recruiting, hiring, and retaining high-quality teachers is key to ensuring every student's academic and social-emotional growth. A critical piece of the model will be to provide professional development for teachers to continue their learning. Teachers will engage in Professional Learning Communities (PLC) and the school culture and climate will be intentionally created to foster a collaborative culture of adult learning. Professional Learning Communities center around four pillars: mission, vision, values and goals. Through this lens teacher teams stay grounded in both short-term and long-term continuous improvement. In their Professional Learning Communities, teacher teams will work together on implementing four foundational components of the MCAA academic program (Strong Literacy, Strong Math, Strong Social-Emotional Learning, and a Comprehensive RTI system).

Our philosophy of continuous improvement requires us to plan, execute (do), monitor (check), and adopt (adjust) so that our beliefs are put in action. We link all decisions and all results to students' success. Thus, the goals for teachers, administrators, staff members, and the governing board will link directly to our students' performance goals. Additionally, The Magic City Acceptance Academy will ensure all of the organization's goals are associated to the goals we set for our students.

The Magic City Acceptance Academy faculty and staff will continuously review student data to improve student outcomes. The ultimate goal is to exceed local and state standards. We will first ensure that students are meeting the grade level expectations detailed in the Alabama College & CareerReadiness Standards (ACCRS); students will meet these performance goals set forth by the Alabama State Department of Education. Additionally, our students will meet these standards and eventually, will surpass them. Additionally, The Magic City Acceptance Academy will achieve the following specific goals;

Goal 1: Magic City Acceptance Academy students will Meet or Exceed Proficiency (Level III + IV) in ELA on the ACAP or comparable test.

#### Metrics

- Grade 6-12: At least 50 percent more of all students will meet or exceed proficiency in the area of ELA than among their counterparts in the Jefferson County.
- Grades 6-12: Students with disabilities will meet or exceed proficiency in ELA compared to



their counterparts in the Jefferson County.

Goal 2: Magic City Acceptance Academy students will Achieve Mastery in The Area of Math to Meet or Exceed Proficiency (Level III + IV) on ACAP/or other test and ACT Quality Core End-of-Course Assessments.

Metrics

- Grades 6-12: At least 50 percent more of all students will meet or exceed proficiency in Math than among their counterparts in Jefferson County.
- Grades 6-12: Students with disabilities will meet or exceed proficiency in Math compared to their counterparts in the Jefferson County.
- Algebra I EOC: At least 50 percent more of all scholars will meet or exceed proficiency in the area of Algebra I than among their counterparts in Jefferson County.

Goal 3: Magic City Acceptance Academy students will Achieve Mastery of Skills in the Area of Science to Meet or Exceed Proficiency (Level III + IV) on ACAP or other comparable.

Metrics

- Grades 7 & 10: at least 50 percent more of all scholars will meet or exceed proficiency in Science than among their counterparts in Jefferson County.

Goal 4: The Magic City Acceptance Academy students will show growth in their academic performance as measured by ACAP and other required assessments.

Metrics

- Grades 6-12: NWEA-MAP results will show gain from year to year.

Goal 5: Magic City Acceptance Academy students will participate in a project(s) to demonstrate their understanding of scientific process.

Metrics

- Grades 6-12: By the end of 3rd year, 50% of students will complete at least one science project.
- Grades 6-12: By the end of 5th year, 75% of students will complete at least one science project.

Goal 6: Magic City Acceptance Academy students will have higher daily attendance average than other Jefferson County Schools.

Metrics

- Grade 6-12: Each year, the school will maintain a daily attendance average rate higher than the average at local counterpart schools.

Goal 7: Magic City Acceptance Academy students will participate in extra-curricular and volunteer activities.

Metrics

- Grade 6-12: By the end of third year 50% or students will participate in at least one after school club.
- Grades 9-12: Students will complete at least 100-hour community volunteer hours to graduate.

Magic City Acceptance Academy will use the Alabama College and Career Ready Standards for Grades 6-12. The Alabama State Board of Education approves these standards. All teachers will use State of Alabama Courses of Study to develop and deliver all courses. All of the curriculum will be aligned to Alabama College and Career Ready Standards. The use of the Alabama College and Career Standards will ensure students are prepared to perform well on the ACT as a part of Alabama’s testing and accountability system.

## Attachments

### Section 3: Student Performance Standards

3.1 <a href="#">Attachement 5 Exit Standards</a>	Wilson, Michael, 11/29/19 7:00 PM	PDF / 1.352 MB
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## 4. High School Graduation Requirements (High Schools Only)

**1. Describe how students will earn credits, what the schools course offerings will consist of, and what electives will be offered. Alabama State Department of Education (ALSDE) has guidelines for official transcripts for all schools; describe any changes or differences you are proposing. If graduation requirements for the school will exceed Alabama State Standards, explain the additional requirements.**

At Magic City Acceptance Academy, students will earn a half credit for any semester-long courses and a whole credit for a year-long course as long as the minimum required grade was achieved. Students earn credits when they have a minimum of 70% average and meet the attendance requirement for the state. Grade Point Average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. All semester grades for courses attempted will count toward a student’s GPA. Weighted GPA is used to determine class rank. Unweighted GPA is used for admission to most colleges and universities, and for scholarships at in-state schools.

### Grading Scale & Course Weight

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Letter Grade	A	B	C	D	F
Grade Range	90-100	80-89	70-79	60-69	69-Below
Advanced Placement (AP) Dual Credit (DC)	5	4	3	2	0
Pre AP	4.5	3.5	2.5	1.5	0
On Level Course	4	3	2	1	0

**Academic Achievement Record (high school transcript) will consist of:**

- All completed course-work
- Numeric and Letter Grades
- Grade Point Average (GPA)
- State Test Scores
- AP and Dual Credits

**2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).**

At Magic City Acceptance Academy, college and career readiness is important to the students' high school graduation. Students involved in project-based learning will be able to see the relevance and applicability of what they are learning in the classroom. Additionally, our Summit Learning approach will give more access to low income minority students in those fields. This opportunity will increase the overall success at the college level on any field. Students will be encouraged to take college courses before graduation. In addition to the students meeting the Alabama graduation requirements every student will have the opportunity to explore a career, take AP courses, and college courses as part of their instructional day. This college course taking experience will inspire students to reach their highest potential and prepare them for postsecondary success. Magic City Acceptance Academy college guidance team is going to encourage students to enroll in postsecondary technical or academic dual enrollment courses, AP courses, or industry apprenticeship programs before graduation. It will be the explicit expectation of the school that students will have enrolled in at least one postsecondary related course before graduation.

**3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.**

The Magic City Acceptance Academy will start the college transition starting from early high school grade levels. In the 8th, students will be developing individualized graduation plan with their college and career counselors. During these meetings, counselors will help at risk students to design their pathways to college and career. MCAA will ensure that at-risk students meet with success in college or career.

**Guidance Counselor:** A guidance counselor, teachers, and mentors (every student is assigned a faculty mentor) will be available to support students throughout the college application process. They will monitor individual student's attendance, academic progress, Dual credit enrollments, college and scholarship applications.

**Extended Hours:** Magic City Acceptance Academy teachers and college guidance counselors will be on campus from 8:00am- 5:00pm to offer support as needed.

**Intervention:** Based on the students' benchmark, unit or short term assessments students will be attending mandatory intervention during daily LMI periods. Identifying and addressing the needs of the at risk students will give assurance to students' success on all academic areas.

**MCAA Ready:** Students in the Magic City Acceptance Academy will have extra support of a College and career seminars where students can receive a variety of personal and youth development supports and life skills management services for students, including but not limited to: outreach and student recruitment, orientation and engagement, individual and family counseling and referrals, case management, extracurricular activities, youth leadership development, academic support and tutoring, college exploration and advisement, preparation for employment, employment placement, and support and guidance for planning for postsecondary experiences.

## **Attachments**

### **Section 4: High School Graduation Requirements (High Schools Only)**

– No Attachments –

## **5. School Calendar and Schedule**

**1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In Attachment 6 , provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.**

The number of school days for students, in the calendar will be 180. Teachers will work 187 days for teachers that will include days designated for professional development. The school year will be divided into four quarters and each quarter will have approximately 45 days. After each quarter, report cards will be sent home and parent/teacher conferences will be scheduled within a week in order to give an opportunity for parents to discuss their childrens' progress and as a way to increase parental involvement. Calendar attached

**2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in Attachment 7 , a sample daily and weekly schedule for each division of the school.**

All classes will meet on Mondays with a Block schedule for the remainder of the week. Classes will begin at 9:00 a.m. and end at 4:15 p.m.. This allows for 6.06 instructional hours daily including mentoring. MCAA will be open at least an hour before school and after school for programs such as intervention, club meetings, and extracurricular activities. Our schedule provides for the needs of our students by providing sufficient time in all core content areas to develop and implement PBL to the fullest extent. Our schedule also allows for the following;

- Mentoring
- PLC for teachers and staff
- Professional development
- Collaborative projects
- Parent meetings
- Teacher planning

Attached is an example daily schedule.

