



## 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
2020 Learning Continuity and Attendance Plan (LCP)	<a href="https://drive.google.com/file/d/16oGACSDYCncZVr6tuTTFJkeZumtao3lg/view">https://drive.google.com/file/d/16oGACSDYCncZVr6tuTTFJkeZumtao3lg/view</a>
2021-2024 Local Control Accountability Plan (LCAP)	<a href="https://www.omsd.net/cms/lib/CA02204858/Centricity/domain/100/lcap%20-%20english/2021-2024%20LCAP%20Ontario-Montclair%20School%20District.pdf">https://www.omsd.net/cms/lib/CA02204858/Centricity/domain/100/lcap%20-%20english/2021-2024%20LCAP%20Ontario-Montclair%20School%20District.pdf</a>
Expanded Learning Opportunities Grant Plan	<a href="https://www.omsd.net/cms/lib/CA02204858/Centricity/Domain/62/Expanded%20Learning%20Oppportunity%20Grant%20Plan%20for%20Ontario-Montclair%20School%20District.pdf">https://www.omsd.net/cms/lib/CA02204858/Centricity/Domain/62/Expanded%20Learning%20Oppportunity%20Grant%20Plan%20for%20Ontario-Montclair%20School%20District.pdf</a>

## 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

62,042,694

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	35,625,955
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	12,40

The Ontario-Montclair School District has implemented robust efforts since the spring school closures as a result of COVID-19 in addition to the development of the 2020-2021 Learning Continuity and Attendance Plan (LCP), the 2021-2024 Local Control Accountability Plan (LCAP) and 2021-2026 Five Year Action Plan. Outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods, including emails, website, social media, videos, surveys, focus groups, parent advisory groups, and public hearings.

Beginning in May, 2020, over 100 staff members and parents formed six Districtwide Return to School Task Groups which comprised the larger Return to School Work Group. The task groups, which represented District and school site staff and parents, focused on immediate student academic and social-emotional needs as a result of the pandemic. The following areas were considered in planning the return to school: Facilities, Governance, Instruction, School/Satellite Operations, Technology and Wellness.

OMSD has a history of engaging a significant number of parents, teachers, school staff, students and community in our LCAP stakeholder engagement process with a ThoughtExchange survey. Additionally, each school administrator provides a presentation to staff and parent groups at the school site and gathers feedback to assist with planning.

Throughout the year, additional input from stakeholders was considered in prioritizing the needs of our programs and services for students, in light of the impact of COVID-19 to academic and social-emotional learning. Comments received from District Parent Advisory Committee (DPAC) and District English Learner Parent Advisory Committee (DELPAC) were responded in writing by the Superintendent. A summary of the following stakeholder input activity occurred to inform the LCAP and the District

- Community Advisory Groups Presentations: Rotary Club, Blue Ribbon Community Partners

Additional information regarding community engagement is identified in Ontario-Montclair School District LCAP, which is located on the District website.

The District held various community engagement meetings throughout the 2020-2021 school year. The feedback received assisted with the development of the ESSER III Plan and also aligns to the 2020-2021 Learning Continuity and Attendance Plan, 2021-2024 LCAP, and the 2021-2026 Five Year Action Plan.

On July 1, 2021, the District held a public hearing regarding the plan documents required to receive the third allocation of the Elementary and Secondary Emergency Relief (ESSER III) funds. Opportunities to attend planning meetings for public hearing, adoption and parent advisory committee meetings were extended to all community members through participation in the Public Hearing. To our knowledge, none of the stakeholders attending expressly identified themselves as representing a tribe, civil rights organization, or incarcerated youth.

The ESSER III Expenditure Plan was influenced by the feedback received from the Stakeholder Groups. The Stakeholder engagement priorities identified major themes. The major themes included the following: Technology, Academic Intervention Support, Behavior, Social Emotional and Mental Health Support, Thorough and Responsive Training for Staff, Time to Plan and Collaborate, and Class Size.

This particular plan is a sub-plan of our overall Comprehensive Plan for Federal, State, and Local Funds Related to COVID Pandemic Recovery and is aligned with our LCAP, LCP, and Five Year Action Plan.

