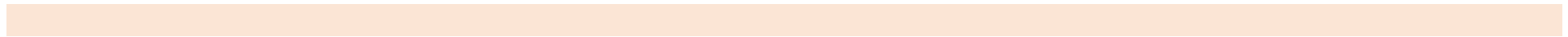


RKES school leadership collaborated with several members of the Bright Star School Support Team - including instructional, special education, student and family services, and financial team members to guide the discussion on effective use of ESSER III funding and areas of priority for its school.

The school leadership then hosted its School Site Council (SSC) meeting and presented to students, parents, teachers, and school staff members on April 15, 2021, with language translation as needed. RKES shared with the SSC the amount of funding, the timeframe for spending, and the eligible use

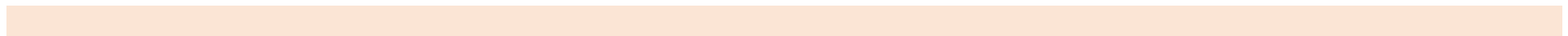
A description of how the LEA will use funds to address the academic impact of lost instructional time.



\$132,608

N/A	Providing Academic Interventions, Additional Instructional Time and supports	Adding Positions of Academic Supports to mitigate the effects of the learning gap increased during the pandemic; Adding additional instructional roles to support in the classrooms; Implementation of iReady to assess student academic progress; Intervention and enrichment programs for students; Four weeks of Summer School	\$132,608

A description of how the LEA will use any remaining ESSER III funds, as applicable.



\$40,000

N/A	Non-Academic Student, Family, and Staff Supports	<p>Adding a School Counselor who will be focused on integrated student supports to address social-emotional barriers to learning.</p> <p>Adding positions and/or outside providers to support additional social/emotional counseling;</p> <p>Adding additional operational roles to support the return from the pandemic and guarantee seamless operations with new procedures and protocols</p>	\$40,000

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Operating safe schools for in person instruction	<ol style="list-style-type: none"> 1. Hire additional staff to support Cluster efforts for Health and Safety 2. 	

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;

- Written in a language that parents can understand, to the extent practicable;

- o If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents

- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and

- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

Provide a short title for the action(s).

Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

Provide the action title(s) of the actions being measured.

Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.

Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021