## Attachments

### Section 5: School Calendar and Schedule

5.1	<a href="#">Attachment 7 MCAA Daily Schedule</a>	Lacey, Clementine Corbin, 11/29/19 4:58 PM	PDF / 47.889 KB
5.2	<a href="#">Attachment 6 MCAA Year Calendar</a>	Lacey, Clementine Corbin, 11/29/19 4:46 PM	PDF / 78.815 KB

## 6. School Culture

**1. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.**

MCAA will incorporate and recruit a diverse student enrollment, educators, staff, mentors, educational curriculum to empower students and encourage learning. MCAA will provide a 6th-12th grade school with curriculum and social programs that embrace the mission and vision of the school. We aspire to root our curriculum in the Summit Learning platform to provide the base for our faculty so they can create a cohesive personalized learning experience through project based activities in all content areas. Teachers will receive specific, ongoing job-embedded training and coaching in implementing the curriculum. Many of the MCAC youth feel ostracized from their community so students will understand that they are important contributors to their community and through mentors, guest speakers, and an integration of community service, the students will see Birmingham as their community. Students will also have an opportunity to participate in dual enrollment with local junior college and university to accelerate their college studies.

The school culture of MCAA will be LGBTQ affirming, where each student is empowered to succeed and build their path to success. Teachers, mentors, licensed board social workers and counselors will surround the students wrap around services to handle behavior and emotional issues. Students will also have access to medical, and legal services.. MCAA understands that many of the students will come to us with a history of being bullied, a social anxiety and depression diagnosis, and anger management issues that could result in undesirable behavior. MCAA staff and programs for wrap around services include licensed board social workers, integrated MCAC after school programs, mentors, counseling, support groups, and art classes.

Behavior management is an area that will be addressed school-wide with guidelines that will be set to insure the safety and security for all students. There are numerous models in the literature, but we will take a more holistic approach to issues by communicating regularly with the students and parents. MCAA administration will be present and visible, interacting with students and teachers daily. The visibility and the communication of a warm and caring atmosphere typically eliminates most, but not all behavioral issues.

MCAA will empower students to resolve conflicts on their own and in small groups as the principles of restorative justice. Using the lessons of restorative justice, MCAA will encourage communication between the students and give opportunities to come together in peer-mediated small groups to talk, ask questions, and air their grievances.

**2. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.**

Students with special needs, English Language Learners, and students at risk of academic failure will be fully supported in our academic model and within our community. Further details can be found throughout the application, but concerning culture we believe all MCAA students will play a crucial role in building and maintaining our school culture. We will strive to empower all students in our community.

**3. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operations.**

Sarah is a 9th grade student at Magic City Acceptance Academy. It is October of her first year at MCAA and she is really enjoying settling into the rhythm of things at her new school. Sarah's pronouns are she/her/hers and she identifies as a cisgender female. Sarah has a brother, Daniel, who is in 11th grade at MCAA. Daniel's pronouns are he/him/his and he identifies as a transgender male. Sarah was apprehensive about starting high school in a completely new place, but after seeing how excited her brother was to be able to turn his afternoons at the Magic City Acceptance Academy into his everyday school experience, she knew she would also be able to excel in this affirming environment. Sarah and Daniel live in Crestwood with their parents who are

grateful to have a nearby school that fits the needs of both of their children and that openly involves them in their education.

Since it is a Tuesday, Sarah will visit half of her classes today. One of the coolest things about her time at MCAA is that she gets to be in control of her learning through the Summit Learning platform. Sarah is surrounded by classmates her are also learning the ins and outs of a rigorous project-based learning curriculum, everyone is energized by the dedicated faculty who are so well-versed in the platform and able to help students no matter what point they are at.

Sarah arrived at 7:30am this morning, as her and her brother do most days, so her mom would have plenty of time to drop them off on her way to work. Sarah loves getting to school early because she has time to catch up on her homework or get ahead on her schoolwork for the day. Classes do not begin until 9:00am so Sarah is also able to hang out with some of her friends as they arrive before the day begins.

Sarah begins her day in Spanish II. Sarah had a great basis of Spanish coming into MCAA so she was placed in a class that has a mix of students from 9th-12th grade. Sarah's Spanish class is taught completely in Spanish which gives her the opportunity to really work with the language. The work she finds built into her Summit platform is accessible, but challenging, giving her the opportunity to grow at her own pace and really master the material before moving on. Sarah practices verb conjugations with a small group before taking her assessment for that section.

As the bell rings for morning break, Sarah remembers she has an Gay-Straight Alliance meeting today to plan for the upcoming workshop they are hosting. Sarah joined the GSA as an ally to learn how to be a supportive member of the MCAA community, especially to her LGBTQ peers.

After this quick meeting, Sarah is excited for the upcoming workshop but knows its now time to Focus on ELA. Her class is currently working on a Defining Self project that begins with looking at how others talk about themselves in a variety of ways, digging into the texts, and ultimately coming up with individual narratives. Sarah chose to begin her investigation by reading Michelle Obama's autobiography, "Becoming." She wrapped up reading the book this weekend and will be using some of her class time today to analyze Mrs. Obama's text. Sarah's ELA teacher left a comment on what she had been doing so far letting her know she is on the right track, but to not forget to cite specific examples from the book.

Sarah leaves class heading into LMI. Upperclass students eat lunch 2nd, Sarah does not have a scheduled session with her mentor today, and she does not currently need any academic interventions so she decides to go say hello to her brother. Sarah knows Daniel is probably lingering in his Algebra II class because he has been working to catch up to his peers. Daniel wants to be an engineer so he is working to end the year by completing Pre-Calculus so he can spend his senior year in AP Calculus. The individualization that Summit Learning allows means that Daniel will be able to do this with the right focus and support from his teacher as well. Sarah looks into the classroom and sees Daniel is definitely hard at work, she peeks her head in to ask him where he plans to eat lunch so she can meet up with him later.

Sarah ultimately settles down with a few classmates outside in the courtyard. The weather is finally cooling off so they are happy to sit outside and talk about their days until it is time for them to eat. Lunch means a few options from the cafeteria which is catered by a local company. There is a daily salad bar in addition to the main meal provided. Sarah finds her brother in the lunchline and they end up sitting together with a few of their mutual friends.

After lunch, Sarah goes to Biology where there will be a lab today. Sarah is learning about the scientific process and is a little nervous about the lab today. She mentioned to her teacher she was nervous about the lab yesterday and as she settles into class notices that her teacher left a

note in her student portal to let her know she would be available for all questions during the lab and not to worry! Sure enough the lab goes well and Sarah is excited to come back again in a few weeks. MCAA faculty collaborate to make sure all science classes have equal access to the lab since there is only one on campus for the time being.

Afternoon break reminds Sarah she is about to be in her favorite class of the day! Accessible Arts is one of MCAA's classes that does not live in the Summit Learning Platform, but instead lives with the community surrounding the school! MCAA partners with local artists, makers, and entrepreneurs to bring art to life for MCAA students. Some days Sarah gets to walk with her class to Pepper Place and learn from the folks at Yellowhammer Creative, other days makers from MakeBHM come over to teach a class, and some of the best days in Accessible Arts is when staff from BAO, MCWC, or MCAA guest teach a class. Sarah loves the collaborative nature of the whole class and sees how it ties into aspects from each of her classes.

At the last bell Sarah doesn't rush out the door, she wants to work on her portion for the GSA Workshop. Since Sarah didn't see her mentor, Mr. Thomas, today she decides to see if he is still in his classroom. Sure enough, he is in there with a few other students wrapping up from the day. Sarah asks if she can work in there until she gets picked up and he tells her of course. She settles into a chair near an outlet to plug in her laptop. She puts her headphones in and tells her mom to call her whenever she is there to pick them up. School doesn't close for the day until 6:00, students and parents alike appreciate this flexibility.

#### **4. Describe a typical day for a teacher in a grade that will be served in your first year of operation.**

Mr. Thomas has been teaching high school English for 20 years. He loves helping students expand their worldview through literature and teaching students how to put their thoughts into words. Mr. Thomas knew he wanted to find a way to work at MCAA the minute he heard about it many months ago. He was very comfortable in the school he had been at for years, but there was something he was growing more and more uncomfortable with, only his very closest colleagues knew he was gay and Mr. Thomas was terrified of the repercussions that would come his way if he ever came out to his school community in such a socially conservative community.

Mr. Thomas arrives on campus a little after 8:00am this Tuesday morning. After so many years of early mornings he was thrilled to learn MCAA would be operating on a delayed start time. This gave Mr. Thomas the time he needed to look over his lesson plans for the day. Summit Learning is a new platform for Mr. Thomas, but he has been utilizing project based learning for year. He has found that the platform has really given him a solid foundation to then be able to refine his teaching techniques and approaches.

