

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia’s Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs’ applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

- | | |
|--|-------------------------------------|
| A. School Division/LEA Name | Amelia County Public Schools |
| B. Division Number | 004 |
| C. Contact Name | Jan Medley |
| D. Contact Email | medleyj@meliaschools.com |
| E. Contact Phone # | 804-561-2621 |
| F. Amount of ARP ESSER funding allocated to LEA- | \$2,147,806.38 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
<https://www.amelia.k12.va.us/covidresponse>
- B. Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, will be orally translated for parents with limited English proficiency – **The plan is posted on the division website and is available in Spanish upon**

request, both orally and in writing. Written copies of the plan may also be translated in other languages for individuals with limited English proficiency.

- C. Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability **Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with a plan in an alternative format by contacting Dr. Jan Medley, Director of Students Services at 804-561-2621 to request translation**

Section 3: Opportunity for Public Comment

- A. Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year: **The division conducted a stakeholder survey to ask for input regarding the uses of funds.**
- B. Describe how the LEA took public input since August 2021 into account- **District level leaders held several face-to face meetings to discuss uses of the grant funding and utilizing grant funds to have the greatest impact on students. A survey remains on the website and is available for public comment.**

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

- A. Students
Description of consultation conducted: **A survey was conducted**
Uses consulted on **12/7/22 - 12/12/2022**
Feedback received : This included survey data – summary attached
- B. Families:
Description of consultation conducted **A survey was conducted**
Uses consulted on **12/7 - 12/12/2022**
Feedback received: included survey data – summary attached
- C. School and district administrators including special education administrators
Description of consultation conducted: **A survey was conducted; district administrators were engaged in discussion around specific instructional needs at the building level at a meeting on 12/13/2022.**
Uses consulted on – **ongoing and 12/12/2022**
Feedback received- summary attached
- D. Teachers, principals, school leaders, other educators, school staff, and their unions
Description of consultation conducted: **A survey was conducted**

Uses consulted on: **12/13/2022**
Feedback received: survey data attached

E. Tribes, if applicable

Description of consultation conducted: **N/A**
Uses consulted on: **N/A**
Feedback received: **N/A**

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted **A survey was conducted**
Uses consulted on **12/7 - 12/12/2022**
Feedback received **summary of survey attached**

G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services

Description of consultation conducted
Uses consulted on **12/7 - 12/12/2022**
Feedback received **summary of survey attached**

H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted : **survey**
Uses consulted on **12/7 - 12/12/2022**
Feedback received **summary of survey attached**

I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school

Description of consultation conducted **12/7 - 12/12/2022**
Uses consulted on **12/7 - 12/12/2022**
Feedback received **summary of survey attached**

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of

color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:

- A. We identified learning loss through the following: **NWEA MAP English and Math testing for grades K-12 (3 times a year), SOL Growth Assessment in English and Math for grades 3-8, SOL Benchmark testing for grades 9-12, PALS Assessment for grades K-3 (3 times a year) and BAS reading assessments for grades 4-5. We also utilized WIDA Access for ELL students in grades K-12.**
- B. Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss:
- * **Lexia Learning for grades K-8 (Tier 2- Reading)**
 - * **Dreambox Learning for grades K-8 (Tier 2- Math)**
 - * **Fast ForWord for grades K-12 (Tier 3- Reading; mostly for SPED and ELL students but there are some general education students using it)**
 - * **Learning Enhancement Initiative program (after school program for grades K-12 consisting of camps/clubs to provide remediation and promote student engagement on various topics. Each session provides a pre and post assessment to measure growth)**
 - * **Day tutors in both reading and math for grades K-5; day tutors in math for grades 6-8**
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed :
- **An analysis of pre and post-tests from the LEI program to demonstrate growth**
 - **An analysis of both student usage and student growth with DreamBox Learning and Lexia Learning programs**
 - **An analysis of NWEA MAP growth data between Fall- Winter- Spring assessments**
 - An analysis of SOL benchmark assessments**
 - An analysis of SOL Growth Assessments in English/Math, especially through the use of SDBQ reports**
 - An analysis of the Spring SOL Assessment with the SOL growth assessments**
- Data is shared with teachers during PLC meetings in which discussion on how to make instructional decisions/adjustments based on student data is a focus.**
- D. Amount of ARP ESSER funds to address learning loss **\$429,561.28**

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In

particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

- A. Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies: **Funds in the grant are set-aside to provide teacher retention incentives for working with Amelia County Public Schools.**
 - a. Total number of new staff hired with ARP ESSER funds We have hired six part-time tutors
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: The tutors will be utilized for the duration of the grant.
- B. Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning: **Schools are open and continuously operating. Due to funds from other covid-related grants, we have provided sanitization and mitigation strategies to continue in-person learning.**
- C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project ACPS will utilize funds for parking lot re-configuration to accommodate the increase in traffic at the elementary school as a result of the pandemic. This will enable the school to utilize both sides of the building for pick-up/drop off This project received prior approval.
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below N/A
- E. Amount of ARP ESSER funds for the uses above (A. through D.) **\$1,513,568.50**

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Staff Salaries for Summer School 2024	YES	\$62,437	0.00	0.00	\$62,437
Other High Quality Tutoring	Tutoring and Remediation	YES	\$327,185.50	0.00	\$70,246.98	\$261,930.50
Before and After School	Instructional Technology/Programs to support academic learning and growth	YES	\$179,691.12	0.00	\$161,565	\$18,126.12
Other Recruitment/Retention	FY24 Staff Retention Incentive	NO	\$263,742.50	0.00	0.00	263742.50
Other	Virtual Virginia Enrollment Costs	NO	\$45,000	0.00	0.00	45,000
Other	Learning Loss Assessment Tool (MAP)	YES	\$14,400	0.00	\$8,760	\$5,640
Other	Instructional Materials and Supplies	YES	\$5,524.26	324.94	4374.88	\$824.44
Other	Pandemic related expansion of car rider pick-up and drop-off lines	NO	\$1,249,826.00	0.00	0.00	1,249,826.00
Choose an item.		Choose an item.				

Appendix: Summary of Stakeholder Survey Results

The following comments were obtained from the survey:

Comments	Notes
- provide tutoring at all levels, support for students to close the reading gap	Already covered in the grant
- address staff retention	Already covered in the grant
- hiring additional staff	The staffing pool is limited; the school division has utilized local funds and other funding sources to hire staff.
- spend more money on learning loss	We are currently over the minimum requirement of 20 %, however, we are evaluating all funding sources, including ESSER III to evaluate the
- the current plan is sufficient	There were numerous positive comments about the ways in which we are utilizing the funds.

The survey was distributed to families, students, staff, and members of the community. There were over 80 responses to the survey.