Attachment A

Superintendent’s Memo #260-22

November 4, 2022

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](https://www.governor.virginia.gov/newsroom/news-releases/2022/october/name-941581-en.html) 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](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) 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**

## School Division/LEA Name Charlotte County Public Schools

## Division Number 020

## Contact Name Robbie Mason

## Contact Email masonr@ccps.k12.va.us

## Contact Phone # 434-542-5151

## Amount of ARP ESSER funding allocated to LEA $5,299,494.96

# **Section 2: Transparency and Accessibility**

## LEA webpage where plan is posted (provide URL) [CCPS ESSER Spending Plan](https://docs.google.com/presentation/d/1kL5tM8vGjYPR9TyaNECka3z_v389VkTkr_DVA7VEbaM/edit%23slide=id.p)

## 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 may be orally translated for parents. Contact the Charlotte County School Board Office, to request translation.

1. 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 the Charlotte County School Board Office at 434-542-5151.

# **Section 3: Opportunity for Public Comment**

1. 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

Charlotte County Public Schools will host a public hearing on December 13, 2022 at 6:45 PM prior to the monthly school board meeting. A copy of the meeting notice will be posted on the division website and in the local newspapers.

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

Charlotte County Public Schools met with division administrators, principals, and teachers to identify instructional and operational needs because of the COVID-19 pandemic. Identified needs are addressed in the current spending plan and amendments are completed as needed. The plan has been available on the division website since August 2021 with a link for public comment. As of today, November 21, 2022, no public comments have been submitted.

# **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.

## Students

**Description of consultation conducted**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

## Families

**Description of consultation conducted**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

## School and district administrators including special education administrators

**Description of consultation conducted**

Charlotte County Public Schools consulted with school and district administrators to determine the instructional and operational needs as related to the COVID-19 pandemic. School and district administrators continue to identify instructional and operational needs to ensure our students receive the best education possible.

**Uses consulted on**

Instructional Needs, Operational Needs

**Feedback received**

The line items as written in the grant are the product of the feedback received from district and school administration.

## Teachers, principals, school leaders, other educators, school staff, and their unions

**Description of consultation conducted**

Charlotte County Public Schools consulted with teachers to determine instructional needs as related to the COVID-19 pandemic. Teachers continue to identify instructional needs to ensure our students receive the best education possible.

**Uses consulted on**

Instructional needs

**Feedback received**

The learning loss line items as written in the grant are the product of the feedback received from classroom teachers.

## Tribes, if applicable

Description of consultation conducted **Not applicable**

Uses consulted on

Feedback received

## Civil rights organizations, including disability rights organizations

**Description of consultation conducted**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

## 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**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

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

**Description of consultation conducted**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

## 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**

Survey

**Uses consulted on**

Methods of instruction, subject areas most impacted by COVID-19, grade levels most impacted by COVID-19, social-emotional needs.

**Feedback received**

No feedback received as of November 21, 2022.

# **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,](https://r20.rs6.net/tn.jsp?f=0014JjpKDiHKHC0oHBGsT7bS4JnO-VNzCIKQ567cgPduTGPsKN9SpZbclmMxtxFuIb54w7UmO5skHFOttgRwVOnusFmKFmhULaicTyrRQPvNWsOJB2cR2V9xH38S70awF2iWp68DPA-tUUBGxrzRIdwbudI_39XJ5cN0g3XT6brSf3eImZOdTK8un76pj7gKkc4GAJw2_FTCjMi6zO3H8PnkESzY9vXi-yNT3cHC2FszYR6TxxUZirYEH5X5j6AMeJu7hoNaX8Keb0=&c=9rYmE4EWP6YpHezmFHNeOEPAuiZihCO4I_BTLS9XkM8E9Tvd3zG2Cg==&ch=w-YC4b5DSArReKDAhxjxqkPEnIgScwD9NiGF4Cukm_Gyo6hYhopKwg==) 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.

1. **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**

Charlotte County Public Schools analyzed data from a variety of sources to identify areas of learning loss for all students. Data from SOL assessments, classroom grades, STAR Reading, STAR Math, PALS, VKRP, quarterly benchmarks, and classroom assessments were analyzed to determine the instructional needs of students.

1. **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**

Charlotte County Public Schools will ensure its students receive research-based instruction. All online and print resources are vetted by division and school-based staff to ensure alignment with the Virginia Standards of Learning in both content and cognitive demand. Online and print textbooks are available to ensure all students have access to instructional materials. Online instructional programs (Brain Pop, IXL, Reflex, etc) were purchased to supplement core instruction and are available both at school and at home. Funds are allocated for an intensive summer school in the 2021-2022, 2022-2023 and 2023-2024 school years. Summer school will be a total of three weeks in length and will serve students needing additional supports in reading and mathematics. Funds are set-aside for tutoring during and after school for students requiring additional assistance.