Mr. Thomas' day starts with his Senior Seminar which is a challenge he loves. Seeing his seniors wrapping up their varied high school careers together at MCAA is so rewarding to him. Many of Mr. Thomas' students came to MCAA from less than ideal circumstances and because of this came to his class with vastly differing skill sets. Mr. Thomas is able to differentiate his instruction so that he can help his students succeed across levels. He loves being able to teach texts representing traditionally oppressed voices and seeing his students thrive with this incredibly necessary voices.

After the bell rings, Mr. Thomas transitions to his Planning Period where he can collaborate with other 12th grade teachers as well as other English teachers. This collaboration is crucial to the success of MCAA students and faculty and is different than any other school Mr. Thomas has taught at before. He is constantly reinvigorated by the creativity and dedication of his peers.

Mr. Thomas has two mentee meetings during LMI today. His first meeting is with a senior named



Marcus. Marcus came from a school environment where he was constantly bullied and never believe he would be academically or socially successful in school. Marcus is already finding his way at MCAA and seeing that college is actually an option for him which he never imagines. Mr. Thomas has encouraged Marcus to investigate local community college options to help him transition to life after high school and is very proud of all he has accomplished so far this year. Cynthia is Mr. Thomas' second mentee meeting today. Cynthia is having a rocky time adjusting to life as a sophomore at MCAA. Academically she is keeping up, but socially she has not found her group of friends yet. Today Cynthia tells Mr. Thomas she took his advice and has gone to drop-in hours at the Magic City Acceptance Center a few times since she last saw him. She has met 2 new friends, an MCAA student and a BCS student who are helping her find her way. Mr. Thomas is so glad he can support his group of mentees as they grow in and around MCAA.

Mr. Thomas takes his lunch in his classroom to prep for his last two blocks of the day, both 10th grade ELA. Mr. Thomas is enjoying working with his 10th grade students as they really hone their research and writing skills in his class. Cynthia is in Mr. Thomas' last class of the day and he truly sees a renewed sense of confidence in her as she participates with his lesson.

Mr. Thomas sticks around after school to wrap up his day and allow space and support for any students who may come by. Another mentee he has not seen today, Sarah, stops by to say hi and finish some work in his room. She puts on her headphones and dutifully gets to work, Mr. Thomas is proud to provide space for his students and is so excited to be part of the MCAA community. The heartbeat of the school is already so strong just a few months in and he knows it is a rhythm that will only grow stronger in time.

## Attachments

### Section 6: School Culture

– No Attachments –

## 7. Supplemental Programming

**1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?**

Summer school will be offered on an as needed basis for students who have any uncompleted projects at the end of the school year. Summer school will be accessible during June and at a minimum, we will have one staff member from each department present. Students will be self-directed at this time as the complete outstanding projects with faculty present to provide support as needed. Summer school will be complete for each student upon satisfactory completion of all required projects.

**2. Describe the extra- or co-curricular activities or programming the school will deliver, how often they will occur, and how they will be funded.**

Magic City Acceptance Academy will offer space for students and faculty to create programs, clubs, and activities as we see fit. Upon opening we will provide frameworks for a Student Government Association, Gay-Straight Alliance, and Black Student Union. We plan to partner with organizations who have long standing relationships with Birmingham City Schools such as Jones

Valley Teaching Farm and SpeakFirst Middle School Debate. We will also facilitate relationships with other neighborhood schools and facilities to support sports and other extracurricular facilities.

**3. Describe the programs or strategies to address student mental, emotional, and social development and health. 4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.**

Magic City Acceptance Academy will have dedicated social workers and counselors and students will also have open access to the Magic City Acceptance Center and the Magic City Wellness Center for a wide variety of social, emotional, and physical health supports. In addition to these systems, one key feature of MCAA is our mentor system which will be where our main stakeholders (students, parents, and teachers) connect with our mission in mind of facilitating a community where all learners are empowered. Teachers will have 15-18 students in their mentor groups and students will meet with their mentors at least once every two weeks during their LMI period. Teachers will be available during morning and afternoon break as well if students need further individualized attention. During each meeting students will fill out self-evaluation forms and the mentor will facilitate a discussion on how things are going in school with a specific focus on discerning if any larger issues are coming to light.

Mentors will be responsible for updating parents on their child's performance on a biweekly basis through a phone call or video-call platform such as Skype (during their planning time). There will be a strict model in place for how these conversations go so that they are productive and efficient. This effort helps sustain this culture of trust and high expectations among all parties. At the same time, teachers will also be able to have a well-rounded and consistent view of what is going on in the students' home lives.

Merseth (2009) depicts a similar student support model at The MATCH Charter Public High School in Boston that has seen great success. Our model will not include the tutor aspect that is unique to MATCH, but will dutifully replicate MATCH's consistent communication with students and parents. We want to hold students responsible for their education but also give them the added benefit of substantial adult support to help achieve that goal.

References:

Merseth, K. et al. (2009). *Inside urban charter schools: Promising practices and strategies in five high-performing schools*. Cambridge, MA: Harvard Education Press.

## Attachments

### Section 7: Supplemental Programming

– No Attachments –

## 8. Special Populations and At-Risk Students

Special Populations and At-Risk Students (4500 Words)

Overarching Standard/Criteria: Compelling evidence of how the school will directly and consistently ensure that it hires licensed, endorsed, experienced, and well-qualified special

educators pursuant to law and how it will ensure compliance with applicable laws and regulations.

Preference: The Commission prefers applications that employ proven methods for educating at-risk students or students with special needs.

Evidence needed for addressing the overarching standard:

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to successfully serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

### Special Populations and At-Risk Students

It is the intention of the Magic City Acceptance Academy (MCAA) to comply with all federal and state laws, regulations, and guidelines in the education and identification of students with disabilities. This includes the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. MCAA will actively participate in Child Find as defined by all regulations in order to identify, locate, and evaluate any student with a suspected disability. Any child, regardless of disability will be evaluated and provided the appropriate services and receive a free and appropriate education in the Least Restrictive Environment (LRE).

When students enroll, parents will be asked on the enrollment form to identify if their child has a current IEP for the purpose to assure that appropriate services are in place from the beginning. Any records will be requested and appropriate actions will begin immediately with the parents, students, and teachers to determine if the current Individualized Education Plan (IEP) is appropriate or needs to be amended.

Child Find, is of course, a Federal requirement for all schools to locate students with disabilities. MCAA will develop a detailed Response to Intervention team to address the needs of students who have not yet qualified for services but who are in need of support. A Building Based Student Support team will be developed immediately to meet on a regular basis to assess parent and teacher concerns and provide guidance. Parents are allowed to refer their children to the team as well as teachers and administrators. Parents may request an evaluation for their child outside of the RTI process. With consent, an evaluation will be completed to determine the need for services.

Students will be able to apply for enrollment at MCAA regardless of their knowledge of the English Language or their home language is other than English. A Home Language Survey will be included in the enrollment packet to assist us in identifying students in need of support in English Language Acquisition. Students will be allowed to enroll regardless of their ability to produce a birth certificate, social security number, or immigration documentation.

Upon enrollment and identification as an English Language Learner (ELL), students will be given an initial assessment of English proficiency to determine the appropriate instructional program for the student. We will assure that we hire appropriate faculty trained to provide specialized instruction to our ELL students. Each student will have an Individualized Learning Plan (IPL) that is developed collaboratively with the student, teachers, parents and other appropriate personnel.

When any student demonstrates a need for support academically we will utilize a multi-tiered approach to assist with content comprehension. The chart below represents our RTI plan

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>• Takes place during the core instruction</li> <li>• Serves all students</li> <li>• Provided by the classroom teacher</li> <li>• Includes main lesson and reteach if needed</li> <li>• Standards based</li> </ul>	<ul style="list-style-type: none"> <li>• Takes place at specified intervention times</li> <li>• Serves students identified based on current data</li> <li>• Provided by the classroom teacher</li> <li>• Includes specific reteach</li> </ul>	<ul style="list-style-type: none"> <li>• Takes place at a specified intervention time.</li> <li>• Provided by interventionist or classroom teacher</li> <li>• one-on-one</li> </ul>
<p>Assessment Data Utilized</p> <ul style="list-style-type: none"> <li>• Previous year State Test Results</li> <li>• Teacher Common Formative Assessments</li> <li>• Benchmark Tests</li> </ul>	<p>Assessment Data Utilized</p> <ul style="list-style-type: none"> <li>• Summit Learning assessments</li> <li>• Teacher observation</li> <li>• Benchmark data</li> </ul>	<p>Assessment Data Utilized</p> <ul style="list-style-type: none"> <li>• All appropriate forms of assessment</li> </ul>
<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Embedded assessments in Summit Learning</li> <li>• Content based</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Weekly checks for understanding</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Benchmarks</li> </ul>

## assessments

- College readiness assessments

- Benchmark assessments

- Teacher created assessments

## Gifted Students

The ALSDE defines Gifted students as: “Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or academic or creative fields. These students require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor” (Alabama Administrative Code (AAC) 29-8-9.12. MCAA will ensure that trained individuals are available and able to find and provide the required ALSDE services to our youth.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification), including use of school personnel to participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;
    1. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals as set forth in the Individualized Education Program (IEP);
    2. Plans for promoting graduation for students with special education needs (high school only);
    3. Plans to have qualified staffing adequate for the anticipated special needs population.
    4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
      5. Methods for identifying ELL students (and avoiding misidentification);
      6. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
      7. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
      8. Means for providing qualified staffing for ELL students.

