



**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                         | Culpeper County Public Schools                               |
| B. Division Number                                  | 024  |
| C. Contact Name                                     | Laura Hoover   |
| D. Contact Email                                    | <a href="mailto:lhoover@ccpsweb.org">lhoover@ccpsweb.org</a> |
| E. Contact Phone #                                  | (540) 825-3677 ext. 3113                                     |
| F. Amount of ARP ESSER III funding allocated to LEA | \$10,250,501.12  |

**Section 2: Transparency and Accessibility**

- A. LEA webpage where plan is posted (provide URL) <https://www.culpeperschools.org/page/esser-iii>

**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 on our website in English and Spanish. If translations are needed in other languages, translation requests can be made to the CCPS Family Resource Center (FRC) at 101 Duke St., Suite 119, Culpeper, VA 22701 or (540) 445-5025.

**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 the CCPS Department of Special Education at (540) 825-3677.

### **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**

Culpeper County Public Schools has a dedicated ESSER III page on our division website and we have a dedicated email inbox, [esser3@ccpsweb.org](mailto:esser3@ccpsweb.org), for public input on our ESSER Plan. Every six months, notice is sent in English and Spanish to all stakeholders requesting public input on the CCPS ESSER plan. In addition, every month, stakeholders are encouraged to speak at our School Board meetings. We also participate in monthly meetings with community partners where progress on our ESSER Plan is reviewed and feedback is given.

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

CCPS conducts federal grant meetings with senior division staff to review the ESSER plan and revise as necessary. The ESSER plan is also reviewed at monthly division leadership team meetings during the revision periods. Public input is taken into account in these meetings when revisions are discussed. The majority of the feedback received supports the efforts that CCPS is making to close the learning gaps caused by the pandemic. Public input also indicates support for the wellness programs and steps being taken to improve the health and safety of our students. Some public input that has been received with regards to the ESSER plan does not relate directly to the pandemic and cannot be considered as a part of the ESSER plan. This information is given to the appropriate department(s) for consideration.

### **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:**

In-person meeting with Superintendent's Student Advisory Group; All students may provide input at any time using the ESSER III email account or at monthly board meetings; Notice given on website and social media posts

**Uses consulted on:**

Summer Academy, Instructional Materials, Social-Emotional Learning, Girls on the Run, SAFE, Groundworks, After School Clubs and Tutoring, Health and PE Programs

**Feedback received:**

Students were in favor of the Girls on the Run program, one student stated that it inspired her to join the cross-country team at her high school. Students spoke favorably about the health and PE programming and some said that they had returned to the outdoor activity with their families after the field trip. Students brainstormed additional possibilities for future health and PE wellness trips. Students expressed the importance of prioritizing mental health and providing safe spaces for students, which includes trusted relationships with school staff.

**B. Families**

**Description of consultation conducted:**

Notice sent to all families requesting feedback to our ESSER III email address or mailed to CCPS; Post on our website requesting feedback, posts on CCPS Social Media (Facebook, Twitter, Instagram), Press Release to all local media channels

**Uses consulted on:** All

**Feedback received:**

Feedback received included a requests for: enhanced safety measures at our schools; increased mental health support; additional school counselors; curriculum suggestions; promotion/support of fun and creative teaching with less emphasis on testing; support and encouragement for our teachers; consideration of extending the school day or the school year

**C. School and district administrators including special education administrators:**

**Description of consultation conducted:**

In person meeting held with Executive Directors, including Executive Director of Special Education, Directors, and Finance Staff; Written request for input to all CCPS Staff

**Uses consulted on:** All

**Feedback received:**

CCPS developed a comprehensive ESSER plan in 2021 has made good progress towards the goals of the plan. Data analysis is ongoing and supports instructional adjustments that we have taken and has helped to revise the plan to meet the needs of the most impacted cohorts of students. At this point, CCPS has obligated and/or spent 79% of our ESSER III formula funds with a strategic plan for spending the remaining \$2,103,902.57 to meet the academic, mental health, and safety needs of our students.

