

**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 | Lancaster County Public Schools |
| B. Division Number | 051 |
| C. Contact Name | Whitney Barrack |
| D. Contact Email | wbarrack@lcs.k12.va.us |
| E. Contact Phone # | 804-333-3682 |
| F. Amount of ARP ESSER funding allocated to LEA | \$2,902,586.10 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/103/LCPS/2371969/LCPS_LEA_PLAN_ARP_ESSER.pdf

- 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 will be translated into Spanish via Google Translate and is posted on the division's website. Spanish is the majority language for EL families in Lancaster County, but Portuguese and Chinese are also represented in the community. These families all speak and understand English for the most part. We also have volunteer translators to assistance when needed.

- 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.

We will post a statement on the school webpage with the contact information for our Special Education Director; who will obtain accessible formats as needed.

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.

Periodic presentations are given at regularly scheduled school board meetings. These monthly meetings are an opportunity for the public to comment on the usage of funds. The public was also offered an opportunity to participate in a survey. The survey was posted on the districts website and sent out via email.

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

There have been several circumstances where stakeholder input impacted how ARP ESSER funds were to be spent. An example would be small class sizes. Several stakeholders have express a desire for small class sizes for several reasons. Those include to continue social distancing as much as possible, but also to assist teachers in providing small group instruction. We know learning loss occurred during the pandemic so it is important to provide as much support as possible to our students.

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: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions.

Feedback received: Students represented 24.6% of the surveys received. The majority were satisfied with the uses and proposed uses of these funds.

B. Families

Description of consultation conducted: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions

Feedback received: Families represented 42.1% of the surveys received. Again the majority were satisfied with the uses of these funds. While a slightly higher percentage were more satisfied with the proposed uses of funds.

C. School and district administrators including special education administrators

Description of consultation conducted: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions

Feedback received: Administrators represented 12.3% of the surveys received. Overall administrators were highly satisfied with the uses and proposed uses of funds. One commented the need for continued social and emotional support.

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

Description of consultation conducted: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions

Feedback received: This group represented 45.6% of the surveys received. Over all this group was satisfied with the uses and proposed uses of funds. This group overall commented on the need for additional staff to provide additional support to teachers.

E. Tribes, if applicable

Description of consultation conducted NA

Uses consulted on NA

Feedback received NA

F. Civil rights organizations, including disability rights organizations

Description of consultation conducted: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions

Feedback received: This group represented only 1.8% of the surveys received and were highly satisfied with the uses and proposed uses of funds.

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: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions.

Feedback received: This group represented 5.3% of the surveys received and highly satisfied on the uses and proposed uses of funds.

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

Description of consultation conducted: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions

Feedback received: This group represented 8.8% of the surveys received. Again this group was highly satisfied. One person commented the need for additional staff.

- 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: Survey

Uses consulted on: Learning loss in reading and math, support staff positions, HVAC upgrades, tier II and tier III interventions.

Feedback received: This group represented 7% of the surveys received. The majority were mostly satisfied with the uses and proposed uses of funds.

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

Learning loss has been identified through periodic assessments. These assessments include MAP Math, Scholastic Reading Inventory for Reading, VKRP and Pals. We have implemented Zones of Regulation for social emotional learning.

- 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

LCPS will focus on student assessments to assist in identifying students' learning needs and plan for upcoming instruction. LCPS has revised curriculum guides at all levels to highlight the essential standards for the grade level or course. MTSS framework will continue to be used to provide guidance for instructional planning and remediation. Based on the MTSS data collection, targeted individual student remediation will be achieved through a comprehensive afterschool program and during the school day. LCPS will continue to have a summer enrichment camp to aid in the learning loss recovery efforts. These camps focus on building reading and math skills and closing instructional gaps. A math and reading specialist will serve as a support position for both teachers and students in regards to mathematics and reading curriculum and assist in the recovery efforts of lost learning throughout the district. Added instructional assistants will provide further support in classrooms for grades K-8. Math manipulatives will support teachers and model abstract mathematical concepts for deeper student comprehension. Smart TV's will ensure teachers have the ability to integrate technology into the classroom. Supplementary materials and resources will be provided to encourage parents to be involved in their child's education.

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

Data from assessments, discipline referrals, and the attendance rates of students along with the number of days in ISS/OSS for students on targets ABA caseload.

D. Amount of ARP ESSER funds to address learning loss
\$592,167.50

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

Hired additional staff and provide additional funding for students instructional needed beyond the normal school day and by enhancing instruction through research based instruction subscriptions and focusing on direct instruction and instructional support through a data driven culture.

- a. Total number of new staff hired with ARP ESSER funds
2
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024
We plan to coordinate with the county administrator to transition necessary positions to our local budget. Other positions will be eliminated through attrition, as possible
- 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
Lancaster County Public Schools will purchase additional furniture to enable social distancing to continue to the largest extent possible. We are also upgrading the HVAC system to assist in better air flow.
- 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
The overall project is to remodel/renovate the current middle school into a primary school. These funds are being used to update/upgrade the current HVAC system. The original building was built in the 1960's. A renovation and addition was completed in 1993. The 1993 addition included two academic wings and an auditorium. The middle school currently has a 2 pipe heating system. When the school was built back in the 1960's this option provided a cost effective way to add air conditioning. However, many things have evolved since then. A VRF system can heat and cool different zones within a building at the same time. The prior approval request was sign by the Superintendent on December 2021. Approval was received from VDOE.
- D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below
- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$2,902,586.10

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	OC 1000 – Personnel	YES	\$292,536.25	\$29,777.53	\$29,777.53	\$262,758.72
Other	OC 1000 – Personnel	NO	\$26,141.00	\$6,500.02	\$6,500.02	\$19,640.98
Summer School	OC 1000 – Personnel	YES	\$40,000.00	\$40,000.00	40,000.00	\$0.00
Before and After School	OC 1000 – Personnel	YES	\$40,000.00	\$7,600.00	\$7,600.00	\$32,400.00
Other	OC 2000 – FICA	YES	\$70,507.25	\$12,480.74	\$12,480.74	\$58,026.51
Other	OC 2000 – FICA	NO	\$6,000.00	\$2,708.70	\$2,708.70	\$3,291.30
Other	OC 3000 Technology	YES	\$66,124.00	\$30,303.75	\$30,303.75	\$35,820.25
Professional Development	OC 3000 PD	YES	\$44,000.00	\$0	\$0	\$44,000.00
HVAC/Renovation/Capital Projects	OC 3000 Labor HVAC Project	NO	\$5,562.22	\$5,562.22	\$5,562.22	\$0
Before and After School	OC 6000 Math Manipulatives	YES	\$15,000.00	\$0	\$0	\$15,000.00
Other	OC 6000 Research based intervention reading materials	YES	\$15,000.00	\$0	\$0	\$15,000.00
Direct Support to Families for Tutoring	OC 6000 – Parental Involvement Materials & Resources	YES	\$5,000.00	\$0	\$0	\$5,000.00
Other	OC 6000 – Furniture for social distancing	NO	\$269,000.00	\$0	\$0	\$269,000.00
HVAC/Renovation/Capital Projects	OC8000 – HVAC Renovation	NO	\$2,007,715.38	\$202,001.54	\$202,001.54	\$1,799,511.34
Choose an item.		Choose an item.				
Choose an item.		Choose an item.				