

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The Ontario-Montclair School District's Leadership engaged in a comprehensive planning process, which began with our Local Control Accountability Planning process. 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 their feedback to inform our planning. Parent groups at the district level, including parents of students who are English Learner, Special Education, Foster Youth, Socio-Economically Disadvantaged, Gifted and Talented and Homeless, are consulted during these representative meetings to gather their feedback. This year, with the parallel development of OMSD's Five-Year Action Plan, additional parent group feedback was gathered. Site Administrators were interviewed to identify site-specific needs as well as the completion of a site administrator needs assessment. Finally, a teacher survey was conducted in the second half of the 2020-2021 school year to gain additional instructional and social emotional observational needs for students from our instructional staff. Using the priorities from these stakeholder groups, along with the analysis of student data and research conducted by the Learning Policy Institute on Restarting and Reinventing Schools, the plan was developed. 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 and Five-Year Action Plan.

A description of how students will be identified and the needs of students will be assessed.

When OMSD shifted to an online learning environment, we began the use of the iReady Universal Screening, Diagnostic, and Progress Monitoring measures. In addition, as a Positive Behavior Intervention and Support (PBIS) district, multiple measures to assess social emotional and behavior needs for students were in place. These measures fit into OMSD's Multi-Tiered System of Support (MTSS). A universal screener tool for reading, math, behavior and social emotional learning needs is administered multiple times each year. These screeners are used to determine which students are at risk for difficulties in one or more of these target areas. Subsequent diagnostic tools are used to determine the specific need a student may have. Interventions are then designed and implemented to address those needs. Progress of student interventions is monitored weekly and changes in levels of support are provided based on this monitoring. We will continue this tiered support system as we move forward, to ensure the needs of all students are met.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Supplemental instruction will take multiple forms using state and federal funds. Summer School programs are designed to target students in need using the assessment system described above. These students will be contacted directly by the District with follow up communication by school sites. School site staff identify students in need of social emotional support and communication to parents is made by the school site. School staff will provide the bulk of this Expanded Learning Opportunities Grant support at the school and therefore school staff will contact parents to inform them of the opportunities for supplemental instruction and support.

A description of the LEA's plan to provide supplemental instruction and support.

A robust Summer Program will be offered for four weeks in June 2021 as well as four weeks in July 2021. During these eight weeks of supplemental program, students will be afforded the opportunity to attend either in-person or online. This expanded summer program is designed to provide students with academic, social-emotional, physical and enrichment experiences to begin to restore both academic and social skills, as well as providing opportunities to be physically active. Meals will be served in our summer program to all students who attend, as well as be available for all students over the summer in our traditional Summer Meal Program. OMSD's plan to provide supplemental instruction and support prioritizes at-school services within a Multi-Tiered System of Support. This includes providing additional staff at schools to support academic skill instruction and intervention (a part of our Learning Acceleration Plan) through the use of Intervention Teachers, Instructional Aides and Newcomer Instructional Aides. These staffs will provide research/evidence-based interventions to students who need targeted support, with a focus on early literacy. OMSD's Learning Acceleration Plan includes the use of our comprehensive assessment system to identify students at risk in reading, math and social-emotional learning and then ensures a staffing model is in place to provide necessary research/evidence-based universal, targeted and intensive supports. In order to ensure the supplemental support for social emotional learning and behavior, Outreach Consultants will

be provided to schools to ensure the use of the MTSS so that all student needs are met. Finally, in an effort to reduce the number of combination classes (multiple grade levels taught by one teacher) additional teachers are being hired, which reduces combination classes and will allow our classroom teachers the ability to focus on a single grade level to address learning needs within the classroom. Student engagement in learning is essential and a focus on providing welcoming and culturally responsive learning environments is an important element in OMSD's mission. Over the past year all staff has observed the need our students have for a safe, supportive learning environment and welcoming students back to school in a positive school climate is our obligation. Using our Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices training, a positive school culture with strong relationships will continue to be strengthened.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time – Summer School	\$ 1,600,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports – Intervention Teachers, Instructional Aides, Newcomer Instructional Aides	\$ 8,680,172	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning –Outreach Consultants	\$ 3,638,156	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0	[Actual expenditures will be provided when available]
Additional academic services for students – Additional classroom teachers to reduce combination classes	\$ 2,339,650	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs – Summer Social Emotional Learning Professional Development	\$ 32,284	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$ 16,290,262	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

As an MTSS District, alignment of our work is critical to ensure the most streamlined strategy is taken. Therefore, OMSD approached the planning for the development of our LCAP, Five-Year Action Plan, Comprehensive Plan for Federal, State and Local Funds Related to COVID Pandemic Recovery (including the use of the Expanded Learning Opportunities Grant) as a single, coordinated, comprehensive planning process. This process began in January 2021 with extensive stakeholder engagement (parents, students, teachers, classified staff, administrators, and the community). Staff then invested in learning by researching Pandemic Recovery which included the Learning Policy Institute's Restarting & Reinventing School: Learning in the Time of COVID and Beyond as well as attending the CDE's January webinar: "Pathways to Recovery". The analysis of student data (attendance, engagement, academic and social emotional) was triangulated with what was learned from our stakeholders as well as our research, to determine priorities for truly reinventing our schools and ensuring the success of all of our students. In OMSD, ALL MEANS ALL, so the planning effort was comprehensive and represents our priorities in order to leverage all funding sources (federal, state and local) to accelerate student learning.