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

**Description of consultation conducted:**

In person meeting with CCPS Leadership; Written request for input to all staff, ESSER III

**Uses consulted on:** All

**Feedback received:**

Support for the goals of the CCPS ESSER plan; Teachers and other CCPS staff appreciated retention bonus and efforts to recruit and retain bus drivers

**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:**

Organizations may provide input at any time using the ESSER III email account or at monthly board meetings; Notice given on website and social media posts

**Uses consulted on:** All

**Feedback received:** N/A

**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:**

Written request for input to all CCPS families, staff, posts on social media, community partner meetings; ESL program evaluation by Division and School Administrators and counselors, teachers, Family Engagement Liaison, community members, & ESL parents

**Uses consulted on:** All

**Feedback received:**

Stakeholders representing interests of English Learners recommended increased outreach to community partners, focus on drop-out rate, more assistance with placing students at the secondary level and additional training; Support and gratitude for ARP HCY funds that support our homeless families;

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

**Description of consultation conducted:**

In person and virtual meetings with community partners including Healthy Culpeper, which includes representatives from Rappahannock Rapidan Community Services, Culpeper Town Police, the Culpeper County Library, Forever Free; In person meeting with the PATH Foundation

**Uses consulted on:** All

**Feedback received:**

Support for wellness programs and mental health support for our staff and students. Support for finding ways to eliminate barriers to student participation in after school programs (ie., transportation); Good network of community partners working together to meet the needs of our students

**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:**

Regular communication with ITC, Head Start and private schools; Input requested at community partner meetings; Written request for input to all CCPS families, staff; Posts on social media

**Uses consulted on:** All

**Feedback received:** Data indicates that preschool students/incoming students were also impacted by the pandemic. CCPS has made adjustments the instructional plan in 22-23 to include steps for kindergarten that we had not previously considered, but discovered from 21-22 data; Early childhood program feedback is that students have more needs than pre-pandemic preschool students, especially in the areas of expressive communication, behavior, and socialization

**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**

CCPS maintained universal screening at the elementary level in reading and math before, during and after the pandemic. Learning loss was defined for each cohort of students and curriculum adjustments were made. Universal screening includes ALL students and we were able to disaggregate data according by gap group. Middle school students participate in a reading inventory screener, division quarterly summative assessments, and SOL growth assessments. High school students complete benchmark assessments and SOL testing. Secondary assessment data indicates that students have significant learning gaps due to the pandemic in English and math when compared to a pre-pandemic school year

**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**

CCPS used funds for a K-12 summer academy program to address learning loss in 2021 and 2022 and plans to use funds for additional summer learning in 2023. Funds have also been used to revise curriculum and materials for each cohort of students. Elementary developed a three year plan to close the gap based on data that added instructional time (summer school/extended day), compressed the curriculum with materials to accelerate learning, professional development and

prioritized VA SOLs. In addition, secondary targeted learning gaps to adjust instruction and CCPS purchased instructional materials to better meet the academic needs of our students. In addition, CCPS has invested in positions to help maximize student learning

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

CCPS analyzes multiple data sources including universal screening data (fall, winter and spring), program data, VA SOL growth and spring data to determine the effectiveness of interventions employed. This data is shared with the school board annually.

**D. Amount of ARP ESSER funds to address learning loss \$5,871,630.68 or 57% of total funds; \$1.6 million of the remaining \$2.1 million is dedicated to learning loss.**

**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:**

CCPS used ESSER III funds for a one-time \$1,000.00 retention bonus for staff who worked for CCPS during the 2021-2022 school year and returned to their position with CCPS for the 2022-2023 school year. CCPS also used funds for an additional \$500 bus driver incentive to recruit and retain bus drivers.

**a. Total number of new staff hired with ARP ESSER funds: 8**

- i. Four (4) Behavior Interventionists, Two (2) High School Dean of Students and Two (2) Middle School Testing Coordinators

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

CCPS plans to retain the positions by including them the local budget proposal at the end 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:**

CCPS used ARP ESSER funds for personal protective equipment including masks for staff and students during the 2021-2022 school year. Funds were used to replace furniture for improved

cleaning and physical distancing. Funds have and will be used to remove carpet from school buildings and replace with tile and to retrofit water fountains into bottle fillers to create a safer, healthier environment. Funds were used to purchase new PA/Clock systems in schools where systems were not functioning properly. Bus replacement is also included to improve air quality and physical distancing on school buses.

**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:**

CCPS used ESSER III funds for the expansion of Floyd T Binns Middle School. CCPS requested approval for the project using the *VDOE Prior Approval Request Form* and the project was approved by the VDOE on July 28, 2021.

