

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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 mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. 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 see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	School Website

Summary of Planned ESSER III Expenditures

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.

Total ESSER III funds received by the LEA

\$760,079

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$608,063
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$152,016
Use of Any Remaining Funds	[\$ 0.00]

Total ESSER III funds included in this plan

\$760,079

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Parents, teachers, school staff, and other stakeholders were surveyed about LCAP plans and were invited to Town Hall meetings to provide input. Staff also completed needs assessments for students in certain subpopulations. Finally, stakeholders were surveyed through an online survey about how ESSER III funds should be expended.

A description of how the development of the plan was influenced by community input.

Our community was in support of additional tutoring and support staff to assist students in catching back up. Especially for subpopulations of ELL and SPED students. They were also interested in facilities improvements such as better HVAC filtration and creating additional classroom spaces that will assist in student distancing and smaller class sizes. Lastly, they mentioned that the transportation that the school has been providing to reduce chronic absenteeism has been beneficial and that they wanted to see that continued.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$608,063			
Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #3	Van transport	Provide intervention for students with low attendance by increasing home visits by case managers. School based transportation of chronically absent students from home to school and from school to additional work experience, CTE, or dual enrollment college programs.	\$60,000
LCAP, Goal #1	Construction of additional classrooms and CTE program pathway, HVAC renovation and filtration	Adding classroom space in our school buildings will reduce class sizes, increase spacing between students, and increase the career pathways offerings that the school provides. Increase air filtration and circulation in classrooms.	\$500,000
LCAP, Goal #1	College Transition	Safely return students to college transition activities such as college visits and workshops. Each activity will need to be modified as a result of Covid-19 so more workshops and visits with less students will need to be conducted each time.	\$48,063

Addressing the Impact of Lost Instructional Time

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

Total ESSER III funds being used to address the academic impact of lost instructional time

\$152,016

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #2	Increase sped support staff	Increase intervention time and supplemental services for our special education sub-population.	\$64,016
LCAP Goal #2	Increase ELD support staff	Increase intervention time and supplemental services for our English Language Learner sub-population.	\$64,000
LCAP Goal #2	Broaden offerings of credit recovery and sped specific courses offered.	Increase credit recovery course offerings and specialized courses for sped students to catch back up.	\$24,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

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[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

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.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Monitor Air filtration and classroom air circulation	All HVAC units that are able to be outfitted with increased MERV filters will be. Some units and classrooms that need to be renovated for better air filtration and circulation will be. Facilities surveys will be conducted to ensure that these updates have been made.	During quarterly HVAC maintenance schedule.
Track attendance of chronically absent students	Chronically absent students that have been targeted for home visits or selected for daily transportation to school will have their attendance tracked by case managers.	Case managers will track student’s weekly attendance and absence improvement as a result of the home visit/school transport program.
Progress monitor sped and EL students for academic growth and increase of credits earned	Data on Sped and EL populations will be reviewed to determine learning progress and further supports needed.	Quarterly
Increase classroom space and CTE and college transition program participation.	Survey students and families on the effect of CTE and college program expansion and their satisfaction with the program offerings.	Annually

