

**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** ALEXANDRIA CITY PUBLIC SCHOOLS (ACPS)
- B. **Division Number** 101
- C. **Contact Name** Jessica De Leon
- D. **Contact Email** jessica.deleon@acps.k12.va.us
- E. **Contact Phone #** 703-619-8488

- F. **Amount of ARP ESSER funding allocated to LEA**

Total Division allocation ARP ESSER III: \$34,817,490.28

Section 2: Transparency and Accessibility

- A. **LEA webpage where plan is posted (provide URL)**
[Elementary and Secondary School Emergency Relief \(ESSER\) Fund III](#) and
[ACPS American Rescue Plan \(ARP\) Elementary and Secondary School Emergency Relief \(ESSER\) Fund III 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**
The plan is available in multiple languages including English, Spanish, Amharic, and Arabic
The plan may be orally translated for parents.
Contact: Mr. Victor Espinosa Sanchez
Language Access Manager
703-619-8347
victor.espinosa.sanchez@acps.k12.va.us
- 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 the plan in an alternative format accessible by contacting:
Contact: Ms. Theresa Werner
Executive Director Specialized Instruction
703-619-8162
theresa.werner@acps.k12.va.us

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**
Ongoing public engagement is crucial to implementation and accountability.

Throughout the implementation of the ESSER III grant, ACPS will continue to provide ESSER III Implementation Updates to the school board and our community. We will conduct periodic reviews of our plans, and when needed, revise them to ensure they remain relevant to community needs.

In addition to the online feedback survey on our ESSER plan, we hope that our public hearings will provide a venue to gather new ideas and uncover additional unaddressed needs so that we can best tailor our plan to our Alexandria community.

Upcoming and prior community engagement opportunities are found below.

December 15, 2022, Public Hearing

A public hearing on ESSER III Spending Plan. For more information, please visit the [ACPS School Board Meetings webpage](#).

December 2022, Third ESSER III Online Feedback Survey

Feedback was due December 11, 2022

[ACPS ESSER III Feedback Form Open Through Dec. 11, 2022](#)

View Survey Results [Appendix A - ESSER III Feedback Form Results](#)

July 2022, Second ESSER III Online Feedback Survey

Feedback was Due July 13, 2022

June 2, 2022, Public Hearing

A public hearing on ESSER III Spending Plan. For more information, please visit the [ACPS School Board Meetings webpage](#).

May 5, 2022, School Board Meeting

[ESSER Update](#) presented during a regular school board meeting. For more information, please visit the [ACPS School Board Meetings webpage](#).

ACPS collected information from the community to guide the school division on the current Elementary and Secondary School Emergency Relief (ESSER) III Spending Plan released on **August 31, 2021**, for future use of ESSER III grant funds.

- [ESSER III Feedback Form](#)
- [Formulario de opinión sobre los fondos ESSER III \(Spanish\)](#)
- [ESSER III የግብረሰዓልነት ቅጽ \(Amharic\)](#)
- [استمارة تقديم الآراء والملاحظات حول ESSER III](#)

The information collected is not a vote on how the funds should be used, but rather the input submitted will guide the school division as it reviews the current ESSER III Spending Plan.

August 3, 2021, Public Hearing

A public hearing on the proposed ESSER III Plan - Use of Funds (also referred to as proposed ESSER III Spending Plan). For more information, please visit the [ACPS School Board Meeting webpage](#).

ACPS collected information from the community to guide the school division on the current [Elementary and Secondary School Emergency Relief \(ESSER\) III Spending Plan](#) released on August 31, 2021, for future use of ESSER III grant funds.

June 2, 2021, First ESSER III Online Feedback Survey

The online feedback survey was made available to the public through June 18, 2021.

June 17, 2021, School Board Meeting

Continuity of Learning Fall Reopening Playbook 6.0 presented during a regular school board meeting. For more information, please visit the [ACPS School Board Meetings webpage](#).