4. Explain how the school will identify and meet the learning needs of students who are struggling academically or performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.
5. Explain how the school will identify and meet the needs of highly capable students, including the following:
  - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of highly capable students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

## **Attachments**

### **Section 8: Special Populations and At-Risk Students**

– No Attachments –

## **9. Unique/Innovative Program Offering**

### **Inclusive Education**

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interests of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community. These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive society.

### **Project Based Learning**

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Through our learning platform, Summit Learning, students will engage in projects that have meaning to them personally and collaboratively. We will lead our students to create projects that have impact on their communities and their lives as they search to find their place in overall society.

## Attachments

### Section 9: Unique/Innovative Program Offering

– No Attachments –

## 10. Student Recruitment and Enrollment

- **Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.**

First and foremost, the Magic City Academy is a result of a need seen as a result of the establishment of the Magic City Acceptance Center in in 2013. The Acceptance Center was created to work with LGBTQ youth in an accepting and affirming space. Due to the overwhelming success of the center, the need was seen to create and academic space for this group of students and others that mirrored the same open and accepting principles.

At the same time it is our goal to achieve a racial and ethnic balance in our school by being open to all students. Due to our central location we will be able to market the school to a population that is very diverse in all areas including income. The Magic City Acceptance Academy will open for the 2021-2022 school year to grades 6-12. We will begin marketing as soon as the Charter is approved. We will market the school in the following ways:

- Focus groups with students at the Magic City Acceptance Academy.
- Flyers distributed throughout the surrounding area.
- Corporate sponsorships
- Attending surrounding neighborhood meeting to explain our vision and mission and answer questions.
- Frequent parent/student informational sessions.
- Creation of Instagram, Twitter, and Facebook informational pages.
- Brochures
- Creation of a school website.
- Advertisement in local magazines/newspapers

The school administrators and staff will be completely trained and experienced to answer questions, process appropriate enrollment paperwork, assemble transcripts, and generally follow any steps necessary for informing and enrolling families in our school program. We will also identify specific individuals to reach out to local service agencies, at-risk programs, youth organizations, churches, and others as needed.

## Attachments

## Section 10: Student Recruitment and Enrollment

10.1 [Attachment 8 Enrollment Policy](#) Lacey, Clementine Corbin, 11/29/19 7:10 PM PDF / 45.071 KB

## 11. Student Discipline Policy and Plan

In a school environment, discipline is often solely characterized by student behavior. Discipline encompasses not only student behavior everything that is related to the learning environment. Those elements include but are not limited to policies, rules, procedures, expectations, and motivators. While it is not possible to plan for every situation that might occur, it is our goal to have a system of rules and procedures that limit and mitigate any discipline problems as they occur.

It is the philosophy of the Magic City Acceptance Academy to create a positive discipline plan and provide a learning environment that will encourage appropriate student behavior, cooperation and collaboration. A well-defined and universally communicated and accepted discipline code that is consistently enforced will ensure that students understand our expectations as a school community and the consequences that they will face due to behaviors that are not consistent with the policies. Any conduct code or discipline plan must be taught and must be interwoven into all activities so that it becomes a part of who we are as a school community.

There is not a discipline plan in the world that works appropriately until relationships are built with the entire school community.. The School maintains the conviction that a safe and orderly school is essential toward meeting academic as well as social expectations. Effective discipline and the development toward personal and common goals of excellence will be a key component of our philosophy. The Magic City Acceptance Academy believes that students should feel the support and encouragement of administration, faculty and staff in all aspects of their education, where teachers are viewed as concerned mentors with an interest in their academic interests and their emotional well-being. The Magic City Acceptance Academy further feels that teachers, administrators, and staff should demonstrate model the character that we expect, and engage actively in the behavioral standards adopted by the School.

Additionally, parents will be viewed as partners in the education of each student. In order to earn and maintain the behavioral policy support of parents, the School will provide clear, reasonable, and fair expectations that further the goals of instruction and the safety of all students and staff. The School will seek to work in collaboration with parents in order to turn incidents of poor student behavior into opportunities for personal growth, thereby reducing the probability of future disruption to the learning environment and damage to student self-esteem. The philosophy is that discipline directly affects student behavior. We will provide a strict environment where learning comes by enforcing rules, procedures, and high expectations.

The Magic City Acceptance Academy discipline plan will be rooted in equipping students, teachers, and all other members of the School community with the tools needed to secure an optimal teaching and learning environment thus enhancing the opportunity for exemplary academic achievement and personal development.

**It is the intention of the Magic City Acceptance Academy to utilize Restorative Discipline practices as a part of the Multi-tiered Systems of Support (MTSS). Restorative Practices flips the script on traditional behavior management by**



focusing on community building and the development of strong and powerful relationships, not just punishment. With Restorative Practices, you challenge your students to understand how their actions affected others and why they might have taken those actions. By doing this, you focus on repairing social injury and damage, and empowering students to be the best they can possibly be.

## Attachments

### Section 11: Student Discipline Policy and Plan

11.1	<a href="#">MCAC Policies and Expectations</a>	Lacey, Clementine Corbin, 11/27/19 4:42 PM	PDF / 478.817 KB
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## 12. Family and Community Involvement

Evidence needed for addressing the overarching standard:

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
3. Describe how you will engage and provide opportunities for parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Please describe any expectations for parents that are part of your educational plan or model. Explain clearly how parent expectations will support your educational plan.

We have been able to reach out, over the last 9 months to a variety of groups, corporations, charitable organizations and families concerning our plans for the Magic City Acceptance Academy. During this application process we have had discussions and/or focus group sessions with the students currently attending the Magic City Acceptance Center. As we are approved and move forward we will continue to recruit and involve as many community, business, and family groups as possible in order to entertain as much input as possible.

We have been meeting with variousl groups, including the parents of existing students who attend the Magic City Acceptance Center to assess the actual need for our school. The overwhelming sentiment is that the school is very much needed. We are including, as attachments, letters of support from potential students and others.

Parental involvement and interest plays a vital role in the success of schools, and in student academic success. The leadership and staff at the Magic City Acceptance Academy will make certain that our families are able to play an active role as possible in the life of our school. We feel that an atmosphere of collaboration with families as well as with others in the community are paramount to our success. Both parents and community will be provided a wealth of opportunities to volunteer at our school. To insure opportunities exist some of the following are examples:

1. Creation of a Parent Teacher Organization
2. Parent/teacher conferences regularly for the purpose of collaborating on student success.
3. Open House multiple times yearly
4. Project Presentations/fairs
5. School events such as art shows, performances, club activities, etc.
6. Extra curricular activities
7. School website parent page

We will provide numerous opportunities for parent and community volunteers to participate at our school. We will require some type of parent involvement/volunteering as a condition of enrollment. Some examples for parents and community include, but are not limited to the following:

- Adopt a classroom
- Mentoring
- Job Fairs
- Homecoming
- Student event sponsors
- Teacher appreciation
- Award banquets

We will also offer parent workshops on a variety of topics related to family and academic success. We will survey parents several times a year to include a list of topics for PD. When we compile the survey results we will prepare PD for our families on the topics of most concern. If necessary we can partner with a variety of local service agency or university to provide pertinent information to our families.

## **Attachments**

## Section 12: Family and Community Involvement

12.1	<a href="#">Glenda Elliott</a>	Lacey, Clementine Corbin, 11/27/19 3:55 PM	PDF / 66.809 KB
12.2	<a href="#">Magic City Spiritual Community</a>	Lacey, Clementine Corbin, 11/27/19 3:55 PM	PDF / 66.644 KB
12.3	<a href="#">Alaquest LOS</a>	Lacey, Clementine Corbin, 11/27/19 3:54 PM	PDF / 150.889 KB
12.4	<a href="#">PFLAG LOS</a>	Lacey, Clementine Corbin, 11/27/19 3:52 PM	PDF / 606.266 KB
12.5	<a href="#">LGBTQ Fund LOS</a>	Lacey, Clementine Corbin, 11/27/19 3:51 PM	PDF / 68.176 KB
12.6	<a href="#">GSA Network LOS</a>	Lacey, Clementine Corbin, 11/27/19 3:50 PM	PDF / 84.945 KB
12.7	<a href="#">Children's Policy Council LOS</a>	Lacey, Clementine Corbin, 11/27/19 3:49 PM	PDF / 368.061 KB

## 13. Partnership or Contractual Relationships

Type content here...Due to our location in Birmingham we have many valuable resources and potential partners in our neighborhood. Examples of such partnerships that are already established or are in the works are The Magic City Acceptance Center, The Magic City Wellness Center and the Magic City Food Bank which are currently located one block from our proposed campus. Soon to be completed, the Dewberry Building will house UAB's 1917 Clinic as well as dental and mental health professionals. Also, within blocks are potential partners such as the Alabama Ballet, Pepper Place, Jones Valley Teaching Farm, The Jimmy Hale Mission and a wealth of other resources.

