

**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](mailto:vdoefederalrelief@doe.virginia.gov).

**Section 1: General Information**

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| A. School Division/LEA Name:                     | Albemarle County Public Schools  |
| B. Division Number:                              | 002  |
| C. Contact Name:                                 | Debora Collins   |
| D. Contact Email:                                | <a href="mailto:dcollins@k12albemarle.org">dcollins@k12albemarle.org</a> |
| E. Contact Phone #:                              | 434-296-5820   |
| F. Amount of ARP ESSER funding allocated to LEA: | \$11,483,544.93  |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL):  
<https://www.k12albemarle.org/our-departments/fiscal-services/2021-22-arp-esser-funding-plan>

- 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:

Through use of the drop-down menu of our web translation tool, the plan may be viewed on our website in any of eight languages, including English, Spanish, Arabic, Korean, Nepali, Pashto, Swahili, and Chinese. The plan may be orally interpreted for parents by contacting the ESOL Welcome Center at (434) 296-6517 or [ESOLinterpretation@k12albemarle.org](mailto:ESOLinterpretation@k12albemarle.org).

- 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:  
The plan may be orally interpreted for parents by contacting the ESOL Welcome Center at (434) 296-6517 or [ESOLinterpretation@k12albemarle.org](mailto:ESOLinterpretation@k12albemarle.org). And, upon request, a parent who is an individual with a disability as defined by the Americans with Disabilities Act (ADA) may be provided with the plan in an alternative format accessible by contacting the Department of Special Education & Student Services at (434) 296-5885 or by emailing [SPEDhelp@k12albemarle.org](mailto:SPEDhelp@k12albemarle.org).

### **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:  
ACPS used systems and structures already in place to gather feedback, which include School Board meetings, Forums, and Feedback Evenings for families, students, and staff members. In amending and updating our ARP ESSER plan, ACPS utilized data collected during our annual budget development cycles, which included student, employee and family forums and a community survey.
- B. Describe how the LEA took public input since August 2021 into account:  
ACPS hosted multiple community forums, which included staff, parents, students, and community. Data and information were collected from these forums. As noted above, the budget development process involved a community survey and community forums, from which applicable data was reviewed and assimilated into current plans.

### **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: Panorama data, Check & Connect, Community Engagement Forums, Budget forums & surveys, Feedback Sessions  
Uses consulted on: Emotional/Social Conditions for Learning & Learning Recovery  
Feedback received: Student Mental Health
- B. Families  
Description of consultation conducted: Budget forums & surveys, Community Engagement Forums, Check & Connect, Feedback Sessions  
Uses consulted on: Learning Recovery, Staff Funding, Emotional/Social conditions for learning  
Feedback received: Student Mental Health

- C. School and district administrators including special education administrators  
 Description of consultation conducted: Budget forums and surveys, Leadership meetings, Evening Feedback Sessions, Community Engagement Forums  
 Uses consulted on: Learning Recovery Methods, Funding Choices, Social/Emotional Health  
 Feedback received: Student Mental Health
  
- D. Teachers, principals, school leaders, other educators, school staff, and their unions  
 Description of consultation conducted: Meetings, Community Engagement Forums, Surveys, Feedback sessions, Budget Forums and Surveys  
 Uses consulted on: Learning Recovery methods, Funding choices, Social/Emotional Health  
 Feedback received: Intervention Services, Student Mental Health
  
- E. Tribes, if applicable: N/A  
 Description of consultation conducted:  
 Uses consulted on:  
 Feedback received:
  
- F. Civil rights organizations, including disability rights organizations  
 Description of consultation conducted: Invitations to Community Engagement Forums, Feedback Sessions to Superintendent  
 Uses consulted on:  
 Feedback received:
  
- 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: Invitations to Community Engagement Forums, Feedback Sessions to Superintendent  
 Uses consulted on:  
 Feedback received:
  
- H. Community based organizations, including partnerships to promote access to before and after-school programming  
 Description of consultation conducted: Invitations to Community Engagement Forums, Feedback Sessions to Superintendent  
 Uses consulted on:  
 Feedback received:
  
- 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: Invitations to Community Engagement Forums, Feedback Sessions to Superintendent  
 Uses consulted on:  
 Feedback received:

**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.

- A. 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:  
SOLs, WIDA Testing, Special Education Testing, reading and math assessments, formative and summative assessments, and monitoring, and SEL Counselor Check & Connect approach.
- 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:  
Increased staffing for reduced student to staff instructional ratios including TAs, Teachers; Social Emotional Learning Counselors in school years 2021-22, 2022-23 and 2023-24. Summer School transportation costs support in 2021. We emphasize SEL Counselors due to evidence that academic success is tied to student emotional and social conditions. We have purchased vans for each elementary and middle school to provide transportation for after school tutoring programs.
- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed:  
Analysis of SOLs, WIDA Testing, Special Education Testing, reading and math assessments, formative and summative assessments, and monitoring data.
- D. Amount of ARP ESSER funds to address learning loss: \$6,075,000

**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
- a. Total number of new staff hired with ARP ESSER funds:
    - 1. In school year 2021-22, 24 FTEs for additional teachers and TA's were funded; 16 FTEs for SEL counselors & student support specialists were funded.
    - 2. In school year 2022-23, 24 FTEs for SEL counselors were funded.
    - 3. For school year 2023-24, it is planned that 15-20 FTEs for SEL Counselors will be funded. (Note: These positions are referenced also in Section 5 and the associated funding is not included in this "Other Uses" category.)
  - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024:  
SEL positions will be retained beyond the three years of ARP funding.
- 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:
- 1. Improve ventilation in buildings and on school buses; provide HVAC technician dedicated solely to servicing air purifiers.
  - 2. Provide PPE for staff, students and visitors.
  - 3. Purchase desks and move and store excess furniture to allow for social distancing in classrooms.
  - 4. Purchase and install outdoor tents.
  - 5. Establish COVID-19 testing clinics for staff; provide COVID Nurse Coordinator in 2021-2022.
  - 6. Install mobile classrooms to provide additional space for social distancing and supporting in-person instruction at our highest population schools.
  - 7. Sanitization systems and products.
- 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: N/A
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below:  
Virtual School principal and instructional staff in school year 2021-2022 and Kajeet devices and hotspots to support virtual instruction; hourly wages for grant administrator.
- E. Amount of ARP ESSER funds for the uses above (A. through D.): \$5,408,545

**Section 7: Budget**

<b>Category</b>	<b>Description</b>	<b>Learning Loss Y/N</b>	<b>Budget</b>	<b>Amount Obligated</b>	<b>Amount Spent</b>	<b>Amount Remaining</b>
Other	Virtual School Principal, Teachers, TAs 2021-22	NO	905,000	853,471.93	853,471.93	51,528.07
Other	Added Teachers, TAs 2021-22	YES	850,000	812,578.81	812,578.81	37,421.19
Other	SEL Counselors, Student support specialists 2021-22; SEL Counselors 2022-2024	YES	2,937,000	2,937,000	881,522.27	2,055,477.73
Other	COVID Nurse Coordinator, Air Purifier Technician, PT Grant Administrator	NO	153,000	139,993.16	54,434.88	98,565.12
Other	Benefits, instructional staff (includes Virtual School)	YES	1,793,056	1,793,056	819,518.66	973,537.34
Other	Benefits non-instructional staff	NO	39,804	39,804	14,975.16	24,828.84
Other	Kajeet Hotspots, Devices for Virtual Instruction	NO	84,375	84,375	84,375	0
Other	COVID Testing and associated supplies, equipment	NO	480,995	480,995	480,995	0
Other	On-site & central Storage rentals, moving costs, utilities	NO	495,760	495,760	495,760	0
Other	Tents, tent installation costs	NO	80,125	80,125	71,375	8,750
Other	Mobile classrooms, including site development, construction supplies/equipment, required installation/development costs, technology	NO	1,378,835	1,378,835	1,378,835	0
Other	Sanitizing systems, products, PPE, Air purifiers & service & filters, HEPA systems for buses	NO	1,044,156	807,409	807,409	236,747
Before and After School	Vans and required equipment (booster seats, cameras)	YES	653,000	653,000	485,625	167,375
Summer School	Bus Transportation, Summer School 2021	YES	117,347	117,347	117,347	0
Other	Desks, chairs, tables, equipment for mobile classrooms, tents, classrooms	NO	471,092	471,092	471,092	0
			11,483,545		TOTAL	3,654,230.29