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

- CCPS used ESSER III funds for a childcare program for critical needs workers from March to July 2020;
- Girls on the Run programs in our elementary and middle schools;
- CCPS contracts with Goodwill Industries' Virginia Works and Verdun Adventure Bound to provide selected students aged 16 and older in alternative education and English Learners with job readiness training and leadership, collaboration, and communication skills through the Groundworks Program. The goal of the program is to develop participants' skills and to explore their career interests to keep them in school while assisting them in finding part-time employment; and
- CCPS contracts with Services to Abused Families (SAFE), a domestic violence and sexual assault response and prevention non-profit agency. SAFE's certified counselors will conduct lessons in middle and high school health classes intended to promote healthy relationships, teach the negative consequences of sexual misconduct and serve as an opportunity for students who are victims of or witnesses to sexual misconduct or domestic violence to make anonymous contact for support.

E. Amount of ARP ESSER funds for the uses above (A. through D.): \$4,378,870.44

**Section 7: Budget**

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Summer School	Summer Academy and ESY programs for summer 2022 and 2023	YES	\$ 1,446,683.20		\$827,701.47	\$ 618,981.73
Other	Childcare for Critical Needs Workers from March to July 2020	NO	\$165,222.72		\$165,222.72	0
Other	Virtual Tuition 21-22 School Year	YES	\$812,184.69		\$812,184.69	0
Other	Language Arts Instructional Materials	YES	\$139,027.97		\$139,027.97	0
Other Recruitment/Retention	2022 Retention Bonus	YES	\$615,758.00		\$615,758.00	0
Other Recruitment/Retention	2022 Classified Staff Retention Bonus	NO	\$456,374.00		\$456,374.00	0
Professional Development	Literacy Coaching and Consultation: Ronnis	YES	\$300,000.00		\$300,000.00	0
Other	Science Instructional Materials: Nonfiction Literature & Gizmos	YES	\$68,052.42		\$68,052.42	0
Other	Instructional Software Subscriptions	YES	\$198,817.74		\$198,817.74	0
Other	Hotspots for Students 2021-2022	YES	\$1,203.04		\$1,203.04	0
Other	ESL Instructional Materials: Continental Press	YES	\$19,922.52		\$19,922.52	0
Other	Furniture Replacement	NO	\$310,877.54		\$310,877.54	0
Other	PPE: Face Masks 2021-2022 SY	NO	\$22,990.90		\$22,990.90	0
Other	Teacher Laptops: Dell	YES	\$53,966.64		\$53,966.64	0
Other Recruitment/Retention	Bus Driver Incentive	NO	\$28,491.13		\$28,491.13	0
HVAC/Renovation/Capital Projects	Retrofit Water Fountains to Bottle Fillers	NO	\$44,854.10		\$44,854.10	0
Other	Expand Internet Access Points	YES	\$271,572.85		\$271,572.85	0
HVAC/Renovation/Capital Projects	Bus Replacement	NO	\$699,543.00		\$699,543.00	0
Other	Behavior Interventionists	YES	\$943,000.00	\$25,455.10	\$603,211.57	\$314,333.33
Professional Development	Curriculum Reframing	YES	\$30,000.00		\$15,756.64	\$14,243.36
Other	Dean of Students	YES	\$358,844.00	\$ 15,557.73	\$163,864.27	\$ 179,422.00
Before and After School	Girls on the Run Program	NO	\$275,000.00		\$ 174,359.18	\$ 100,640.82
HVAC/Renovation/Capital Projects	Remove Carpet and Replace with Tile	NO	\$491,613.00	\$245,156.00	\$246,457.00	0
Other	Health and PE Programming	YES	\$130,000.00		\$46,198.16	\$83,801.84
Other	Groundworks Program	NO	\$175,060.00		\$109,405.27	\$65,654.73



Attachment A  
Superintendent's Memo #260-22

Professional Development	LETRS Training	YES	\$148,800.00		\$38,039.59	\$110,760.41
Other	Replace PA/Clock Systems	NO	\$63,920.00		\$63,920.00	0
Other	SAFE	NO	\$18,000.00		\$792.00	\$17,208.00
Other	School Testing Coordinators	YES	\$299,000.00	\$13,283.69	\$136,217.31	\$149,500.00
HVAC/Renovation/Capital Projects	Floyd T Binns Expansion Project	NO	\$1,661,721.66		\$1,661,721.66	0
<b>TOTALS</b>			<b>\$10,250,501.12</b>	<b>\$299,452.52</b>	<b>\$8,296,503.38</b>	<b>\$1,654,546.22</b>