ESSER 3.0 Public Plan for Remaining Funds

Addendum Guidance

2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library **(March 1 and Sept. 15).** The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Lake County Schools

Director of Schools (Name): Dr. Woody Burton

ESSER Director (Name): Dr. Stacey Alexander

Address: 819 McBride St., Tiptonville, TN 38079

Phone #: (731)253-6601 District Website: www.lcfalcons.net

Addendum Date: August 2023

Total Student Enrollment:	742
Grades Served:	PK-12
Number of Schools:	3

Funding

ESSER 2.0 Remaining Funds:	$0.00
ESSER 3.0 Remaining Funds:	$2,032,805.68
Total Remaining Funds:	**$2,032,805.68**

Budget Summary

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	$0.00	$115,880.04
	Summer Programming	$0.00	$0.00
	Early Reading	$0.00	$0.00
	Interventionists	$0.00	$166,416.53
	Other	$0.00	$331,319.98
	Sub-Total	$0.00	$0.00
Student Readiness	AP and Dual Credit/ Enrollment Courses	$0.00	$0.00
	High School Innovation	$0.00	$0.00
	Academic Advising	$0.00	$0.00
	Special Populations	$0.00	$0.00
	Mental Health	$0.00	$0.00
	Other	$0.00	$0.00
	Sub-Total	$0.00	$0.00
Educators	Strategic Teacher Retention	$0.00	$0.00
	Grow Your Own	$0.00	$0.00
	Class Size Reduction	$0.00	$0.00
	Other	$0.00	$0.00
	Sub-Total	$0.00	$0.00
Foundations	Technology	$0.00	$0.00
	High-Speed Internet	$0.00	$0.00
	Academic Space (facilities)	$0.00	$0.00
	Auditing and Reporting	$0.00	$77,688.59
	Other	$0.00	$1,341,500.54
	Sub-Total	$0.00	$0.00
	Total	**$0.00**	**$2,032,805.68**

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

ESSER 3.0 Initiatives: To increase Academic Achievement for all Lake County students, LCS has added interventionists and tutoring programs and will utilize high-quality instructional materials (HQIM) in the regular classroom setting and during tutoring and intervention sessions. To address the need for academic interventionists to address student learning loss, academic interventionists have been hired to support student learning at all grade levels. After school tutoring has been expanded to include 9th-12th grade students. (K-8th grade already has an after-school tutoring program funded through a 21st Century Community Learning Grant.) A description of HQIM can be found in question 2, Academics: Other. In December of 2023, LCS was approved to join All-Corps Tutoring to provide high-dosage, low ratio tutoring to our most vulnerable students. All-Corps will be funded through ESSER 3.0 funds and the All-Corps Tutoring grant.
LCHS will contract with Analyze ED, which assesses students and creates an individualized portal for students to work towards mastery of ACT Standards.

2. Describe initiatives included in the "other" category.

ESSER 3.0 Initiatives: ESSER 3.0 initiatives in the "other" category will fund ACT readiness teacher training and purchase of HQIM and software to support instruction.
Teacher professional development for ACT readiness through Jane Ross Tutoring will be funded through ESSER 3.0. ACT readiness was identified in the Needs Assessment as an area of concern for learning loss. Another area of need identified in the Needs Assessment was a lack of online resources to use during school closures and student quarantine. The Lake County School Board adopted a Virtual Education Program (VEP) to enable teachers to provide instruction for students who are temporarily quarantined. To address the need for HQIM in the regular classroom, LCS will purchase curriculum to support literacy and math instruction. Many curriculum items that will be purchased, such as iXL and Sonday Systems, contain a digital component, which can help support instruction when the VEP is in use. All purchases are for use during in-person instruction; however, a report published in November of 2021 by The Tennessee Commission on Education Recovery and Innovation suggests that the state, "Require that all curricula purchased by districts have an integrated technology-based capability and that districts establish and/or maintain the infrastructure and training required to fully leverage curricular resources across modes, allowing districts to seamlessly switch between delivery modes as necessary." In working to fill gaps revealed in our Needs Assessment, our district has prioritized this recommendation and will purchase HQIM that will comply with both ESSER 3.0 allowability and the suggestions of the Education Recovery and Innovation Commission.
ACT Benchmark and Composite Scores were at an all-time low during the 2020-2021 school year and were identified as a critical area of need to support student readiness for college and career success. LCHS has developed a plan to increase ACT scores and college and career readiness by utilizing the Jane Ross Tutoring ACT Boot Camp, Mastery Prep, and Online ACT Bellringers curriculums. Teachers will be trained