### Attachments

#### Section 13: Partnership or Contractual Relationships

– No Attachments –

## 14. Educational Service Providers (ESP) and Other Partnerships

N/A

### Attachments

#### Section 14: Educational Service Providers (ESP) and Other Partnerships

– No Attachments –

## 15. Educational Program Capacity

The Magic City Acceptance Academy leadership team will consist of the following positions/personnel: Pincipal, Chief Academic Officer/Assistant Principal, Chief Operating Officer, and Counselor. Upon actual establishment representatives from faculty, students, parents and

the community will be added as an advisory board called the Magic City Acceptance Academy Cooperative. The founding board consists of Karen Musgrove, Larry Contri, Tommy Bice, Tracee Synco, and Jennifer Prohaska. We will add a limited number of additional board members in due time. This application has been completed by Michael Wilson, principal, CeCe Lacey, educational consultant, and Karen Musgrove, Executive Director of Birmingham Aids Outreach. Our board members and leadership team have a broad understanding in the fields of education, management, training, policy, curriculum, instruction, non-profit finance and governance, schools and other areas. Along with the expertise, the team is guinually familliar with the needs of the community we seek to serve, the educational needs of students, socioeconomic trends, and the challenges in open a new school with a mission and vision of offering a rigorous, yet individualized, educational program to a group of students who have historically been marganilized and bullied.

Dr. Wilson, PhD – Director/Principal - Dr. Wilson was named the 2019 National Distinguished Principal of the Year for Alabama by the National Association of Elementary School Principals. The program honors outstanding principals who ensure children acquire a sound foundation for lifelong learning and achievement. Wilson has led the instructional and academic design of the programming at Glen Iris with award winning and innovative educational programs such as a learning garden and pond. He is known for the innovative strategies that characterize his leadership, the openness with which he embraces local partnerships, and his lifelong dedication to student achievement. Wilson’s overarching vision is a school in which teachers collaborate within and across grade levels and content areas. Wilson believes that students need to investigate relevant materials and develop opinions and beliefs so that they can articulate orally and in writing problem solving skills. CeCe Lacey, MEd – Founding Charter Consultant has 6 years of experience in Birmingham’s non-profit sector working directly with Birmingham City Schools. Lacey was previously employed with Empower Schools in Boston and worked on their plan for teacher talent pipeline for a group of schools in western Massachusetts, the Springfield Empowerment Zone. Lacey obtained her Masters in Education Policy and Management at Harvard Graduate School of Education in 2016, during which time she held an internship at Empower Schools in Boston. Karen Musgrove, MEd - CEO for Birmingham AIDS Outreach/Magic City Acceptance Center/Magic City Wellness Center. She has over 25 years of non-profit experience, including starting new research, development, and youth programs. Chris Fisher MSHI, LSSGB is a Healthcare IT Manager at UAB Hospital and BAO board chair. At this time, all MCAA staff identifies as LGBTQ but our gap is race diversity. Once approved, MCAA will hire a diverse staff that includes race, gender identity, and sexual orientation.

For detailed information on the team please refer to the upload

## Attachments

### Section 15: Educational Program Capacity

15.1	<a href="#">Start Up team Resume</a>	Lacey, Clementine Corbin, 11/30/19 4:35 PM	PDF / 52.536 KB
15.2	<a href="#">School Leader Resume</a>	Lacey, Clementine Corbin, 11/29/19 7:34 PM	PDF / 76.454 KB
15.3	<a href="#">School Leader Bio</a>	Lacey, Clementine Corbin, 11/29/19 7:26 PM	PDF / 60.516 KB

# OPERATIONS PLAN AND CAPACITY

## 18. Legal Status and Governing Documents

Magic City Acceptance Academy will operate as a Non-Profit LLC whose sole proprietor is BAO. Non-profit and tax-exempt status are attached for all relecant entities.

### Attachments

#### Section 18: Legal Status and Governing Documents

18.1	<a href="#">Signed Statement of Assurances</a>	Lacey, Clementine Corbin, 11/30/19 4:46 PM	PDF / 61.741 KB
18.2	<a href="#">MCAA, LLC</a>	Lacey, Clementine Corbin, 11/25/19 7:32 PM	PDF / 1.581 MB
18.3	<a href="#">BAO Articles of Incorporation</a>	Lacey, Clementine Corbin, 11/25/19 7:32 PM	PDF / 419.979 KB
18.4	<a href="#">BAO Tax Exempt Status</a>	Lacey, Clementine Corbin, 11/25/19 7:32 PM	PDF / 106.595 KB
18.5	<a href="#">501 C 3</a>	Wilson, Michael, 11/13/19 8:45 PM	PDF / 25.405 KB

## 19. Organization Structure and Relationships

Please see Attachment 17 for evidence of school governance, management, and staffing structure during the start up process as well as fully built out.

### Attachments

#### Section 19: Organization Structure and Relationships

19.1	<a href="#">Attachment 17 Org Chart</a>	Lacey, Clementine Corbin, 11/29/19 3:36 PM	PDF / 145.775 KB
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## 20. Governing Board

**1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. As Attachment 18 , provide the governing bylaws that for the proposed school.**

In alignment with Wohlstetter (2011) we believe that, “all board members ought to have a passion for and commitment to the charter school’s mission; without this enthusiasm, board membership may feel like a chore rather than an opportunity for leadership.” (p. 5). We want our board members to be engaged and committed to helping create the best possible environment for our school, and most importantly, our students to succeed. The founding board will consist of five members. None of these members are strangers to fundraising or management and they all share

a sense of pride for their city that inspires them to help make it the best it can be. A few of our board members have extensive educational knowledge and will be invaluable in helping us foster the culture of Birmingham Academy. The school leader will be responsible for carrying out mandates from the board and at the school level will involve the upper (9-12) and middle (6-8) school deans in doing so.

The National Alliance for Public Charter Schools (2008) looked at how the role of charter school leaders is very different than that of a traditional public school principal. While we agree with this notion, since charter schools are completely new to the state of Alabama, we believe that we most importantly must have a school leader who has worked very closely in and with Birmingham City Schools in some capacity. Extensive knowledge of this community is going to be an essential quality for our school leader to possess as we forge into our first years as a school. In addition to this knowledge of the community, our leader will need to have excellent communication skills in order to connect with the board, parents, teachers, and students. This leader must also be committed to maintaining excellence among faculty, staff, and students as well. Our leader must be able to manage the daily nuances of life at Birmingham Academy while also managing the bigger picture elements needed to maintain the school's progress, outcomes, and presence in the community.

**2. Describe clearly the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and responsibilities of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.**

The relationship between the board and the school leader will be one of accountability and support, resulting in a partnership. Based on the school's development trajectory the Board of Director's relationship with the Principal will change. We will follow the best practices of the Charter School Partners Policy & Governance Toolkit.

**3. List all current and identified board members and their intended roles. Describe the responsibilities and qualifications of the governing board. If known, identify the individuals who will fill these positions. Provide the qualifications, interest for serving on the board, full resume, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring. In Attachment 19 provide a completed and signed Board Member Information Sheet for each proposed Board member.**

The MCAA Board of Directors currently consists of five members. Karen Musgrove, Executive Director of Birmingham AIDS Outreach will serve as our board president. Board members are as follows:

Dr. Larry Contri is retired from the Birmingham School System where he was a Teacher, Assistant Superintendent, and Interim superintendent.

Dr. Tracee Synco currently services as Assistant Dean for Student Recruitment, Engagement and Success/Assistant Professor at the UAB.

Ms. Jennifer Sumner-Prohaska is a community advocate, a mother of a transgender youth and serves on the BAO board of directors.

All board members have experience and skills working in the Birmingham School System and the understanding of the needs of the students in the system.

**4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.**

The current applicant team does include the initial governing board.

**5. If this application is being submitted by an existing non-profit organization respond to the following:**

**a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?**

Birmingham AIDS Outreach has formed Magic City Acceptance Academy as a Non-Profit LLC as its sole proprietor. MCAA will be governed by its own board of directors.

**b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.**

The school will have its own board.

