

**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

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|---|---------------------------------|
| A. School Division/LEA Name | Buena Vista City Public Schools |
| B. Division Number | 103 |
| C. Contact Name | Dr. Anthony Francis |
| D. Contact Email | tony.francis@bvcp.net |
| E. Contact Phone # | (540)261-2129 |
| F. Amount of ARP ESSER funding allocated to LEA | \$1,599,060.80 |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL) bvcp.net

- 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 written in a concise way whereby all stakeholders can read with clarity how the funds are being used. In the event that an ESL parent has difficulty in understanding the content of the plan, they are encouraged to call or visit the school board office. SBO personnel will make arrangement with an interpreter, if 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

The plan will be adjusted to a simpler form to accommodate their disability.

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

The original grant was posted on the Buena Vista City Public Schools website. A link was providing for community input and allowed for public comments. It was presented and approved by BVCPS School Board on June 24, 2021.

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

Buena Vista City Public Schools posted updates on the following dates: August 16; October 28; January 5, 2022; March 2, 2022; and August 25, 2022. An email link was provided for community feedback. Unfortunately, none was received.

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 N/A

Uses consulted on N/A

Feedback received N/A

- B. Families

Description of consultation conducted: An online link was provided for feedback

Uses consulted on: School Board meeting and online posting with link for feedback and comments

Feedback received No feedback received

- C. School and district administrators including special education administrators
Description of consultation conducted: Core meetings (CORE Committee consists of Superintendent, grant writer, finance director, technology director, director of operations) were held before the initial grant was written to receive input from all school administrators and special education director.
Uses consulted on: all instructional personnel and plan professional development opportunities to aid teachers in their effort to close learning deficits.
Feedback received: It is our desire to hire up to 4 Student Success Coaches to help bridge the learning gaps that have been created due to the pandemic. The coaches will be able to provide small group interventions and remediation strategies that target specific learning deficits created by the pandemic. The analysis of BVCPS informal and formal ongoing assessments and progress monitoring will be used to measure student outcomes and academic success. The part time Tech Support person is needed to support families during after school hours to help bridge the ever widening instructional gaps created by COVID. This service gives our families at home support with assignments using technology. A PK paraprofessional is needed to support the needs of our 3-4 year olds enrolled in our system. In order to more fully and efficiently meet the instructional needs of all students as indicated by EOY testing data, funds will be used to hire a full time Assistant Superintendent of Instruction for two years to address the immense learning gaps K-12 created by the pandemic and the loss of face to face instruction.
- D. Teachers, principals, school leaders, other educators, school staff, and their unions
Description of consultation conducted: Buena Vista City Public Schools scheduled several Comprehensive Need Assessment meetings (CNA) on the following dates: November 11, 2021; December 8, 2021 and January 6, 2022.
Uses consulted on: see above
Feedback received: see above
- 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: N/A
Uses consulted on: N/A
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: Included with the Special Education Director input
Uses consulted on: see C

Feedback received: see C

- H. Community based organizations, including partnerships to promote access to before and after-school programming
Description of consultation conducted N/A
Uses consulted on N/A
Feedback received N/A
- 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 N/A
Uses consulted on N/A
Feedback received N/A

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 was identified through assessments such as PALS, VKRP, SOLs, EOC, and benchmarks. BVCPS has an economically disadvantaged rate of 60.2%, so a large majority of our populations are students from low-income families. The Assistant Superintendent of Instruction worked with building administration to review SOL data, PALS data, and growth assessment data to identify and target students from the various sub-groups for targeted interventions and remediation based on evidence of individual learning loss.
- 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
Learning loss will be addressed through both targeted interventions and intentional placement/use of additional personnel. The Assistant Superintendent of Instruction worked with building administration to disaggregate data and adjust interventions and remediation accordingly. Schedules were adjusted on an as needed basis to best meet the needs of students based on most

recent assessment data. The Assistant Superintendent of Instruction also worked with administration and specific teachers to identify individual student needs and pace instruction to target those needs. Specific interventions and remediation were put in place based on each individual student's needs. Student Success Coaches were put in place at each school to support students socially, emotionally, and academically. Additional para-professionals were added to the staff at each building to support teachers and students, and to work one-on-one with individual students.

The BEST program was implemented at the elementary level to address learning loss in an after school format. Classroom teachers worked with the Best staff to identify individual students learning loss, and the skills were remediated during the BEST program. BEST also addresses social emotional learning.

Traditional summer school was extended from 4-6 weeks to 8 weeks to meet the academic needs of students. Students were targeted for summer school based on assessment scores as well as classroom performance. Transportation was provided for students, and instruction was designed to target specific needs of individual students.

APEX and Virtual Virginia were, and are, being used to fill in learning loss gaps for middle and high school students. This also worked to mitigate parent concerns regarding COVID exposure, while still addressing the needs of the students.