to implement the Jane Ross Tutoring Program in general education classrooms. LCHS will also contract with Analyze ED, which assesses students and creates an individualized portal for students to work towards mastery of ACT Standards. The expected outcome of this initiative is to increase college and career readiness prior to high school graduation. Funding will impact students at LCHS for the next two years, which will also ultimately impact our current 7th and 8th grade students.

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

ESSER 3.0 Initiatives: None
Additional Information concerning Student Readiness:
LCS has hired additional school counseling staff to assess, monitor, and counsel students experiencing emotional or mental health issues. LCS has also hired staff to monitor and provide supports to students who are chronically absent, quarantined, placed on hybrid schedules, or virtual due to potential school closure. Both of these initiatives were identified as areas of non-academic need for student support in the Needs Assessment and are being funded through the General Purpose Budget and the Stronger Connections Grant.

2. Describe initiatives included in the "other" category.

ESSER 3.0 Initiatives: None

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

None

Additional Information concerning Educators:
Efforts to recruit, retain, and support educators are being funded through the General Purpose Budget because they are on-going initiatives. The Differentiated Pay Plan approved by TDOE defines this initiative and incentives for staff. Teachers who earn an LOE score of 4 or 5 will receive additional compensation as a measure to retain high-quality teachers. Instructional Coaches that support teachers are also in place for every grade-band and are funded through Title I.

2. Describe initiatives included in the "other" category.

None

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment.

ESSER 3.0 Initiatives: ESSER 3.0 Foundations projects will allow us to repair and improve school facilities to reduce risk of viral transmission and exposure to environmental health hazards and to support student and staff health needs. To improve social distancing in alignment with CDC guidance, LCS will upgrade all restrooms, which have not already been renovated, to add touchless features and improved stall dividers. New seating is currently being added to the gym bleachers at LCHS to allow for more adequate social distancing. New classroom furniture to promote social distancing will be purchased for all schools with remaining funds. To improve indoor air quality, doors will be replaced and additional classroom and hallway surfaces will be painted with antimicrobial paint to help mitigate viral spread. LCS has contracted with an architectural firm to conduct a professional feasibility study of our infrastructure to help determine if proposed capital outlay projects should be reviewed and realigned to meet our current needs. Any proposed changes to projects will be made only after stakeholder input is requested and reviewed.

2. Describe initiatives included in the "other" category.

ESSER 3.0 Initiatives: Initiatives funded in ESSER 3.0: Foundations—Other focus on our school cafeterias and providing safe and healthy meals to students while preventing the spread of COVID-19. School cafeteria furniture that will be easier to sanitize and allow for better social distancing will be purchased.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

LCS will monitor allocations using approved fiscal procedures for federal funding, which are outlined in the LCS Internal Control Manual. The ESSER Supervisor will oversee all planning, purchasing, monitoring, auditing, and reporting of ESSER funds to ensure compliance with federal regulations. Information will be communicated to the community via Facebook and our district website, which has a special section designated for ESSER-related Information under the Federal Projects tab. LCS has established an email

account for community feedback, which is promoted on our district website. The ESSER Supervisor is responsible for collecting, analyzing, and reporting data to TDOE for auditing purposes.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

LCS has allocated 29.7% of ESSER 3.0 funding to address learning loss, which exceeds the 20% requirement. Initiatives in this category include the addition of academic interventionists to support student learning for our most impacted learners, a tutoring program at LCHS targeting students with the greatest academic needs, a focus on ACT prep at LCHS to promote college and career readiness for all high school students, and high-quality instructional materials and software to improve in-person instruction and provide resources to teachers to improve student outcomes.