#### Bargaining Units input:

- Professional Development based on teacher and staff needs
- Reduce class size
- Shared decision making
- Student and staff safety
- Resources to support technology instruction and classroom supplies
- Student behavior supports

#### Students input:

- Broad access to programs
- Social Emotional Learning and Peer to Peer interactions
- Engagement strategies

#### Administrators input:

- Site Leadership Professional Development
- Systems to support site leadership
- Increased academic and social-emotional supports for students
- Resources to support early literacy
- Support for student equity, Cultural Proficiency Training, and removal of barriers to ensure student access to academic and SEL

The specific strategies suggested by each group were embedded into our Acceleration of Learning and Safe Return to School Efforts. These represented addressing the needs of the whole child (academically, behaviorally, socially and emotionally). Although individual groups shared distinct feedback and priorities, all ideas were in alignment with the themes of accelerating learning and returning to in-person learning safely. The District's fiscal capacity to blend all of the priorities of these distinct groups into a comprehensive plan allowed us to meet the expectations of our stakeholders in providing prevention and mitigation strategies, addressing learning needs, ensuring safe facilities and practices are in place as well as monitoring of all of the actions to ensure student success.

## **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

35,625,955

Plan Alignment (if applicable)

# 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

12,409,946

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021-2024 LCAP Goal 2 Actions 9&10, Goal 3 Actions 2&3. 2020-2021 Learning Continuity and Attendance Plan pg. 27 Action PLL#6, Expanded Learning Opportunities Grant Plan pg. 3 #2	Intervention Teachers Elementary, K-6	Each elementary school site will have one intervention teacher. These intervention teachers will lead the effort in identifying learning gaps, designing and implementing effective Tier II interventions in English Language Arts and Math, with a focus on early literacy in the elementary grades. These interventions will be provided both during the school day and after school hours. Enhanced Core Reading Instruction (level 1), Fast Track Phonics (level 1), and/or Lightning Squad (level 1) professional development will be provided. All of these Evidence-Based Practices (EBPs) have been piloted for two years and are now being expanded because taking these EBPs to scale will improve student learning. This is an expansion of the LCAP, LCP, and ELOG.	1,197,142
2021-2024 LCAP Goal 2 Actions 9&10, Goal 3 Actions 2&3, 2020-2021 Learning Continuity and Attendance Plan pg. 27 Action PLL#6, Expanded Learning Opportunities Grant Plan pg. 3 #2	Instructional Aides, K-6	Each elementary school site will have two instructional aides, to work alongside the intervention teacher, to provide Tier II interventions with a focus on early literacy instruction, and including ELA and Math for all grade levels, as determined by diagnostic assessment. Enhanced Core Reading Instruction (level 1), Fast Track Phonics (level 1), and/or Lightning Squad (level 1) professional development will be provided. All of these Evidence-Based Practices (EBPs) have been piloted for two years and are now being expanded because taking these EBPs to scale will improve student learning. This is an expansion of the LCAP, LCP, and ELOG.	2,522,343
2021-2024 LCAP Goal 2 Actions 9&10, Goal 3 Actions 2&3, 2020-	Intervention Teachers Middle School, 6-8	Each middle school will have two intervention teachers. These intervention teachers will lead the effort in identifying learning gaps, designing and implementing effective Tier II	828,397

