

Bright Star Schools: Rise Kohyang Middle School	Ruth Kim Principal	rkim@brightstarschools.org (424) 789-8338

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and behavioral needs.

Additionally, the LEA must explain how it intends to use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instruction. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

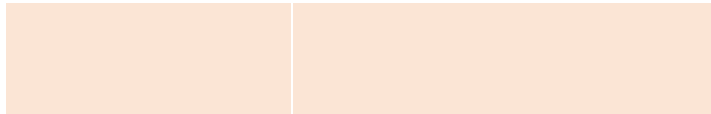
For more information please refer to the Instruction.

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

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



\$408,966



<p>Integrated supports to address other barriers to learning</p>	<p>throughout the year. The first diagnostic was given in September to establish a baseline understanding of student skills in Math and Reading. Each diagnostic assessment provides an in-depth assessment of student growth, and proficiency on ELA and Math domains.</p> <p>Each student is provided with an individualized learning goal for Math and ELA.</p> <p>2. School has drafted a School Action Plan which articulates the actions the school will take to ensure student progress on all learning goals. School presents this plan to the Head of Schools, Deputy Superintendent of Instruction, and the network's Executive Director three times throughout the year.</p> <p>3. Network and School leadership meet monthly to review the following measures regarding iReady ELA and Math progress: (1) % of students passing iReady lessons, (2) % of students spending 30-50 minutes weekly doing reading and math skills. Schools make adjustments to current practice based on feedback from network leadership during meetings.</p> <p>4.</p> <p>1.</p>	<p>2. School Action Plans - 3 X throughout the year. October, February, and April</p> <p>3. Academic Leadership Meetings - Monthly throughout the year</p>
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	<p>determining family engagement priorities, and understanding any barriers parents see which are impacting their students ability to be successful in school.</p> <p>5. Three times throughout the year the network pulls data across a series of areas: Student Achievement, Whole Child Development, Teacher and Counselor Learning and Growth and Organizational Sustainability. Network leadership and school leadership reviews all measures included in this dashboard which range from attendance, school financials, school climate, chronic absenteeism, English learner progress, iReady progress (amongst others). Schools and network leadership make adjustments to current practice in an effort to meet articulated goals.</p>	
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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.

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- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (includin

School and district administrators, including special education administrators;

Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its 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.

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use 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. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

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