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

Charlotte County Public Schools requires all students participating in remediation and enrichment programs to have an Individualized Learning Plan (ILP). The ILP tracks the progress of students throughout the school year and in summer months. CCPS utilizes a variety of data sources to monitor student performance and progress: IXL, STAR, SOL, classroom grades, and quarterly benchmarks.

1. Amount of ARP ESSER funds to address learning loss **$1,887,814.73**

# **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.

1. **Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies** 
   1. Total number of new staff hired with ARP ESSER funds **0**
   2. Plan to retain staff hired with ARP ESSER funds after September 30, 2024 **0**
2. **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**

Funds will be used for the maintenance, repair, replacement, and/or upgrade of systems to improve the air quality within our school buildings. Ensuring ventilation systems are maintained and/or upgraded will ensure the air quality is safe for our students and mitigate the spread of COVID-19. The purchase of two buses allowed CCPS to safely transport students to and from school while maintaining social distancing. The purchase of two 14 seat passenger vans allowed CCPS to transport students to and from school safely and did not require the driver to hold a CDL license. Due to the COVID-19 quarantine procedures, there were times CCPS did not have an adequate amount of CDL certified bus drivers to transport students to and from school. The purchase of cleaning and sanitation supplies and personal protective equipment ensured the safe and health of all CCPS students and staff. The purchase of Chromebooks for all students allowed CCPS to provide continuous education for all students throughout the pandemic. Outdoor seating allows students to receive instruction outside of the classroom and have access to fresh air. Security cameras were installed to assist with contact tracing.

1. **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**](https://doe.virginia.gov/federal_programs/cares/esser-and-geer-constrution-prior-approval-form.docx) **for the project**

Charlotte County Public Schools will use ESSER III funds for the maintenance, repair, replacement, and/or upgrade of systems to improve the air quality within the school buildings. CCPS will ensure all renovation and upgrade projects are pre-approved prior to beginning the project. Projects completed with ESSER III funds include fan coil repiping at Central Middle School, replacement of windows and front HVAC units at Randolph-Henry High School, and replacement of the HVAC system in the Bacon District Elementary School cafeteria.

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

Not applicable

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

$3,411,680.23

# **Section 7: Budget**

| **Category** | **Description** | **Learning Loss Y/N** | **Budget** | **Amount Obligated** | **Amount Spent** | **Amount Remaining** |
| --- | --- | --- | --- | --- | --- | --- |
| Summer School | Funds allocated for salaries during summer school, after-school remediation, and enrichment | YES | 300,000 |  | 22,814.00 | 277,186.00 |
| Summer School | Funds allocated for benefits during summer school, after-school remediation, and enrichment | YES | 25,053.75 |  | 1,750.61 | 23,303.14 |
| Other | Funds allocated for research based online instructional programs  Tuition for math specialist and reading specialist program | YES | 109,000 |  | 79,937.25 | 29,062.75 |
| Other | Funds allocated for digital and print textbooks, materials and supplies for summer school, remediation, and enrichment, and school specific instructional and library allocations to meet the needs of individual schools. | YES | 1,453,760.98 |  | 526,339.14 | 927,421.84 |
| Other | Funds allocated for student workers during the summer to update and maintain Chromebooks. Pay for nurses to conduct contact tracing, and one contact tracer. | NO | 45,000.00 |  | 22,518.00 | 22,482.00 |
| Other | Funds allocated for benefits for student workers, nurses, and contact tracer. | NO | 1,338.75 |  | 1,338.75 | 0.00 |
| HVAC/Renovation/Capital Projects | Funds allocated for the cost of labor associated with the install of cameras on buses. | NO | 16,000.00 |  |  |  |
| HVAC/Renovation/Capital Projects | Funds allocated for the maintenance, repair, replacement, and upgrade of HVAC systems to improve the air quality in school buildings. | NO | 818,311.00 |  | 222,221.00 | 596,090 |
| Other | Funds allocated for cleaning supplies, water bottle refill stations, masks, gloves, materials to address the social and emotional health of students, purchase of Chromebooks, virtual reality headsets, security cameras, purchase of students desks, Activ Panels, and laptops. | NO | 1,975,908.48 |  | 627,043.52 | 1,348,864.96 |
| Other | Funds allocated for the purchase of two 14-passenger activity buses, one special education bus, two vans, and two buses. | NO | 555,122.00 | 252,906 | 202,216.00 | 100,000 |

**Appendix A**

Charlotte County Public Schools posted a survey link for all stakeholders to have the opportunity to provide public comment on the ARP ESSER plan. The survey was released on April 5, 2021 and as of November 17, 2022, there have been no public comments submitted. The survey link may be found using the following link: [Public Comment Survey Link](https://docs.google.com/forms/d/e/1FAIpQLSdzxNupCm1i_hWXy4ud50pvPJ_GSh8CVT2NptmJ5b47FWErBw/viewform)