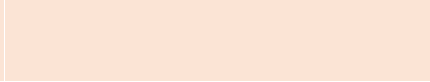


Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
2021 Learning Continuity and Attendance Plan pg. 27 Action PLL#6, Expanded Learning Opportunities Grant Plan pg. 3 #2		interventions in English Language Arts and Math. These interventions (level 2) will be provided both during the school day and after school hours. Professional development and collaborative opportunities will be provided for school site administrators, coaches and intervention teachers to ensure the use of evidence based practices (iReady - level 1, i-Lit -	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Residential Substitute Teachers, K-8	<p>improve our Tier I and Tier II instruction, thereby increasing student achievement. This is an expansion of the LCAP.</p> <p>Each of our 32 school sites will have one additional Special Education teacher.</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Learning Continuity and Attendance Plan pg. 20 Action DLP#6		Health Records, Tableau, Google Plus, Pro Zoom, Fast Track Phonics. Screencastify, Seesaw, Vista Higher Learning, and Silicon Valley Mathematics. These resources will allow our teachers to maximize the use of technology, both in the classroom and for students who are at home for quarantine and participating in Independent Study. This is an expansion of the LCAP and LCP.	
N/A	Edgenuity Curriculum	Our Middle School students who have opted to participate in our Online Academy School Independent Study (OASIS) program (long term independent study option) will engage in the Edgenuity Program (level 4) as well as other programmatic components in order to receive an educational program commensurate with the regular program offered in-person. Teachers have received PD on the program and have an assigned Teacher mentor at the District level providing support.	40,000
2021-2024 LCAP Goal 3 Action 7, 2020-2021 Learning Continuity and Attendance Plan pg. 31 Action AA#6, Expanded Learning Opportunities Grant Plan pg. 3 #3	Outreach Consultant (ORC)	Each school will have an Outreach Consultant (level 2) who will manage and monitor all site level Health/SEL/Mental Health student supports. This ORC will be a resource to families, coordinate the Student Success Team process, provide resources/referrals for basic needs, wellness, etc. The ORC will participate in regular collaborative meetings with the Director of Health & Wellness Services for professional development and support. This is an extension of the LCAP, LCP, and ELOG.	1,069,436
2020-2021 Learning Continuity and Attendance Plan pg. 31 Action AA#6	Teacher on Assignment (TOA)	In order to provide consistent support to our preschool teachers (professional development, coaching, modeling, resources) a TOA for the Preschool Program (level 2) will join the PK/Early Childhood Development Department. Additionally, in order to provide coordination for site Outreach Consultants, under the direction of the Director of Health & Wellness Services, a TOA for the Health & Wellness Services Department (level 2), working in the HWS department, will be hired. Both of these Teachers on Assignment will be mentored by their respective Director, receive professional development and will focus on	455,973

**Plan Alignment (if applicable)**







Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	2) iReady diagnostic data will be reviewed by classroom teachers and site administrators and used to inform instruction	
Additional 25 Classroom Teachers to Eliminate Combo Classes, K-8	Review and monitor the number of combination classes in OMSD as well as the number of additional FTE required to minimize combination classes to the extent possible.	Quarterly
Instructional Coaches for Targeted Schools, K-8	Results-based coaching tool (coaching cycle tool to guide the coaching; data-driven approach to organize goals and data).	Every 6-8 weeks
Residential Substitute Teachers, K-8	Review and monitor the number of Residential Substitute Teachers are in place at school sites to ensure hiring, where appropriate to ensure this support is in place.	Quarterly
Outreach Consultant	1) SEL Student Screener Data used to identify students in need 2) SEL Toolkit Implementation by teachers and Walkthroughs conducted by site administrators	1)3x/year 2)Daily
Teacher on Assignment (TOA)	1) Site visits to provide feedback to staff 2) Support staff as professional growth advisor to renew permits	1)Weekly 2)annually

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<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
HVAC Units and/or other student-centered facilities improvements	1) Air filter replacement schedule to help reduce the number of positive COVID-19 cases. 2) Review Williams Report findings 3) Walkthroughs to determine wear and tear for Central Kitchen freezer	1) Quarterly 2) Annually 3) Annually
Purchase Personal Protective Equipment (PPE)	Purchase PPE following the Public Health Guidance and monitor the PPE inventory.	Monthly
Additional Nurse COVID support and related equipment	1) Monitor the number of COVID-19 cases 2) Monitor contact tracing data	1) Daily 2) Daily

# **ESSER III Expenditure Plan Instructions**

## **Introduction**



- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic



Students who are English learners;  
Students of color;  
Students who are foster youth;  
Homeless students;  
Students with disabilities; and

- ~ Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- ~ Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- ~ Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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.

### **Instructions**

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.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- 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 wi

- 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.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- 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.

### **Use of Any Remaining Funds**

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 of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- 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 any additional action(s) the LEA will implement 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 of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- 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. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **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, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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.).

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