B. Describe how the LEA took public input since August 2021 into account

- Added a staff position for an Equity and Inclusion Specialist
- Added a Hearing Impaired Teacher and Early Childhood Special Education Teacher
- Added a new position - Welcome Center Coordinator for Family and Community Engagement (FACE)

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:** Online ESSER III Survey
- Uses consulted on:** Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding
- Feedback received:** Please consult [Appendix A - ESSER III Feedback Form Results](#)

B. Families

- Description of consultation conducted:** Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

C. School and district administrators including special education administrators

Description of consultation conducted: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

E. Tribes, if applicable

Description of consultation conducted: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

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: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

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

Description of consultation conducted: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

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: Online ESSER III Survey

Uses consulted on: Areas that stakeholders feel need to be supported by the ARPA ESSER III Stimulus funding

Feedback received: Please consult [Appendix A - ESSER III Feedback Form Results](#)

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

The Teaching, Learning, and Leadership Team, after review of the following data points, determined learning loss that included the following noticings:

- Throughout ACPS, thirteen of the seventeen schools are now in academic review this year as a result of SY21-22 Standards of Learning Test results.
- ACPS schools registered an SOL decrease in overall scores and subgroup growth in a majority of schools in the area of science for tested grades and courses.
- Overall school division registered a high number of chronic absenteeism for English learners and students with disabilities, thus showing a significant increase.
- Percent of EL students meeting the VDOE Progress target on Access for ELLs decreased overall.
- In schools, specifically data collected from PALS, ARDT- Algebra Readiness Diagnostic Test, FLEX, Just Words, Number Worlds, Do the Math, Achieve 3000, Read 180, and Corrective

Reading along with overall SOL (VDOE) testing data were used to show student progress in math and literacy.

- Student with Disabilities: A careful review of student performance and data including data collected prior to COVID closures, student participation and performance during COVID closures, and performance during VirtualPLUS+ and hybrid programming is examined. COVID Recovery Services were determined by the IEP Team while looking at the totality of the circumstances for each student and determining the amount of service needed to mitigate any regression or gaps in learning based on IEP goals and performances. Service Providers also used data from the 3rd quarter progress reports from the 2020-2021 school year to collect and review student skills and performance prior to the initial COVID-19 closures. Other data use includes: Student attendance and participation; Student work completion; Observations; Behavior logs; Screenings and assessments; and Parent interviews/observations.
- ACPS experienced a high mobility rate, particularly in the schools where students experienced the highest rates of learning loss.
- Students who chose the virtual learning option for the 2021-2022 and 2022-2023 school years would not be getting physical education through Virtual Virginia so ACPS is supplementing with asynchronous physical education for elementary students.
- Student performance on the Phonological Awareness Literacy Screening (PALS) assessment showed significantly more readers at risk for reading failure compared to pre-Covid levels. The percentage of students identified as high-risk for reading rose; for example, from 31% of second-graders at risk in the Fall of 2019 to 45% of second-graders in the Fall of 2021 being identified for high risk of reading failure. The majority of this increase was among students who are economically disadvantaged.

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

ACPS is using the funds to address learning loss for students, particularly in the areas of math, reading, and science by:

- Summer programs were open to all students but targeting and prioritizing EL and SWD with hands-on learning was developed to ensure ACPS lessened that gap for learning during summer months.
- Specialized Instruction:
 - Recovery and intervention and Closing the Gap group services were provided to Students with Disabilities during the summer months.
 - Student with Disabilities: An additional Intervention block or elective was offered with the school's master schedule using such named programming in reading or math as tier 2 or tier 3 support for recovery. After School: After school, small group instruction will be available to students who require COVID Recovery Services, for up to 4 days per week, 45 minutes per day.
 - Saturday Tutoring: A 2-hour, small group tutoring program will be available on Saturday mornings for students to receive COVID Recovery Services in reading and math.
 - ACPS has prioritized the areas of reading, writing, and math, as well as, areas of social-emotional functioning, to be the first areas of academic and functional. performance addressed for recovery by addressing students' core academic and social-emotional needs.
- Additional EL teachers have been hired and paired for co-teaching for schools that have experienced the greatest EL Enrollment
- Additional language access support for the Dari-speaking community to promote family engagement and improved student outcomes for the Afghan population