**c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.**

Karen Musgrove will serve as the liaison between the MCAA Board and the BAO Board. This will allow for open and clear communication.

**6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.**

We have built and will continue to build a board with diverse backgrounds, experience, and expertise. The board of directors is meeting quarterly and will move to a monthly meeting 1/2020. To close the gap of diversity, we will integrate LGBTQ youth, parents of LGBTQ youth, and more diverse members, including African American and Latinx individuals. Additional board members will be a certified public accountant, attorney, and representatives from a local community foundation. Board committees will include:

1. Finance - Provide oversight over school finances and validate the accuracy and comprehension of its financial reports
2. Governance - Ensures the board is being run effectively and orients new board members. Annually they will review the board's size, composition, committee structure, bylaws, and recommend changes as needed.
3. Academic Excellence - Head of School: Tracks the effectiveness of the academic programming, including the key design elements, and how it supports student achievement.
4. Development - Works with board members to execute fundraising efforts for the school.

**7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 20, the board's proposed Code of Ethics and**

**Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

MCAA's board will adopt relevant policies and procedures from BAO including ethical standards and conflicts of interest. Guidelines are stated here and further described in the attachment:

*No board member, or any member of his/her family should accept gift, entertainment, service, loan or promise of future benefits from any person who either personally or whose employees might benefit or appear to benefit from such board connection with Magic City Acceptance Academy or Birmingham AIDS Outreach, unless the facts of such benefit, gift, service, or loan are disclosed in good faith and are authorized by the board. Board members should work out for themselves the most gracious method of declining gifts, entertainment, and benefits that do not meet this standard.*

*No board or committee members should perform, for any personal gain, services to any Birmingham AIDS Outreach supplier of goods or services, as employee, consultant, or in any other capacity which promises compensation of any kind, unless the fact of such transaction or contracts are disclosed in good faith, and the board or committee authorizes such a transaction. Similar association by a family member of the board or committee member or by any other close relative may be inappropriate.*

**8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.**

We will continue to build our board of directors to 11 members. Board members will participate in development throughout their terms learning how to best support the needs of MCAA and how to help best represent us to the community as we grow.

## **References**

National Alliance for Public Charter Schools. (2008). Charter school executives: Toward a new generation of leadership. (pp. 3-21). Washington DC: National Alliance for Public Charter Schools.

Wohlstetter, P., et al. (2011). Maximizing effectiveness: Focusing the microscope on charter school governing boards. National Resource Center on Charter School Finance & Governance.

Charter Board Partners. (2012). *Governance Best Practices for highly effective charter school boards.*

## **Attachments**



## Section 20: Governing Board

20.1	<a href="#">No Title</a>	Lacey, Clementine Corbin, 11/30/19 3:26 PM	PDF / 640.662 KB
20.2	<a href="#">MCAA Board Bylaws</a>	Lacey, Clementine Corbin, 11/30/19 2:56 PM	PDF / 85.814 KB
20.3	<a href="#">Musgrove Board Member Info Sheet</a>	Lacey, Clementine Corbin, 11/30/19 2:01 PM	PDF / 294.109 KB
20.4	<a href="#">Contri Board Member Info Sheet</a>	Lacey, Clementine Corbin, 11/30/19 2:00 PM	PDF / 351.092 KB
20.5	<a href="#">Synco Board Member Info Sheet</a>	Lacey, Clementine Corbin, 11/30/19 2:00 PM	PDF / 3.153 MB
20.6	<a href="#">Prohaska Board Member Info Sheet</a>	Lacey, Clementine Corbin, 11/30/19 2:00 PM	PDF / 3.673 MB

## 21. Advisory Bodies

**1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.**

Magic City Acceptance Academy will utilize the support of a community advisory body called the MCAA Cooperative. The Magic City Acceptance Academy Cooperative will be comprised of 2 MCAA parents, 2 MCAA students (1 middle school and 1 high school), 1 MCAA faculty member, 1 MCAA staff member, 1 BAO staff member, 1 MCAC staff member, 1 MCWC staff member, and 2 MCAA community members at large. Members of the MCAA Cooperative will be appointed by MCAA's Board of Directors for the first school year, but after that the MCAA faculty, staff, and student positions will be filled by school elections by the entire faculty, staff, and student body annually. The duty of the MCAA Cooperative will be to advise the board on issues pertinent to the entire MCAA community concerning culture, climate, safety, student achievement, student experience, and the school's guiding mission. This group will meet monthly to discuss pertinent matters and 2 members will serve as liaisons between the MCAA Cooperative and the MCAA Board of Directors.

### Attachments

#### Section 21: Advisory Bodies

– No Attachments –

## 22. Grievance/Complaint Process

**1. Explain the process the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.**

Magic City Acceptance Academy is deeply committed to maintaining the best possible

environment for every individual within the school community including students, families, guests, faculty and staff. MCAA will foster an atmosphere which encourages open and honest communication amongst all stakeholders so that any grievances will be brought to light and processed through the appropriate channels.

If a student, parent/guardian, or visitor has an objection to a governing board policy or decision, administrative procedure, practice at the school, or feel that he/she/they have been treated unfairly, he/she/they may express his/her/their concerns through a grievance resolution process developed upon approval. Magic City Acceptance Academy will develop a grievance process that clearly defines the formal channels and communication procedures any stakeholder would follow to voice concerns. The Board of Directors will approve the grievance process.

## Attachments

### Section 22: Grievance/Complaint Process

– No Attachments –

## 23. Staff Structure

See attached chart for staff structure.

## Attachments

### Section 23: Staff Structure

23.1	<a href="#">Attachement 21 Staffing Chart</a>	Lacey, Clementine Corbin, 11/27/19 5:13 PM	PDF / 35.477 KB
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## 24. Staffing Plans, Hiring, Management, and Evaluation

**1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as Attachment 22 , any personnel policies or an employee manual, if developed.**

**2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.**

**3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring “Highly Qualified” staff in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.**

In order to recruit great talent we must first be sure we are able to present Magic City Acceptance Academy as a great place to work. We will of course want to recruit a strong pool of veteran

teachers, but we will also want to create a pipeline for first year teachers. We will put together a plan that will best serve our anticipated needs by involving the colleges and universities in the area: Birmingham-Southern College, University of Alabama at Birmingham, Samford, and The University of Alabama. These colleges and universities boast strong education programs and we hope to heavily recruit from within those programs to help build this talent pipeline for Birmingham Academy.

On the most basic level, our teachers must be mission aligned and possess a true commitment to excellence for themselves and their students. The Irreplaceables (2012) is a summary of research The New Teacher Project performed on teacher retention. This summary emphasizes our country’s need to “strengthen the teaching profession through high expectations” (p. 7) which supports our desire to have very high expectations for our educators. In recruitment we will also look for teachers who are ready to be part of a support group to enhance their skills as well as to help enhance the skills of their peers. Magic City Acceptance Academy will not only be a growth environment for our students, but for our teachers as well. Through providing consistent and persistent support to our teachers we believe we will be able to help them maintain our culture and in turn they will feel their value as a member of our community and yearn to commit to it fully.

Teachers will be expected to be on campus from 8:00am – 5:00pm Monday-Friday. On Mondays every teacher and student will meet with all 8 of their classes. Tuesdays - Fridays will then be separated into “A” days and “B” days. divided into seven periods and teachers will be responsible for teaching five classes each day, one period rotate as a period for observing other teachers or subject-wide planning, and one period will always be for individual planning. Teachers will typically be expected to be available for student support before and after school, but will also be expected to be present for any required meetings during those times. In addition to these daily responsibilities, teachers will be responsible for serving as a mentor to a group of 10-15 students each year. Teacher salaries will be based on experience and we will aim to be able to provide average salaries higher than those offered in district schools as the expectations of our teachers is much higher than what the district currently has for their teachers. We believe that our teachers will be motivated by our mission and by their willingness to best serve their students, but they should also be compensated for the extra hours and commitment we expect from them. Some faculty members will have a lighter course load, as they will serve as a dean, a curriculum head, or a grade level leader. The board as a whole will ultimately decide final numbers for faculty, administrator, and staff salaries once it has been put together.

## References

The New Teacher Project. (2012, July 30). The irreplaceables: Understanding the Real Retention Crisis in America’s Urban Schools.

## Attachments

### Section 24: Staffing Plans, Hiring, Management, and Evaluation

24.1	<a href="#">Evaluation Tools</a>	Wilson, Michael, 11/30/19 2:33 PM	PDF / 71.397 KB
24.2	<a href="#">Evaluation Tools</a>	Wilson, Michael, 11/30/19 2:33 PM	PDF / 67.526 KB

## 25. Professional Development

Evidence needed for addressing the overarching standard: Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

The school leadership team will initially be over the professional development choices provided to the faculty and staff. Once we are established, we will develop a professional development team to include leadership, counselors, special programs faculty and general faculty to discuss and decide on necessary professional development offerings.

