



Revised Plan: March 4, 2024

## 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%20Opportunity%20Grant%20Plan%20for%20Ontario-Montclair%20School%20District.pdf">https://www.omsd.net/cms/lib/CA02204858/Centricity/Domain/62/Expanded%20Learning%20Opportunity%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)	12,409,946
Use of Any Remaining Funds	14,006,793

### Total ESSER III funds included in this plan

62,042,694

## 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.

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's Five Year Action Plan development.

Teacher Survey – 455 respondents

LCAP ThoughtExchange Survey

- Administrators – 50 respondents
- Certificated Staff – 496 respondents
- Classified Staff – 214 respondents
- Parents/Families – 2150 respondents
- Community – 61 Respondents
- Students – 194 respondents

Stakeholder meetings took place during 2020-2021 as follows:

- Site Administrator Needs Assessment and Interviews – 32 sites
- District Parent Advisory Groups: District English Learner Parent Advisory, District English Learner Advisory, District Parent Advisory, Gifted and Talented Education Parent Group, Special Education Parent Advisory Group, Community Advisory Committee – 123+ participants
- Ontario-Montclair School District Special Education Local Plan Area (SELPA)
- Staff Advisory Groups: Classified Bargaining Unit Representatives, Certificated Bargaining Unit Representatives, Administrative Leadership Team, Site Administrators, District Administrators – 131 participants
- Middle School Congress LCAP Advisory Group – 72 participants
- Site LCAP Advisory Staff and Parent Meetings – 2154 participants

- 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.

#### District Parent Advisory Committee (DPAC) Input (Inclusive of Foster Youth, Homeless, and Migratory Students)

- August 11, 2020 & August 25, 2020 Virtual Meetings with 42 participants
- August 17, 2020- September 10, 2020 - The draft Learning Continuity and Attendance Plan (LCP) and input forms were posted on omsd.net and made available in hard copy at all middle school sites and at Briggs
- September 14, 2020 - September 17, 2020 Input on second draft LCP posted on omsd.net and available in hard copy at all middle school sites and at Briggs District Office as shared above

#### District English Learner Parent Advisory Committee (DELPAC) Input

- August 11, 2020 & August 25, 2020 Virtual Meetings with 35 participants
- August 17, 2020- September 10, 2020 The draft LCP and input forms were posted on omsd.net and available in hard copy at all middle school sites and at Briggs District Office
- September 14, 2020 - September 17, 2020 Input on LCP posted on omsd.net and in hard copy at middle school sites and at Briggs District Office as shared above

#### Middle School Congress Student Input

- Virtual Meeting on August 27, 2020 with 23 participants

#### Community Input

- August 2020 Superintendent's Constant Contact
- Written Comments for the Superintendent electronic and paper forms on the draft plan
- Opportunities to attend public hearing, adoption and parent advisory committee meetings
- August 17, 2020- August 20, 2020 Input on LCP posted on omsd.net and in hard copy at middle school sites
- September 10, 2020 Input on draft LCP posted on omsd.net and in hard copy at middle school sites
- September 14, 2020 - September 17, 2020 Input on LCP posted on omsd.net and in hard copy at middle school sites

On May 6, 2021, the District presented to the Board of Trustees, the Comprehensive Plan for Federal, State and Local Funds Related to COVID Pandemic Recovery. The plan outlined the planned use of the Learning Loss - Coronavirus Relief Fund, SB County Office of Education - Relief Funds, Learning Loss - Prop 98, Expanded Learning Opportunities Grants, In-Person Instruction Grant, Governors Emergency Education Relief, and ESSER I, II, and III funding. The presentation also outlined the Stakeholder Engagement, which aligns to the LCAP.

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.

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

The ESSER III spending plan was developed by taking into consideration the themes which emerged through the extensive stakeholder involvement process. The spending plan aligns with the LCAP goals and 2020-2021 Learning Continuity and Attendance Plan. The programs and services in the LCAP were prioritized using the most recent 2019 California Dashboard Metrics and the local metrics of i-Ready. Detailed information regarding the metrics can be found in the 2021-2024 LCAP that is posted on the District's website ([www.omsd.net](http://www.omsd.net)).