- Extended day programming through after-school LINK Club at a majority of elementary and middle schools with a focus on remediation in math and elementary, as well as, a focus on hands-on science and integration of EL best practices into the curricula
- Part-time physical education teachers are funded to create asynchronous instructional activities that incorporate movement and the Health and PE standards of learning.
- Reading:
 - Implemented new phonics and phonemic awareness resource - Really Great Reading - in all K-2 classrooms.
 - Equipped ACPS teachers with lesson materials, student consumables, hands-on manipulatives, and individualized software for teaching critical foundational literacy skills.
 - Continuing to build educator capacity with high-quality core instruction and differentiated assessment protocols to efficiently diagnose and progress-monitor students' individual literacy needs.

C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed

- Observation of and monitoring of decreased absenteeism across the division to re-engage students back into learning.
- Increase robust enrollment by providing additional supports Tier 2 and Tier 3 small group interventions while working on realigning for more robust Tier 1.
- For English learners, examination of WIDA language acquisition scores shows growth in student language acquisition, levels of services and overall academic achievement in core subjects, with a special focus on long term English learners.
- Use of quarterly MAP data and quarterly Benchmarks assists staff and schools to make better data-informed decisions and reteaching.
- Specific reading data collection from Reading Inventory Fountas & Pinnell Benchmark System Informal Running Records Reading A-Z Quick Checks Classroom assessments (e.g., teacher created unit tests, CBM, transfer tasks) SOL scores & Student SDBQ Grade level Common Assessments PALS Quick Checks Intervention Data (Flex, Foundations, Just Words, Corrective Reading 1) Math: Math Expressions Unit tests Classroom assessments (e.g., teacher created unit tests, CBM, transfer tasks) Student work samples SOL scores & Student SDBQ Unit Tests Intervention Data (Number Worlds, Do the Math Now!) Connecting Math Concepts 1)
- Gauging student growth through the extended learning LINK Club participants across the majority of schools in the division.
- Increase in student participation in P.E. asynchronous learning activities and Virtual Health and Physical Education Canvas course engagement.
- Evidence of the effectiveness of evidence-based learning loss interventions for literacy is continuously evaluated. Data indicate that student literacy achievement continues to lag below pre-pandemic levels; however, improvements in students' foundational skills are beginning to emerge. All three primary grade levels participating in the Phonological Awareness Literacy Screening (PALS) identified fewer students at risk for reading failure in the Spring than when beginning the school year in the fall.
- Overall SOL pass rate/ performance and progress that supports the specified need for summer learning enrichment and continued recovery.

- D. Amount of ARP ESSER funds to address learning loss:**
\$11,702,305.50

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

There are currently 15 new staff positions being paid with ESSER III funds. There are an additional 9 new staff hired with ESSER II funds that will need to be moved to ESSER III.

b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024

Each department that hired new staff with ARP ESSER funds is assessing and evaluating each position with the Alexandria City Public Schools (ACPS) Department of Financial Services and Human Resources to determine if it will be possible to retain these positions through either Operating or an alternate grant 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

Please see our [ARP ESSER Fund III Plan](#), under *Section 2: Prevention and Mitigation Strategies*

Updated information:

- Purchase of student and staff reusable cloth face coverings (for all students and staff, multiple masks were provided)
- Purchase of KN-95 masks for students and staff

- Purchase of hand sanitizer, gloves, gowns (for clinics/nurses) and cleaning supplies
- Purchase of temperature scanning units for all school locations
- Additional custodial support to complete high-level cleaning and disinfection during the peak of Covid-19 response
- Installation of bottle-filling stations at select schools to encourage no-touch water fountain use
- Purchase of bottled water when traditional water fountain usage was restricted (during the peak of Covid-19)
- Purchase of disposable face masks
- Purchase of electrostatic sprayers for large space disinfection

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

Please see our approved, original plan: [ARP ESSER Fund III Plan](#), under *Section 2: Prevention and Mitigation Strategies*

Updated information:

- Multiple division-wide HVAC repairs to improve and maintain Indoor Air Quality (IAQ)
- Purchase and installation of HEPA air purifiers for all school classrooms and common areas

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below.