As time passes and changes in culture and community take place we understand that the needs for professional learning will also change. The important core elements of any professional development is the need that is outlined and supported by data. The need, supported by rigorous, relevant and engaging professional development is essential to the health and well-being of any organization, especially an educational organization. We will partner with groups outside our faculty in order to provide the highest level of training possible.

We will schedule a variety of professional learning requirements for all staff prior to the opening of school. We will continually, until opening, seek funding through donations and/or grants to support us in bringing in our faculty and staff in for sufficient time prior to the opening of school to provide all necessary training. An important aspect of this professional learning will be teacher and staff training on the educational platform that we are using, Summit Learning. This learning will also include and model best practices instructionally as well as best practices in classroom/student management.

We expect professional learning to be embedded in the content as well as during designed days on the calendar, during the summer, or after school. As need is identified we are committed to finding the time, resources and preseters/trainers necessary to assure that our faculty and staff remain up-to-date on current issues and trends in education. We will also be serving a special population of students with a wide variety of needs in the area of social and emotional development. It is essential that we collaborate with our wrap-around professionals in order to be knowledgeable of the issues our students are facing and our roles in assiting students and families as they work to resolve specific issues.

When necessary faculty/staff and administrators will find the need to attend specific conferences for professional learning whether in state or in other areas of the country. We will work to assure that the resources are available for such travel. We will also encourage adminstration and staff to consider active membership in professional organizations that provide their members with relevant training and workshops.

We offer the following as an example of teacher/staff requirements on a yearly basis:

Administrators:

- At least 24 hours or four full days prior to the beginning of each school year
- At least 12 hours or two full days during the school year
- At least 12 hours or two full days from support agencies

First Year Teachers:

- At least 18 hours or two full days prior to the beginning of the school year
- At least 24 hours or four full days for school-wide in-service programs
- At least 18 hours or three full days for support agencies

Experienced Teachers:

- At least 12 hours or two full days prior to the beginning of the school year
- At least 12 hours or two full days during the school year
- At least 12 hours or two full days from support agencies

Upon establishment as a school we will work collaboratively to set up a school-wide mentoring and support program. This will not only be in place to assist new faculty but to support returning faculty as well. Ongoing mentoring and support are essential to the health and strength of our

organization. We must work collaboratively with one another and with other agencies/services to provide the best work environment for ourselves as well as a learning environment that will support student success.

## **Attachments**

### **Section 25: Professional Development**

– No Attachments –

## **26. Performance Management**

The Magic City Acceptance Academy will evaluate success/growth annually in all areas, academic, school capacity, financial, operational and other areas. We will utilize current data available in all areas to assess growth and needs. Academically we will adhere to all state and federal regulations regarding the performance of teachers and students. Financially we will assure that an outside audit is completed and reported annually. In the area of operations we will evaluate or needs on a regular basis to assure that our facility is meeting the needs of our students.

Academically we will seek excellence in all content areas and expect that our students will show growth regularly. Many of our students may be behind for various reasons in many content areas therefore we will meet them where they are academically and work collaboratively to move them at an acceptable rate of progress. The ultimate goal is a graduation rate that is above surrounding schools and systems.

## **Attachments**

### **Section 26: Performance Management**

– No Attachments –

## **27. Facilities**

MCAA will be located in Birmingham on the same block as the Magic City Acceptance Center/Magic City Wellness Center. The MCAA building requires a complete remodel starting in the fall of 2020. The design for the MCAA is coordinated by Scott Burnett at CCR Architecture and Interiors. Burnett has assembled a group of LGBTQ youth that attend the Magic City Acceptance Center and hosted two community design sessions to design their dream school. They have discussed school features that induce anxiety and stifle creative learning opportunities. Burnett will continue to meet with the youth, integrate their ideas into the academic model of the MCAA design. The MCAA location has a place for a garden and pond for integrating hands on learning.

## Attachments

### Section 27: Facilities

27.1	<a href="#">Attachment 25 LOI</a>	Lacey, Clementine Corbin, 11/27/19 4:07 PM	PDF / 171.723 KB
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## 28. Start-Up and Ongoing Operations

### Safety Plan

The MCAA will utilize the Birmingham AIDS Outreach safety plans that are already in existence with modifications as necessary when our building is complete.

### Fire

### Weather

### Hazardous Material Waste

### Suspicious Packages

### External Threats

### Bomb Threats

### Active Shooters

## Attachments

### Section 28: Start-Up and Ongoing Operations

28.1	<a href="#">Attachment 28 Financial Workbook</a>	Lacey, Clementine Corbin, 11/30/19 4:46 PM	XLSX / 215.039 KB
28.2	<a href="#">Attachment 30 Meal Delivery Plan</a>	Lacey, Clementine Corbin, 11/30/19 4:04 PM	PDF / 19.252 KB
28.3	<a href="#">Attachment 27 MCAA Start Up Plan</a>	Lacey, Clementine Corbin, 11/30/19 3:48 PM	PDF / 39.928 KB
28.4	<a href="#">Attachment 29 MCAA Insurance Coverage</a>	Lacey, Clementine Corbin, 11/30/19 3:46 PM	PDF / 22.071 KB

## 29. Operations Capacity

1. Identify the person or position responsible for professional development.

Dr. Michael Wilson, principal, and Curriculum Director, and a Director of Student and Adult Learning, will be leading the design and

implementation of professional development in alignment with the mission, vision, and strategic plan of the school. Dr. Wilson

has extensive experience leading faculty and coordinating professional development activities.

We will coordinate professional development activities, managing professional development logs and credits for teachers, coordinating professional development days and facilitating the work of professional learning communities.

In order to expand the capacity of professional development among teacher leaders there are two coaching positions whose work will be dedicated full-time to coaching and developing the staff in the areas of literacy and math. The literacy and math coaches will also facilitate the professional development of teachers for Tier 1 and Tier 2 instruction, and embedded training of the Tier 3 Literacy and Math Lab staff. In addition to coaches, a group of lead teachers-one from each grade level- will be identified as Academic Integration Specialists (AIS). These teachers will be charged with leading their grade levels in areas of literacy, math and SEL learning in partnership with the Director of Student and Adult Learning, as well as the coaches. They will serve as the “master teachers” at their grade level. AIS teachers will be provided with training on coaching and facilitating professional learning communities. Within a culture of learning and growth for adults, professional learning will be integral to daily life of educators at Magic City Acceptance Academy.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

In order to support the teaching and learning at Magic City Acceptance Academy a professional development and teacher

support program is critical. Each component of the academic model will be supported through professional development. Major areas in which faculty will be expected to develop their knowledge and skills are among the following:

- Understanding and unpacking standards and authoring standards in student-friendly language
- Professional Learning Community Training
- Project-Based Learning training with the Buck Institute for Education.
- Response to Intervention Training with Purpose Built Schools or Solution Tree’s Rtl at Work
- Tier 1 Literacy and Math training by the publisher
- Universal Screening training by the publisher
- Training in Project-Based Learning planning and lesson design framework
- Training in Second Step and implementing a Social-Emotional Learning practice
- Creating assessments and analyzing data
- Technology training

Avenues for delivering Magic City Acceptance Academy faculty professional development include (but are not limited to): Dedicated

Professional Learning Days:

Professional learning is integrated through all learning environments. Workshops can provide valuable information, and



MCAA Academy provides a week of training every year prior to the start of school. In addition, believes it is necessary to follow up with modeling, coaching, mentoring, co-teaching and collaborative planning. Professional learning is provided through a variety of formats, including workshops, professional learning teams, book studies, collaborative planning, action research and coaching. Due to the additional hours in the schedule there is flexibility in the number of days and half days that can be dedicated to professional learning. MCAA will work with other service providers to ensure that families who need it will still have access to childcare on professional development days.

#### Professional Learning Communities:

The school's schedule allows for daily collaborative team meetings of teachers and the school's leadership team. These meetings are both structured and informative. Professional learning is provided in such areas as benchmark review; integrating technology into daily lessons; identification, modification and accommodation for students with different learning needs; creating effective learning environments and general curriculum suggestions. Just as MCAA Academy believes that instruction should be data-driven and map backwards from student needs, the foci of professional learning should be derived from student data. By using data on students and teachers, professional learning can be ongoing and targeted to the areas most likely to impact student achievement. The data wise process provides a structure from which leadership, coaches, and academic integration specialists are able to work through specific needs of students and provide responsive interventions based on the need. (<https://datawise.gse.harvard.edu/>)

#### Mentoring and Coaching

MCAA is building a structure of leadership capacity where leadership is shared among the faculty. There is a built in shared leadership model that allows teachers to gain leadership skills and to support other teachers. The Director of Student and Adult Learning will support the literacy and math coaches lead teachers and the AIS team. The group will learn together on facilitating professional learning communities and will design targeted and differentiated support for teachers. A mentoring program for new teachers that begins with a summer orientation provides support for faculty in onboarding and throughout the year. Frameworks and protocols from Jim Knight and Elena Aguilar will inform the development of mentoring and coaching at MCAA Academy.