The Major themes that were highlighted under the LCAP goals and 2020-2021 Learning Continuity and Attendance Plan, were used to develop the ESSER III Plan. The themes were prioritized based on the identified student needs. The themes were developed by the various Stakeholder groups that are identified below.

##### Parents/Community input:

- Technology, staffing and programs to address non-duplicated students' needs
- Continued efforts to support digital learning and internet connectivity
- Behavior, Social-Emotional and Mental Health Support for families and students
- Parent, family and community engagement and increased involvement
- Cultural Proficiency Training to promote racial, linguistic, LGBTQ+, ethnic diversity
- Intervention and academic support to remediate student learning loss

##### Teacher/Staff input:

- Tiered core instruction, targeted intervention and intensive intervention for academic and social-emotional learning
- Class size reduction of combination classes
- Professional development around gradual release, foundational literacy, accelerating learning, specific language and academic needs of English learners, students with disabilities, gifted and talented students, racial and ethnic student groups with needs, at-risk students and differentiating instruction in the classroom.
- Planning and collaboration time for teachers

#### 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)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Student Contact Tracing Health Aides	District-Wide: Additional support for student contact tracing and county reporting. Establishment of District Level Coronavirus Action Team(s) in order to ensure detailed contact tracing is in place, housed at the Health & Wellness Department. Estimated 5 FTE Health Aide support.	332,591
N/A	HVAC Units and/or other student-centered facilities improvements	Replace various portions of ventilation systems for 20 most needy sites, 4 middle schools and 16 elementary schools, as identified in HVAC consultant reports. Nutrition Center freezer replacement project for additional wear and tear caused by the increased workload due to the pandemic. The District will follow the CDE pre-approval for capital expenditures process.	34,561,193
2020-2021 Learning Continuity and Attendance Plan pg. 11/IPI #2	Purchase Personal Protective Equipment (PPE)	District-Wide: Purchase applicable PPE following Public Health Guidance. PPE will be distributed to all locations where there are students and staff, such as, school sites, District satellite offices and District Office. This is an expansion of the LCP.	100,000
N/A	Additional Nurses and Behavior Health COVID support and related equipment	Contact tracing, COVID response support, and related equipment to ensure connectivity for critical mental health support for students. In the creation of COVID Action Teams at the Health & Wellness Department, District support for Contact Tracing and guidance on COVID protocols will be employed.	632,171

## 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 - level 1, Gradual Release - level 1, Differentiated Instruction - level 1, Universal Design for Learning - level 1) in meeting the needs of our students. 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.	
2021-2024 LCAP Goal 1/Action 4 and Goal 2/Action 9, Expanded Learning Opportunities Grant Plan pg. 3 #6	Additional 25 Classroom Teachers to Eliminate Combo Classes, K-8	In order to ensure our teachers have the ability to address learning gaps a focus for reducing grade level combination classes (level 4) will be employed. This will allow teachers to focus on a single grade level to help provide better focus for interventions to address learning loss. Even with a single grade level upon which to focus, learning needs for our students still range from far below level to far above grade level. These teachers are assigned to schools/grade levels where combination classes would have been made to match student:teacher ratios in the collective bargaining agreement. This is an expansion of the LCAP and ELOG.	3,110,520
2021-2024 LCAP Goal 2 Action 3	Instructional Coaches for Targeted Schools, K-8	Each school site will have one instructional coach (level 1) assigned. These coaches will work with teachers to ensure the use of evidence based, Tier I practices are employed to meet the diverse learning needs of our students. Each school site has identified a Tier I practice (Gradual Release, Differentiated Instruction, Universal Design for Learning) to use consistently in our classrooms. These coaches gather monthly for collaboration and are reading/using "Student-Centered Coaching: The Moves" professional read, to assist in providing effective instruction. Some schools have had coaches so this evidence based practice is being expanded because our belief is that taking this EBP to scale will	1,197,142