- Division-wide Grants Management System with centralized knowledge management and reporting capabilities
- Communications studio support- Upgrade TV Studio (for students to access, apprentice, and provide internship opportunities), School Board, Family, and Community Engagement.
- Wi-Fi network connectivity solutions to reach beyond our buildings to support community access to school resources (school communication systems and network server systems).
- Upgrade building Wi-Fi equipment to current standards and replace aging fiber optic backbone in buildings in 15 of our schools.
- Modernize communication systems in all schools. This includes server rooms and electrical and room conditioning, and communication systems which include PA systems, unified emergency notification, and phone systems.

- Infrastructure Replacement - Upgrade on-premises devices and cloud services (ex New servers and Cloud Services - Google/O365)
- Contracted services or consultants will be used to help improve media services and online subscriptions for media crisis support
- Professional Development for the Office of Communications, FACE (Family and Community Engagement) & School and Division-wide Parent Liaisons

E. Amount of ARP ESSER funds for the uses above (A. through D.)

\$23,115,184.78

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Choose an item.Summer School	Summer School Curriculum planning, instructional supplies, printing, and mailing. Please note Summer School has been paid from ESSER I and II.	Choose an item.Yes	\$300,000.00	0	\$0	\$300,000.00
Choose an item.Before and After School	Before and After School Programs, New LINK Club Sites, Staff members for after-school programs, instructional materials and STEM kits	Choose an item.Yes	\$4,123,207.41	0	\$119,539.53	\$4,003,667.88
Choose an item.Year Round School	Funding for General Education, Special Education, English Language Learners, Pre-K, programs such as Fine Arts, Health and PE, and STEM: Curriculum planning, Virtual Virginia Tuition, Staffing positions, Materials and Supplies, Subscriptions for online resources	Choose an item.Yes	\$5,487,422.13	257,780.06	\$1,447,040.05	\$3,782,6012.02
Choose an item.Year Round School	Funding year-round programs for social-emotional, and mental health learning, and student support teams such as psychologists, guidance counselors, and coordinators.	Choose an item.No	\$4,401,029.33	0	\$147,133.30	\$4,253,896.03
Choose an item.Teacher and Staff Performance Bonuses	Employee Bonus Payments	Choose an item.No	\$19,304.45.00	0	\$19,304.45	0
Choose an item.HVAC/Renovation/Capital Projects	Equipment Maintenance & Repair Services; HVAC Maintenance Contracts; and Non-CIP Construction Projects	Choose an item.No	\$4,828,540.00	-\$123,220.60	\$2,780,864.89	\$2,170,895.71
Choose an item.Professional Development	Professional development in terms of consultation, online learning, or conference attendance for General Education, Special Education, English Language Learners, Pre-K, Guidance counselors and school Psychologists, programs such as Fine Arts and Health and PE, Family Engagement, and Communications team, etc.	Choose an item.Yes	\$1,164,982.00	0	\$23,645.64	\$1,141,336.36

Choose an item. Other Recruitment/Retention	Funding for staff member positions in offices such as Human Resources, Grant Office, and Communications office	Choose an item.No	\$4,225,793.94	0	\$666,336.44	\$3,559,457.50
Choose an item. Direct Support to Families for Tutoring	Family engagement staffing positions, software/online resources, family engagement events, community needs such as translators, etc.	Choose an item.No	\$1,340,461.03	\$171,382.50	\$406,195.61	\$762,882.92
Choose an item. Other High Quality Tutoring	Educators and School Support teams who assist students who need additional support for enrichment or remediation are identified by data and provided that support with the right focus and intensity. MTSS Division-wide coordinator, planning, printing, and communication resources, and software/data tools for MTSS data.	Choose an item. Yes	\$626,694.00	0	\$312.27	\$626,381.73
Choose an item. Other	HEPA Filters for School Bus Fleet; Upgrade school building wifi equipment, aging fiber optic backbone, and cloud services; Classroom cameras; Contracted technology disaster recovery services off-site, COVID-19 mitigation supplies/materials and resources such as screening, Classroom and Bus Monitors	Choose an item.No	\$8,300,056.22	\$458,704.81	\$3,299,393.80	\$4,541,957.61