Chromebooks were provided to all students in order to increase accessibility to academic materials outside of the school environment, and address learning loss through at-home practice/coursework. Teachers were provided training on online platforms and instructional strategies.

- C. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: Evidence of the effectiveness of the evidence-based interventions is, and will continue to be measured by progress on benchmarks, growth assessments, PALS, VKRP, SOLs, and EOC assessments. Running records of individual student remediation and growth are kept by teachers and building administration. Building administration reviews data with teachers on a monthly basis through grade level meetings, department meetings, and leadership meetings. Building administration meets with the Assistant Superintendent of Instruction and the Superintendent on a quarterly basis to review individual school data and discuss interventions in place of individual students.
- D. Amount of ARP ESSER funds to address learning loss: \$611,342.35

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: Title II allocations included funding for recruitment and retaining staff through professional development opportunities to become highly qualified. Retention Grant was also awarded for materials/supplies for those teachers continued education. Local funding is provided for tuition for necessary coursework to complete their licensure/degrees.
- a. Total number of new staff hired with ARP ESSER funds 10 new positions – of the \$816,494.95 in the 8th amendment submitted and approved on OMEGA, \$568,989.43 was used for these new positions.
 - b. Plan to retain staff hired with ARP ESSER funds after September 30, 2024: Local and State funding as the budget allows.
- 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: N/A
- 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: Funding for technology \$146,185.28 and cleaning supplies and maintenance personnel \$195,162.94.
- E. Amount of ARP ESSER funds for the uses above (A. through D.) \$910,337.65.

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other	PK Paraprofessional (2 years)&Benefits	YES	36,803.75	36,803.75	16,304.03	20,499.72
Year Round School	Assistant Superintendent (3 years) & Benefits	YES	411,268.33	411,268.33	121,357.50	289,910.83
Other	Media Specialist (2 years)	YES	41,165.49	41,165.49	19,783.98	21,381.51
Other	PMMS Paraprofessional	YES	16,456.15	16,456.15	14,906.39	1,549.76
Other	PMMS Part-time Paraprofessional (2 years) & Benefits	YES	14,926.45	14,926.45	14,926.45	0.00
Other High Quality Tutoring	4 Student Success Coaches (2 years)& Benefits	YES	222,082.30	222082.30	36,609.94	185,472.36
Summer School	Summer Extended Learning Salaries & Benefits	YES	131,675.45	131,675.45	2,138.59	129,536.86
Other	Full-time LPN	NO	30,293.24	30,293.24	30,923.24	0.00
Other	Assistant Maintenance Supervisor (3 years) & Benefits	NO	139,397.94	139397.94	38,905.34	100,492.60
Other	APEX Online Coordinator (2 years) & Benefits	YES	94,064.58	94,064.58	45,865.46	48,199.12
Other	Part-time Custodian 2 years) & Benefits	NO	10,765.00	10,765.00	4,715.99	6049.01
Other	2 Long term Substitutes & Benefits	YES	21,484.91	21,484.91	21,484.91	0.00
Other	Intervention Design Specialist (1 year) & Benefits	YES	42,631.84	42,631.84	14,171.70	28,460.14
Other	Instructional Paraprofessional (1 year) & Benefits	YES	22,147.35	22,147.35	0.00	22,147.35
Other High Quality Tutoring	Google Workplace for Education Plus	YES	4,510	4,510	0.00	4,510.00
Before and After School	BEST Program	YES	23,370.00	23,370.00	7,760.00	15,610.00
Direct Support to Families for Tutoring	Virtual Virginia	YES	30,000.00	30,000.00	11,150.00	18,850.00
Other	Google Chrome OS Management Console License for each Chromebook Purchased	YES	7,469.28	7,469.28	7,469.28	0.00
Other	The Lobby Guard School Security License Renewal	NO	1,134.83	1,134.83	0.00	1,134.83
Other	E-Hall Pass	NO	8,500.00	8,500.00	7,750.00	750.00
Other	Frontline Absence and Time Solutions	NO	34,203.93	34,203.93	29,275.85	4,928.08
Other	Frontline Contracts and Human Resource	NO	39,382.14	39,382.14	0.00	39,382.14
Before and After School	BEST Bus Transportation Costs	YES	5,321.84	5,321.84	5,321.84	0.00

Before and After School	21 st Century BEST Support	YES	800.00	800.00	219.52	580.48
Before and After School	BEST Materials and Supplies	YES	18,000.00	18,000.00	6490.36	11509.64
Other	Maintenance Cleaning Supplies	NO	45,000.00	45,000.00	6,330.40	38,669.60
Other	Laptops for Instruction	YES	90,000.00	90,000.00	89,695.29	304.71
Other	MAC cases	YES	7,000.00	7,000.00	7000.00	0.00
Other	234 Samsung Chromebooks for Grades 3-5	YES	37,206.00	37,206.00	37,206.00	0.00
Before and After School	Cooking Kitchen for BEST	YES	12,000.00	12,000.00	12,000.00	0.00