

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.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
California Montessori Project - San Juan Campuses Local Control and Accountability Plan	CMP Website: CMP-San Juan Campuses LCAP
California Montessori Project Strategic Plan	CMP Website: CMP Strategic Plan

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

\$797,351

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$478,411
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$159,471
Use of Any Remaining Funds	\$159,469

Total ESSER III funds included in this plan

\$797,351

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.

California Montessori Project-San Juan Campuses have provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP), as well as an individual charter school within the San Juan Unified School District (SJUSD). Members of the CMP Learning Community, as well as the public-at-large, are invited to attend monthly meetings of the CMP Governing Board, and to provide input regarding recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts, among other topics. As part of our annual LCAP process, CMP-San Juan Campuses specifically connected with students, families (including the English Learners Advisory Committee) and staff to discuss school improvement and future goals and actions of CMP. CMP has also recently engaged in a multi-year stakeholder engagement process to draft and adopt a new five year Strategic Plan, which was approved in June of 2021.

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

The input from CMP stakeholders from this LCAP season and from general comments received during public Governing Board Meetings, has helped refine CMP goals and actions. CMP's pre-pandemic goals and actions still resonate with the post-pandemic CMP learning community, especially the need to address students' academic and social emotional needs. CMP also included new ideas (such as the Club steM program offered in the summer) intending to address missed learning due to the pandemic and is designed specifically for the unduplicated students that could benefit from additional support in math, reading and science.

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

\$478,411

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan Environmental Goal #3	All Students will have access to a safe, fully functioning, adequate space for learning and working.	Maintain a low student to teacher ratio. Commit to maintaining a Credentialed, Montessori Trained teacher as well as a trained Teaching Assistant in every classroom, lowering the overall student to adult ratio. Provide all Teaching Assistants opportunities to become Montessori trained.	\$325,319
Strategic Plan Environmental Goal #3	All Students will have access to a safe, fully functioning, adequate space for learning and working.	Based on school optimal Kindergarten enrollment, there will be proper facilities to account for the student's full TK/K-8 continuum and each CMP campus will have adequate, dedicated space to run enrichment, special education testing, IEP testing and counseling programs.	\$86,114
Strategic Plan Student Goal #1	CMP will see an annual increase in student climate and culture satisfaction.	Annual reduction in the numbers of students suspended. Clearly define and train staff on restorative practices as alternatives to suspensions. Annual reduction in the numbers of students chronically absent. Continue with the full implementation of Multi-Tiered Systems of Support and the Positive Behavioral Interventions and Supports training program, including standard processes and incentives at all campuses by 2025.	\$66,978

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

\$159,471

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan Student Goal #2	CMP will see an annual improvement in Math performance on CMP and state assessments.	<p>Utilize a Response to Intervention process for students not proficient in math that builds upon and utilizes an individualized math support.</p> <p>Hire Math Intervention Teachers and develop additional math support staff to support math interventions at all campuses.</p> <p>Provide math enrichment and/or tutoring opportunities before and/or after school.</p>	\$43,057
Strategic Plan Student Goal #3	CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.	<p>Utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan.</p> <p>Maintain English Language Arts Intervention Teachers and develop additional reading and writing support staff to support interventions at all campuses.</p> <p>Enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school.</p>	\$43,057
Strategic Plan Student Goal #4	CMP will increase and improve services to unduplicated pupils: English Language Learners, Low-Income Students, Foster Youth and Homeless Youth.	<p>Increase outreach to students identifying as a Free and Reduced Lunch, English Learner, and Foster Youth, through defined recruitment efforts.</p> <p>Provide cultural competency and responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students.</p> <p>Provide Professional Development for English Learner oversight and will provide follow up trainings, lessons, and strategies.</p> <p>Offer summertime tutoring through the Club steM program, to unduplicated and/or non-proficient students.</p>	\$73,357

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$159,469

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Strategic Plan Environmental Goal #1	All Students will have access to a high quality, 21st Century Montessori Education that is California state standards aligned.	Adopt California standards aligned curriculum for ELA, Math, and Science.	\$51,030
Strategic Plan Environmental Goal #1	All Students will have access to a high quality, 21st Century Montessori Education that is California state standards aligned.	Provide Social Emotional Learning curriculum to all students.	\$22,325
Strategic Plan Teacher Goal #1	100% of CMP Teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of employment at CMP) and 50% of CMP Teachers will be considered a “Montessori Mentor” by CMP standards.	Continue to support Montessori Training for Teachers and Teaching Assistants.	\$86,114

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
All Students will have access to a high quality, 21st Century Montessori Education that is California state standards aligned.	Audit of curriculum available at each school site	Annual
100% of CMP Teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of employment at CMP) and 50% of CMP Teachers will be considered a “Montessori Mentor” by CMP standards.	Audit of teachers who are not fully trained or not currently in training.	Annual
CMP will increase and improve services to unduplicated pupils: English Language Learners, Low-Income Students, Foster Youth and Homeless Youth.	Enrollment analysis of unduplicated students Participation in summer Club steM	Annual
CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.	Growth on local and state assessments	Annual
CMP will see an annual improvement in Math performance on CMP and state assessments.	Growth on local and state assessments	Annual

CMP will see an annual increase in student climate and culture satisfaction.	Reduction in Chronic Absenteeism Reduction in Suspensions	Annual
All Students will have access to a safe, fully functioning, adequate space for learning and working.	Percentage of staff trained or in training Class size ratio Facilities audit	Annual