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		improve our Tier I and Tier II instruction, thereby increasing student achievement. This is an expansion of the LCAP.	
N/A	Residential Substitute Teachers, K-8	Each of our 32 school sites will have one Resident Sub (RS) (level 4) assigned. This substitute teacher will be the first sub to fill statutory absences for teachers. By having a RS on campus, consistent site level strategies are employed, a familiarity of site procedures/protocols are followed, and the RS receives the same professional development as the other staff on campus. When no absences exist, this RS is able to provide additional support in addressing learning needs in the classroom.	2,640,000
N/A	Online Academy Support	Provide direct student online instruction support at 1 school site (Online Academy). The Online Academy addresses learning needs for families who elect to enroll their student into the online independent study program.	914,402

## 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

14,006,793

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Direct and Indirect Student Support	Maintain current level of operations and continued services at 33 school sites by retaining existing staff that provide direct and indirect student support that will address learning loss.	5,148,552
2021-2024 LCAP Goal 2/Action 4, 2020-2021	Multiple Student Online Platforms	Software Licensing Tools (level 4) that include, but are not limited to, Panorama, Kami, Nearpod, Peardeck, Electronic	686,785

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	Action Description	Planned ESSER III Funded Expenditures
		providing resources and support to school sites to accelerate learning. This is an expansion and extension of the LCP.	
N/A	Supervisor, Risk Management	A Risk Management supervisor will be responsible to coordinate and lead the risk management duties, including safety, for 33 school sites, satellite offices, and District Office. The entire Department was impacted by COVID. This position offers support to the COVID team.	152,132
2021-2024 LCAP Goal 1, Action 3, 2020-2021 Learning Continuity and Attendance Plan pg. 20 Action DLP#1	Student and Staff Equipment Purchase	Student one-to-one device purchase and replacement based on approximately 20-25% replacement device ratio. Staff device replacement. Student internet hotspots. Microsoft Office License. The technology purchase will serve OMSD students and aid in regular and substantive educational interactions between students and their classroom instructors. The District will follow CDE pre-approval requirements for capital expenditures. This is an expansion of the LCAP and LCP.	4,442,848
2021-2024 LCAP Goal 2/Action 10, 2020-2021 Learning Continuity and Attendance Plan pg. 27 Action PLL#6	iReady Licensing	The iReady Intervention system (level 2) provides all teachers, at all schools in all grade levels an assessment and intervention program designed to address student learning needs. The assessment is conducted with all students in OMSD four times per year. These assessment results are used to determine instructional needs of students in both English Language Arts and Math. Additionally, the program provides students with an individualized learning path that they engage in online, daily, in order to precisely address learning needs. All teachers have received professional development on the use of the program. Regular data analysis and planning around these results are used to plan for instruction. This is an expansion of the LCAP and LCP.	708,000
2021-2024 LCAP Goal 2/Action 8, 11, 12 & Goal 3/Action 1, 9, 2020-2021 Learning Continuity and	Professional Development (PD)	OMS D has a robust Professional development program that aligns to our Multi-Tiered System of Support (level 1). These PD include Restorative Practices and Circles training which was provided in the summer to interested staff members as well as ongoing RP and Circles training which	929,348