In December of 2023, LCS was approved to join All-Corps Tutoring to provide high-dosage, low ratio tutoring to our most vulnerable students. All-Corps will be funded through ESSER 3.0 funds and the All-Corps Tutoring grant.

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

To revise the Health and Safety Plan, Lake County Schools engaged in meaningful consultation with our families and community partners during the spring and fall of 2022 and the spring of 2023. We employed multiple modes of engagement to inform our planning team, including an online survey; direct emails and phone calls to interest groups representing students; discussion with our district parent and family engagement council, teacher advisory group, and student advisory groups at all three district schools; an open comment email address that will remain publicly available through the life of ESSER decision-making; and QR code access to the survey posted throughout our communities, website, and social media outlets. Survey data and feedback from community members were reviewed during health and safety team meetings and administrator meetings during the revision process. District officials discussed the plan with Lake County Health Department representatives to consider revisions and discuss the latest TDH and CDC guidance. Following the revision process, the Lake County School Board will review the TDOE approved plan during the October 2023 Board Meeting. The Administrative Team is charged with plan implementation in their respective schools. The most current plan will remain posted on the Lake County Schools district website at least throughout the life of the ESSER grants.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

Our anonymous feedback survey revealed that, based on student enrollment of 760 students, the following percentages were obtained 19% of students and 11.2% of family members. Fifty-three percent of school staff, which includes all staff who are not school or district leaders, responded. One hundred

percent of school board members, administrative staff members, special education administrators, principals, and other school leaders responded either through the survey, meetings, or the public comment email address.

Calculations for interest groups were based on the number of interest groups engaged in our area and the number of responses received. Interest group engagement is as follows, in this format: **group / number engaged / number of responses received**

- Civil Rights / 2 / 2
- Disability Rights / 2 / 3
- Students with Disabilities / 1 / 23
- English Learners / 1 / 7
- Children experiencing homelessness / 2 / 2
- Children in foster care / 2 / 2
- Migratory Students / 1 / 2
- Students who are incarcerated / 2 / 2
- Underserved Students / 2 / 39
- Local churches / 5 / 28
- Youth sports organizations / 1 / 14

Additionally, email links sent to staff, families, students, and school board members requested that open comments be sent to our ESSER feedback email address. ESSER plan revisions were discussed during administrative team meetings, parent and family engagement meetings, infrastructure meetings, health department consultation meetings, and school board meetings.
In the fall of 2022, LCS discussed current ESSER Health and Safety and Public Spending Plans with the district teacher advisory group, student advisory group at LCHS, parent and family engagement groups throughout the district, and school leadership team meetings.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

For interest groups where receiving feedback has been challenging in the past, LCS personally contacted various members of the community who represent underrepresented groups. Emails were sent with links to the survey and information on locating the open comment email address. Our most effective means of engagement was the anonymous survey link posted on Facebook and our district website. Our survey requested specific, anonymous demographic information that was not included in our initial ESSER planning survey in Summer 2021. The improved demographic data collection revealed that a diverse population of stakeholders did respond to the survey, including subgroups for which we have no students enrolled, such as migrant, students experiencing homelessness, and students who are incarcerated. Input from these groups is important to ensuring spending will benefit students who identify in these groups if they register in our district. Open comment emails did not require that demographic information be sent, so information from participants using this mode of engagement was not tied directly to interest groups for calculations in question 2. The Lake County School Board, administrative team, staff, and students were asked specifically for input via email. Information was sent to families

through Facebook postings, which has been identified by families as their preferred method of communication between home and school.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

Lake County Schools engaged in meaningful consultation with our families and community partners during the spring and fall of 2022 and the spring of 2023. We employed multiple modes of engagement to inform our planning team, including an online survey, direct emails, online and in-person meetings, parent and family engagement meetings, teacher advisory meetings, school leadership team meetings, phone calls to interest groups representing students, an open comment email address that will remain publicly available through the life of ESSER decision-making, and QR code access to the survey posted throughout our communities, website, and social media outlets.