#### Utilizing Community Partners

MCAA will partner with professional learning programs to support its teachers' growth in research-based practices. Possible partners include local universities, non-profit educational organizations, and curriculum/professional development vendors. External professional development opportunities that are made available will be aligned to the mission, vision, and goals of MCAA and fit within the academic model.

## Attachments

### Section 29: Operations Capacity

– No Attachments –

## 30. Unique/Innovative Operational Aspects

At the core of MCAA is a school organization that embraces a diverse, equitable, and inclusive (DEI) education for the stakeholders. MCAA will be the first and only LGBTQ affirming school in the south and second in the U.S. MCAA will recruit staff that are diverse and understand cultural humility and will be the base of the MCAA DEI platform. Each MCAA student and staff will understand that cultural humility is a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. **Cultural humility** involves humbly acknowledging oneself as a learner when it comes to understanding another's experience. Teachers and staff will participate in professional trainings, seminars, and conferences that encourage cultural humility in the school. Weekly staff meetings will encourage conversations and trainings related to learning, including self-examination and refinement of one's own awareness, knowledge, behavior and attitudes on the interplay of power, privilege and social contexts. Teachers, mentors, and student programs will encourage conversations that promote conversations around DEI. MCAA students will have classes on advocacy, how to be advocates for themselves and others, and how to be equitable in their community. As with all programs at BAO, quarterly surveys will be given to stakeholders and evaluated by the quality assurance team at BAO. All quarterly reports are presented to the BAO board of directors. The BAO program directors meet weekly to discuss challenges, strengths, and review data from the quarterly surveys. The program directors are constantly educating themselves on new program ideas, collaborating across programs to serve their target population, and participating in enrichment trainings. The staff of BAO is diverse, innovative, and MCAA staff, board of directors, students, and mentors will be innovative, diverse, and creative to enrich the school experience at MCAA.

Our involvement with our non-profit partners and being under the umbrella of Birmingham Aids Outreach is unique in itself. This provides us with a direct connection to the community and direct observation and communication regarding the needs of the community. The Magic City Acceptance Center currently serves a large number of youth from Birmingham and the other parts of Jefferson County. This unique opportunity will allow us to directly survey students during the creative period of the MCAA development. This will include, design, curriculum, staffing and numerous areas. This partnership will also allow us to assess needs prior to opening in order to have "wrap around" services in place day

## Attachments

### Section 30: Unique/Innovative Operational Aspects

– No Attachments –

# FINANCIAL PLAN AND CAPACITY

## 31. Financial Plan

**1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.**

The school principal and the Chief Operating Officer will create annual budgets along with all supporting financial information and projections. These processes will be guided by the Magic City Acceptance Academy Board of Directors Finance Committee, led by the treasurer. Once the documents are submitted and approved by the Finance Committee, it will be submitted for approval by the Board of Directors at an annual meeting. The Board of Directors will adopt and approve an annual budget, the school principal or Chief Operating Officer will present a multi-year model for context and planning.

**2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.**

The finance committee and the Board of Directors will have the responsibility to review and monitor the financial condition, statements and supporting information monthly, reporting to the board at regular scheduled meetings of the Board of Directors. The Board of Directors will develop and adopt the financial and internal controls of the school, while the Principal and COO will be responsible for the implementation. A complete financial management process will be developed and implemented to cover all aspects of the organization including, but not limited to processes for contract review and approval, purchasing, bank account authorizations and oversight accounts receivables and payables, cash receipts and oversight, payroll processing, selection of banks or other financial institutions, retention of records and other financial elements.

The Chief Operating Officer for MCAA will be certified by the Alabama State Department of Education for financial training. The COO will provide training as necessary, guidance and technical support for the Principal and Board of Directors in areas of budgeting, budget analysis and forecasting, financial management, financial systems and development and accounting and reporting procedures until such time the leadership and staff of MCAA have successfully implemented a complete finance and accounting system approved by the Board of Directors. Focus on ensuring a transparent, timely and effective financial management system will be a priority of the corporation's Board of Directors. In addition, MCAA's Application Team will provide ongoing support, advisory services, and guidance as an Advisory Council in coordination with the Treasurer, Principal and the COO to insure continuity of mission, purpose, and approved application and developed plans for MCAA

**3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.**

The Board of Directors shall call for, and approve the services of an independent, certified public accountant or auditor for and external audit of MCAA. The Principal, in coordination with the Board of Directors and CFSO, will cause the annual audit and financial review to be completed in a timely manner, to meet the requirements and regulations of the Alabama State Department of Education, Alabama Charter School Commission, and IRS 501(c)3 rules. Within a designated period as set by the Board of Directors, appropriate systems for accounting, financial 100

management, reporting, technical support, and other related procedures and processes will be developed and implemented.

### **Purchasing**

Purchase orders and contracts within the approved budget will be required for all expenditures for final review and approval by the school Principal and/or CFSO and presented to the Treasurer for final review and approval. A complete monthly report of these expenditures shall be made available to the finance committee and Board of Directors as directed. Purchase orders and contracts will be prepared in duplicate, with one going to the vendor and the other remaining on file in the financial offices at the school. Any purchase order that totals more than a limit set by the Board of Directors will require Board approval. The Board checks will be signed by two individuals designated and approved by the Board of Directors. The Board of Directors will be responsible for compliance with all applicable state and federal competitive bid laws.

### **Payroll**

The COO will prepare timely monthly payroll reports that will include all salaries and wages, withholding summaries and any other required payroll information. The Principal will cause and authorize the CFSO to issue monthly checks and process federal, state, and local taxes. The COO will prepare the state and federal quarterly and annual tax forms, review the forms with the Principal and submit the forms to the required and appropriate agencies in a timely manner.

### **Principal and CFSO**

- Financial goals and budget development
- Management of day-to-day operations
- Prepares all required reports
- Monitors budgets and expenditures daily
- CFSO maintains budget forecasting
- Principal implements compensation process
- COO manages accounts receivable/accounts payable, purchasing, and related operations
- COO oversees bank accounts in coordination with Principal and COO
- Identifies grants and applies as approved
- Implements Board approved Controls

### **Board of Directors**

- Establish and approve financial policies
- Approve annual budget
- Review monthly financial performance
- Appoint finance committee led by Treasurer

- Appoints auditor
- Accepts/approves audit and directs corrective actions if required
- Reviews and approves annual budget
- Approves all contracts, agreements, etc.
- Establishes budget and internal controls
- Finance committee/treasurer reviews monthly financial statements, balance sheet, income expenditures per budget
- Board approves all compensation
- Approves grants
- Develops long-range resource development strategies

**4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.**

The COO will prepare and present an annual budget and budget review in a series (not less than two) public meetings before it is approved by the Board of Directors. Reports will be reviewed monthly by the Board of Directors. The review of financial reports should be related to annual goals and strategic objectives as approved by the Board of Directors. All financial statements will be available to the public through the school website.

**5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.**

The majority of services and procedures currently exist under the umbrella of Birmingham Aids Outreach which is the umbrella non-profit under which MCAA exists. MCAA is a non-profit LLC whose sole proprietor is Birmingham Aids Outreach.

**6. Describe the school’s plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.**

MCAA will purchase liability insurance in a timely manner to cover all against tort claims.

## Attachments

### Section 31: Financial Plan

31.1	<a href="#">Attachment 31 + 32 MCAA Budget Narrative and Contingencies</a>	Lacey, Clementine Corbin, 11/29/19 5:46 PM	DOCX / 24.34 KB
	<a href="#">Attachment 30 MCAA Financial</a>		

## 32. Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- a. Financial management;
- b. Fundraising and development; and
- c. Accounting and internal controls.

The intent of The Magic City Acceptance Academy is to only employ professionals who are credentialed in the specific areas of internal and external financial management. We will hire COO will be required to have a degree in accounting and be a certified CPA with experience in school finance. Likewise the school bookkeeper should be certified and have experience in school finance. All finances will be reviewed and reported to the board monthly with a yearly audit performed by and outside agency.

During the development phase, prior to opening fundraising will be overseen by the financial professionals currently employed by Birmingham Aids Outreach. We will seek grant funding for the specific needs of our programs and for resources prior to opening. Community fundraising and community support financially will be strictly monitored and any events/grants/partnerships must be approved by the board.

Internally, we will put in place controls so that no one person has complete control of finances with a system of checks and balances. There will be a monetary limit on spending without board approval and checks must be approved and signed by two individuals. All financial reports and information will be presented to and reviewed by the board of directors on a monthly basis.

### Attachments

#### Section 32: Financial Management Capacity

– No Attachments –

# EXISTING OPERATORS

## 33. Existing Operators

N/A

### Attachments

#### Section 33: Existing Operators

– No Attachments –