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Attendance Plan pg. 20 Actions DLP#2,3,4,5,7,8		is offered through school-site identified PD and other optional/teacher-selected opportunities. In the summer, in anticipation of meeting the needs of our new teachers as well as supporting teacher who may be changing grade levels, curriculum and instruction training was offered for teachers who opted to attend, which included Eureka Math, Wonders ELA, Collections ELA/ELD. Over the course of the school year additional training/PD is available. OMSD is a PBIS District so PBIS trainings are available at school sites as well as PBIS Boot Camp is offered periodically throughout the school year to serve as a refresher for classified, certificated and administrative staff. OMSD is a MTSS school district, therefore cohorts of school leadership teams engage in professional development in order to use the SUMS initiative MTSS Framework to share leadership and build sustainable systems to support the academic, behavior, social and emotional wellbeing off all students. This includes PD on collaborative structures via Professional Learning Communities. The Enhanced Core Reading Instruction (ECRI) routine professional development provides teachers, interventionists, coaches and administrators with evidence/research-based instructional routines to effectively teach (preteach and reteach) our core reading instruction in grades K-2, which supports our accelerated learning program with a focus on early literacy. This is an expansion of the LCAP and LCP.	
2021-2024 LCAP Goal 3/Action 1	SEL Toolkit and Professional Development	As a part of our MTSS, the SEL Toolkit (level 1) and associated professional development, provides teachers a plan and lessons for daily SEL instruction, provides additional resources for small group or individual students needing additional support. This training is available for all teachers and was provided in the summer as well. This is an expansion of the LCAP.	26,000
2021-2024 LCAP Goal 2 Action 6	Music Teachers	OMSD currently has instrumental music available to students in grades 4-6. The OMSD Music Expansion Program provides a music program for all third graders, at	347,719

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		all elementary schools. Providing instruction in music not only supports the student's social emotional learning, but there is significant research that supports the instruction of music to enhance student learning. Music instruction helps students to be engaged in school and therefore supports student learning in academic areas. Teachers were hired and trained in the ORFF methodology and will provide each third grade class with instrumental and vocal music instruction, provided by certificated music teachers, for approximately 30 minutes per week. The program will be offered at each elementary school in order to increase student engagement for learning in the in-person instructional setting. Add 6 FTE Music Teachers. This is an expansion and extension of the LCAP.	

## 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
Intervention Teachers Elementary, K-6	iReady diagnostic data will be reviewed by classroom teachers and site administrators and used to inform instruction.	4x/Year
Instructional Aides, K-6	Informal and formal walkthrough to monitor student engagement and progress in content instruction will be conducted by administrators.	Quarterly review of schedules and anecdotal data
Intervention Teachers Middle School, 6-8	1) Principal coaching walk throughs	1)Monthly 2)4x/Year

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
Teacher on Assignment (TOA)	1) ORC Needs Assessment  2) Community Partner Survey	1)2x/year  2)2x/year
iReady Licensing	Personalized Instruction participation data by all students to fill gaps in learning.	Twice Annually
Professional Development (ECRI)	Classroom walkthroughs to support ECRI	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
SEL Toolkit and Professional Development	1) SEL Student Screener Data 2) Informal and formal Walkthroughs	1)3x/year 2)3x/year
Professional Development (PBIS)	1) PBIS TFI – Fidelity Data 2) Informal and Formal walkthroughs of PBIS EBCPs and Restorative Practices	1)Annually 2)3x/year
Professional Development (SWIS)	SWIS Outcome Data	Annually
Professional Development (MTSS)	MTSS FIA – Fidelity Data will be collected annually	Annually
Multiple Student Online Platforms	Monitor the frequency of use of the platforms, including System User Data available with each platform	Monthly
Edgenuity Curriculum	Monitor the student and teacher usage data	Monthly
Supervisor, Risk Management	1) Site walkthrough to provide health and safety feedback to staff 2) Review workers' compensation data related to confirmed COVID-19 cases	1) Quarterly 2) Monthly
Student and Staff Equipment Purchase	Review and monitor the device replacement schedule. Student one-to-one device purchase and replacement based on approximately 20-25% replacement device ratio.	Quarterly
Music Teachers	Walk through data regarding fidelity to lesson use and student engagement	Quarterly
Student Contact Tracing Health Aides	1) Monitor the number of COVID-19 cases 2) Monitor contact tracing data	1) Daily 2) Daily



Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
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

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;
  - 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/fq/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).

## Fiscal Requirements

- 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.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - 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 (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- 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 progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

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) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- 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 identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

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

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

## **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

### **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.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

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

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- 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 will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- 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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